

ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT  
Council Chambers  
820 Enfield Street  
Enfield, CT  
7:00 PM Regular Meeting

Time-Place:

Date: 04-26-22

<https://youtu.be/uTHfigcy8o8>

1. Call to Order – 7:00 PM
2. Invocation or Moment of Silence – Tina LeBlanc
3. Pledge of Allegiance – Tina LeBlanc
4. Fire Evacuation Announcement
5. Roll Call
6. Board Guest(s)
  - a. EHS Community Action Learning Students
  - b. Enfield Youth Council Students
  - c. Amy Morales & LeAnn Beaulieu
7. Superintendent’s Report
  - a. EPS Update
  - b. Early Release Day
8. Audiences
9. Board Members’ Comments
10. Unfinished Business
  - a. BOE Policy Adoption & Policy Revisions – Second Reading
11. New Business
  - a. Approval of School Readiness Grant
  - b. Approval of FY2022 Head Start Grant
  - c. BOE Policy Adoptions & Revision – First Reading
  - d. Discussion and Action if any Regarding the Formation of the Pizza Consent Assignment Task Force
  - e. Discussion and Action if any Regarding COVID Premium Pay for EPS Staff
12. Board Committee Reports
  - Curriculum Committee
  - Finance, Budget Committee
  - Policy Committee
  - Leadership Committee
  - Joint Facilities
  - JFK Building Committee
  - Joint Security Committee
  - Joint Insurance Committee
  - Youth Mental Health & Wellness Advisory Committee
  - Any Additional Committees
13. Approval of Minutes:
  - Regular BOE Meeting Minutes: March 22, 2022
14. Approval of Accounts and Payroll:
  - For the Month of March 2022
  - Line Item Transfers, if any
15. Correspondence and Communications
16. Executive Session
  - a. Discussion and Possible Action Regarding Board Member’s Conduct
17. Adjournment



**Date:** April 26, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Board Guest(s)

- a. **EHS Community Action Learning Students:** Tonight we welcome Enfield High Social Studies Teacher Tony Allegro, students Jack Winans and Abdel Failla from his Community Action Learning Class. The students will give the Board an update about an upcoming service learning project they are organizing.
  
- b. **Enfield Youth Council Students:** We also welcome Town of Enfield Youth & Family Services Prevention Coordinator Belle Cyr and several Enfield High School students: Jamie Pereira, Dylan Lawson, Jaci Estrada, and Angelina Shi. The Enfield Youth Council students are here to present their Gambling Prevention Public Service Announcement (PSA). This is part of a statewide youth media project showcase. The students partnered with Adam Rivers through Asnuntuck Community College's radio station 107.7 WACC to record and edit their PSA. The students were awarded "Best Message to the Community" at the showcase and received a stipend to further market and share their PSA message to the community at large.
  
- c. **Amy Morales & LeAnn Beaulieu:** Amy Morales, Town of Enfield Operations Manager and LeAnn Beaulieu, School Readiness Council & KITE Chairperson are here tonight to give the Board an update about the School Readiness Grant. This item is placed under New Business and will need Board approval.



**Date:** April 26, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Superintendent's Report

- a. **EPS Update:** I will update the Board regarding our schools at this time.
- b. **Early Release Day:** All Enfield Public students will be dismissed early with lunch on April 27<sup>th</sup> for staff PD.



**Date:** April 26, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** BOE Policy Adoption & Policy Revision – Second Reading

Board members approved the first reading of the two policies at the March 22<sup>nd</sup> meeting. These policies have been placed on the website for public input and are listed below.

Policy Committee Chair Scott Ryder and Policy Committee Liaison Assistant Superintendent Longey can address any Board member questions regarding the proposed new policy and existing policy with revisions.

**New Policy:**

- 6172.6 – Distance Education – Remote/Online Courses

**Policy Revisions:**

- 6146.11 – The Weighted Grade System

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





**Date:** April 26, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Approval of School Readiness Grant

We welcome Amy Morales, Town of Enfield Operations Manager and LeAnn Beaulieu, School Readiness Council and KITE Chairperson to tonight's meeting. They are looking for the Board's approval for the School Readiness Grant they are applying for. The Town Council will approve this at their May 2<sup>nd</sup> meeting. They are here to update the Board on this grant application and to answer any questions from the Board.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding approving the School Readiness Grant application as presented.



**Date:** April 26, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Approval of FY2022 Head Start Grant

Our Director of Early Childhood Initiatives Jaclyn Valley is looking for the Board's endorsement for a grant they are applying for from the State of Connecticut Office of Early Childhood. This grant will serve 102 children at Enfield Head Start.

Enclosed in your packet is a memo about the Head Start Grant, State Grant Budget, Summary of Proposed Objectives and Indicators of achievement and information from Ready Rosie. I am available to address any questions from the Board about this Head Start Grant.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding approving the FY2022 Head Start Grant as presented.



**Date:** April 26, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** BOE Policy Adoptions & Policy Revisions – First Reading

Policy Committee members met on April 19<sup>th</sup> and reviewed several policies from CABE. They are recommending changes to two of our existing policies - #4118.232 Alcohol, Tobacco and Drug-Free Workplace; and #5131.911 Bullying, Teen Dating Violence Prevention and Intervention. They also reviewed two new proposed policies from CABE - #3717.1 Non-Lapsing Education Fund (Non-Regional School Districts); and #6140 Curriculum. Committee members are recommending a first reading for these policy adoptions and revisions. These policies have been placed on the website for public input and are listed below.

Policy Committee Chair Scott Ryder and Policy Committee Liaison Assistant Superintendent Longey can address any Board member questions regarding this existing policy with revisions.

**Policy Revisions:**

- 4118.232 Alcohol, Tobacco and Drug-Free Workplace
- 5131.911 Bullying, Teen Dating Violence Prevention and Intervention

**Proposed New Policies:**

- 3171.1 Non-Lapsing Education Fund (Non-Regional School Districts)
- 6140 Curriculum

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately regarding the proposed policy revisions and proposed new policies as presented for a First Reading.



**Date:** April 26, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Discussion and Action if any Regarding the Formation of the Pizza Consent Assignment Task Force

This item will be addressed by Madam Chair LeBlanc.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately regarding the Formation of the Pizza Consent Assignment Task Force.



**Date:** April 26, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Discussion and Action if any Regarding COVID Premium Pay for EPS Staff

This item will be addressed by Madam Chair LeBlanc.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately regarding COVID Premium Pay for EPS Staff.





**Date:** April 26, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Executive Session

The Board of Education has the need to discuss the following item:

- Discussion and Possible Action Regarding Board Member's Conduct

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

**ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT**

**Instruction****6146.11****The Weighted Grade System**

The Board of Education (**Board**) will offer a three level weighted grading system that encourages students to challenge themselves academically and rewards their efforts accordingly. Since it is recognized that courses vary in their complexity and the subsequent demands this places on student time, competency, and energy, certain courses are assigned a “greater weight” than other courses. The school system has adopted a weighted grade system of courses to offer more challenge and stimulation to students. This weighted grade system is in effect for computing all grade point averages.

A listing of all courses and their assigned weight offered each year will appear in the high school course of studies book. The course of studies book will be reviewed and approved annually by the Board of Education for the following school year. A course of studies ‘book will be posted on-line and copies will be available in the guidance department. Listed below is the weighted grade scale.

<b>Grade</b>	<b>Numerical Equivalent</b>	<b>AP/ECE</b>	<b>Honors</b>	<b>College/ Career Prep</b>	<b>Honor Roll</b>
A+	100-97	5.0	4.5	4.0	<b><u>HIGH HONORS:</u></b> 3.6 average with no grade lower than a B-.
A	96-93	5.0	4.5	4.0	<b><u>HONORS:</u></b> 3.0 average with no more than one (1) C.
A-	92-90	4.7	4.2	3.7	
B+	89-87	4.3	3.8	3.3	
B	86-83	4.0	3.5	3.0	
B-	82-80	3.7	3.2	2.7	
C+	79-77	3.3	2.8	2.3	
C	76-73	3.0	2.5	2.0	
C-	72-70	2.7	2.2	1.7	
D+	69-67	2.3	1.8	1.3	
D	66-63	2.0	1.5	1.0	
D-	62-60	1.7	1.2	.7	
F	59 and Below	0	0	0	

The above grade point averages will be in effect for grades 6-12. Grades 6-8 will use the College/Career Prep column for all course.

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students’ career and academic choices in grades six to twelve, inclusive. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade including, but not limit to, careers in manufacturing. The Board shall utilize the Department of Education’s issued and revised guidance regarding changes to such

## **Instruction**

### **The Weighted Grade System** (continued)

student's success plans. In creating such student success plans, consideration shall be given to career and academic choices in computer science, science, technology, engineering and mathematics.

On or after July 1, 2021, the student success plans shall be created, if possible, in collaboration with each student and the student's parent/guardian. On or after July 1, 2022, the student success plans shall, to the extent it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the Board's challenging curriculum policy. (Note: such policy is to be adopted by July 1, 2022)

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements, etc.

Legal Reference: Connecticut General Statutes  
~~10-220g Policy on weighted grading for honors and advanced placement classes.~~  
10-221a High school graduation requirements. (As amended by P.A. 00-124, an Act concerning High School Diplomas and Veterans of World War II  
PA 00-156, An Act Requiring A Civics Course for High School Graduation  
PA 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas  
PA 10-111, An Act Concerning Education Reform in Connecticut  
PA 11-135, An Act Concerning Implementation Dates for Secondary School Reform  
PA 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans  
PA 13-122, An Act Concerning Minor Revisions to the Education Statutes  
PA 13-247, Budget Implementer Bill  
PA 15-237, An Act Concerning High School Graduation and PA 16-4(SS), Section 310)  
PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements  
PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy  
PA 19-58 An Act Promoting Careers in Manufacturing to Public School Students  
PA 21-199, Section 4, An Act Concerning Various Revisions to the Education Statutes.

**Policy Adopted: May 11, 2021**

**Policy Revised:**



Item # 11a



To: Enfield Board of Education Members  
From: Amy Morales, Operations Manager, Town of Enfield Child, Youth and Family Division and Enfield School Readiness Liaison  
LeAnn Beaulieu, Chairperson of KITE (Key Initiatives to Early Education)

Date: April 26, 2022

Subject: School Readiness Grant Application for July 1, 2022 - June 30, 2023

- The Office of Early Childhood has released the Request for Proposal for Fiscal Year 2022-2023 for the School Readiness Grant and the Quality Enhancement grant. This grant provides 28 preschool slots for a total of \$249,872 and \$3,881 in Quality Enhancement funds to provide professional development and trainings to enhance the quality of early childhood education programs.
- The grant also includes \$12,494 in funding to be used for the purpose of coordination, program evaluation and administration which will be used to fund a portion of the School Readiness liaison's salary.
- KITE (Key Initiatives to Early Education) serves as Enfield's School Readiness Council and will perform the work of the Council as outlined in the School Readiness Statutes including releasing and reviewing the local RFP.
- A public notice was put out for local early childhood programs to apply for this funding. School Readiness providers must be able to comply with legislative mandates established by the Office of Early Childhood. Historically, the Enfield Child Development Center has been Enfield's only School Readiness Provider and is the only program who applied this year. Their application was scored by a review committee, recommended for funding, and will be voted on at our May KITE meeting.
- The School Readiness Grant requires signatures by the Town Manager and the Superintendent of Schools. The grant is due on May 8, 2022.



*Proposed New Policy – First & Second Reading*  
**ENFIELD BOARD OF EDUCATION**  
**ENFIELD, CONNECTICUT**

**Instruction**

**6172.6**

**Distance Education - Remote/Online Courses**

The Board of Education believes that education through remote/online courses or through university or college courses is an alternative (effective) means of instruction for students. A remote school is hereby defined as an educational organization that offers courses at various grade levels through Internet or Web-based methods. These schools can offer courses to enhance, supplement or enrich the existing curriculum and can also provide an alternative means of instruction. Interactive distance learning does not require the student to be physically present in the same location as the instructor or other students.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221a (g) shall ensure, at a minimum, that (a) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (2) offered by institutions of higher education that are accredited by the Department of Higher Education or regionally accredited; or (3) toward meeting the high school graduation requirement upon the successful completion of the board examination series permitting students in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.

The Board of Education recognizes students may benefit from on-line courses or post-secondary courses to assist students in obtaining credits necessary to earn a diploma, to maintain academic standings or to provide enrichment for those who might require special courses.

Enfield Public Schools will not use on-line courses as the sole medium for instruction in any required subject area for students in grades K-8.

High school students may also earn a maximum of 4 units of academic credit with no more than 2 credits per semester and earning no more than one credit towards the required credits in each of the core content areas, to be applied toward graduation requirements by completing online courses through agencies approved by the Board unless the Principal waives that provision in writing stating the reasons why, citing whatever circumstances that has caused this waiver. Board approved on-line course delivery must be from institutions accredited by the New England Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges or Western Association of Schools and Colleges



**Instruction**

**Distance Education - Remote/Online Courses** (continued)

or, if the institution is foreign, recognized by the Connecticut State Department of Education as having appropriate academic standards.

Credit from an online or remote course or a university/college course may be earned only in the following circumstances:

1. The course is not offered at the Enfield High School.
2. The course will serve as an alternative or a supplement to extended homebound instruction.
3. Enfield Public Schools has expelled the student from the regular school setting, and the student has been offered an alternative educational opportunity.
4. The Principal, or his/her designee, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.
5. Students taking such courses must be enrolled in Enfield Public Schools and take the courses during the regular school day at the school site.
6. A student has failed a course required for graduation and is unable to recover credits in that course area through normal scheduling.
7. The student's PPT or Section 504 Team has determined it to be an appropriate means of instruction.

As determined by Board/school policy, students applying for permission to take a remote/on-line course will do the following:

- Complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online/college learning environment.
- Obtain the written approval of the Principal or his/her designee before a student enrolls in a remote course or the university/college course.
- Adhere to the code of conduct of Enfield Public Schools to include rules of behavior and consequences for violations.
- Adhere to attendance requirements of Enfield Public Schools.

The school must receive an official record of the final grade before awarding credit toward graduation. Only approved courses shall be posted on student transcripts.

**Instruction**

**6172.6**

**Distance Education - Remote/Online Courses** (continued)

The tuition fee for a remote course shall be borne by Enfield Public Schools for students enrolled full-time. The Board shall pay the fee for expelled students who are permitted to take remote courses in alternative settings.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses. Enrollment in an online course will be allowed only if an appropriately certified teacher is available and willing to supervise the student's participation in the course.

Students will have access to sufficient library media resources such as a "virtual library" available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information.

**District Review Committee**

The Superintendent shall establish a committee to review all distance education courses prior to use by Enfield Public Schools. This committee will be comprised of: central office representative, representative(s) of high school administration, the department coordinator for that specific subject area, a school counseling representative, an educational technology representative, and a representative from special education, if appropriate.

**Evaluation**

Enfield Public Schools will evaluate the educational effectiveness of the distance education courses and the teaching/learning process to include assessments based on state curriculum standards as well as student outcomes. Enfield Public Schools will use this evaluation to decide to continue or discontinue the use of the distance education course.

(cf. 6141.321 - Computers: Acceptable Use of the Internet)

(cf. 6141.1 - Independent Study)

(cf. 6146 - Graduation Requirements)

**Legal Reference:**

Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

10-221a High school graduation requirements. (as amended by P.A. 00-124,

An Act Concerning High School Diplomas and Veterans of World War II,

P.A. 00-156, An Act Requiring A Civics Course for High School

Graduation and P.A. 08-138, An Act Concerning High School Credit for

Private World Language Courses, Other Subject Areas) and P.A. 10-111,

An Act Concerning Education Reform in Connecticut.

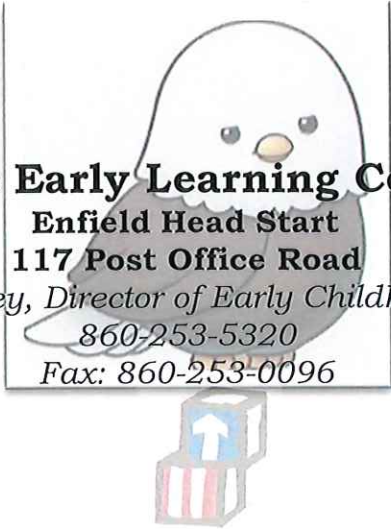
P.A. 21-46 An Act Concerning Social Equity and the Health, Safety and

Education of Children.

**Policy Adopted:**



Item # 11b.



**Stowe Early Learning Center**

**Enfield Head Start  
117 Post Office Road**

*Ms. Jaclyn Valley, Director of Early Childhood Initiatives*

860-253-5320

Fax: 860-253-0096

**To:** Mr. Christopher J. Drezek  
**Regarding:** Approval of FY 2022 State Head Start Grant  
**From:** Jaclyn Valley  
**Date:** April 22, 2022

Enfield Head Start is requesting Board endorsement for a grant totaling \$100,000 from the State of Connecticut; Office of Early Childhood to supplement federal funding to serve 102 children at Enfield Head Start.

I have attached the budget for the state grant as well as a summary of proposed objectives and indicators of achievement for each area for which funding has been requested. Please let me know if you have any questions.

Budget Summary for Innovative Enhancement Supplemental Innovative Enhancement State Head Start  
Grant 23-24

FISCAL YEAR 2023			
ED 114 BUDGET FORM			
GRANTE E/ DELEGA	Manchester/Enfield	TOWN CODE	49
GRANT TITLE:	State Head Start Supplement Grant Program	Grant Period:	7/1/2022 to 6/30/2024
Project Title	INNOVATIVE ENHANCEMENT Category Grant F	Total Award:	\$ 100,000.00
CODES	DESCRIPTIONS	BUDGET	
111A	Non-Instructional	\$	-
111B	Instructional	\$	80,100.00
200	Personal Services	\$	3,590.00
320	Professional Educational Services	\$	-
322	In-service	\$	5,000.00
323	Pupil Services	\$	-
324	Field Trips	\$	-
325	Parent Activities	\$	5,000.00
330	Employee Training and Development Services	\$	-
340	Other Professional Services	\$	-
400	Purchased Property Services	\$	-
510	Pupil Transportation	\$	-
530	Other Purchased Services	\$	-
600	Supplies	\$	6,310.00
700	Property	\$	-
917	Indirect Costs	\$	-
	<b>TOTAL</b>	\$	<b>100,000.00</b>
		Original Date:	Revised Date:

# Summary of Grant Objectives and Indicators of Achievement

Due to the current pandemic, the submission date for this application was pushed from Spring to Fall. A few changes had to be made to last year's goals and indicators of achievement accommodate safety protocols put in place by the Office of Early Childhood and the State Department of Education.

- Year 1 Goal: Provide a minimum of 10 2/3 generation learning experiences for families in the community play lab designed to engage children and adults in playful learning while supporting skills from HS Learning Outcomes and CT ELDS so that adults can support learning at home cannot happen under the current safety protocols in place to keep our kids, families, staff, and community at large safe.
  - *Year 2 revised goal shifts the focus to supporting our kids and families in becoming more aware of the present moment, focusing on both their physical and emotional well-being.*
    - Families will practice techniques that support a healthier mental well-being in today's challenging world, support family literacy, and self-regulation skills.
  
- Year 1 Goal: Develop leadership and advocacy skills of parents by providing the UCONN People Empowering People (PEP) in Spanish calls for in person group meetings which cannot happen for obvious reasons.
  - *Year 2 revised goal: In partnership with our Grantee, Manchester Public Schools, we will increase family engagement and support leadership skills of parents by adopting the Ready Rosie Parent Curriculum. Ready Rosie is a research-based parenting curriculum that capitalizes on video and mobile technology to support the home-school partnership. See attached additional information\**
  
- Year 1 Goal: Serve 34 children and families in an 8-week summer program preventing 'summer slide', support transition to kindergarten and allowing adults to participate in workforce training, work and or adult education.
  - *Year 2 revised goal: Head Start's Summer program was closed to in person learning, but we felt it important to support our 55 Rising Kindergarten Students in some capacity. We created a "Get Ready for Kindergarten" Summer Challenge. Materials were purchased and distributed to all 55 families. Teachers used Microsoft Teams to engage kids and families in activities designed to support all areas of development including school readiness skills. Family advocates worked through the summer to maintain positive relationships with their families to keep them connected to resources and support the transition to K. Our Health Manager, Nurse Jen made sure all kids heading to K has all of the necessary paperwork to start school.*
    - Serve 55 Rising Kindergarteners and their families in a 6-week summer program preventing 'summer slide', support transition to Kindergarten within the bounds of the COVID-19 Pandemic local and state guidance.



# Summary of Grant Objectives and Indicators of Achievement

Funding Category	Year 2: Goals and Objectives FY 2021	Year 2: Indicators of Achievement FY 2021
Innovative Enhancement	<p>Provide 16 sessions of Families in Harmony Music Based Mindfulness Program</p> <ul style="list-style-type: none"> <li>designed to support children and families in becoming more aware of the present moment, focusing on both their physical and emotional well-being. Families will practice techniques that support a healthier mental well-being in today's challenging world, support family literacy, and self-regulation skills.</li> </ul>	<ul style="list-style-type: none"> <li>16 sessions held for families enrolled in HS</li> <li>Progress on education and family goals</li> <li>Increase in child (TSGOLD)/family (CHILD PLUS) outcome data at end of school year as measured by SE 1, 2, and 3 in TS GOLD</li> </ul>
	<ul style="list-style-type: none"> <li>Enhance children's executive function skills of inhibitory control, working memory, attention, task persistence, planning and cognitive flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers receive PD – training and coaching</li> <li>Teachers incorporate specific strategies with 90% fidelity</li> <li>Increase in EF skills by 2 gradients as measured by S/E 1, Cog 11 and 12 on TS Gold</li> </ul>
	<ul style="list-style-type: none"> <li>Engage children in STEAM activities to stimulate curiosity, exploration, the dispositions of scientific inquiry, teamwork and language</li> </ul>	<ul style="list-style-type: none"> <li>Teachers receive PD training, coaching and PLC</li> <li>Lesson plans include robust STEAM activities daily</li> <li>Increase in skills as measured by Science 24, 25, 26, 28 on TS Gold by at least two gradients</li> </ul>
	<ul style="list-style-type: none"> <li>Increase family engagement and support leadership skills of parents by adopting the Ready Rosie Parent Curriculum in partnership with our Grantee Manchester Head Start</li> </ul>	<ul style="list-style-type: none"> <li>Ready Rosie usage tracking for engagement</li> <li>Child Plus Data</li> <li>Family feedback survey</li> <li>Increase in child (TSGOLD)/family (CHILD PLUS) outcome data at end of school year</li> <li>Training with Manchester held</li> </ul>
	<ul style="list-style-type: none"> <li>Serve 34 children and families in an extended school day/school year option, providing more time for instruction and allowing adults to participate in workforce training, work and/or adult education.</li> </ul>	<ul style="list-style-type: none"> <li>Two extended school day/school year classrooms established with full enrollment</li> <li>90% percent of enrolled families that are working and in school or job training</li> </ul>
	<ul style="list-style-type: none"> <li>Serve 55 Rising Kindergarteners and their families in a 6-week summer program preventing 'summer slide', support transition to Kindergarten within the bounds of the COIVD-19 Pandemic local and state guidance.</li> </ul>	<ul style="list-style-type: none"> <li>A virtual Get Ready for Kindergarten Summer experience offered to 55 Rising K students.</li> <li>Family Advocates will make consistent contact with families putting them in touch with resources and supporting the transition to K. <ul style="list-style-type: none"> <li>75% of families will engage with the Summer Challenge</li> </ul> </li> <li>50% of families will access at least one resource</li> </ul>



STATE HEAD START SUPPLEMENT FY23  
STATEMENT OF ASSURANCES SIGNATURE PAGE

I, the undersigned authorized official, do hereby certify that these assurances shall be fully implemented.

Authorized Signature: \_\_\_\_\_  
Name: (please type) Christopher Drezek  
Title: (please type) Superintendent, Enfield Public Schools  
Date: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_  
Name: (please type) Tina LeBlanc  
Title: (please type) Madam Chair, Enfield BOE  
Date: \_\_\_\_\_

Authorized Signature: *Moregan Beaulieu*  
Name: (please type) Moregan Beaulieu  
Title: (please type) Enfield Head Start Policy Committee Chair  
Date: 4/15/22

To be signed below ONLY if the Fiscal Agent is other than the program applying for the funds:

Signature of Fiscal Agent: \_\_\_\_\_ Date: \_\_\_\_\_

Name & Title (please print): \_\_\_\_\_

## REQUEST FOR APPLICATIONS SUBMISSION INFORMATION

### **Date of Board Acceptance**

If the submission of the request for applications for the State Head Start Supplement Grant Program requires the official approval and/or endorsement of any board or like body (e.g., board of education, town council, etc.), the approval and/or endorsement of such body should be submitted with the grant application. If it is not possible to obtain board or similar approval prior to submission of the grant application, the official board approval or similar document should be sent under separate cover, no later than July 1, 2022.

### **Obligations of Grantees and Sub-Grantees**

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in the C.G.S. Section 4a-60 and 4a-60a and Sections 4a-68j-l et seq. of the Regulations of Connecticut State Agencies. Furthermore, the grantee or delegate agency must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

### **Management and Control of the Program and Grant Consultation Role of the State**

The grantee or delegate agency should have complete management control of this grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or delegate agency.

## REQUEST FOR APPLICATIONS PROCESS

### **Information and Assistance**

You will be able to download a PDF of your responses once you submit your RFA with instructions on the certification page. If you need assistance with this RFA, please email Jennifer Jones at [jennifer.jones@ct.gov](mailto:jennifer.jones@ct.gov). Please note that it may take up to three business days for your email to be answered.

### **Review of Applications and Grant Awards**

The OEC reserves the right to make a grant award under this program without discussion with the applicants. Therefore, applications should be submitted which present the project in the most complete and favorable light from both technical and cost standpoints. All awards are subject to the availability of funds. Federal grantees and/or delegate agencies awarded funds under this grant program are cautioned not to commit such funds until an official grant award letter is received.

### **Reservations and Restrictions**

The OEC reserves the right not to fund an applicant if it is determined that the grantee or delegate agency cannot manage the fiscal responsibilities required under the grant or demonstrates an inability to meet programmatic requirements of this grant, e.g., licensing, health and safety, Professional Registry, etc.





### ReadyRosie Alignment with the National Head Start Parenting Curriculum Decision Making Checklist

This innovative program provides schools and organizations with a combined approach of interactive workshops PLUS ongoing mobile support and communication. ReadyRosie provides 1,000+ structured and sequenced learning activities that families can utilize independently and/or in the context of group learning. It is targeted to families, inclusive for special populations, and adaptable for individual schools.

Look closer and see the ReadyRosie response for each drafted recommendation from Head Start.

Head Start Recommendation	The ReadyRosie Response
<p><b>Structured, sequenced learning activities for parents that focus on two or more of the following domains of learning:</b></p>	<p>ReadyRosie provides Head Start agencies an impactful two-fold approach to parenting support:</p> <ol style="list-style-type: none"> <li>1. Six interactive pre-planned and customizable workshops that each include a facilitator's guide, PowerPoint presentation and flyer to recruit families. Workshop session topics include: A Bonded Family, Developing the Whole Child, Building a Literacy-Rich home, Routines and Challenging behaviors, Fun with Math and Critical Thinking, and Parents as Leaders.</li> <li>2. 1000+ videos in English and in Spanish that are delivered to families via text, email and/ or app and can be shared to align with classroom objectives. See more about alignments and more here: <a href="http://www.readyrosie.com/headstart">http://www.readyrosie.com/headstart</a></li> </ol>
<p><b>Nurturing</b> (warmth, responsiveness, and sensitivity)</p>	<p>ReadyRosie videos feature real families modeling activities grounded in kindness, mutual respect, and patience. See specific examples below:</p> <p><b>Warmth:</b> ENG: Tell Me About It: <a href="#">EXAMPLE</a> SPAN: ¡Cuéntamelo!: <a href="#">EXAMPLE</a></p> <p><b>Responsiveness/Sensitivity:</b> ENG: Grab and Grasp: <a href="#">EXAMPLE</a> SPAN: Alcanzar y agarrar: <a href="#">EXAMPLE</a></p> <p>Plus, the ReadyRosie Family Workshop Series features TWO sessions on the power of a nurturing family environment.</p>
<p><b>Discipline</b> (providing limits, teaching self-control, handling challenging child behaviors)</p>	<p>ReadyRosie supports families in understanding positive and preventative discipline strategies, offering:</p> <ul style="list-style-type: none"> <li>- an entire session on providing limits, teaching self-control, and handling challenging child behaviors from the ReadyRosie Family Workshop.</li> <li>- Research and Answer videos that feature early childhood experts speaking on positive discipline strategies: <a href="#">EXAMPLE</a></li> <li>- ReadyRosie Modeled Moments that show preventative and peaceful discipline/ management strategies: <a href="#">EXAMPLE</a></li> </ul>
<p><b>Teaching</b> (conveying information or skills)</p>	<p>ReadyRosie models to families how common everyday experiences can be targeted learning opportunities. For example:</p> <p><b>Foundational Literacy Skills:</b> ENG: <a href="#">EXAMPLE</a> SPAN: <a href="#">EXAMPLE</a></p> <p><b>Early Numeracy/Counting/Cardinality:</b> ENG: <a href="#">EXAMPLE</a> SPAN: <a href="#">EXAMPLE</a></p>



Head Start Recommendation	The ReadyRosie Response
<b>Language</b> (conversations)	ReadyRosie provides modeling for families on how to use common interactions to increase language and learning, as well as packaging a ReadyRosie Family Workshop series devoted to language and literacy in the home. Please see ReadyRosie examples below that model language experiences:  ENG: <a href="#">EXAMPLE</a> SPAN: <a href="#">EXAMPLE</a>
<b>Supervision</b> (watchfulness)	<b>Families are the guardians of their children's progress and wellness. In supporting the whole child, ReadyRosie Family Workshops address supervision and safety.</b>
<b>A manual or guide that describes what learning domains to deliver, how to present them, and in what order</b>	ReadyRosie provides schools with an Implementation and Facilitator Guide that includes: <ul style="list-style-type: none"> <li>- 6 powerful and interactive workshops for families</li> <li>- PowerPoint presentations and interactive videos with each session</li> <li>- Live or web-based Train the Trainer sessions to support facilitators</li> <li>- Pre-made flyers in English and Spanish to advertise the workshop event to families</li> </ul>
<b>Available for public use</b>	<b>ReadyRosie is accessible to every parent, step-parent, grandparent, etc. who is affiliated with the Head Start agency or school.</b>
<b>Two or more sessions</b>	<b>ReadyRosie provides 6 powerful and interactive sessions for families and over 1000 learning activities that families can access independently.</b>
<b>Delivered in a time-limited or ongoing manner</b>	<b>ReadyRosie provides content to families year-round, so they can continue to participate in learning during holiday seasons and summer. ReadyRosie includes SPECIFIC summer learning content designed to mitigate summer learning loss and successfully transition from PreK to Kindergarten.</b>
<b>Delivered to parents as the intended and primary audience</b>	<b>ReadyRosie was developed for and has been implemented specifically for families.</b>
<b>Includes an opportunity for parents to practice skills</b>	<b>All ReadyRosie workshops provide families with an opportunity to enjoy the activities together at the workshop. Additionally, all video activities that are delivered to families include an opportunity for families to DO the activity and report that they have done so by clicking on the "we did it" button associated with each video. This helps schools to actively monitor parent usage and consistency.</b>
<b>Able to be implemented in early childhood settings or community-based organizations.</b>	<b>ReadyRosie is currently being implemented in several Head Start agencies, including CAP of Tulsa, City of San Antonio Head Start, and CAP of Kern County. ReadyRosie was designed to be best implemented in early childhood settings.</b>
<b>Research-based</b>	ReadyRosie is a research-based program, with a growing research base around its different components. ReadyRosie's home learning digital curriculum has been evaluated via a partnership with researchers from Penn State University. Results document increased language interactions and positive linguistic behavior change in families using ReadyRosie.  ReadyRosie is currently involved in an evaluation study with the University of Pittsburgh Office of Child Development to document the efficacy of additional program components. The first phase of this larger evaluation will examine and document ReadyRosie Family Workshop. <b>These results are expected in Summer 2018, and will continue to document that ReadyRosie aligns with Head Start's definition of a Research-Based Parenting Curriculum.</b>  See more details on the ReadyRosie evidence base here: <a href="https://www.readyrosie.com/research">https://www.readyrosie.com/research</a>



**ENFIELD PUBLIC SCHOOLS**  
Enfield, Connecticut

**Personnel – Certified/Non-Certified****4118.232****Alcohol, Tobacco and Drug-Free Workplace****Purpose**

The Board of Education (Board) is concerned with maintaining a safe and healthy working and learning environment for all staff and students. The Board recognizes the importance of maintaining an environment for its staff and students that is drug and alcohol free. Reasonable steps will be taken to create a safe workplace free from the effects of alcohol, second-hand smoke and drug abuse. The purpose of this policy is to establish a workplace which is free of the effects of alcohol and second-hand smoke, and free from drug abuse. By accomplishing this purpose, the Board also seeks to promote a safe, healthy working environment for all employees and to reduce absenteeism, tardiness and other job performance problems which may be caused by alcohol and/or drug abuse.

Employees must abide by the terms of this policy as a condition of employment. This policy is adopted in accordance with state law and the Drug Free Workplace Act.

**Statement of Policy**

Employees shall not be involved with the unlawful manufacture, distribution, possession, or use of an illegal drug, controlled substance or alcohol and shall not be under the influence of such substances while on school property or while conducting Board business on or off school property. Any employee who discovers illegal drugs or alcohol on school property shall notify the Superintendent or his/her designee who shall investigate the matter.

An employee must report any conviction under a criminal drug statute for violations occurring on or off school property while on Board business, to the Superintendent or his/her designee within five (5) days after the conviction. The Board will notify any agency awarding a grant to the Board of such conviction, within ten (10) days thereafter.

Employees shall only use prescription drugs on school property, or during the conduct of Board business, that have been prescribed by a licensed medical practitioner, and such drugs shall be used only as prescribed. However, in accordance with Conn. Gen. Stat. §21a-408a through 408g, the Board specifically prohibits the palliative use of marijuana on school property, at a school-sponsored activity, or during the conduct of Board business, and specifically prohibits employees from being under the influence of intoxicating substances, including marijuana used for palliative purposes, during work hours.

The Board prohibits smoking, including smoking using an electronic nicotine delivery system (e.g. e-cigarettes), and the use of tobacco products on school property or at any school-sponsored activity. For purposes of this policy, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic



## Personnel – Certified/Non-Certified

### Alcohol, Tobacco and Drug-Free Workplace

~~cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.~~

~~Violations of this policy may result in disciplinary action, up to and including possible termination of employment.~~

#### **Definitions**

***“Cannabis”*** means marijuana which includes all parts of a plant or species of the genus cannabis, whether growing or not, and including its seeds and resin; its compounds, manufactures, salts, derivatives, mixtures, and preparations; and cannabimon, cannabimol, cannabidiol (CBD), and similar compounds unless derived from hemp as defined in federal law. The definition of marijuana also includes any product made using hemp, as defined in state law, with more than 0.3% total THC concentration on a dry-weight basis, manufactured cannabinoids, and certain synthetic cannabinoids.

***“Cannabis product”*** is cannabis in the form of a cannabis concentrate or a product that contains cannabis, which may be combined with other ingredients, and is intended for use or consumption.

***“Cannabis concentrate”*** is any form of concentration extracted from cannabis, such as extracts, oils, tinctures, shatter, and waxes.

***“Medical marijuana product”*** is cannabis that (1) dispensary facilities and hybrid retailers exclusively sell to qualifying patients and caregivers and (2) the Department of Consumer Protection (DCP) designates on its website as reserved for sale to those individuals.

***“Manufactured cannabinoid”*** means cannabinoids naturally occurring from a source other than marijuana that are similar in chemical structure or physiological effect to cannabinoids derived from marijuana, but that are derived by a chemical or biological process.

***“Workplace”*** means the site for the performance of work done, which includes work done in connection with a federal grant. The workplace includes any District building or property; any District-owned vehicle or any other District-approved vehicle used to transport students to and from school or school activities; and off-District property during any school-sponsored or school approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction/supervision of the District, which could also include work on a federal grant.

***“School-sponsored activity”*** means any activity sponsored, recognized, or authorized by the Board and includes activities conducted on or off school property.

***“Drug”*** is defined as:

1. ***“Controlled substances”*** which includes all forms of narcotics, depressants, stimulants, hallucinogens, steroids, and cannabis (including products made with or infused with these substances) whose sale, purchase, transfer, use, or possession is prohibited or restricted by state or federal law;



## **Personnel – Certified/Non-Certified**

### **Alcohol, Tobacco and Drug-Free Workplace**

#### **Definitions (continued)**

2. *“Synthetic cannabinoids”* which include drugs which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those which may cause drowsiness or dizziness; and
3. Illegal substances.

*“Prescription drugs”* means drugs which are used in the course of medical treatment and have been prescribed and authorized for use by a licensed medical practitioner/physician or dentist, other than marijuana (cannabis) and marijuana-related substances.

*“Smoking”* means the burning of a cigarette, cigar, pipe or other similar device that contains in whole or in part, cannabis or hemp, in addition to tobacco.

*“Electronic nicotine delivery system”* for purposes of this policy means an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid.

*“Vapor product”* means any product that employs a heating element, power source, electronic circuit or other electronic, chemical, or mechanical means to produce a vapor that may or may not include nicotine and is inhaled by the product’s user.

*“Under the influence”* means any noticeable use, any detectable level of drugs or alcohol in the employee’s blood or urine or any noticeable or perceptible impairment of the employee’s mental or physical faculties.

*“Criminal drug statute”* means any criminal statute involving the manufacture, distribution, dispensing, use, or possession of any controlled substance.

#### **I. Prohibited Behavior**

To help maintain a drug-free school, community, and workplace, the following conduct is strictly prohibited of all District employees and volunteers. An employee who violates this policy may be required to successfully complete an appropriate rehabilitation program, may not be renewed or his/her employment may be suspended or terminated, at the discretion of the Board.

- A. Reporting to work or the workplace under the influence of alcohol, illegal and/or controlled substances including marijuana (cannabis) and anabolic steroids;
- B. Manufacturing, selling, delivering, soliciting, consuming, using, possessing, or transmitting alcohol in any amount or in any manner on District property or a District workplace at any time while students are under the supervision of the

## **Personnel – Certified/Non-Certified**

### **Alcohol, Tobacco and Drug-Free Workplace**

#### **Prohibited Behavior (continued)**

- District, or when involved as an employee in a District activity on or off school district property;
- C. Unlawfully manufacturing, distributing, dispensing, possessing, or using a controlled substance in a District workplace;
  - D. Using the workplace, District property or the staff member's position within the District to make or traffic alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids;
  - E. Using, possessing or transmitting illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids in a manner that is illegal or which impairs job performance or poses a hazard to the safety and welfare of the employee, the public, the students, or other employees; and
  - F. Smoking or other use of tobacco products on school property during regular school hours, on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agent.

#### **II. Use of Prescription Drugs**

- A. Employees are permitted to use prescription drugs on school property, or during the conduct of Board business, which have been prescribed by a licensed medical practitioner. Such drugs shall be used only as prescribed. In addition, employees shall not possess prescription drugs for the purpose of sale or distribution.
- B. However, the Board, in compliance with C.G.S. 21a-408a through 408q, prohibits the palliative use of marijuana on school property, at a school-sponsored event, or during the conduct of Board business. Employees are prohibited from being under the influence of intoxicating substances, including marijuana used for palliative purposes, during the workday.

#### **III. Smoking**

- A. The Board prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), and the use of tobacco products on school property or at any school-sponsored activity. This ban applies to any area of the workplace and outside within 25 feet of a doorway, operable window or air intake vent.
- B. The workplace smoking ban also applies to cannabis, hemp, and e-cigarette use, involving cannabis.



## **Personnel – Certified/Non-Certified**

### **Alcohol, Tobacco and Drug-Free Workplace**

#### **Smoking (continued)**

- C. Smoking, including cannabis, will be permitted in a situation in which a classroom is used during a smoking or e-cigarette demonstration that is part of a medical or scientific experiment or lesson.
- D. The District will not make accommodations for an employee or be required to allow an employee to perform his/her duties while under the influence of cannabis or allow the employee to possess, use or otherwise consume cannabis while performing his/her employment duties.

#### **IV. Notification Requirements**

- A. Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students or the public, it is the staff member's responsibility to use appropriate personnel procedures (e.g., use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with his/her superior, will determine whether the staff member can remain at work and whether any work restrictions will be necessary.
- B. As a condition of employment, each employee will notify his or her supervisor of a conviction under any criminal drug statute. Such notification will be provided no later than five (5) days after such conviction. The District will inform the federal granting agency within ten (10) days of such conviction, regardless of the source of the information.
- C. District employees are directed to report any suspected violation of this policy to an administrator or directly to the Superintendent of Schools or his/her designee. The Superintendent or designee will investigate the allegation and meet with the alleged violator.
- D. All employees will be notified of this policy on a yearly basis and instructed to recognize that compliance is mandated.
- E. This policy shall be made known to prospective employees prior to employment.

#### **V. Disciplinary Action Upon Violation of Policy**

- A. An employee who violates this policy may be subject to disciplinary action, consistent with applicable state and federal laws, up to and including termination.

## Personnel – Certified/Non-Certified

### Alcohol, Tobacco and Drug-Free Workplace

#### Disciplinary Action Upon Violation of Policy (continued)

- B. Enrollment and successful completion of an appropriate drug-or alcohol-abuse, employee-assistance rehabilitation program may be required at the discretion of the administration, at the employee's expense. Nothing in this policy will be construed to guarantee reinstatement of any employee who violates this policy, nor does the District incur any financial obligation for treatment or rehabilitation required as a condition of eligibility for reinstatement.
- C. Disciplinary action will include, at a minimum, a letter of reprimand and may include, but is not limited to suspension or termination from employment.
- D. The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within thirty (30) days after receiving notice of the conviction.
- E. Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or Federal agency from which the District receives contract or grant monies of the employee's conviction within ten (10) days after receiving notice of the conviction.
- F. The District may notify law enforcement agencies regarding a staff member's violation of this policy at the District's discretion or take other actions as the District deems appropriate.

#### VI. Employee Assistance

~~“School property” means any land and all temporary and permanent structures comprising the district’s elementary and secondary schools, and administrative office building and includes, but is not limited to, classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.~~

~~“School-sponsored activity” means any activity sponsored, recognized or authorized by a Board of Education and includes activities conducted on or off school property.~~

~~In appropriate circumstances, the Board shall provide an employee with an opportunity for rehabilitation in overcoming addiction to, dependence upon or other problem with alcohol or drugs.~~

~~An employee who feels he or she has developed an addiction to, dependence upon or other problem with alcohol or drugs, is encouraged to seek assistance. Certain benefits for alcoholism or drug addiction are provided under the Board’s group medical insurance plan. An employee~~



## **Personnel – Certified/Non-Certified**

### **Alcohol, Tobacco and Drug-Free Workplace**

#### **Employee Assistance (continued)**

~~may be given an opportunity to participate in a rehabilitation program which requires absence from work for bona fide treatment. Such absence may be charged to the employee's accrued and unused sick leave, subject to the provisions of the employee's collective bargaining agreement and/or any applicable Board policies and regulations.~~

~~Any request for assistance with a drug or alcohol problem will be treated as confidential and only those persons "needing to know" will be made aware of such request.~~

In order to make employees aware of dangers of drug and alcohol abuse, and to provide an employee with the opportunity for rehabilitation in overcoming addiction to, dependence upon or other problem with alcohol or drugs, the District will:

- A. provide each employee with a copy of this District Drug- and Alcohol-Free Workplace policy;
- B. post notice of the Drug- and Alcohol-Free Workplace policy in a place where other information for employees is posted;
- C. make available materials from local, state, and national anti-drug and alcohol-abuse organizations;
- D. enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees;
- E. provide information about benefits available under the Board's group medical plan for treatment;
- F. establish a drug-free awareness program to inform employees about:
  - the dangers of drug abuse in the workplace,
  - available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
  - the penalties that the District may impose upon employees for violations of this policy.

#### **CBD Products**

Employees are prohibited from possessing or using any product with cannabidiol (CBD), whether derived from hemp or cannabis, regardless of the amount of THC in the product or to the extent to which it is legal or illegal under state law.



## Personnel – Certified/Non-Certified

*First & Second Reading*  
**4118.232**

### Alcohol, Tobacco and Drug-Free Workplace

Legal Reference: Connecticut General Statutes  
**P.A. 21-1 (June Spec. Session) An Act Concerning Responsible and Equitable Regulation of Adult-Use Cannabis**  
Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. 1308.11-1308.15  
Drug-Free Workplace Act of 1988, 41 U.S.C. §701 et. seq.  
Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226 (1999)  
Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101-71187 (as amended by Title IV – 21<sup>st</sup> Century Schools)  
Drug-Free Workplace Act, 30 ILCS 580/1 et. seq.  
Drug-Free Workplace Requirements for Federal Grant and Recipients 41 U.S.C. 8103

**Policy Adopted: April 23, 2019**  
**Policy Revised:**

ENFIELD PUBLIC SCHOOLS  
Enfield, Connecticut

Students

5131.911

Bullying, Teen Dating Violence Prevention and Intervention

The Enfield Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying, teen dating violence behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional Board of Education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying, teen dating violence behavior outside of the school setting if such bullying, teen dating violence (i) creates a hostile environment at school for the student against whom such bullying, teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying, teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying, teen dating violence is likewise prohibited.

Students who engage in bullying, teen dating violence behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying, Teen Dating Violence**" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, teen dating violence, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. causes physical or emotional harm to such student or damage to such student's property;
2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. creates a hostile environment at school for such student;
4. infringes on the rights of such student at school; or
5. substantially disrupts the education process or the orderly operation of a school.

Bullying, teen dating violence shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating

## Students

### Bullying, Teen Dating Violence Prevention and Intervention (continued)

characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, “**Cyberbullying**” means any act of bullying, teen dating violence through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the Enfield Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

1. Enable students to anonymously report acts of bullying, teen dating violence to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
2. enable the parents or guardians of students to file written reports of suspected bullying, teen dating violence;
3. require school employees who witness acts of bullying, teen dating violence or receive reports of bullying, teen dating violence to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, teen dating violence, and to file a written report not later than two school days after making such oral report;
4. require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying, teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
5. require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. include a prevention and intervention strategy for school employees to deal with bullying, teen dating violence;
7. provide for the inclusion of language in student codes of conduct concerning bullying, teen dating violence;
8. require each school to notify the parents or guardians of students who commit any verified acts of bullying, teen dating violence and the parents or guardians of students



**Students**

**Bullying, Teen Dating Violence Prevention and Intervention** (continued)

- against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- ~~9. require each school to invite the parents or guardians of a student who commits any verified act of bullying, teen dating violence and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying, teen dating violence;~~
  - ~~10. establish a procedure for each school to document and maintain records relating to reports and investigations of bullying, teen dating violence in such school and to maintain a list of the number of verified acts of bullying, teen dating violence in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;~~
  - ~~11. direct the development of case-by-case interventions for addressing repeated incidents of bullying, teen dating violence against a single individual or recurrently perpetrated bullying, teen dating violence incidents by the same individual that may include both counseling and discipline;~~
  - ~~12. prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying, teen dating violence;~~
  - ~~13. direct the development of student safety support plans for students against whom an act of bullying, teen dating violence was directed that address safety measures the school will take to protect such students against further acts of bullying, teen dating violence;~~
  - ~~14. require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying, teen dating violence constitute criminal conduct;~~
  - ~~15. prohibit bullying, teen dating violence (A) on school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional Board of Education, and (B) outside of the school setting if such bullying, teen dating violence (i) creates a hostile environment at school for the student against whom such bullying, teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying, teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;~~
  - ~~16. require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and~~

**Students**

**Bullying, Teen Dating Violence Prevention and Intervention** (continued)

17. require that all school employees annually complete the training described in Connecticut General Statute §10-220a.

~~The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying, teen dating violence. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act (“FERPA”) and the district’s Confidentiality and Access to Student Information policy and regulations.~~

~~Not later than January 1, 2012, the Enfield Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board’s and each individual school in the school district’s web site and ensure that the Safe School Climate Plan is included in the school district’s publication of the rules, procedures and standards of conduct for schools and in all student handbooks.~~

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an educational environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, discrimination, teen dating violence, intimidation and bullying.

**Definitions**

**“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive which:

- A. causes physical or emotional harm to an individual,
- B. places an individual in reasonable fear of physical or emotional harm, or,
- C. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.



## **Students**

### **Bullying, Teen Dating Violence Prevention and Intervention**

#### **Definitions (continued)**

**“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

**“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

**“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

**“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

**“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

**“Outside of the school setting”** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

**“School employee”** means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

**“School climate”** means the quality and character of school life based on patterns of students, parents’ and guardians’ and school employees’ experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

**“Positive school climate”** means (A) a school climate in which the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (B) students, parents and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (C) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (D) each



## Students

### Bullying, Teen Dating Violence Prevention and Intervention

#### Definitions (continued)

person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

**“Emotional intelligence”** means the ability to (A) perceive, recognize and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

**“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

**Examples of Bullying** include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.



## **Students**

### **Bullying, Teen Dating Violence Prevention and Intervention**

#### **Bullying (continued)**

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

The District's program: *(Also outlined in the section pertaining to the "Safe School Climate Plan.")*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying and to file a written report not later than two school days after making such an oral report;
4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;



**Students**

**Bullying, Teen Dating Violence Prevention and Intervention**

**Bullying (continued)**

8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation of the results of such investigation and verbally and by electronic mail, that such parents/guardians may refer to the plain language explanation of the rights and remedies posted on the district's website. (available under CGS 10-4a and 10-4b);
9. Requires each school to invite the parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of the students against whom such act of bullying was directed and the policies and procedures in place to prevent further acts of bullying;
10. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
11. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to make such list publicly available; and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
12. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
15. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;
16. Prohibits bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device



## **Students**

### **Bullying, Teen Dating Violence Prevention and Intervention**

#### **Bullying (continued)**

owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

17. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
18. Requires all school employees to annually complete the training required by C.G.S. 10-220a, or 10-222j, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;
19. As required, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, cooperative assistance and approval not later than July 1, 2014; and
20. Requires that not later than thirty calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying and teen dating violence. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying and teen dating violence. The safe climate specialist shall investigate or supervise the investigation of all reports of bullying and teen dating violence promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying and teen dating violence. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

#### **Prevention and Intervention Strategy**

The District shall implement, as required by C.G.S. 10-222g, as amended, a prevention and intervention strategy which may include, but is not limited to:

## **Students**

### **Bullying, Teen Dating Violence Prevention and Intervention**

#### **Prevention and Intervention Strategy (continued)**

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.
4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully or student who commits teen dating violence, parents and school employees and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings, and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

**Note:** Funding for the school-based bullying intervention and school climate improvement may originate from public, private, or philanthropic sources. For purposes of this section, “interventions with the bullied child” includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.

#### **District Safe School Climate Coordinator**

Annually, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

#### **The Coordinator shall:**



## **Students**

### **Bullying, Teen Dating Violence Prevention and Intervention**

#### **District Safe School Climate Coordinator (continued)**

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence in the schools of the district.
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent to the Department of Education;
4. Respond to bullying and teen dating violence in District schools;
5. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.
6. Successfully complete the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)

#### **Safe School Climate Specialist**

Annually, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

#### **The Specialist in each school shall:**

1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

#### **Safe School Climate Committee**

Annually, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

Such committee shall also include: (a) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining unit representative for certified employees, (b) medical and mental health personnel assigned to such school, and (c) at the high school level at



## **Students**

### **Bullying, Teen Dating Violence Prevention and Intervention**

#### **Safe School Climate Committee (continued)**

least one student enrolled at the school. The student is to be selected by the students in a manner determined by the school Principal.

#### **The Safe School Climate Committee shall:**

1. Receive copies of completed reports following investigations of bullying and teen dating violence;
2. Identify and address patterns of bullying and teen dating violence among students in the school;
3. Implement the provisions of the school security and safety plan regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;
4. Review and amend school policies relating to bullying and teen dating violence;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent and student members of the Safe School Climate Committee are excluded from activities #1 and #3 or any other activity that may compromise the confidentiality of a student.

#### **Safe School Climate Plan**

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying and teen dating violence in its schools. Such plan shall:



**Students**

**Bullying, Teen Dating Violence Prevention and Intervention**

**Safe School Climate Plan (continued)**

1. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
2. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed to receive prompt notice that such investigation has commenced;
3. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
4. Include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
5. Provide for the inclusion of language in student codes of conduct concerning bullying;
6. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation of the results of such investigation, and verbally and/or by electronic mail, if such parents or guardians electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under C.G.S. 10-4a and 10-4b published on the District's website;
7. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;
8. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;
9. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;



## **Students**

### **Bullying, Teen Dating Violence Prevention and Intervention**

#### **Safe School Climate Plan (continued)**

10. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
11. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying or teen dating violence;
12. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying constitute criminal conduct;
13. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
14. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
15. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

The Board of Education shall publish on the District's website the plain language explanation of the rights and remedies available under C.G.S. 10-4a and C.G.S. 10-4b.

The Board of Education, in consultation with the State Department of Education (SDE) and the social and emotional learning and school climate advisory collaborative, shall provide on the SBE's website training materials to school administrators regarding bullying prevention and intervention.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)



## **Students**

### **Bullying, Teen Dating Violence Prevention and Intervention**

(cf. 5145.4 – Nondiscrimination)  
(cf. 5145.5 – Sexual Harassment)  
(cf. 5145.51 – Peer Sexual Harassment)  
(cf. 6121 – Nondiscrimination)  
(cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes  
10-15b Access of parent or guardian to student’s records. Inspection and subpoena of school or student records.  
**10-220a Inservice training**  
10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.  
**10-222g Prevention and intervention strategy re bullying and teen dating violence**  
**10-222h Analysis of school districts’ efforts re prevention of and response to bullying in schools. School climate assessment instruments**  
**10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)**  
**10-233 Review of school climate plans by Department of Education**  
**10-233a through 10-233f**  
P.A. 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.  
**P.A. 19-166 An Act Concerning School Climates**  
**P.A. 21-95 An Act Concerning Assorted Revisions and Additions to the Education Statutes**

**Adopted: January 24, 2012**  
**Revised: March 27, 2012**  
**Revised: May 12, 2015**  
**Adopted: February 23, 2021**  
**Revised:**

*Proposed New Policy – First & Second Reading*  
**ENFIELD BOARD OF EDUCATION**  
**ENFIELD, CONNECTICUT**

**Business and Non-Instructional Operations**

**3171.1**

**Non-Lapsing Education Fund (Non-Regional School Districts)**

The Enfield Board of Education (Board) may request the town's Board of Finance deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such deposited amount does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year pursuant to C.G.S. 10-248a.

Any expenditure from the Non-Lapsing Education Fund shall be authorized solely by the Board of Education. Each expenditure from such account shall be made only for educational purposes.

The Board of Finance shall create the non-lapsing account and be responsible for the accounting of the funds in accordance with Governmental Accounting Standards and Generally Accepted Accounting Principles (GAAP). The account shall be subject to the annual audit as required by State statute. The Board of Education shall review the fund balance on an annual basis.

**Reserve Fund for Capital and Nonrecurring Expenditures (Regional School Districts)**

The Regional Board of Education (Board), by a majority vote of its members, may create a reserve fund for capital and nonrecurring expenditures. Such fund shall be termed "reserve fund for capital and nonrecurring expenditures." The aggregate amount of annual and supplemental appropriations by a district to such fund shall not exceed two percent (2%) of the annual district budget for such fiscal year.

Annual appropriations to such fund shall be included in the share of net expenses to be paid by each member town. Supplemental appropriations to such fund may be made from estimated fiscal year end surplus in operating funds. Interest and investment earnings received with respect to amounts held in the fund shall be credited to such fund.

The Board shall annually submit a complete and detailed report of the condition of such fund to the member towns. Upon the recommendation and approval by the Board, any part or the whole of such fund may be used for capital and nonrecurring expenditures, but such use shall be restricted to the funding of all or part of the planning, construction, reconstruction or acquisition of any specific capital improvement or the acquisition of any specific item of equipment.

Such fund may be discontinued, after the recommendation and approval by the Board, and any amounts held in the fund shall be transferred to the general fund of the District.

Legal Reference: Connecticut General Statutes  
10-51 (d) (2) Fiscal year. Budget. Payments by member towns; adjustments to payments. Investment of funds. Temporary borrowing. Reserve funds. (as amended by PA 21-2, JSS, Section 363)  
10-222 Appropriations and budget  
10-248a Unexpended education funds account (as amended by PA 19-117, Section 285)

**Policy Adopted:**



**ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT**

**Instruction**

**6140**

**Curriculum**

In accordance with state statutes, the prescribed course of study shall include at least the following subject matter:

1. The arts, including dance, music, art and theater;
2. Career education;
3. Consumer education;
4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid including CPR training; disease prevention and cancer awareness, including age and developmentally-appropriate instruction in performing self-examinations for screening breast and testicular cancer; community and consumer health, physical mental and emotional health, including youth suicide prevention, substance abuse prevention including opioid use and related disorders; safety, including the use of social media, and may include the dangers of gang membership; and accident prevention;
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science, which may include the climate change curriculum;
9. Social studies, including citizenship, economics, geography, government, history, and Holocaust and genocide education and awareness;
10. African-American and Black Studies;
11. Puerto Rican and Latino Studies;
12. Native American Studies (*effective 2023-2024 school year*);
13. Computer programming instruction; and
14. At least on the secondary level, one or more world languages and vocational education.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education.



**Instruction**

**6140**

**Curriculum**

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula.

(cf. 6110 - Provisions of Negotiated Agreements)  
(cf. 6121 - Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes  
10-16b Prescribed courses of study, as amended by PA 08-153, PA 21-2  
JSS, Sections 374, 375, 376.  
10-16c et seq. re Family life education.  
10-17 English language to be medium of instruction.  
10-17 et seq. re Bilingual instruction.  
10-18 Courses in United States history, government and duties and  
responsibilities of citizenship.  
10-18a Contents of textbooks and other general instructional materials.  
10-18 bet seq. re Firearms safety programs.  
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training  
of personnel. Evaluation of programs by alcohol and drug abuse commission  
and department of education.  
10-19a et seq. re Substance abuse prevention team.  
10-24 Course in motor vehicle operation and highway safety.  
10-21 et seq. re Vocational education and cooperation with business.  
10-220 Duties of boards of education as amended by PA 08-153.  
10-221a High School graduation requirements.

**Policy Adopted:**

DRAFT

BOARD OF EDUCATION  
REGULAR MEETING MINUTES  
MARCH 22, 2022

A regular meeting of the Enfield Board of Education was held in Council Chambers on March 22, 2022.

- 1. **CALL TO ORDER:** The meeting was called to order at 7:00 PM by Madam Chair LeBlanc.
- 2. **INVOCATION OR MOMENT OF SILENCE:** Jonathan LeBlanc
- 3. **PLEDGE OF ALLEGIANCE:** Jonathan LeBlanc
- 4. **FIRE EVACUATION ANNOUNCEMENT:**
- 5. **ROLL CALL:**

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

**MEMBERS ABSENT:** None

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

6. **BOARD GUEST(S)**

a. **EPS Kid Mayor**

Madam Chair LeBlanc welcomed Mini Mayor Chloe Clark to the meeting.

Kid Mayor Clark stated she is here to discuss Kindness Day for Enfield Public Schools which will be held on Thursday, March 31<sup>st</sup>. She would like this day where adults and students show kindness to each other. You can compliment each other or tell them they are doing a good job. This is an important day because we want people to know you can represent the good in the world. Thank you for this opportunity to talk tonight. She is looking forward to Kindness Day in Enfield.

Mr. Hamre asked Mayor Chloe to repeat the date one more time. Mayor Chloe stated Kindness Day is on Thursday, March 31<sup>st</sup>.

Mr. Hamre added what you are doing is awesome.

Mr. Ryder asked Mayor Chloe what else is happening on March 31<sup>st</sup>. Mayor Chloe stated it is also her birthday. Mr. Ryder wisher her a happy early birthday. He is glad that both you and Mrs. Dennis were able to come to tonight's Board meeting.

Madam Chair also wished Chloe a happy birthday and for coming back to talk about Kindness Day.

b. **EHS Students**

Mr. Drezek stated there were a couple of adjustments made to our agenda. The EHS students were unable to attend but they will be putting something together for the Board that will be forthcoming. We were able to add our other special guest to the agenda Mayor Chloe.



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

### **a. EPS Update as presented**

Mr. Drezek stated as it stands, our last day of school is Thursday, June 23<sup>rd</sup>.

Mr. Drezek gave an update about the progress that has been made at John F. Kennedy Middle school. He also mentioned this is Board member appreciation month but unfortunately, he left your gift at Central Office. You will receive this later. There is a theme to go along with our brand new JFK building that we will be opening up in September. As you are all aware with renovations, we need to be flexible when it comes to scheduling. They will be working on the last wing of the project starting on Friday, April 8<sup>th</sup>. We will need to call for a half day without lunch for JFK students since they will be working on the Administration wing. It is our plan when students return on Monday, April 18<sup>th</sup> we will be ready to go as planned. He asked for continued patience from parents while staff are temporarily relocated while this space is being renovated. We will be notifying parents about this half day without lunch. We will keep you posted during the vacation week if any delays occur.

## **8. AUDIENCES**

Madam Chair stated we have a lot of people that would like to speak tonight. She read a prepared statement about expectations for audience participation. We will continue to utilize a 4-minute time limit for audience participation tonight.

Danielle Girard, Edgewood Drive – Mrs. Girard spoke about ERfC and the Circle of Security Program and how much it has helped her family. The skills they have taught us how to deal with our child's needs is amazing. Her child attends STOWE and she cannot say enough about how great the staff, administration, teachers and the program they offer. They have all given us such support. Dr. Calnen spoke about the Circle of Security Program and the possibility of a pilot program in our schools. This would be an amazing program to help and support parents. This program allows you to grow with your child. As said by Mrs. Pickett, this program helps not only the child but the entire family. It really does take a village. Thank you.

Kelly Katilus, Putnam Drive – Mrs. Katilus spoke about hatred and how it affects everyone. Hate is in this room. This is what our children are hearing. No child should hear this. We are here for our kids. We have forgotten this and need to argue less. If a mistake is made, we should build ourselves back up. We all need to come together. We need to support each other and teach kindness. Our kids will know that kindness wins every time. Show love and not hate. Words do not need to be ugly to hurt someone. She thanked our teachers and staff for what you are doing.

Matt Schmitt, Bigelow Commons – Mr. Schmitt stated it has been a month since the pizza assignment was discussed. He is looking forward to Mr. Unghire's presentation about the special committee tonight. No one wants someone looking over their shoulder. This committee will be positive and will have many benefits. This will also give the community what we are looking for. We are all looking for the best interest of our children. He hopes the Board can move forward with this committee and embrace it. Thank you.

Amanda Marquez, Hoover Lane – Mrs. Marquez stated she has been coming here for the past 7 months. She has 3 children. Covid has given her an inside look into education and what is being taught to our children. It has also given her insight to questionable assignments. Why hasn't this been addressed? This is unacceptable. Masking brought her here initially. She is questioning these assignments. She has removed her children from EPS. We have lost trust in the administration. What is the point of public comments if you are not going to take the initiative to address our questions? She looks forward to the committee Mr. Unghire is proposing. Leadership needs to show honesty and transparency that will foster positive relationships with parents. Addressing curriculum concerns should be a priority. We need the

Board leadership to be part of the solution and not the problem.

Ryan Schuetz, Church Street – Mr. Scheutz stated he is here about the pizza assignment. You are supposed to have the best interest of the student in mind. Sorry it was a mistake is not an acceptable answer. He is also looking forward to Mr. Unghire's committee presentation. These assignments are questionable. We want a safe learning environment for our children. This committee will show us you are here for the kids. Masks don't work. We will not be silenced. Let's come together and put the best interest of the kids first. We need to do what is best for our children.

Sophia Arel, Weymouth School Road – Mrs. Arel stated she has been Facebook contacted by someone that also attended the last Board meeting. She was accused of hating gay people and shared documents about her children and called her a drug addict. Don't attack me personally and behave this way. She has 3 children in the Enfield Public Schools. She is celebrating 10 proud years of being of being in recovery from drugs and alcohol. Just because we do not agree on something, we should not behave this way. Bullying is unacceptable for children and adults. She has been attending these meetings since August. Acknowledging bad behavior should apply to everyone. She emailed Madam Chair about what she received but has not received a response. She would rather lead by love than animosity and be given the same respect as we move forward

Tracey Jarvis, North Maple Street – Mrs. Jarvis has empathy for all of you. You have all received such negativity over the pizza assignment. She hopes you can show adversity. Your trust has been breached and the division has gone to far. Show that we can meet in the middle. Your leadership can restore this community. She wants healing, unity to our diverse community. She appreciates Madam chair speaking about building bridges. This is a great start and is needed. You are here because we believed in you and your leadership. She also looks forward to Enfield's Kindness Day. Thank you.

Maureen Griffin, Abbe Road – Mrs. Griffin stated she has a child where the pizza assignment was given, and it is being grossly misrepresented to push a political agenda. That is micromanaging of our staff, and it is an inappropriate agenda. Let the people we hired do the work they were hired to do. She is here to support the teachers and administration. She is here to challenge you to make our schools better. The curriculum is designed to meet the needs of our students but cannot meet the needs of all students. We need to recognize the needs of our special needs students. We have many programs that highlight the quality education we are providing our students. She has seen what amazing work our staff does for students with disabilities. We have many creative and dedicated professionals that can drive our school to a level of greatness. Encourage collaboration within our schools and be creative to develop their talents. Policies are meant to be guideposts and not straightjackets. The district will work with you to meet your child needs to succeed. Let them do their job and do not micromanage them. Thank you.

Ryan Moore, Ryefield Drive – Mr. Moore stated parents have been coming for meaningful conversations with the Board. He never thought these conversations would be ignored. Many parents are homeschooling their children or have moved out of Enfield. EPS scores have fallen in math, science and English. We have closed several schools in Enfield. The curriculum is distracting to our children. He wished he could send his children to the schools he is paying into. Our schools are failing and are not serving their needs. These issues must be addressed. The pizza assignment is another symptom of the problems. He thanked Mr. Unghire for the new committee he is proposing and for the chair for being interested. You have policies in place to start this new beginning. He hopes you seize this opportunity that is badly needed. Thank you.

Liz Davis, North Maple Street – Mrs. Davis spoke about audience members videotaping people and placing it on a YouTube. You keep coming here and talking about the EPS education when it doesn't apply to you. You are still taking about the pizza assignment. If your children



received this assignment, they were given instruction about what was done to prevent this from happening again. Why do we need to keep explaining our education system to you or what we are doing? Parents have thanked the teachers and the Enfield Public School System for everything they have been doing and how they removed the assignment. It is the same group of people that keep on throwing hate and spreading false facts. It was a mistake. Let us know if your child was personally affected by this and she will be right there fighting with you. It was an accident, and it was retracted immediately. You are tormenting our educators over this. We know our teachers and staff are doing the best they can. Our staff are licensed educators. If you want to be an educator, get the license and do the work and become a teacher. Our teachers are doing an amazing job. She thanked our superintendent and central office staff. She publicly coined Superintendent Drezek for the outstanding job you are doing. We have great leaders in Enfield. Our superintendent does not get bullied or pushed around. He has put everything on the line for our children and teachers. You need to have his back. We need him more than ever. He is here for our kids. This is public education, and we should be adding diversity to our curriculum. The pizza assignment that went out, you need to sign a consent form in order for your child to participate in the class. Thank you, Mr. Drezek and your staff, for what you are doing.

Marci Taliceo, Coolidge Drive – Mrs. Taliceo stated you have been taking this beating for a while now. You are all doing a great job. Mr. Drezek and Mr. Longey you have both been very helpful. You are assessable and responsible and that is wonder leadership qualities. We have a bigger problem with bullying. She has seen this happening and it is happening in our schools. We have a safe school climate committee, and she would like to know more about this committee and how they investigate bullying complaints. We have bigger issues we need to address than Mr. Unghire's parent advisory group. You are concerned with one assignment out of how many in our district. She has never heard of a child contemplating suicide over a pizza assignment, but they have over being bullied or cyberbullied. We need to prioritize where we are putting our attention. Thank you.

## **9. BOARD MEMBER COMMENTS**

Mr. Unghire congratulated our Kid Mayor Chloe for bringing us Kindness Day. This is a great idea, thank you. He hopes everyone will participate on the March 31<sup>st</sup> Kindness Day.

Mr. Unghire attended the JFK Invention Convention. It was amazing. There were so many creative and inventive inventions. Mr. Dague and his team did a great job. He saw Mrs. Pickett and her daughter there. There were a majority of young ladies that participated at the convention with their inventions. He was encouraged to see this and encouraged them to keep it up. Everyone did a great job.

Mr. Unghire thanked everyone for speaking tonight.

Mr. Unghire presented his proposal for the Board formation of a special task force. He reviewed the reasons for the task force; the method for determining root cause; the 8D method for determining root cause and for the formation of a Parent/Community/EPS Advisory Council. He feels it is prudent for the Board to initiate the formation of a task force specific to Pizza Consent. Something is wrong and it needs to be fixed. We as a Board and community need to fully understand how this happens and we cannot afford another mistake at the expense of our EPS students.

Mr. Unghire added it was said tonight that we have a great opportunity to demonstrate leadership and responsibility to our community. We should form this committee and put safeguards in place by being proactive. We can start something positive in our community. He will not make a motion tonight. He will send this presentation to each Board member tonight.

Mrs. Acree congratulated our Kid Mayor Cloe Clark and for her idea of Kindness Day on March 31<sup>st</sup>. We can all use a little kindness. Thank you for this special day.

Mrs. Acree stated Prudence Crandall has the Enfield Food Shelf Boat and students can bring in non-perishable items. They have brought in so much food that two trucks have taken away the donated food items. The students are working towards a fun incentive for participating in this event. The students will celebrate March madness spirit week next week. Each day has a different theme for the students. They will also hold a PTO Book fair for the students at Prudence Crandall and Henry Barnard in the spring at a date to be determined.

Mrs. Acree stated that Prudence Crandall is extremely proud of our Kid Mayor Chloe. They are excited to participate in the Kindness Day initiative next week.

Mrs. Acree stated she is also looking forward to Mr. Unghire's task force presentation. She feels it is important to make sure that future lessons that are presented at our schools and any lessons of a delicate nature are not introduced to our students before they are developmentally and emotionally ready to handle them. She also hopes the task force can address some additional concerns that are in our school system like bullying. Thank you.

Mrs. Cushman stated the Board has a gift that each of our schools will receive – a book by Joanna Gaines "The World Needs Who You Were Meant to Be." This book has a really good message in it. We will try to find something suitable for the middle school and high school students.

Mrs. Cushman also supports the task force and looks forward to collaborating to address questions about the consent assignments. Parents are stakeholders in our education system. We need to provide accurate timely information about the curriculum especially when it relates to sensitive and controversial topics. This task force will lead us towards transparency and help build unity and trust in our community.

Mrs. Cushman added seeing the assignment and even if our child weren't in that class and seeing what is available is something that many have concerns and to make sure what could happen or could your child be exposed to. There is concern about the what if's.

Mrs. Cushman asked about the consent assignment, it was mentioned that it is part of the Healthy and Balanced Curriculum Frameworks. She read this online and read the CT General Statutes that is raising some questions about what is required. Health and Safety is identified as prescribed course of study. Does family life fall under this?

Mr. Drezek asked Mrs. Cushman to send him her question and he will look into it. He is not a lawyer and when you start quoting statutes.

Mrs. Cushman stated the statute talks about what school districts are prescribing to offer. They list health and safety as one of them. There is a lot of valuable information about family life that is not mandatory like sex education. She is questioning if the consent is a requirement, and can the district be more deliberate about what we are allowing to be included in family life program. She would like to send that to Madam Chair to share with Ms. Middleton.

Mr. LeBlanc congratulated all the boys that were notified last night who were selected to be part of the Enfield High School Baseball team. He wishes them good luck as they head down to New Jersey. He also wished all of the spring sports season teams members good luck.

Mr. LeBlanc asked about transportation for the JFK middle school athletic teams. Have we exhausted all options for transportation for them?

Mr. Drezek stated we are still looking into this. We are trying to secure transportation for the students at JFK. This continues to be a struggle while JFK sports have been moved to the Annex during the ongoing construction. Our athletic director is doing everything he can to



secure transportation for our student athletes. He will follow up on this and will get back to the Board.

Mr. Hamre congratulated Mayor Chloe. You have given such us such a great example to follow at such a young age. You are leading by example for others to follow. Thank you.

Dr. Calnen also thanked Mayor Chloe. Your concept for Kindness Day is quite profound.

Dr. Calnen stated Enfield Kite and the School Readiness Council will be looking at applications from early childhood programs for quality improvement grants through the office of early childhood. The council has also chosen three parents that will participate in Kite meetings. A workshop for early childhood education with Peg Oliveira was held on March 8<sup>th</sup>. They held another workshop with Peg Oliveira on March 14<sup>th</sup>, and one will be held on March 30<sup>th</sup>.

Dr. Calnen stated Kite and EPS are working on a transition to kindergarten packet that will be given out on Tuesday, April 5<sup>th</sup> from 6:30-8:30 AM and 5:00-7:00 PM at Alcorn. The Transition to Kindergarten program will be presented on Monday, April 11<sup>th</sup> and can be viewed online until Wednesday, April 20<sup>th</sup>. On April 20<sup>th</sup> parents can participate in a Q&A night about the schools their children will attend.

Dr. Calnen stated Kite held another 2Gen meeting last week. There was an article in the Journal Inquirer about funding for childcare and early education funding. Several large companies are in favor of a bill that would provide \$700 million dollars to support early childcare and education such as the STOWE Early Learning Center. This makes good business sense. These businesses have joined forces with early childhood providers looking for financial assistance. This is a good time for Enfield government to step-up to the plate by participating in 2Gen meetings and activities.

Dr. Calnen stated the Stowe Early Learning Center is accepting applications for Head Start, Integrated Pre-K and PK Steam Academy by going to the Enfield Public Schools website and clicking on the Stowe Early Learning Center PreK Application at [www.enfieldschools.org](http://www.enfieldschools.org). If your child is in Head Start and will be aging out, no application is needed if they will be continuing at Stowe.

Dr. Calnen stated the Enfield Women's Club of Enfield will sponsor the 56<sup>th</sup> Annual Arts Festival on April 1<sup>st</sup> and 2<sup>nd</sup> at Enfield High School Cafeteria. You can view student's artwork from grades PK-12. This is the first year PK students will be included in the festival. This is a great step forward.

Dr. Calnen reminded everyone that PK students are still required to wear masks until further notice.

Mrs. Pickett thanked Mr. Drezek for his superintendent's report. You are very humble and kind, but you need to really brag more. There are so many great things that are happening in our district. She wished she could see a power point presentation on this. This community is full of people that care. She has seen firsthand how we are doing many things correctly. Now we just need to heal and come together.

Mrs. Pickett stated it is Board appreciation month. She thanked Madam Chair for your leadership and commitment to the students and families and staff members. She also thanked her fellow Board members for your commitment to our town.

Mrs. Pickett stated there is a lot happening with summer programming. The Town will have their Tons of Fun camp, ERfC camp information is also available. Look for these flyers. She is hoping we can hear more about Enfield Public Schools summer programming plans at our next meeting. She is hoping to see a collaborative approach with these partners and to offer more flexible full time low costs or free options for families. She would like all of this information to



be posted in one place for families to view.

Mrs. Pickett would also like to hear more about the strategic plan process moving forward. She would like to include students, families and staff input for funding and other state initiatives.

Mrs. Pickett thanked our mini mayor. She is looking forward to March 31<sup>st</sup>.

Mrs. Pickett encourages everyone to complete the school facilities conservation plan and development survey. There is a blank section for you to add your own ideas or concerns. She is personally concerned with some of our school parking areas and the need for bus safety sidewalks and the drop off areas. We actually had a fire alarm at Enfield Street School where a police officer was helping with the traffic due to an emergency. She wished he was there every day because it is a nightmare trying to exit or enter at Enfield Street School.

Mrs. Pickett reached out to Town Manager Zoppo, and she is excited to hear more about joint discussions with the Town Council members about priorities.

Mrs. Pickett stated the Transition to Kindergarten applies to her this year. She has a child that will be attending Kindergarten in the fall. She is hoping there will be some kind of in person event for families. She has only been inside of her child's school 2 times since he started school and her husband has never been inside the school. She felt more connected during hybrid learning. She is hoping to see more in person events happening at the schools for families.

Mrs. Pickett stated she also attended the Invention Convention. She enjoyed this event and thanked the students, staff and families that attended. Her daughter really enjoyed the auditorium at JFK.

Mrs. Pickett reminded parents to read the newsletters that the principal's send out. You will find important updates and information in the newsletters. There is a new addition on the elementary newsletters about iReady and how to use your child's iPads at home.

Mrs. Pickett stated Enfield Street School PTO is planning a walk-a-thon. You can also help them raise funds with box tops. They will also hold a read-a-thon. They also held a paint night and her daughter's teacher will be at Hartford Public Library on March 30<sup>th</sup> for a blended event.

Mrs. Pickett stated it is the week of the young child during April 4-9<sup>th</sup>. The webinar with Peg Oliveira will have a QR Code you can scan to access the information if you are unable to attend.

Mrs. Pickett stated ERfC has openings for the vacation week and summer programs. You can go to [www.erfinc.org](http://www.erfinc.org) for additional information.

Mrs. Pickett addressed the task force presented by Mr. Unghire. She reached out to him about having a parent advisory committee, but she did not hear anything. It is concerning that folks know more about this task force design than a Board member that reached out to you wanting to know more. To her this is more of a political move than trying to help out our schools. She has some questions. How we respond to mistakes or issues in the past, is this a typical response. We have many families, staff and residents that have come here with concerns, and we have not formed any task force to address their issues. She needs to better understand the purpose and what you are trying to find out. We know what happened and it is not a secret. We know the root cause of the assignment is a health sex education assignment that is linked to eight grade health standards and framework. They are the ones that Mrs. Cushman just mentioned about health education. We know that this is an opt-in class for families, and they have the option to not participate in. The superintendent has shared that it was a mistake. A staff mistake is a personnel issue which is not a function of the Board and is a conflict of our



duties as Board members. She is not sure what we will be trying to find out with this task force.

Mrs. Pickett totally understands the need to understand the process for curriculum writing, approval, implementation of lessons and maybe this is something we can review in a committee or as a BOE presentation or in a more permanent advisory council. She does not believe we should be doing this just based on the pizza assignment.

Mrs. Pickett added that she will not be part of a political agenda that scrutinizes our teachers, assignments related to health and sex education, race, SEL or LGBTQ students and any other important initiatives. She supports a more permanent stakeholder advisory council with a defined purpose to connect learning to home and home to learning. This could be an opportunity to support transparency, awareness, decision making and educational equity work. EPS students, staff and families should be part of the process for setting goals for our district and action plans for priority items.

Mrs. Pickett stated it is very important how we support our staff and how we address parent concerns. She understands what it is like to sit at the table across from the Board. She was also met with the same silence. She wants people to understand that work is still going on every night. We are volunteers and do not get paid. We put a lot of time and effort into supporting our schools. We need to be supportive and find our strengths and help our schools, so we can make better gains.

Mr. Unghire stated he would like to make a comment. Madam Chair asked for Mr. Unghire to refrain from making a comment at this time. We need to think about what the next steps will be and have this conversation as a Board.

Mr. Ryder stated Hazardville Memorial and Eli Whitney will hold a spare change collection for the next two weeks. The money raised will benefit the 9<sup>th</sup> annual Connecticut Children's Superhero Day on April 28<sup>th</sup>. Students and staff will fill up classroom collection jars. Memorial's donations will be used to purchase superhero toys and items. Whitney's donations will be used to purchase superhero t-shirts and hats. Each school will celebrate on April 8<sup>th</sup> the funds they raised for Superhero Day by wearing their favorite superhero items.

Mr. Ryder stated Pi Day was a huge success. Students at Eli Whitney completed the 314 lessons. They actually completed over 1,000 lessons. All the staff received pie in the face. Pictures from this event can be found on [www.enfieldpto.com](http://www.enfieldpto.com).

Mr. Ryder stated Whitney will hold a spirit week the week before April Vacation week. We will hold an assembly on April 6 for grade 3 students. We will also collaborate with Enfield Loaves & Fishes in preparation for their grand opening at their new location on Sunday, May 1<sup>st</sup>. We will be collecting personal care items.

Mr. Ryder stated April 22<sup>nd</sup> is Earth Day and we will be collecting recycled items. There will be a link on the website for this event.

Mr. Ryder stated PLA Tag Sale will be held in May. This will also be posted on the website.

Mr. Ryder stated Teacher Appreciation week is 5 weeks away. So if you would like to make a card or draw a picture or a project, you have 5 weeks to complete it. This is on May 2-6<sup>th</sup>.

Mr. Ryder congratulated all the students that will have artwork being displayed at the Enfield Arts Festival on Friday April 1<sup>st</sup> from 7-9 PM and on Saturday, April 2<sup>nd</sup> from noon to 3 PM.

Madam Chair congratulated Mayor Chloe. She will be at the middle school next year and she will find her niche there. She is very involved in the community, and she cannot wait to see what she does at JFK and EHS. There are so many clubs and activities for students to



participate in. We can all learn from her.

Madam Chair received Mrs. Arel's e-mail and apologized for not responding. She was taken back by how your past was being used against you. She congratulated her on her 10 years of sobriety. At the end of the day, we are all parents and are trying to do what is best for our kids. You are a mother and a sister, and she appreciates you sharing this with us. People should be able to talk here freely without fearing what will be said about you. This has happened to other people in the past and should not happen. Thank you.

Madam Chair is looking forward to Kindness Day and doing something special on this day. She wished we had a Kindness Day every month.

Madam Chair stated with Mr. Unghire's presentation tonight, she needs to understand the process. The Board can form a subcommittee. She needs to understand what this will entail and if it is going to include staff, parents or if a resolution is needed. There are things we need to look at and discuss as far as the Board is concerned. There is a process we must follow.

Madam Chair stated this brings her to the other committee Youth Mental Health and Wellness. This committee has been in limbo with the Town. She does not want to wait anymore. We should form our own committee. Both Mrs. Acree and Dr. Calnen are our liaisons and they have asked about this committee repeatedly. We have received e-mails from staff about this committee and being on this committee. She believes this committee is being held up in bureaucracy with the Town. She does not want to wait to see what the town is going to do anymore. She would like to form our own committee and confer with our experts in our district that are working with our kids every day. This committee needs to be a Youth Mental Health Committee and the Town will allocate \$40K if it stays as a Youth Mental Health Committee. She would like to make sure if we form this committee, the funds will come to us. She would like to know what is happening with the \$40K that has been allocated to this committee. We need to move forward creating this committee.

Madam Chair added this is the perfect time to look into both of these committees. We will need to look into the logistics for forming committees. Both Mrs. Acree and Dr. Calnen would like to start this committee up as soon as possible.

Madam Chair stated our facilities seem to not be a priority. We started the Enfield High students Lacrosse and Track teams up and we are missing port-a-potties, or the bathrooms are locked. This needs to be a priority. We are hearing these concerns from the bus drivers and the parents about the back of Enfield Street School looks like and it is a safety concern. This is something we need to discuss on the Joint Facilities Committee and start making the schools a priority and not just the roofs. She would like this to be addressed due to safety concerns.

Madam Chair stated the Enfield Arts Festival theme is Upside Down. If you haven't had the opportunity to go, please do so. The student artwork is beautiful and amazing. You can see the progression of the student's work and look at their portfolios. They are breathtaking. We have so many talented students in Enfield. The arts are very important to us.

Madam Chair stated the Enfield Cultural Arts Committee needs us to appoint a Board member to this commission. We need to discuss this appointment also.

Mr. Drezek stated you can just appoint a Board member to be the liaison for this committee.

Mr. Hamre stated the ECAC is waiting for us to appoint someone.

Madam Chair thanked everyone for attending and for speaking tonight about your concerns and the Task Force. Thank you for your patience while we work out the process.

**10. UNFINISHED BUSINESS:** - None

**11. NEW BUSINESS:**

**a. Discussion and Action regarding the April 12, 2022 BOE Meeting**

Mr. Hamre moved, seconded by Dr. Calnen that the Enfield Board of Education cancel the April 12, 2022 Regular Board of Education Meeting.

**Discussion:**

Mr. Ryder stated if the need arises, we can hold a special meeting if needed. Mr. Drezek stated we just need 24 hours to post the agenda.

Madam Chair stated there are some things we might want to discuss as a Board about committees.

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

**b. BOE Policy Adoption & Policy Revisions – First Reading**

Dr. Calnen moved, seconded by Mrs. Pickett that the Enfield Board of Education approves the first reading of BOE Policy Adoption and Policy Revisions as presented.

**Discussion:**

Mrs. Cushman asked about Policy #6172.6 Distance Education – Remote/Online Courses tuition.

Mr. Ryder stated the costs for this are in the school budget and we will continue to cover the associated costs with this policy for tuition for classes we do not offer. Do you know approximately how much we are looking at for tuition?

Mr. Drezek stated virtual learning varies based on participation. But it is around \$5-10K per year that we will budget for this.

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

**12. BOARD COMMITTEE REPORTS:**

Curriculum – Mrs. Pickett reported the Curriculum Committee did not meet during March and our next meeting will be held on April 21<sup>st</sup>. We will discuss TAG which is a nice starting point to some of the items addressed by Mrs. Griffin regarding student growth potential. We are looking to restructure TAG.

Finance – Dr. Calnen reported the Finance Committee will meet on April 4<sup>th</sup>.

Policy – Mr. Ryder reported the Policy Committee met on March 15<sup>th</sup> and our next meeting will be held on April 19<sup>th</sup>.

Leadership – Madam Chair reported Leadership did not meet.

Joint Facility – Mr. Ryder reported the Joint Facility Committee will meet on March 24<sup>th</sup> virtually. We received notice from the Town that they will be moving forward with the referendum that was passed in November. They are now soliciting bids for the roofs, and they will prioritize which ones will be done first. Fixing the roofs is a huge first step. There are other items we can address that were brought up tonight to the committee members attention on Thursday.



JFK Building – Mr. Ryder reported that JFK Building Committee members will meet on April 7<sup>th</sup>. They may hold a special meeting on March 31<sup>st</sup>. They are about to work on the last wing at JFK. As mentioned by Mr. Drezek, there will be an early release day on April 8<sup>th</sup> for JFK students without lunch.

Joint Security – Mr. Ryder reported the Joint Security Committee will meet on June 1<sup>st</sup>.

Joint Insurance – Madam Chair reported she will reach out to Mr. Belinda about when the next Joint Insurance Committee will meet and will let Mrs. Acree know.

Youth Mental Health – Madam Chair reported we already discussed this committee.

**13. APPROVAL OF MINUTES**

Mr. Ryder moved, seconded by Mrs. Pickett that the Regular Meeting Minutes of March 8, 2022, be approved. A vote by **show-of-hands 9-0-0** passed unanimously.

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

**15. CORRESPONDENCE & COMMUNICATION**

Mr. LeBlanc stated the Town Clean Sweep program will be held on April 23<sup>rd</sup>. They are looking for volunteers. If you are interested, please show up on the Enfield Town Green at 10:30 AM.

Mr. LeBlanc stated the Boy Scouts will hold a pancake breakfast with the Easter Bunny on April 2<sup>nd</sup> for K-2 students from 8-11 AM at St. Bernard's school gym.

**16. EXECUTIVE SESSION**

Mr. Ryder moved, seconded by Mr. Hamre that the Enfield Board of Education enter into Executive Session – Discussion of Attorney-Client Privileged Communication Regarding Response to FOI Requests.

A vote by **show-of-hands 9-0-0** passed unanimously.

Both Mr. Drezek and Mr. Longey joined the Board in Executive Session at 8:55 PM.

No Board action occurred while in Executive Session.

**Open Session:**

The Board returned to open session at 9:49 PM.

**17. ADJOURNMENT**

Mrs. Pickett moved, seconded by Mr. Hamre to adjourn the Regular Meeting of March 22, 2022.

All ayes, motion passed unanimously. Meeting stood adjourned at 9:50 PM.

Jonathan LeBlanc  
Secretary  
Board of Education

Respectfully Submitted,

Kathy Zalucki, Recording Secretary