

ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT

Time-Place:

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

Date: 11-23-21

<https://youtu.be/VaKcmn-ZE5c>

1. Call to Order – 7:00 PM
2. Invocation or Moment of Silence – Jean Acree
3. Pledge of Allegiance – Jean Acree
4. Fire Evacuation Announcement
5. Roll Call
6. Board Guest(s)
  - a. 2021-22 Kid Mayor
7. Superintendent’s Report
  - a. EPS Update
  - b. Torchlight Parade & Carol Sing
8. Audiences
9. Board Members’ Comments
10. Unfinished Business
11. New Business
  - a. Approval of 2022-23 Head Start Federal Grant, SF-424B Submission Statement and Governing Board Approval Statement
  - b. Action if any, related to Collective Bargaining – Clerical, Cafeteria & Library Contract
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: October 26, 2021
  - Special BOE Organizational Meeting Minutes: November 16, 2021
14. Approval of Accounts and Payroll:
15. Correspondence and Communications
16. Executive Session
  - a. Matter(s) Related to Collective Bargaining
  - b. Matter(s) Related to Personnel
17. Adjournment

Note:  
*Item #11b may be  
addressed after Item #16.*



**Date:** November 23, 2021  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Board Guests

- a. **2021-22 Kid Mayor:** We welcome our K-12 Humanities Director Dr. Burr to tonight's meeting. We are pleased to announce our 2021-22 Kid Mayor – Chloe Clark. Ms. Clark is a grade 5 student at Prudence Crandall Elementary School. Ms. Clark will share her campaign video with the Board.

Mayor Cressotti and Madam Chair LeBlanc will present Ms. Clark with a plaque as our 2021-22 Kid Mayor.



**Date:** November 23, 2021  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Superintendent's Report

- a. **EPS Update:** At this time, I will update the Board regarding our schools.
  
- b. **Torchlight Parade & Carol Sing:** Enclosed in your packet is an invitation to attend the Torchlight Parade & Carol Sing that will be held on Sunday, December 5<sup>th</sup> starting at 6:00 PM from Enfield Street Elementary School. This event has been another long time tradition in Enfield that will end at the Town Green for the tree lighting ceremony. Students from the Enfield High School Marching Eagles will participate in the parade, as well as the Enfield Community Band and students from both the JFK and EHS chorus along with grade 4 and 5 chorus students for the Carol Sing on the Town Green.



**Date:** November 23, 2021  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Approval of 2022-23 Head Start Federal Grant, SF-424B Submission Statement and Governing Board Approval Statement

Our Early Childhood Initiatives Director Jaclyn Valley is requesting the Board's approval for Head Start Federal Grants that total \$961,231 from the Department of Health and Human Services. She is also requesting approval for \$11,241 for Training and Technical Assistance.

Enclosed in your packet is a detailed memo from Ms. Valley, budget summary, program goals and summary of proposed objectives and indicators of achievement as well as information from the U.S. Department of Health and Human Services Compendium of required Certifications and Assurances. Ms. Valley is available to answer any questions.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately approving the 2022-23 Head Start Federal Grant, SF-424B Submission Statement and Governing Board Approval Statement.



**Date:** November 23, 2021  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Action if any, related to Collective Bargaining – Clerical, Cafeteria & Library Contract

**Note:** *The Board may have the need to enter into Executive Session prior to addressing this item.*

I will address this item with the Board.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately regarding AFSCME Local 1303-46 Clerical, Cafeteria & Library Employees Contract.



**Date:** November 23, 2021  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Executive Session

The Board of Education needs to discuss the following item(s):

- Matter(s) Related to Collective Bargaining
- Matter(s) Related to Personnel

Therefore, I recommend that the Enfield Board of Education enter executive session, with the appropriate personnel invited, for the reasons described above. An affirmative vote of two-thirds of the members present and voting is required. Board members can relocate to the Enfield Room for the Executive Session.

Item # 7b.

*Please Join Us For The  
Torchlight Parade & Carol Sing*

*Sunday, December 5, 2021*

*Parade kicks off at 6:00 PM from  
Enfield Street School.*

*Carol Sing to follow at 7:00 PM on  
the Town Green.*

*Please call the Senior Center  
at 860-763-7425 for more information.*

*We hope to see you there.*

Item # 11a.

## Stowe Early Learning Center

Enfield Head Start  
117 Post Office Road

Ms. Jaclyn Valley, Director of Early Childhood Initiatives

860-253-5320

Fax: 860-253-0096



**To:** Mr. Christopher J. Drezek  
**Regarding:** Approval of FY 2023 Federal Head Start Grants  
**From:** Jaclyn Valley  
**Date:** November 12, 2021

Enfield Head Start is requesting Board approval to apply for grants totaling \$961,231 from the Department of Health and Human Services to serve 102 children and their families at Enfield Head Start. Additionally, 11,241 will be requested for Training and Technical Assistance.

I have attached the budget and program goals as well as a summary of proposed objectives and indicators of achievement for each area for which funding has been requested. The goals and objectives were developed based on an update of the community assessment which included a review of community, program and services data, information from focus groups, and an analysis of child assessment data. The school readiness goals, a requirement of Head Start, were determined after reviewing Fall 2021 assessment results and state priorities.

Training and technical assistance funds are allocated to Head Start required trainings around the CLASS observation system and CPR/First Aid as well as trainings to build teacher's capacity in inquiry-based teaching and learning, trauma sensitive schools, and attendance at New England Head Start regional conferences.



# Enfield Head Start Budget Summary



## Office of Head Start

01CH010841-001 - Enfield Head Start

FY2022 - 03/01/2022-02/28/2023 - Non-Competing Continuation

### Head Start - Budget Categories

<i>Budget Category</i>	<i>Program Operations</i>	<i>Training Technical Assistance</i>	<i>Non-Federal Share</i>
Personnel	\$860,101	\$0	\$258,842
Fringe Benefits	\$85,733	\$0	\$65,400
Travel	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Supplies	\$5,740	\$0	\$0
Contractual	\$1,955	\$0	\$0
Construction	\$0	\$0	\$0
Other	\$7,702	\$11,241	\$0
<b>Total Direct Charges</b>	<b>\$961,231</b>	<b>\$11,241</b>	<b>\$324,242</b>
Indirect Charges	\$0	\$0	\$0
<b>Total</b>	<b>\$961,231</b>	<b>\$11,241</b>	<b>\$324,242</b>

**UPDATE on Year 3 Goals and Progress:**

**Year 2 Goal 1: Enfield Head Start will partner with families to support student progress towards meeting developmental milestones as outlined in the Head Start Early Learning Outcomes Framework and the CT Early Learning and Development Standards (CTELDS).**

Objective 1: Engage children in learning experiences that support the development of social-emotional competence, self-regulation, and school readiness skills.

**Expected Outcomes**

*Children will demonstrate two gradients of progress on each indicator below as measured by TS GOLD:*

CTELDS-Cognition

ELOF Domain: Approaches to Learning/subdomain: Cognitive self-regulation (Executive Function)

CTELDS-Social Emotional Development

ELOF Goal P-SE 3 and 5 Early learning experiences will support children to develop social relationships.

CTELDS-Language and Literacy, ELOF Goal P-LC. 5/6 Early learning experiences will support children to understand language, acquire print concepts, and demonstrate book appreciation and knowledge

CTELDS-Mathematics ELOF Goal P-Math 9/10 Early learning experiences will support children to understand shapes and spatial relationships

*\*Measured by TSGOLD/DECA*

Progress:

Domain	Fall 2020	Spring 2021
<b>Social emotional 2:</b>	53% Below WHE	16% Below WHE
<b>Social emotional 3:</b>	50 % Below WHE	14% Below WHE
<b>Language 9:</b>	44% Below WHE	4% Below
<b>Math 21:</b>	78% Below WHE	22% Below WHE
<b>Cognition 11:</b>	42% Below WHE	4% Below WHE
<b>Literacy 17</b>	61% Below WHE	16% Below WHE
<b>Literacy 18 a, b, c</b>	67% Below WHE	13% Below WHE
100% of students with an IEP made progress on their goals and objectives as measured		

*\*WHE-Widely held expectations by age*

Objective 2: Engage families in meaningful ways through a partnership focused on shared responsibility for positive child development.

**Expected Outcomes**

Family goals will include at least one school readiness program outcome.

85% of families will participate in at least one family/school partnership event.

Progress:

- COVID 19 shifted our engagement opportunities to Microsoft Teams.
- Through June 2021 38% of families attended 2 family events.
- 97% of families signed up for our Ready Rosie engagement app and 85% of families remained actively engaged through June 2021.
- 87% of families met the education goal set for their child.

**Year 2 Goal 2: Enfield Head Start will collaborate with community partners to meet the needs of families with young children.**

Objective 1: Explore options for expanding infant/toddler care for income eligible families.

**Expected Outcomes**

- Create an exploratory committee with community partners, families, and staff.

<ul style="list-style-type: none"> <li>Develop a report to understand barriers and to make recommendations based on work of a committee comprised of families, community partners, and program staff.</li> </ul>
<p>Progress: COVID 19 put this work on pause. Our community assessment will offer some data that will help us continue the work into Spring 2022.</p>
<p>Objective 2: Increase awareness and use of community programs and services available to families and their children, including pregnant women.</p>
<ul style="list-style-type: none"> <li>Comprehensive resource list developed and distributed to families and community agencies.</li> <li>50% of families access resources to support family well-being</li> </ul>
<p>Progress:</p> <ul style="list-style-type: none"> <li>The Head Start Family Support Office has partnered with KITE to maintain seasonal Community Resource Guides for Families with Young children. Partnering with KITE allows the guide to reach more families in our community.</li> <li>45% of the 84% of families that responded accessed at least one resource</li> <li>Guides are distributed to 100% of Head Start Families</li> </ul>

### Year 4 Goals, Expected Outcomes, Challenges, Progress, and Revisions:

Year 4: Goal 1: Children will make progress on school readiness goals as identified by Fall 2021 assessments.				
Objective(s)	Expected Outcomes	Challenges	Progress/Outcomes/Evidence	Revisions
1.1 Children will demonstrate progress with domains of the HSELOF developmental indicators aligned to the CT ELDS.	<p><i>Children will demonstrate two gradients of progress on each indicator below as measured by TS GOLD:</i></p> <p>CTELDS-Cognition ELOF Domain: Approaches to Learning/subdomain: Cognitive self-regulation (Executive Function)</p> <p>CTELDS-Social Emotional Development ELOF Goal P-SE 3 and 5 Early learning experiences will support children to develop social relationships.</p> <p>CTELDS-Language and Literacy, ELOF Goal P-LC. 5/6 Early learning experiences will support children to understand language, acquire print concepts, and demonstrate book appreciation and knowledge</p>	<p>Consistency and continuity of knowledge of the standards and strategies to support development</p> <p>Families understanding the importance of executive functioning and how to support it at home</p> <p>Developing social skills during a pandemic where interactions remain limited, and masking is in place to ensure safety</p> <p>Attendance inconsistencies due to children exhibiting symptoms where COVID must be ruled out</p>	<p><b>Fall 2021 data:</b></p> <p>TSGOLD objectives</p> <p><b>Social emotional 2:</b> 45% Below WHE</p> <p><b>Social /emotional 3:</b> 62% Below WHE</p> <p><b>Physical 6:</b> 49% Below WHE</p> <p><b>Language 9d:</b> 60% Below WHE</p> <p><b>Language 10:</b> 54% Below WHE</p> <p><b>Math 20 a, b, c:</b> 68% Below WHE</p> <p><b>Math 21:</b> 75% Below WHE</p> <p><b>Math 23:</b> 76% Below WHE</p> <p><b>Cognition 12a:</b> 48% Below WHE</p> <p><b>Cognition 13:</b> 42% Below WHE</p> <p><b>Cognition 14b:</b> 43% Below WHE</p> <p><b>Literacy 15a:</b> 87% Below WHE</p> <p><b>Literacy 16a:</b> 58% Below WHE</p> <p><b>Literacy 17b:</b> 80% Below WHE</p> <p><b>Literacy 18 a, b, c:</b> 67% Below WHE</p> <p><b>Literacy 19b:</b> 81% Below WHE</p> <p><i>*WHE-Widely held expectations by age</i></p> <p><b>Winter 2022 data:</b></p>	<p>Fall 2021 DECA and TS GOLD data informed expected outcomes focus areas</p> <p>The persistent uncertainty regarding the impact of the pandemic on young children and the community at large calls for the inclusion of social emotional supports for children, families, and staff.</p> <p><i>Prior to 2020, practice for our program was to administer the DECA one time at the beginning of the year and address areas of need accordingly with the family support staff, the family, and any necessary outside</i></p>

	<p>CTELDS-Mathematics ELOF Goal P-Math 9/10 Early learning experiences will support children to understand shapes and spatial relationships</p> <p>CTELDS-Physical Development and Health ELOF Goal P-PMP ½ Early learning experiences will support children to develop gross motor skills.</p> <p><i>*Measured by TSGOLD/DECA</i></p>		<p><i>TSGOLD objectives</i></p> <p><b>Social emotional 2:</b> % Below WHE</p> <p><b>Social /emotional 3:</b> % Below WHE</p> <p><b>Physical 6:</b> % Below WHE</p> <p><b>Language 9d:</b> % Below WHE</p> <p><b>Language 10:</b> % Below WHE</p> <p><b>Math 20 a, b, c:</b> % Below WHE</p> <p><b>Math 21:</b> % Below WHE</p> <p><b>Math 23:</b> % Below WHE</p> <p><b>Cognition 12a:</b> % Below WHE</p> <p><b>Cognition 13:</b> % Below WHE</p> <p><b>Cognition 14b:</b> % Below WHE</p> <p><b>Literacy 15a:</b> % Below WHE</p> <p><b>Literacy 16a:</b> % Below WHE</p> <p><b>Literacy 17b:</b> % Below WHE</p> <p><b>Literacy 18 a, b, c:</b> % Below WHE</p> <p><b>Literacy 19b:</b> % Below WHE</p> <p><i>*WHE-Widely held expectations by age</i></p> <p><b><u>Spring 2022 data:</u></b></p> <p><i>TSGOLD objectives</i></p> <p><b>Social emotional 2:</b> % Below WHE</p> <p><b>Social /emotional 3:</b> % Below WHE</p> <p><b>Physical 6:</b> % Below WHE</p> <p><b>Language 9d:</b> % Below WHE</p> <p><b>Language 10:</b> % Below WHE</p> <p><b>Math 20 a, b, c:</b> % Below WHE</p> <p><b>Math 21:</b> % Below WHE</p> <p><b>Math 23:</b> % Below WHE</p> <p><b>Cognition 12a:</b> % Below WHE</p> <p><b>Cognition 13:</b> % Below WHE</p> <p><b>Cognition 14b:</b> % Below WHE</p> <p><b>Literacy 15a:</b> % Below WHE</p> <p><b>Literacy 16a:</b> % Below WHE</p> <p><b>Literacy 17b:</b> % Below WHE</p> <p><b>Literacy 18 a, b, c:</b> % Below WHE</p> <p><b>Literacy 19b:</b> % Below WHE</p> <p><i>*WHE-Widely held expectations by age</i></p> <p><b>DECA:</b></p> <p><b>% of students classified as area of need</b></p> <p><b>Fall 2021</b></p> <ul style="list-style-type: none"> <li>• Initiative: 6%</li> <li>• Self-Regulation: 11%</li> <li>• Attachment/Relationships: 7%</li> <li>• Total Protective Factors:</li> </ul>	<p><i>referrals. Moving forward we will administer a pre and post DECA and use the mid to monitor students in need.</i></p>
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			<p>5%</p> <ul style="list-style-type: none"> <li>Behavioral Concerns: 4%</li> </ul> <p><b>Winter 2022:</b></p> <ul style="list-style-type: none"> <li>Initiative:</li> <li>Self-Regulation:</li> <li>Attachment/Relationships:</li> <li>Total Protective Factors:</li> <li>Behavioral Concerns:</li> </ul> <p><b>Spring 2022:</b></p> <ul style="list-style-type: none"> <li>Initiative:</li> <li>Self-Regulation:</li> <li>Attachment/Relationships:</li> <li>Total Protective Factors:</li> <li>Behavioral Concerns:</li> </ul>	
1.2 Children with an IEP will make progress on their IEP goals and objectives as measured	*Specific measures to be determined by Planning and Placement Team.	<p>Including children with disabilities other than speech and language with appropriate services</p> <p>Building staff capacity to support students with special through instruction, assessment, and environment</p>	2021-2022 to date 17% of students enrolled have IEPs, 8% of students enrolled with IEPs have disabilities other than speech and language 9% of students have speech and language goals only	While the nature of the pandemic remains uncertain, we are operating under a five day in person model of instruction. Staff continues to ensure families can facilitate technology at home should the need arise to allow participation in remote instruction (ex. child in quarantine).
<p><b>Data, Tools, or Methods for Tracking Progress:</b></p> <ul style="list-style-type: none"> <li>TS GOLD data for: <i>Social emotional 2, Social /emotional 3, Physical 6, Language 9d, Language 10, Math 20 a, b, c, Math 21, Math 23, Cognition 12a, Cognition 13, Cognition 14b, Literacy 15a, Literacy 16a, Literacy 17b, Literacy 18 a, b, c, Literacy 19b</i></li> <li>DECA mid and post data</li> <li>Lesson plan review</li> <li>Professional development plan, calendar, sign in sheets</li> <li>Documented evidence of strategies through observation</li> <li>IEP goal and objective review</li> <li>Professional development plan includes EF and social emotional development</li> </ul>			<p><b>Person(s) responsible:</b></p> <ul style="list-style-type: none"> <li>Classroom Teacher, Education manager, Director</li> </ul>	
<p><b>Activities or Action Steps to Meet Objective(s) above:</b></p> <ul style="list-style-type: none"> <li>Implementation of Second Step Early Learning, Social-Emotional Curriculum</li> <li>Fidelity to Executive Function Project Strategies as evidenced by classroom walkthroughs and observations)</li> <li>Dual language learners that are Spanish dominant are supported in the home language.</li> <li>Resources will be accessed to support families and children whose home language is other than Spanish or English</li> <li>Classrooms will have books, music, and labels in each child's language</li> </ul>				

- Use of RTI protocol to support students Social Emotional Development, including school psychologist
- Early Screening Inventory (ESI) administered individually to children before or within the first 45 days of entering Enfield Head Start. Screening team to determine if children may need a referral to special education
- Devereux Early Childhood Assessment (e-DECA) will be administered individually to children after they have been with their teacher for four weeks but, no later than 45 days, to determine if children may need a referral to special education
- A series of professional development with the Gesell Institute focused on Trauma, Play Based Learning, and Addressing Challenging Behaviors
- Classroom observations
- Lesson Plan Checks
- Targeted professional development

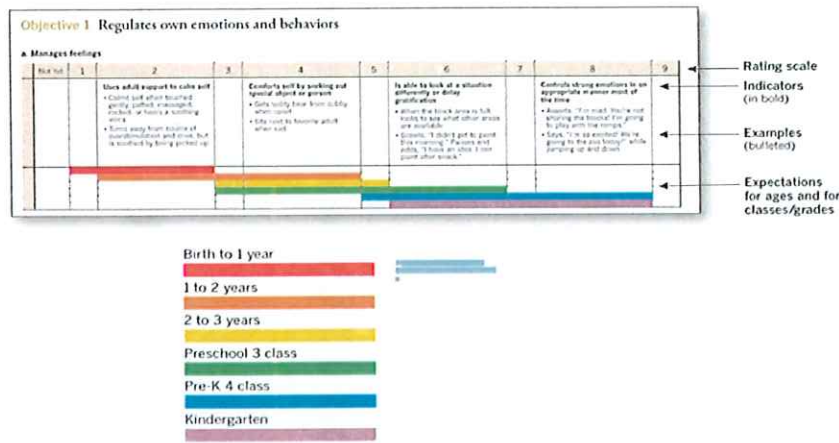
**Year 4: Goal 2: Enfield Head Start will partner with families to support student progress towards meeting developmental milestones as outlined in the Head Start Early Learning Outcomes Framework (ELOF) and the CT Early Learning and Development Standards (CTELDS).**

Objective(s)	Expected Outcomes	Challenges	Progress/Outcomes/Evidence	Revisions
2.1 Engage families in meaningful ways through a partnership focused on shared responsibility for positive child development.	85% of families will engage with at least 2 monthly challenges sent home (monitored through staff-family communication and the virtual gallery) as well as remain active Ready Rosie users throughout the school year.	<p>Timing of and topics of sessions offered</p> <p>Identify ways to increase participation in offered opportunities</p> <p>Buy in for importance of family engagement</p> <p>Transportation</p> <p>COVID 19 restrictions on group sizes and access to gatherings in buildings</p> <p>Making virtual or “send home” opportunities meaningful and creating monitoring with follow up check ins part of our process</p>	<p>Distributed 1-1 iPads to all families with access to Microsoft Teams for LIVE events (Policy Committee meetings, Family Educator Organization meetings, Family workshops around bedtime routines, facilitating inquiry learning at home, the kindergarten transition, etc.)</p> <p>Process Art materials sent home with explanations of the project, guiding questions for families to use when facilitating engagement with materials, and monthly challenges connected to curricular units. A Microsoft Teams page has been established for families to post their child’s creations into a virtual gallery.</p> <p>Workshops scheduled for families with the Gesell at Yale Program in Early Childhood and the CT Science Center.</p>	<p>The addition of Ready Rosie, using State HS supplemental funds and in partnership with our Grantee, Manchester HS, will increase family engagement and make it meaningful to each individual family/child.</p> <p>Our building remains closed to visitors and large gatherings are not allowed at this point in time. This past year has taught us that families appreciate receiving materials and language they can use at home to support learning. As a result, we have planned for a yearlong focus on process art with monthly challenges, a bedtime routine/bedtime book box initiative to support literacy</p>

				and social emotional development, a focus on math and the importance of games, as well as Executive Function materials that can be used at home.
2.2 Family Education Goals address at least one learning outcome stated above (Goal 1/Obj. 1)	75% of families will meet the education goal they set for their child.	Sustaining family participation in engagement opportunities to impact education goals	Goal setting to occur between November 1 <sup>st</sup> through January 1 <sup>st</sup> .	No change
<b>Data, Tools, or Methods for Tracking Progress:</b> <ul style="list-style-type: none"> <li>The Parent Training Calendar and attendance sheets</li> <li>Family goal progress</li> <li>Monthly reports to Policy Committee</li> <li>Home Visit forms</li> <li>Child Plus</li> </ul>			<b>Person(s) responsible:</b> <ul style="list-style-type: none"> <li>Classroom Teacher,</li> <li>Family Support Manager</li> <li>Family Advocates</li> </ul>	
<b>Activities or Action Steps to Meet Objective(s) above:</b> <ul style="list-style-type: none"> <li>Determine priorities of families based on their education goals to determine topics for family activities.</li> <li>Family support manager will work with Family Advocates to ensure communication is consistent regarding engagement opportunities</li> <li>Family support manager will facilitate Ready Rosie with family advocates and families</li> <li>Family support office will monitor use of Ready Rosie and engagement in “take home” learning initiatives including process art challenges, bedtime routines, game/math initiative, inquiry-based learning at home, and executive function strategies.</li> <li>Teachers and family advocates will provide information and resources during virtual home visits to strengthen families and encourage their participation in the Enfield Community.</li> <li>Collaboration with other agencies to support families</li> </ul>				
<b>Year 4: Goal 3: Enfield Head Start will collaborate with community partners to meet the needs of families with young children.</b>				
<b>Objective(s)</b>	<b>Expected Outcomes</b>	<b>Challenges</b>	<b>Progress/Outcomes/Evidence</b>	<b>Revisions</b>
3.1 Explore options and make recommendations for expanding infant/toddler care for income eligible families.	<p>Create an exploratory committee with community partners, families, and staff</p> <p>Develop a report to understand barriers and to make recommendations based on the work of a committee comprised of families, community partners, and program staff</p>	<p>Ensure accuracy of data</p> <p>Limited available resources/funding in our community and state</p>	<p>Data from three focus groups</p> <p>Updated community assessment</p>	<p>School closure due to COVID began on March 12<sup>th</sup> and continued through September. The pandemic took precedence during this time, and this goal will be addressed Spring-Fall 2021.</p> <p>Our community assessment will provide some</p>

				additional information as well as updated information regarding childcare in the state of CT from the Office of Early Childhood.
<b>Data, Tools, or Methods for Tracking Progress:</b> <ul style="list-style-type: none"> <li>• Number of subsidized infant/toddler spaces available for families</li> <li>• Waiting list data</li> <li>• Number of families needing infant/toddler care for work or school</li> <li>• Meeting calendar, agendas, minutes</li> <li>• Report</li> </ul>		<b>Person(s) responsible:</b> <ul style="list-style-type: none"> <li>• Family Support Staff</li> <li>• Director</li> </ul>		<b>Dates:</b> <ul style="list-style-type: none"> <li>• Spring2021-Spring 2022</li> </ul>
<b>Activities or Action Steps to Meet Objective(s) above:</b> <ul style="list-style-type: none"> <li>• Establish partnership with KITE collaborative and FRC</li> <li>• Set goals and action steps for the committee</li> <li>• Collect and analyze data; explore funding and space options</li> <li>• Develop report and share with stakeholders</li> </ul>				
<b>Year 4: Goal 3: Enfield Head Start will collaborate with community partners to meet the needs of families with young children.</b>				
<b>Objective(s)</b>	<b>Expected Outcomes</b>	<b>Challenges</b>	<b>Progress/Outcomes/Evidence</b>	<b>Revisions</b>
3.2 Increase awareness and use of community programs and services available to families and their children, including pregnant women	Comprehensive resource list developed and distributed to families and community agencies  At least 50% of families access at least one resource to support family well being	No systems or specific mechanisms currently in place to understand what services are available across a range of stakeholders, especially as funding changes  The pandemic remains uncertain in nature and needs are constantly changing	<ul style="list-style-type: none"> <li>• Family Advocates update the guide seasonally with input from families and stakeholders</li> <li>• Family access being tracked</li> <li>• Committee has been meeting monthly since February</li> <li>• Guides are distributed to 100% of HS families</li> <li>• Marketing is now being done in partnership with KITE (Key Initiatives to Early Education), one of our community partners.</li> </ul>	The document will continue to address needs brought on by COVID 19 including, but not limited to food insecurity, heating assistance, technology support, mental health resources, and educational opportunities.
<b>Data, Tools, or Methods for Tracking Progress:</b> <ul style="list-style-type: none"> <li>• Meeting calendar, agendas, minutes</li> <li>• Resource document developed</li> <li>• Partnering with Key Initiatives to Early Education (KITE) collaborative to create a multimedia marketing plan translated into multiple languages</li> <li>• Data on family service usage; referrals made by family advocates</li> </ul>		<b>Person(s) responsible:</b> <ul style="list-style-type: none"> <li>• Family Support Staff</li> <li>• Director</li> </ul>		<b>Dates:</b> <ul style="list-style-type: none"> <li>• Seasonally updated</li> </ul>
<b>Activities or Action Steps to Meet Objective(s) above:</b> <ul style="list-style-type: none"> <li>• Set goals and action steps for obtaining, organizing, and disseminating information</li> <li>• Consider system of sustainability that maintains updates based on need</li> </ul>				





Based on Fall 2021 student outcome data the following objectives will be a focus for this school year. The image above provides you with the colors that correspond to different age bands. These progressions start at birth and go through kindergarten. Attached you will find a comprehensive list of objectives with indicators and examples tied to chronological ages, which gives you more information on what each of the objectives below entail. The progressions are based on standard developmental and learning expectations.

**TSGOLD objectives**

*\*WHE-Widely held expectations by age*

<p><b>Social emotional 2:</b> 45% Below WHE</p> <ul style="list-style-type: none"> <li>• Forms relationships with adults</li> <li>• Responds to emotional cues</li> <li>• Interacts with peers</li> <li>• Makes friends</li> </ul>	<p><b>Social /emotional 3:</b> 62% Below WHE</p> <ul style="list-style-type: none"> <li>• Balances needs and rights of self and others</li> <li>• Solves social problems</li> </ul>	<p><b>Physical 6:</b> 49% Below WHE</p> <ul style="list-style-type: none"> <li>• Demonstrates gross motor manipulative skills</li> </ul>	<p><b>Language 9d:</b> 60% Below WHE</p> <ul style="list-style-type: none"> <li>• Tells about another time or place</li> </ul>
<p><b>Language 10:</b> 54 % Below WHE</p> <ul style="list-style-type: none"> <li>• Engages in conversations</li> <li>• Uses social rules of language</li> </ul>	<p><b>Math 20 a, b, c:</b> 68% Below WHE</p> <ul style="list-style-type: none"> <li>• Counts</li> <li>• Quantifies</li> <li>• Connects numerals to their quantities</li> </ul>	<p><b>Math 21:</b> 75% Below WHE</p> <ul style="list-style-type: none"> <li>• Understands spatial relationships</li> <li>• Understands shapes</li> </ul>	<p><b>Math 23:</b> 76% Below WHE</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of patterns</li> </ul>
<p><b>Cognition 12a:</b>48% Below WHE</p> <ul style="list-style-type: none"> <li>• Recognizes and recalls</li> </ul>	<p><b>Cognition 13:</b> 42% Below WHE</p> <ul style="list-style-type: none"> <li>• Uses classification skills</li> </ul>	<p><b>Cognition 14b:</b> 43% Below WHE</p> <ul style="list-style-type: none"> <li>• Engages in sociodramatic play</li> </ul>	<p><b>Literacy 15a:</b> 87% Below WHE</p> <ul style="list-style-type: none"> <li>• Notices and discriminates rhyme</li> </ul>
<p><b>Literacy 16a:</b> 58% Below WHE</p> <ul style="list-style-type: none"> <li>• Identifies and names letters</li> </ul>	<p><b>Literacy 17b:</b> 80% Below WHE</p> <ul style="list-style-type: none"> <li>• Uses print concepts</li> </ul>	<p><b>Literacy 18 a, b, c:</b> 67 % Below WHE</p> <ul style="list-style-type: none"> <li>• Interacts during reading experiences, book conversations, and text reflections</li> <li>• Uses emergent reading skills</li> <li>• Retells stories and recounts details from informational texts</li> </ul>	<p><b>Literacy 19b:</b> 51% Below WHE</p> <ul style="list-style-type: none"> <li>• Writes to convey ideas and information</li> </ul>

## Objective 1 Regulates own emotions and behaviors

### a. Manages feelings

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Uses adult support to calm self</b></p> <ul style="list-style-type: none"> <li>Calms self when touched gently, patted, massaged, rocked, or hears a soothing voice</li> <li>Turns away from source of overstimulation and cries, but is soothed by being picked up</li> </ul>		<p><b>Comforts self by seeking out special object or person</b></p> <ul style="list-style-type: none"> <li>Gets teddy bear from cubby when upset</li> <li>Sits next to favorite adult when sad</li> </ul>		<p><b>Is able to look at a situation differently or delay gratification</b></p> <ul style="list-style-type: none"> <li>When the block area is full, looks to see what other areas are available</li> <li>Scowls and says, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."</li> </ul>		<p><b>Controls strong emotions in an appropriate manner most of the time</b></p> <ul style="list-style-type: none"> <li>Asserts, "I'm mad. You're not sharing the blocks! I'm going to play with the ramps."</li> <li>Says, "I'm so excited! We're going to the zoo today!" while jumping up and down</li> </ul>	

### b. Follows limits and expectations

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Responds to changes in an adult's tone of voice and expression</b></p> <ul style="list-style-type: none"> <li>Looks when adult speaks in a soothing voice</li> <li>Appears anxious if voices are loud or unfamiliar</li> <li>Touches the puddle of water when adult smiles encouragingly</li> </ul>		<p><b>Accepts redirection from adults</b></p> <ul style="list-style-type: none"> <li>Moves to the sand table at suggestion of adult when there are too many at the art table</li> <li>Initially refuses to go inside but complies when the teacher restates the request</li> </ul>		<p><b>Manages classroom rules, routines, and transitions with occasional reminders</b></p> <ul style="list-style-type: none"> <li>Indicates that only four persons may play at the water table</li> <li>Cleans up when music is played</li> <li>Goes to rest area when lights are dimmed</li> </ul>		<p><b>Applies rules in new but similar situations</b></p> <ul style="list-style-type: none"> <li>Walks and uses a quiet voice in the library</li> <li>Runs and shouts when on a field trip to the park</li> <li>Listens attentively to a guest speaker</li> </ul>	

## Objective 1 Regulates own emotions and behaviors

### c. Takes care of own needs appropriately

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Indicates needs and wants; participates as adult attends to needs</p> <ul style="list-style-type: none"> <li>• Cries to show discomfort, hunger, or tiredness</li> <li>• Opens mouth when food is offered</li> <li>• Raises knees to chest when on back for diaper changing</li> <li>• Pulls off own socks</li> <li>• Raises arms while being lifted out of buggy</li> </ul>		<p>Seeks to do things for self</p> <ul style="list-style-type: none"> <li>• Asserts own needs by pointing, gesturing, or talking</li> <li>• Holds hands under faucet and waits for adult to turn on water</li> <li>• Tries to zip jacket, but throws to ground in frustration</li> <li>• Attempts to clean up toys</li> </ul>		<p>Demonstrates confidence in meeting own needs</p> <ul style="list-style-type: none"> <li>• Washes hands and uses towel to dry</li> <li>• Stays involved in activity of choice</li> <li>• Uses materials, utensils, and brushes appropriately</li> <li>• Takes off coat and hangs it up</li> <li>• Puts away toys</li> <li>• Volunteers to feed the fish</li> </ul>		<p>Takes responsibility for own well-being</p> <ul style="list-style-type: none"> <li>• Completes chosen task</li> <li>• Waits for turn to go down slide</li> <li>• Creates a "Do not touch" sign for construction</li> <li>• Tells why some foods are good for you</li> <li>• Takes care of personal belongings</li> </ul>	

## Objective 2 Establishes and sustains positive relationships

### a. Forms relationships with adults

Not Yet	1	2	3	4	5	6	7	8	9	
		<p><b>Demonstrates a secure attachment to one or more adults</b></p> <ul style="list-style-type: none"> <li>Appears uneasy when held by a stranger but smiles broadly when mom enters room</li> <li>Calms when a familiar adult offers appropriate comfort</li> <li>Responds to teacher during caregiving routines</li> </ul>		<p><b>Uses trusted adult as a secure base from which to explore the world</b></p> <ul style="list-style-type: none"> <li>Moves away from a trusted adult to play with a new toy but returns before venturing into a new area</li> <li>Looks to a trusted adult for encouragement when exploring a new material or physical space</li> </ul>		<p><b>Manages separations without distress and engages with trusted adults</b></p> <ul style="list-style-type: none"> <li>Waves good-bye to mom and joins speech therapist in a board game</li> <li>Accepts teacher's explanation of why she is leaving the room and continues playing</li> </ul>		<p><b>Engages with trusted adults as resources and to share mutual interests</b></p> <ul style="list-style-type: none"> <li>Talks with teacher every day about their pets</li> <li>Brings in photos of home garden to share with teacher who also has a garden</li> </ul>		

### b. Responds to emotional cues

Not Yet	1	2	3	4	5	6	7	8	9	
		<p><b>Reacts to others' emotional expressions</b></p> <ul style="list-style-type: none"> <li>Cries when hears an adult use an angry tone of voice</li> <li>Smiles and turns head to look at person laughing</li> <li>Moves to adult while watching another child have a tantrum</li> </ul>		<p><b>Demonstrates concern about the feelings of others</b></p> <ul style="list-style-type: none"> <li>Brings a crying child's blanket to him</li> <li>Hugs a child who fell down</li> <li>Gets an adult to assist a child who needs help</li> </ul>		<p><b>Identifies basic emotional reactions of others and their causes accurately</b></p> <ul style="list-style-type: none"> <li>Says, "She's happy because her brother is here." "He's sad because his toy broke."</li> <li>Matches a picture of a happy face with a child getting a present or a sad face with a picture of a child dropping the banana she was eating</li> </ul>		<p><b>Recognizes that others' feelings about a situation might be different from his or her own</b></p> <ul style="list-style-type: none"> <li>Says, "I like riding fast on the trike, but Tim doesn't."</li> <li>Shows Meir a picture of a dinosaur but doesn't show it to Lucy because he remembers that she's afraid of dinosaurs</li> </ul>		

## Objective 2 Establishes and sustains positive relationships

### c. Interacts with peers

Not Yet	1	2	3	4	5	6	7	8	9
	Plays near other children; uses similar materials or actions <ul style="list-style-type: none"> <li>Sits next to child playing an instrument</li> <li>Imitates other children building with blocks</li> <li>Looks at other child's painting and chooses the same color</li> </ul>	Uses successful strategies for entering groups <ul style="list-style-type: none"> <li>Watches what other children are doing for a few minutes and then contributes an idea</li> <li>Asks, "Can I run with you?"</li> </ul>	Initiates, joins in, and sustains positive interactions with a small group of two to three children <ul style="list-style-type: none"> <li>Sees group pretending to ride a bus and says, "Let's go to the zoo on the bus."</li> <li>Enters easily into ongoing group play and plays cooperatively</li> </ul>	Interacts cooperatively in groups of four or five children <ul style="list-style-type: none"> <li>Works on tasks with others toward a common goal</li> <li>Plays and works together for extended periods of time</li> </ul>					

### d. Makes friends

Not Yet	1	2	3	4	5	6	7	8	9
	Seeks a preferred playmate; shows pleasure when seeing a friend <ul style="list-style-type: none"> <li>Leaves library area to greet another child upon his arrival</li> <li>Seeks preferred child to sit next to at group time</li> </ul>	Plays with one or two preferred playmates <ul style="list-style-type: none"> <li>Builds block tower with another child during choice time and then looks at books with same child later in the day</li> <li>Joins same two friends for several days to play a running game outside</li> </ul>	Establishes a special friendship with one other child, but the friendship might only last a short while <ul style="list-style-type: none"> <li>Talks about having friends and what friends do together</li> <li>Seeks out particular friend for selected activities on a regular basis</li> </ul>	Maintains friendships for several months or more <ul style="list-style-type: none"> <li>Finds her friend's favorite purple marker and gives it to her</li> <li>Works through a conflict and remains friends after a disagreement</li> </ul>					

## Objective 3 Participates cooperatively and constructively in group situations

### a. Balances needs and rights of self and others

Not Yet	1	2	3	4	5	6	7	8	9	
		<p><b>Responds appropriately to others' expressions of wants</b></p> <ul style="list-style-type: none"> <li>Gives another child a ball when asked</li> <li>Makes room on the sofa for a child who wants to look at the book with him</li> </ul>		<p><b>Takes turns</b></p> <ul style="list-style-type: none"> <li>Waits behind another child at the water fountain</li> <li>Says, "It's your turn now; the timer is up."</li> </ul>		<p><b>Initiates the sharing of materials in the classroom and outdoors</b></p> <ul style="list-style-type: none"> <li>Gives another child the gold marker to use but asks to use it again when the other is done</li> <li>Invites another child to pull the wagon with her</li> </ul>		<p><b>Cooperates and shares ideas and materials in socially acceptable ways</b></p> <ul style="list-style-type: none"> <li>Leaves enough space for someone else to work at the table</li> <li>Pays attention to group discussions, values the ideas of others, and contributes own ideas in a respectful manner</li> </ul>		

### b. Solves social problems

Not Yet	1	2	3	4	5	6	7	8	9	
		<p><b>Expresses feelings during a conflict</b></p> <ul style="list-style-type: none"> <li>Screams when another child touches his crackers</li> <li>Gets quiet and looks down when another child pushes her</li> </ul>		<p><b>Seeks adult help to resolve social problems</b></p> <ul style="list-style-type: none"> <li>Goes to adult crying when someone takes the princess dress she wanted to wear</li> <li>Calls for the teacher when another child grabs the play dough at the same time he does</li> </ul>		<p><b>Suggests solutions to social problems</b></p> <ul style="list-style-type: none"> <li>Says, "You ride around the track one time, then I'll take a turn."</li> <li>Says, "Let's make a sign to keep people from kicking our sand castle like we did in the block area."</li> <li>Asks teacher to make a waiting list to use the new toy</li> </ul>		<p><b>Resolves social problems through negotiation and compromise</b></p> <ul style="list-style-type: none"> <li>Says, "If I let you use the ruler, will you let me use the hole-punch?"</li> <li>Responds, "Hey, I know! You two can be the drivers to deliver the pizza."</li> </ul>		







# Objective 6 Demonstrates gross-motor manipulative skills

Not Yet	1	2	3	4	5	6	7	8	9
	<p><b>Reaches, grasps, and releases objects</b></p> <ul style="list-style-type: none"> <li>Reaches for object</li> <li>Pushes ball</li> <li>Drops objects</li> <li>Grasps a rolled ball or other object with two hands</li> <li>Bats or swipes at a toy</li> </ul>	<p><b>Manipulates balls or similar objects with stiff body movements</b></p> <ul style="list-style-type: none"> <li>Carries a large ball while moving</li> <li>Flings a beanbag</li> <li>Throws a ball or other object by pushing it with both hands</li> <li>Catches a large, bounced ball against body with straight arms</li> <li>Kicks a stationary ball</li> </ul>	<p><b>Manipulates balls or similar objects with flexible body movements</b></p> <ul style="list-style-type: none"> <li>Throws a ball or other object</li> <li>Traps thrown ball against body</li> <li>Tosses beanbag into basket</li> <li>Strikes a balloon with large paddle</li> <li>Kicks ball forward by stepping or running up to it</li> </ul>	<p><b>Manipulates balls or similar objects with a full range of motion</b></p> <ul style="list-style-type: none"> <li>Steps forward to throw ball and follows through</li> <li>Catches large ball with both hands</li> <li>Strikes stationary ball</li> <li>Bounces and catches ball</li> <li>Kicks moving ball while running</li> </ul>					
	Red bar		Orange bar	Yellow bar	Green bar	Blue bar	Blue bar	Blue bar	Pink bar

## Objective 7 Demonstrates fine-motor strength and coordination

### a. Uses fingers and hands

Not Yet	1	2	3	4	5	6	7	8	9
	Reaches for, touches, and holds objects purposefully <ul style="list-style-type: none"> <li>Bats or swipes at a toy</li> <li>Transfers objects from one hand to another</li> <li>Releases objects voluntarily</li> <li>Rakes and scoops objects to pick them up</li> <li>Picks up food with fingers and puts in mouth</li> <li>Bangs two blocks together</li> <li>Crumbles paper</li> </ul>	Uses fingers and whole-arm movements to manipulate and explore objects <ul style="list-style-type: none"> <li>Places shape in shape sorter</li> <li>Points at objects and pokes bubbles</li> <li>Releases objects into containers</li> <li>Uses spoon and sometimes fork to feed self</li> <li>Dumps sand into containers</li> <li>Unbuttons large buttons</li> <li>Rotates knobs</li> <li>Tears paper</li> </ul>	Uses refined wrist and finger movements <ul style="list-style-type: none"> <li>Squeezes and releases tongs, turkey baster, squirt toy</li> <li>Snips with scissors</li> <li>Strings large beads</li> <li>Pours water into containers</li> <li>Pounds, pokes, squeezes, rolls clay</li> <li>Buttons, zips, buckles, laces</li> <li>Uses hand motions for "Itsy Bitsy Spider"</li> <li>Turns knobs to open doors</li> <li>Uses eating utensils</li> <li>Sews lacing cards</li> <li>Cuts along straight line</li> </ul>	Uses small, precise finger and hand movements <ul style="list-style-type: none"> <li>Uses correct scissors grip</li> <li>Attempts to tie shoes</li> <li>Pushes specific keys on a keyboard</li> <li>Arranges small pegs in pegboard</li> <li>Strings small beads</li> <li>Cuts out simple pictures and shapes, using other hand to move paper</li> <li>Cuts food</li> <li>Builds a structure using small Legos®</li> </ul>					

### b. Uses writing and drawing tools

Not Yet	1	2	3	4	5	6	7	8	9
	Grasps drawing and writing tools, jabbing at paper	Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks	Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end	Uses three-point finger grip and efficient hand placement when writing and drawing					

## Objective 8 Listens to and understands increasingly complex language

### a. Comprehends language

Not Yet	1	2	3	4	5	6	7	8	9
	Shows an interest in the speech of others <ul style="list-style-type: none"> <li>• Turns head toward people who are talking</li> <li>• Recognizes familiar voice before the adult enters the room</li> <li>• Looks at favorite toy when adult labels and points to it</li> <li>• Responds to own name</li> </ul>	Identifies familiar people, animals, and objects when prompted <ul style="list-style-type: none"> <li>• Picks up cup when asked, "Where's your cup?"</li> <li>• Goes to sink when told to wash hands</li> <li>• Touches body parts while singing "Head, Shoulders, Knees, and Toes."</li> </ul>	Responds appropriately to specific vocabulary and simple stories <ul style="list-style-type: none"> <li>• Finds his favorite illustration in a storybook when asked</li> <li>• Listens to friend tell about cut finger and then goes to the dramatic play area to get a Band-Aid<sup>®</sup></li> <li>• Responds using gestures to compare the sizes of the three leaves</li> </ul>	Responds appropriately to complex statements, questions, vocabulary, and stories <ul style="list-style-type: none"> <li>• Answers appropriately when asked, "How do you think the car would move if it had square wheels?"</li> <li>• Builds on ideas about how to fix the broken wagon</li> <li>• Acts out the life cycle of a butterfly after the teacher reads a story about it</li> </ul>					

### b. Follows directions

Not Yet	1	2	3	4	5	6	7	8	9
	Responds to simple verbal requests accompanied by gestures or tone of voice <ul style="list-style-type: none"> <li>• Waves when mother says, "Wave bye-bye," as she waves her hand</li> <li>• Covers eyes when adult prompts, "Whereere's Lucy?"</li> <li>• Drops toy when teacher extends hand and says, "Please give it to me."</li> </ul>	Follows simple requests not accompanied by gestures <ul style="list-style-type: none"> <li>• Throws trash in can when asked, "Will you please throw this away?"</li> <li>• Puts the balls in the basket when told, "Put all the balls in the basket, please."</li> <li>• Goes to cubby when teacher says, "It's time to put coats on to go outside."</li> </ul>	Follows directions of two or more steps that relate to familiar objects and experiences <ul style="list-style-type: none"> <li>• Washes and dries hands after being reminded about the hand-washing sequence</li> <li>• Completes a sequence of tasks, "Get the book bin and put it on the table. Then bring the paper and crayons."</li> </ul>	Follows detailed, instructional, multistep directions <ul style="list-style-type: none"> <li>• Follows instructions for navigating a new computer program</li> <li>• Follows teacher's guidance: "To feed the fish, first get the fish flakes. Open the jar and sprinkle a pinch of food on the water. Finally, put the lid on the jar and put it back on the shelf."</li> </ul>					

## Objective 9 Uses language to express thoughts and needs

### a. Uses an expanding expressive vocabulary

Not Yet	1	2	3	4	5	6	7	8	9	
		<p><b>Vocalizes and gestures to communicate</b></p> <ul style="list-style-type: none"> <li>• Coos and squeals when happy</li> <li>• Cries after trying several times to get toy just out of reach</li> <li>• Waves hands in front of face to push away spoon during a feeding</li> <li>• Uses hand gestures to sign or indicate "more"</li> </ul>		<p><b>Names familiar people, animals, and objects</b></p> <ul style="list-style-type: none"> <li>• Says, "Nana," when grandmother comes into the room</li> <li>• Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm</li> </ul>		<p><b>Describes and tells the use of many familiar items</b></p> <ul style="list-style-type: none"> <li>• When making pancakes, says, "Here is the beater. Let me beat the egg with it."</li> <li>• Responds, "We used the big, red umbrella so we both could get under it."</li> </ul>		<p><b>Incorporates new, less familiar or technical words in everyday conversations</b></p> <ul style="list-style-type: none"> <li>• Uses a communication device to say, "My bird went to the vet. He has a disease. He's losing his feathers."</li> <li>• Says, "I'm not sure I can put it together. It's complicated."</li> </ul>		

### b. Speaks clearly

Not Yet	1	2	3	4	5	6	7	8	9	
		<p><b>Babbles strings of single consonant sounds and combines sounds</b></p> <ul style="list-style-type: none"> <li>• Says, "M-m-m," "D-d-d"</li> <li>• Says, "Ba-ba-ba"</li> <li>• Babbles with sentence-like intonation</li> </ul>		<p><b>Uses some words and word-like sounds and is understood by most familiar people</b></p> <ul style="list-style-type: none"> <li>• Refers to grandma as "Gum-gum"</li> <li>• Asks, "Where bankit?" and a friend brings his blanket to him</li> <li>• Says, "No go!" to indicate she doesn't want to go inside</li> </ul>		<p><b>Is understood by most people; may mispronounce new, long, or unusual words</b></p> <ul style="list-style-type: none"> <li>• Says, "I saw ants and a hoppergrass" (grasshopper)</li> <li>• Speaks so is understood by the school visitor</li> </ul>		<p><b>Pronounces multisyllabic or unusual words correctly</b></p> <ul style="list-style-type: none"> <li>• Says, "Oh, that one has layers, it's a sedimentary rock."</li> <li>• Says, "What does ostracize mean?" after hearing the word read in Abiyoyo</li> </ul>		

## Objective 9 Uses language to express thoughts and needs

### c. Uses conventional grammar

	1	2	3	4	5	6	7	8	9
Not Yet		Uses one- or two-word sentences or phrases <ul style="list-style-type: none"> <li>Asks, "More?"</li> <li>Says, "Daddy go."</li> <li>Uses one word, "Juice," to mean, "I want some juice."</li> </ul>		Uses three- to four-word sentences; may omit some words or use some words incorrectly <ul style="list-style-type: none"> <li>Says, "Bed no go."</li> <li>Says, "Daddy goed to work."</li> <li>Responds, "I want banana," when asked what she wants for snack</li> </ul>		Uses complete, four- to six-word sentences <ul style="list-style-type: none"> <li>Says, "I chose two books."</li> <li>Says, "We are going to the zoo."</li> <li>Says, "Momma came and we went home."</li> </ul>		Uses long, complex sentences and follows most grammatical rules <ul style="list-style-type: none"> <li>Says, "We are going to the zoo to see the animals. We'll learn where they live and what they eat."</li> <li>Notifies when sentences do not make sense; tries to correct them</li> </ul>	

### d. Tells about another time or place

	1	2	3	4	5	6	7	8	9
Not Yet		Makes simple statements about recent events and familiar people and objects that are not present <ul style="list-style-type: none"> <li>Says, "Got shoes."</li> <li>Hears helicopter, stops and says, "copter."</li> <li>Tells, "Gran lives far away."</li> </ul>		Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end <ul style="list-style-type: none"> <li>Dictates a simple story with few connections between characters and events</li> <li>Says, "I've got new shoes. I went to the shoe store."</li> </ul>		Tells stories about other times and places that have a logical order and that include major details <ul style="list-style-type: none"> <li>Tells about past experiences, reporting the major events in a logical sequence</li> <li>Says, "I went to the shoe store with Gran. I got two pairs of new shoes."</li> </ul>		Tells elaborate stories that refer to other times and places <ul style="list-style-type: none"> <li>Dictates an elaborate story of her recent visit to the bakery, including details of who, what, when, why, and how</li> <li>Tells many details as he acts out his recent trip to the shoe store</li> </ul>	

## Objective 10 Uses appropriate conversational and other communication skills

### a. Engages in conversations

Not Yet	1	2	3	4	5	6	7	8	9
		Engages in simple back-and-forth exchanges with others <ul style="list-style-type: none"> <li>• Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds</li> <li>• Shakes head for no; waves bye-bye</li> <li>• Joins in games such as pat-a-cake and peekaboo</li> </ul>	Initiates and attends to brief conversations <ul style="list-style-type: none"> <li>• Says, "Doggy." Teacher responds, "You see a doggy." Child says, "Doggy woof."</li> <li>• Asks teacher, "Home now?" Teacher responds, "Yes, I'm leaving to go home."</li> <li>• Looks at teacher and points to picture of car. Teacher responds, "No, I'm going to walk home."</li> </ul>	Engages in conversations of at least three exchanges <ul style="list-style-type: none"> <li>• Stays on topic during conversations</li> <li>• Maintains the conversation by repeating what the other person says or by asking questions</li> </ul>	Engages in complex, lengthy conversations (five or more exchanges) <ul style="list-style-type: none"> <li>• Offers interesting comments with communication device</li> <li>• Extends conversation by moving gradually from one topic to a related topic</li> </ul>				

### b. Uses social rules of language

Not Yet	1	2	3	4	5	6	7	8	9
		Responds to speech by looking toward the speaker; watches for signs of being understood when communicating <ul style="list-style-type: none"> <li>• Hears siren and goes to adult pointing, "Fire tuck."</li> <li>• Looks at adult and says, "Ball", repeatedly until adult says, "Ball. You want the ball?"</li> </ul>	Uses appropriate eye contact, pauses, and simple verbal prompts when communicating <ul style="list-style-type: none"> <li>• Pays attention to speaker during conversation</li> <li>• Pauses after asking a question to wait for a response</li> <li>• Says "please" and "thank you" with occasional prompting</li> </ul>	Uses acceptable language and social rules while communicating with others; may need reminders <ul style="list-style-type: none"> <li>• Takes turns in conversations but may interrupt or direct talk back to self</li> <li>• Regulates volume of voice when reminded</li> </ul>	Uses acceptable language and social rules during communication with others <ul style="list-style-type: none"> <li>• Uses a softer voice when talking with peers in the library and a louder voice on the playground</li> <li>• Says, "Hello," back to the museum curator on a trip</li> </ul>				

## Objective 11 Demonstrates positive approaches to learning

### a. Attends and engages

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Pays attention to sights and sounds</b></p> <ul style="list-style-type: none"> <li>• Watches the teacher walk across the room</li> <li>• Turns head toward sound of mother's voice</li> </ul>		<p><b>Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</b></p> <ul style="list-style-type: none"> <li>• Takes small blocks from adult and continues to drop them into a container</li> <li>• Continues ring stacking when the teacher says, "You're putting the biggest ones on first."</li> <li>• Continues the play about going to a restaurant after the teacher offers a menu</li> </ul>		<p><b>Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</b></p> <ul style="list-style-type: none"> <li>• Makes relevant contributions to group discussion about class pet</li> <li>• Focuses on making a sign for a building while others are rolling cars down a ramp nearby</li> </ul>		<p><b>Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions</b></p> <ul style="list-style-type: none"> <li>• Returns to Lego<sup>®</sup> construction over several days, adding new features each time</li> <li>• Pauses to join in problem-solving discussion at adult's request, then returns to art project</li> </ul>	

### b. Persists

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Repeats actions to obtain similar results</b></p> <ul style="list-style-type: none"> <li>• Repeatedly shakes a rattle to produce noise</li> <li>• Hits a toy on a play gym accidentally; then waves arms to hit it again</li> <li>• Puts objects in a wagon and then dumps them out over and over again</li> </ul>		<p><b>Practices an activity many times until successful</b></p> <ul style="list-style-type: none"> <li>• Stacks blocks again and again until tower no longer falls</li> <li>• Uses shovel in many ways to fill small bucket with sand</li> <li>• Chooses the same puzzle every day until he can insert each piece quickly and easily</li> </ul>		<p><b>Plans and pursues a variety of appropriately challenging tasks</b></p> <ul style="list-style-type: none"> <li>• Keeps looking through all of the magnetic letters for those that are in her name</li> <li>• Works with others to learn how to use a new software program</li> </ul>		<p><b>Plans and pursues own goal until it is reached</b></p> <ul style="list-style-type: none"> <li>• Keeps building a sand structure, trying multiple ways to get the bridge to hold</li> <li>• Returns from lunch with a different idea about what to add to his story</li> </ul>	

## Objective 11 Demonstrates positive approaches to learning

### c. Solves problems

Not Yet	1	2	3	4	5	6	7	8	9
	<p>Reacts to a problem; seeks to achieve a specific goal</p> <ul style="list-style-type: none"> <li>• Grunts when cube gets stuck in shape sorter</li> <li>• Reaches for a toy that is just out of reach</li> <li>• Blows on warm cereal after seeing someone blow on cereal</li> </ul>	<p>Observes and imitates how other people solve problems; asks for a solution and uses it</p> <ul style="list-style-type: none"> <li>• Seeks help opening a stuck cap; pulls one end as teacher pulls the other</li> <li>• Asks another child to hold his cup while he pours milk</li> </ul>	<p>Solves problems without having to try every possibility</p> <ul style="list-style-type: none"> <li>• Looks at an assortment of pegs and selects the size that will fit in the hole</li> <li>• Tells another child, "Put the big block down first, or the tower will fall down."</li> </ul>	<p>Thinks problems through, considering several possibilities and analyzing results</p> <ul style="list-style-type: none"> <li>• Considers new information before trying a strategy: "If I put this box on top, I can see if they are the same size."</li> <li>• Thinks about a book character's problem and suggests solutions</li> </ul>					

### d. Shows curiosity and motivation

Not Yet	1	2	3	4	5	6	7	8	9
	<p>Uses senses to explore the immediate environment</p> <ul style="list-style-type: none"> <li>• Turns in direction of a sound</li> <li>• Moves closer to touch an object</li> <li>• Shakes or bangs a toy to make it work</li> </ul>	<p>Explores and investigates ways to make something happen</p> <ul style="list-style-type: none"> <li>• Enjoys taking things apart</li> <li>• Turns faucet on and off</li> <li>• Tilts a ramp to find out if a car will go down faster</li> </ul>	<p>Shows eagerness to learn about a variety of topics and ideas</p> <ul style="list-style-type: none"> <li>• Seeks answers to questions about the storm</li> <li>• Shows interest in learning how the firefighter's clothes protect him</li> </ul>	<p>Uses a variety of resources to find answers to questions</p> <ul style="list-style-type: none"> <li>• Locates informational book on insects to identify the butterfly seen outside</li> <li>• Asks visiting musician questions about her instrument</li> </ul>					



## Objective 11 Demonstrates positive approaches to learning

e. Shows flexibility and inventiveness in thinking

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Imitates others in using objects in new and/or unanticipated ways</p> <ul style="list-style-type: none"> <li>Notifies another child reach a toy with the broom handle; then tries</li> <li>Imitates a friend, putting a basket on head to use as a hat</li> </ul>	<p>Uses creativity and imagination during play and routine tasks</p> <ul style="list-style-type: none"> <li>Strings wooden beads into a necklace as part of dramatic play</li> <li>Uses a table, sheets, and towels to build a tent</li> </ul>	<p>Changes plans if a better idea is thought of or proposed</p> <ul style="list-style-type: none"> <li>Accepts idea to use tape instead of glue to fix the tear</li> <li>Suggests building on a hard surface when structure keeps falling down</li> </ul>	<p>Thinks through possible long-term solutions and takes on more abstract challenges</p> <ul style="list-style-type: none"> <li>Offers ideas on how to make the block area larger for building</li> <li>Creates board game; thinks of how to play it from start to finish</li> </ul>				

## Objective 12 Remembers and connects experiences







### a. Recognizes and recalls

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <ul style="list-style-type: none"> <li>Looks for food dropped from high chair</li> <li>Uncovers bear after adult covers it with a blanket</li> <li>Says or signs names of common objects when sees them</li> </ul>		<p>Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p> <ul style="list-style-type: none"> <li>Looks for horse used a few months ago in bin of toy animals</li> <li>Identifies one or two objects taken away while playing "What's Missing?"</li> <li>Shows fear of a bee after having been stung</li> </ul>		<p>Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> <ul style="list-style-type: none"> <li>Identifies four objects taken away while playing "What's Missing?"</li> <li>Says, "We went to the baseball game. We sat way up high. We ate peanuts and drank lemonade. I really liked it a lot but my sister didn't."</li> </ul>		<p>Uses a few deliberate strategies to remember information</p> <ul style="list-style-type: none"> <li>Creates an observational drawing of a fire truck and then refers to it later while building with blocks</li> <li>Tells the teacher, "I'm putting my book in my backpack so I'll remember to take it home."</li> </ul>	

### b. Makes connections

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Looks for familiar persons when they are named; relates objects to events</p> <ul style="list-style-type: none"> <li>Turns head toward door when her teacher says, "Bethany, Mommy is here."</li> <li>Throws paper away when teacher says, "Please put this in the trash."</li> </ul>		<p>Remembers the sequence of personal routines and experiences with teacher support</p> <ul style="list-style-type: none"> <li>Goes to attendance chart with parent upon arrival</li> <li>Gets a paper towel after teacher says, "What do we do next, after we wash our hands?"</li> </ul>		<p>Draws on everyday experiences and applies this knowledge to a similar situation</p> <ul style="list-style-type: none"> <li>After hearing <i>A Chair for My Mother</i> read aloud says, "My Nana has a chair like the one Rosa and her family bought."</li> <li>Uses traffic-directing signals on the bike track after seeing a police officer demonstrate them</li> <li>Divides crayons into "fair share" groups after watching a teacher do it the day before</li> </ul>		<p>Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> <ul style="list-style-type: none"> <li>Proposes a one-way sign for entering and exiting the cubby area after a neighborhood walk where children discussed one-way street signs</li> <li>Tallies friends' favorite ice cream flavors after learning how to make tally marks to count how many people wear shoes with buckles</li> </ul>	

## Objective 13 Uses classification skills

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Matches similar objects</b></p> <ul style="list-style-type: none"> <li>• Puts one sock with another sock</li> <li>• Gathers all the vehicles from a shelf</li> <li>• Picks out and eats only the animal crackers</li> <li>• Puts only blue pegs in pegboard; leaves red and yellow pegs to the side</li> </ul>		<p><b>Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</b></p> <ul style="list-style-type: none"> <li>• Puts all the red beads together and all the blue beads together</li> <li>• Pulls out all the trucks from the vehicle bin</li> <li>• Identifies fabric pieces as being scratchy or soft</li> <li>• Puts pictures into piles of babies, older children, and grown-ups</li> </ul>		<p><b>Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</b></p> <ul style="list-style-type: none"> <li>• Says, "These buttons are blue, and these are red"; then resorts buttons into big and little</li> <li>• Points to groups of animals and says, "These are zoo animals and these are farm animals"; then sorts the zoo animals into those with stripes and those without stripes</li> </ul>		<p><b>Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons</b></p> <ul style="list-style-type: none"> <li>• Organizes a sticker collection into groups and subgroups and explains why and how; then creates a new grouping when the teacher makes a suggestion</li> <li>• Creates four piles of shapes: big red triangles, small red triangles, big blue triangles, small blue triangles. Switches groups of all the big and small triangles</li> </ul>	
									

## Objective 14 Uses symbols and images to represent something not present

### a. Thinks symbolically

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Recognizes people, objects, and animals in pictures or photographs</p> <ul style="list-style-type: none"> <li>Touches the cow in the illustration when an adult reads, "And the cow jumped...."</li> <li>Points to photograph and says, "Mommy"</li> <li>Identifies a duck in a variety of different photos and illustrations</li> </ul>		<p>Draws or constructs, and then identifies what it is</p> <ul style="list-style-type: none"> <li>Draws various shapes and says, "This is my house."</li> <li>Glues red yarn on paper and says, "I made spaghetti."</li> </ul>		<p>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <ul style="list-style-type: none"> <li>Sees a dump truck outside and plans how to draw it</li> <li>Says, "Let's pretend to be seeds growing like in the book."</li> </ul>		<p>Represents objects, places, and ideas with increasingly abstract symbols</p> <ul style="list-style-type: none"> <li>Makes tally marks</li> <li>Makes and interprets graphs with teacher's help</li> <li>Attempts to write words to label a picture</li> </ul>	

### b. Engages in sociodramatic play

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Imitates actions of others during play; uses real objects as props</p> <ul style="list-style-type: none"> <li>Holds a toy phone to ear</li> <li>Wraps a blanket around a doll and then rocks it</li> </ul>	<p>Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <ul style="list-style-type: none"> <li>Puts beads in a muffin tin, places tin in oven, and asks, "Who wants some cupcakes?"</li> <li>Uses a short rope as a fire hose</li> <li>Pretends to be the birthday boy at the party and blows out the candles on the pegboard 'cake' after others sing "Happy Birthday"</li> </ul>	<p>Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <ul style="list-style-type: none"> <li>Pretends to be the bus driver. Tells the other children, "You can be the passengers. Give me your tickets, and I will give you change."</li> </ul>	<p>Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days</p> <ul style="list-style-type: none"> <li>Joins in elaborate play about taking a dog to the veterinarian, assigning roles, switching roles, creating props, and returning to the play day after day</li> </ul>				

## Objective 15 Demonstrates phonological awareness

### a. Notices and discriminates rhyme







Not Yet	1	2	3	4	5	6	7	8	9	
		<p>Joins in rhyming songs and games</p> <ul style="list-style-type: none"> <li>Hums along and joins in random words in rhyme</li> <li>Sings with a group, "One, two, buckle my shoe..."</li> </ul>		<p>Fills in the missing rhyming word; generates rhyming words spontaneously</p> <ul style="list-style-type: none"> <li>Completes the rhyme in the phrase, "The fat cat sat on the ___ (mat)."</li> <li>Chants spontaneously, "Me, fee, kee, tee, lee, bee."</li> </ul>		<p>Decides whether two words rhyme</p> <ul style="list-style-type: none"> <li>"Do bear and chair rhyme? What about bear and goat?"</li> <li>Matches rhyming picture cards</li> </ul>		<p>Generates a group of rhyming words when given a word</p> <ul style="list-style-type: none"> <li>Says, "Bat, sat, lat," when asked, "What words rhyme with cat?"</li> </ul>		

### b. Notices and discriminates alliteration

Not Yet	1	2	3	4	5	6	7	8	9	
		<p>Sings songs and recites rhymes and refrains with repeating initial sounds</p> <ul style="list-style-type: none"> <li>Sings, "I'm bringing home a baby bumble bee..."</li> </ul>		<p>Shows awareness that some words begin the same way</p> <ul style="list-style-type: none"> <li>Says, "Max and Maya...our names start the same!"</li> </ul>		<p>Matches beginning sounds of some words</p> <ul style="list-style-type: none"> <li>Groups objects or pictures that begin with the same sound</li> <li>Picks up a toy bear when asked, "What begins the same way as box, baby, and bike?"</li> </ul>		<p>Isolates and identifies the beginning sound of a word</p> <ul style="list-style-type: none"> <li>Says, "/m-m-m/," when asked "What is the first sound of the word milk?"</li> <li>Responds, "/t/" after being asked, "What's the beginning sound of toy, toe, teeth?"</li> </ul>		


















## Objective 15 Demonstrates phonological awareness

### c. Notices and discriminates smaller and smaller units of sound
















Not Yet	1	2	3	4	5	6	7	8	9	
		<p>Hears and shows awareness of separate words in sentences</p> <ul style="list-style-type: none"> <li>• Joins in clapping each word while chanting, "I like ice cream."</li> <li>• Jumps upon hearing a specified word in a story</li> </ul>	<p>Hears and shows awareness of separate syllables in words</p> <ul style="list-style-type: none"> <li>• Claps each syllable of name, Tri-na</li> <li>• Puts together pen and cil to say pencil</li> <li>• Puts together foot and ball to say football</li> </ul>	<p>Hears and shows awareness of separate syllables in words</p> <ul style="list-style-type: none"> <li>• Claps each syllable of name, Tri-na</li> <li>• Puts together pen and cil to say pencil</li> <li>• Puts together foot and ball to say football</li> </ul>	<p>Verbally separates and blends onset and rime</p> <ul style="list-style-type: none"> <li>• Says, "Hat," after hearing /h/.../at/</li> <li>• Points to Jonathan when teacher plays game and asks, "Where's _onathan?"</li> </ul>	<p>Verbally separates and blends individual phonemes in words</p> <ul style="list-style-type: none"> <li>• Claps each phoneme of the word hat: /h/ /a/ /t/</li> <li>• Says, "Hat," after hearing /h/ /a/ /t/</li> </ul>				
										

## Objective 16 Demonstrates knowledge of the alphabet

### a. Identifies and names letters

Not Yet	1	2	3	4	5	6	7	8	9
	Recognizes and names a few letters in own name	Recognizes and names a few letters in own name	Recognizes and names as many as 10 letters, especially those in own name	Recognizes and names as many as 10 letters, especially those in own name	Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order	Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order	Identifies and names all upper- and lowercase letters when presented in random order	Identifies and names all upper- and lowercase letters when presented in random order	Identifies and names all upper- and lowercase letters when presented in random order
	    	  	 	 					

### b. Uses letter-sound knowledge

Not Yet	1	2	3	4	5	6	7	8	9
	Identifies the sounds of a few letters	Identifies the sounds of a few letters	Identifies the sounds of a few letters	Produces the correct sounds for 10–20 letters	Shows understanding that a sequence of letters represents a sequence of spoken sounds	Shows understanding that a sequence of letters represents a sequence of spoken sounds	Shows understanding that a sequence of letters represents a sequence of spoken sounds	Applies letter-sound correspondence when attempting to read and write	Applies letter-sound correspondence when attempting to read and write
	    	 	 						

## Objective 17 Demonstrates knowledge of print and its uses

### a. Uses and appreciates books

Not Yet	1	2	3	4	5	6	7	8	9
		Shows interest in books <ul style="list-style-type: none"> <li>Gazes at the pages of a book</li> <li>Brings book to adult to read</li> </ul>		Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers <ul style="list-style-type: none"> <li>Hands teacher book and says, "Let's read <i>Corduroy!</i>"</li> </ul>		Knows some features of a book (title, author, illustrator); connects specific books to authors <ul style="list-style-type: none"> <li>Says, "I want to read this Dr. Seuss book today."</li> <li>Says, "Eric Carle wrote this book. He is the author."</li> </ul>		Uses various types of books for their intended purposes <ul style="list-style-type: none"> <li>Selects the book about insects to identify the butterfly seen on the playground</li> </ul>	






### b. Uses print concepts

Not Yet	1	2	3	4	5	6	7	8	9
		Shows understanding that text is meaningful and can be read <ul style="list-style-type: none"> <li>Points to the words on the sign by the fish bowl and says, "Just one pinch!"</li> </ul>		Indicates where to start reading and the direction to follow <ul style="list-style-type: none"> <li>Points to beginning of text on the page when pretending to read and moves finger left to right as she continues down the page</li> </ul>		Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation <ul style="list-style-type: none"> <li>Points to the word <i>hippopotamus</i> and says, "That's a long word."</li> <li>Says, "That means stop reading," as he points to a period at the end of a sentence.</li> </ul>		Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line <ul style="list-style-type: none"> <li>Touches each word on the page while reciting the words from <i>Brown Bear, Brown Bear, What Do You See?</i></li> <li>Picks up finger and returns it to the beginning of the next line when pretend reading</li> </ul>	








## Objective 18 Comprehends and responds to books and other texts

### a. Interacts during read-alouds and book conversations

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Contributes particular language from the book at the appropriate time</p> <ul style="list-style-type: none"> <li>Says, "You're not big enough," when teacher pauses in <i>The Grouchy Ladybug</i></li> </ul>		<p>Asks and answers questions about the text; refers to pictures</p> <ul style="list-style-type: none"> <li>Responds, "He was mad. He threw his hat down."</li> </ul>		<p>Identifies story-related problems, events, and resolutions during conversations with an adult</p> <ul style="list-style-type: none"> <li>When prompted says, "George got put in jail. He ran out the open door and got out."</li> </ul>		<p>Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p> <ul style="list-style-type: none"> <li>Joins in story discussion then says, "I think Max was upset that he was sent to bed without his supper."</li> </ul>	
									

### b. Uses emergent reading skills

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>		<p>Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>		<p>Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>		<p>Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print</p>	
									




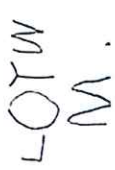

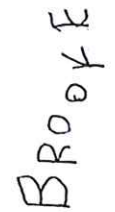

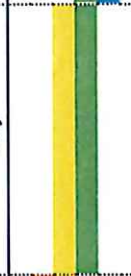
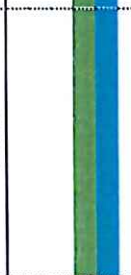
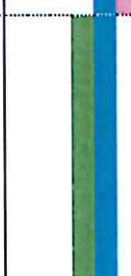


## Objective 18 Comprehends and responds to books and other texts

### c. Retells stories

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Retells some events from a familiar story with close adult prompting</p> <ul style="list-style-type: none"> <li>Says, "The pig builds a house from it" when the teacher asks, "What does the first little pig do with the straw?"</li> <li>Then says, "The wolf blows it down," when the teacher asks, "What does the wolf do to the house?"</li> </ul>	<p>Retells familiar stories using pictures or props as prompts</p> <ul style="list-style-type: none"> <li>Retells the basic events of <i>The Three Little Pigs</i> using felt pieces on a felt board</li> </ul>	<p>Retells a familiar story in proper sequence, including major events and characters</p> <ul style="list-style-type: none"> <li>Retells <i>The Three Little Pigs</i>, starting with the pigs saying good-bye to their mother, remembering the correct order in which the pigs build their houses, and ending with the wolf climbing down the chimney and falling into the pot of hot water</li> </ul>	<p>Retells stories with many details about characters, events, and storylines</p> <ul style="list-style-type: none"> <li>Retells <i>The Three Little Pigs</i>, and includes details about how the mother felt about her children's leaving home, the pigs' personalities, and why building a house from bricks is better than building a house from straw or sticks</li> </ul>				


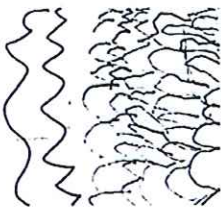
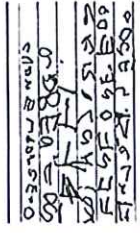
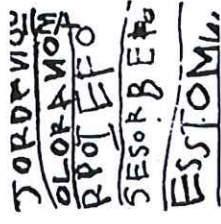


## Objective 19 Demonstrates emergent writing skills

### a. Writes name

Not Yet	1	2	3	4	5	6	7
	<p><b>Scribbles or marks</b></p> <ul style="list-style-type: none"> <li>Scribble writes deliberately</li> <li>Makes marks that appear to adults to be in random order</li> </ul>	<p><b>Controlled linear scribbles</b></p> <ul style="list-style-type: none"> <li>Scribbles lines, circles, or zigzags in rows</li> <li>Often repeats action and forms</li> </ul>	<p><b>Mock letters or letter-like forms</b></p> <ul style="list-style-type: none"> <li>Writes segments of letter forms, e.g., lines, curves</li> <li>May use too many segments to create a letter, e.g., five horizontal lines on the letter E</li> <li>May not orient letter segments correctly</li> </ul>	<p><b>Letter strings</b></p> <ul style="list-style-type: none"> <li>Writes some letters correctly</li> <li>Writes letters in unconventional order</li> </ul>	<p><b>Partially accurate name</b></p> <ul style="list-style-type: none"> <li>Writes all the letters of own name, although some may not be sequenced correctly</li> <li>Writes all the letters of own name, but some of the letters are not formed or oriented correctly</li> </ul>	<p><b>Accurate name</b></p> <ul style="list-style-type: none"> <li>Writes all the letters of own name in the correct sequence, form, and orientation</li> <li>Uses uppercase or lowercase letters (or a combination of both) when writing name</li> </ul>	
	 Carolyn	 Lilly	 Paula	 Emma	 Vicky	 Brooke	
							

## Objective 19 Demonstrates emergent writing skills

### b. Writes to convey meaning

Not Yet	1	2	3	4	5	6	7
	<p><b>Scribbles or marks</b></p> <ul style="list-style-type: none"> <li>Scribble writes deliberately</li> <li>Makes marks that appear to adults to be in random order</li> </ul>  <p>Maya said, "Here Mommy. Read this."</p>	<p><b>Controlled linear scribbles</b></p> <ul style="list-style-type: none"> <li>Scribbles lines, circles, or zigzags in rows</li> <li>Often repeats action and forms</li> </ul>  <p>Carolyn said, "That's my phone number. You can call me."</p>	<p><b>Mock letters or letter-like forms</b></p> <ul style="list-style-type: none"> <li>Writes segments of letter forms, e.g., lines, curves</li> <li>May use too many segments to create a letter, e.g., five horizontal lines on the letter E</li> <li>May not orient letter segments correctly</li> </ul>  <p>Erica said, "I'm writing my ABCs just like my sister."</p>	<p><b>Letter strings</b></p> <ul style="list-style-type: none"> <li>Writes strings of letters</li> <li>Writes some letters correctly</li> <li>Writes letters in unconventional order</li> <li>Begins to separate groups of letters with spaces</li> <li>May copy environmental print</li> </ul>  <p>Jordan said, "Here's a ticket! You're under arrest!"</p>	<p><b>Early invented spelling</b></p> <ul style="list-style-type: none"> <li>Uses first letter of word to represent whole word</li> <li>Writes initial and/or final sounds of a word to represent the whole word</li> </ul> <p><i>*Note: In Spanish, early invented spelling may consist primarily of vowels.</i></p>  <p>Meir wrote, "Uncle Clay, I love you."</p>	<p><b>Late invented spelling</b></p> <ul style="list-style-type: none"> <li>Begins to include beginning, middle, and ending sounds in words</li> <li>Represents most of the sounds heard in words in the correct order</li> </ul>  <p>Jenna said, "I need to buy some blackberries and grapes at the store."</p>	

## Objective 20 Uses number concepts and operations

### a. Counts









Not Yet	1	2	3	4	5	6	7	8	9
		<p>Verbally counts (not always in the correct order)</p> <ul style="list-style-type: none"> <li>Says, "One, two, ten," as she pretends to count</li> </ul>		<p>Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <ul style="list-style-type: none"> <li>Counts to ten when playing "Hide and Seek"</li> <li>Counts out four scissors and puts them at the table</li> </ul>		<p>Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting</p> <ul style="list-style-type: none"> <li>Counts to twenty while walking across room</li> <li>Counts ten plastic worms and says, "I have ten worms."</li> <li>When asked, "What comes after six?" says, "One, two, three, four, five, six, seven...seven."</li> </ul>		<p>Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p> <ul style="list-style-type: none"> <li>Counts twenty-eight steps to the cafeteria</li> <li>When asked what comes after fifteen, says "Sixteen."</li> </ul>	

### b. Quantifies

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Demonstrates understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i></p> <ul style="list-style-type: none"> <li>Says, "More apple," to indicate he wants more pieces than given</li> <li>Takes two crackers when prompted, "Take two crackers."</li> </ul>		<p>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <ul style="list-style-type: none"> <li>Looks at the sand table and says instantly, without counting, "There are three children at the table."</li> <li>Says, "I have four cubes. Two are red, and two are blue."</li> <li>Puts three bunnies in the box with the two bears. Counts and says, "Now I have five."</li> </ul>		<p>Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p> <ul style="list-style-type: none"> <li>Says, "I have eight big buttons, and you have eight little buttons. We have the same."</li> <li>Tosses ten puff balls at the hoop. When three land outside she says, "More went inside."</li> <li>Puts two dominoes together, says, "Five dots," and counts on "Six, seven, eight. Eight dots all together."</li> </ul>		<p>Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p> <ul style="list-style-type: none"> <li>Uses ladybug counters to solve the problem, "You had eight ladybugs. Two flew away. How many ladybugs are left?"</li> <li>Says, "I have ten cars. I left two at Grandma's, so now I have ten, nine, eight left."</li> <li>Uses two-sided counters to determine different number combinations for fourteen</li> </ul>	

## Objective 20 Uses number concepts and operations

### c. Connects numerals with their quantities

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Recognizes and names a few numerals</p> <ul style="list-style-type: none"> <li>Points to the 1 when the teacher says, "Where is the numeral 1?"</li> <li>Notices numerals around the room and calls some of them by name</li> </ul>		<p>Identifies numerals to 5 by name and connects each to counted objects</p> <ul style="list-style-type: none"> <li>Says, "Five" as she attaches five clothespins to the 5 card</li> <li>Tells her friend, "That's a 3, and there are three puppies on this page."</li> </ul>		<p>Identifies numerals to 10 by name and connects each to counted objects</p> <ul style="list-style-type: none"> <li>Shouts, "Seven," and jumps seven times when the teacher holds up the number 7 card</li> <li>Says, "I put nine buttons in the 9 box."</li> </ul>		<p>Identifies numerals to 20 by name and connects each to counted objects</p> <ul style="list-style-type: none"> <li>Says, "Kaufee put the 12 card and twelve beads on his necklace."</li> <li>Says, "I drew fifteen flowers to go on page 15 of our number book."</li> </ul>	
									

## Objective 21 Explores and describes spatial relationships and shapes

























### a. Understands spatial relationships

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Follows simple directions related to position (<i>in, on, under, up, down</i>)</b></p> <ul style="list-style-type: none"> <li>Follows teacher's directions to put the trash <i>in</i> the can</li> <li>Raises hands <i>up</i> and <i>down</i> as the song directs</li> </ul>	<p><b>Follows simple directions related to proximity (<i>beside, between, next to</i>)</b></p> <ul style="list-style-type: none"> <li>Follows teacher's direction to put the cup <i>next</i> to the plate</li> <li>Sits <i>beside</i> her friend when he says, "Sit <i>between</i> me and Laura."</li> </ul>	<p><b>Follows simple directions related to proximity (<i>beside, between, next to</i>)</b></p> <ul style="list-style-type: none"> <li>Follows teacher's direction to put the cup <i>next</i> to the plate</li> <li>Sits <i>beside</i> her friend when he says, "Sit <i>between</i> me and Laura."</li> </ul>	<p><b>Uses and responds appropriately to positional words indicating location, direction, and distance</b></p> <ul style="list-style-type: none"> <li>Says, "Look for the surprise <i>behind</i> the tree."</li> <li>Moves game piece <i>backward</i> when playmate gives directions</li> </ul>	<p><b>Uses and makes simple sketches, models, or pictorial maps to locate objects</b></p> <ul style="list-style-type: none"> <li>Constructs a map of the play yard using landscape toys</li> <li>Uses a map of the classroom to find the hidden treasure</li> </ul>			

### b. Understands shapes










Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Matches two identical shapes</b></p> <ul style="list-style-type: none"> <li>Puts a circular puzzle piece in the circular space</li> <li>Places shapes in a shape-sorting box</li> </ul>	<p><b>Matches two identical shapes</b></p> <ul style="list-style-type: none"> <li>Puts a circular puzzle piece in the circular space</li> <li>Places shapes in a shape-sorting box</li> </ul>	<p><b>Identifies a few basic shapes (circle, square, triangle)</b></p> <ul style="list-style-type: none"> <li>Looks at a wheel and says, "A circle."</li> <li>Names shape pieces as he puts them on a shape lotto card</li> </ul>	<p><b>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</b></p> <ul style="list-style-type: none"> <li>Says, "It's a ball 'cause it rolls."</li> <li>Puts hand in feely box and says, "It has three sides and three points. It's a triangle."</li> </ul>	<p><b>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</b></p> <ul style="list-style-type: none"> <li>Says, "It's a ball 'cause it rolls."</li> <li>Puts hand in feely box and says, "It has three sides and three points. It's a triangle."</li> </ul>	<p><b>Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</b></p> <ul style="list-style-type: none"> <li>Says, "It's still a triangle no matter how you turn it."</li> <li>Cuts apart a rectangle to make two squares</li> </ul>		

## Objective 22 Compares and measures

Not Yet	1	2	3	4	5	6	7	8	9
	<p><b>Makes simple comparisons between two objects</b></p> <ul style="list-style-type: none"> <li>• Pours sand or water from one container to another</li> <li>• Indicates which ball is bigger when shown a tennis ball and a beach ball</li> </ul>	<p><b>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</b></p> <ul style="list-style-type: none"> <li>• Puts blocks side by side in order of length</li> <li>• Says, "We go outside after lunch."</li> <li>• Lays two short blocks on top of a long block to see if it's the same length</li> <li>• Responds, "You're second to use the computer."</li> </ul>	<p><b>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</b></p> <ul style="list-style-type: none"> <li>• Puts blocks side by side in order of length</li> <li>• Says, "We go outside after lunch."</li> <li>• Lays two short blocks on top of a long block to see if it's the same length</li> <li>• Responds, "You're second to use the computer."</li> </ul>	<p><b>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</b></p> <ul style="list-style-type: none"> <li>• Puts blocks side by side in order of length</li> <li>• Says, "We go outside after lunch."</li> <li>• Lays two short blocks on top of a long block to see if it's the same length</li> <li>• Responds, "You're second to use the computer."</li> </ul>	<p><b>Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</b></p> <ul style="list-style-type: none"> <li>• Measures by using paper clips, cubes, string, hands, feet or other objects</li> <li>• Measures block tower with linking cubes and says, "I made mine fifteen cubes high!"</li> <li>• Stands on scale while pretending to be in a doctor's office</li> </ul>	<p><b>Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</b></p> <ul style="list-style-type: none"> <li>• Measures by using paper clips, cubes, string, hands, feet or other objects</li> <li>• Measures block tower with linking cubes and says, "I made mine fifteen cubes high!"</li> <li>• Stands on scale while pretending to be in a doctor's office</li> </ul>	<p><b>Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth</b></p> <ul style="list-style-type: none"> <li>• Says, "We need two cups of flour and one cup of salt to make dough."</li> <li>• Says, "If I add three more tiles to this side of the scale, they'll be the same."</li> <li>• Looks at the clock and says, "It's 12 o'clock. It's time for lunch."</li> </ul>	<p><b>Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth</b></p> <ul style="list-style-type: none"> <li>• Says, "We need two cups of flour and one cup of salt to make dough."</li> <li>• Says, "If I add three more tiles to this side of the scale, they'll be the same."</li> <li>• Looks at the clock and says, "It's 12 o'clock. It's time for lunch."</li> </ul>	
		  	 	  	  	  	  	  	  



## Objective 23 Demonstrates knowledge of patterns

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Shows interest in simple patterns in everyday life</b></p> <ul style="list-style-type: none"> <li>Notices that a special song is played whenever it is time to clean up</li> <li>Points to the tiles in the bathroom and says, "They go this way, that way, this way, that way."</li> </ul>		<p><b>Copies simple repeating patterns</b></p> <ul style="list-style-type: none"> <li>Beats a drum as the teacher does, e.g., loud, soft; loud, soft; loud, soft; etc.</li> <li>Strings beads as her friend does, e.g., red, blue, blue; red, blue, blue; red, blue, blue; etc.</li> </ul>		<p><b>Extends and creates simple repeating patterns</b></p> <ul style="list-style-type: none"> <li>Makes a repeating movement pattern, e.g., stomp, stomp, clap, clap; stomp, stomp, clap, clap; etc.</li> <li>When shown pattern of cubes, e.g., red, blue, blue, red; red, blue, blue, red; etc., adds to it correctly</li> </ul>		<p><b>Recognizes, creates, and explains more complex repeating and simple growing patterns</b></p> <ul style="list-style-type: none"> <li>Describes even numbers, e.g., 2, 4, 6, 8, etc., as "skipping" every other number on a 100's chart</li> <li>Says, "If I add one to three, it's the next number: four. If I add one to four, it's the next number: five."</li> <li>Extends a growing pattern by adding one cube like a staircase, e.g., 1 cube, 2 cubes, 3 cubes, 4 cubes, etc.</li> </ul>	
									

**U.S. DEPARTMENT OF HEALTH AND HUMAN  
SERVICES COMPENDIUM OF REQUIRED  
CERTIFICATIONS AND ASSURANCES**

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**Office of Head Start**

Updated July 29, 2014

# U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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# U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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## SF424B Assurances – Non-Construction Programs

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

## U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

# U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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## Certification Regarding Lobbying

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

## Regarding Compliance with Compensation Cap (Level II of the Executive Schedule)

Federal funds will not be used to pay any part of the compensation of an individual employed by a Head Start and/or Early Head Start agency if that individual's compensation exceeds the rate payable for Level II of the Executive Schedule.

# U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

## Certification of Filing and Payment of Federal Taxes

As required by the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 2008 (Public Law 110-161, Division G, Title V, section 523), as a prospective financial assistance recipient entering into a grant or cooperative agreement of more than \$5,000,000, I, as the duly authorized representative of the applicant, do hereby certify to the best of my knowledge and belief, that:

1. The applicant has filed all Federal tax returns required during the three years preceding this certification
2. The applicant has not been convicted of a criminal offense pursuant to the Internal Revenue Code of 1986 (U.S. Code - Title 26, Internal Revenue Code)
3. The applicant has not, more than 90 days prior to this certification, been notified of any unpaid Federal tax assessment for which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.

## Submission Statement

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

### Authorized Representative:

Prefix:	<input type="text" value="Mrs."/>	* First Name:	<input type="text" value="Tina"/>
Middle Name:	<input type="text"/>		
* Last Name:	<input type="text" value="LeBlanc"/>		
Suffix:	<input type="text"/>		
* Title:	<input type="text" value="Chairman"/>		
* Telephone Number:	<input type="text" value="(860) 253-6531"/>	Fax Number:	<input type="text"/>
* Email:	<input type="text" value="tleblanc@enfieldschools.org"/>		
* Signature of Authorized Representative:	<input type="text"/>	* Date Signed:	<input type="text"/>
* Submitted by:		Date Submitted:	



## GOVERNING BOARD APPROVAL STATEMENT

Enfield Head Start  
*Delegate*

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The enclosed grant application has been reviewed and approved at the Board of Education meeting held on November 23, 2021.

The Policy Committee or a sub-committee of the Governing Board was involved in the meaningful preparation of this application including the development of the goals and budget.



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Mrs. Tina LeBlanc  
Enfield Board of Education, Madam Chair

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Date



**BOARD OF EDUCATION  
REGULAR MEETING MINUTES  
OCTOBER 26, 2021**

A regular meeting of the Enfield Board of Education was held in Council Chambers on October 26, 2021.

1. **CALL TO ORDER:** The meeting was called to order at 7:01 PM by Walter Kruzel.
2. **INVOCATION OR MOMENT OF SILENCE:** Amanda Pickett
3. **PLEDGE OF ALLEGIANCE:** Amanda Pickett
4. **FIRE EVACUATION ANNOUNCEMENT:**
5. **ROLL CALL:**

**MEMBERS PRESENT:** Jonathan LeBlanc, Jean Acree, Janet Cushman, John Unghire, Tina LeBlanc, Amanda Pickett, Stacy Thurston, Scott Ryder, and Walter Kruzel

**MEMBERS ABSENT:** None

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

6. **BOARD GUEST(S)** - None
7. **SUPERINTENDENT'S REPORT**
  - a. **EPS Update**

Mr. Drezek thanked our teachers and staff. He also gave a special thank you to our nursing supervisor and COVID Coordinator Nurse Jess – Jess Spera. She has had a couple of rough days especially over the weekend dealing with quarantine cases. He knows that Nurse Jess and her team of nurses and building principals have been working tirelessly with contact tracing.

Mr. Drezek stated there have been conversations at the State about quarantine procedures and possible adjustments. He is not sure what the end result will be, but he will keep us posted. As it stands, our current quarantining procedures still stand.

Mr. Drezek stated he has received a lot of questions regarding student vaccines for Connecticut students in the age bracket of 5-11. He believes the FDA is about to approve this. There are approximately 277,000 children in this age group in Connecticut. When vaccines are approved, we will hold another school base health vaccine clinic for parents wanting their children to receive the vaccine. We are expecting to receive an update on this very soon. These vaccines are not mandatory just as they are not mandated for students ages 12 and up. We would partner with our local health department again.

Mr. Drezek stated he has also received a lot of questions regarding the weekly testing program. Nurse Jess is running this program. We have over 600 families that have opted in for weekly testing. If you have questions or want to thank her, please reach out to her. He thanked Nurse Jess for everything she is doing.

- b. **Election Day, Veteran's Day & K-12 Early Release Days** – as presented
- c. **Special BOE Meeting** – as presented

Mr. Drezek added tomorrow is an early release day for students tomorrow.

Chairman Kruzel reminded audience members to keep the background noise down. He would like to hear from the people that are talking. Please keep your comments to yourself

## **8. AUDIENCES**

Evangeline Flaherty, Jackson Road – Mrs. Flaherty is here to advocate for critical thought in our community. She first started attending Board meetings because of an assignment her child brought home that caused her concern about our curriculum. She spoke about pink slips that were sent home with students in Family Life and Sexuality and HIV and Aids. She wonders what will be taught in both of these classes. She feels this form has no bearing based on what has occurred with other assignments. Transparency should be your number one priority. You will be discussing personal matters with our children. She would like to see the curriculum that will be taught to our children. She is prepared to withdraw her children from our school system based on past occurrences and if vaccines become mandated. She encourages everyone to questions things. Thank you.

Giselle Moore, Ryefield Drive – Mrs. Moore is here to advocate for critical thought. Parents have expressed their concerns about masks, curriculum, vaccines and funding to the Board. She asked if anyone has looked into TED or alternate options for masks. We need to get back to American ideals of equality and liberty. How can we get feedback from the Board? We need you to open up your minds and hearts and truly listen to us with dignity and respect. Our liberties and freedoms have been taken away from us with the mask mandate. We need you to fight with us. Mandates are destructive. We are all the same and unique in our own ways. It is time for us to come together. This is why parents are here. Thank you.

Colleen O’Callaghan, Midway Street – Mrs. O’Callaghan is here about COVID vaccines and the emergency authorization for children. She has sent each Board member an e-mail. We need action. This should be a parent’s choice and not a mandate. She has researched the CDC website and the vaccines have been approved under emergency use. These vaccines can cause harm. She urged Board members to review the data from the CDC website. We just want to protect our children. She reviewed statistics and hopes people will look into this. Thank you.

Matt Schmitt – Bigelow Commons – Mr. Schmitt is here about advance in critical thought. Mask have been approved under an emergency order. The risks using masks are unknown. According to Federal law there are specific requirements that must be met such as the benefits and risks with emergency use products. No parents have ever received a consent form and the facts about masks. Consent forms are not partisan. He asked the Board to not discount what he has been saying. He would like to have a meaningful discussion that could lead to a mutually agreeable resolution. He does not see enemies in this room, but people that care about our kids. He would like to work together to find a better solution for our children.

Frank Rumery, Candlewood Drive – Mr. Rumery has been watching these meetings at home. He is concerned with some of our policies and curriculum. The Board creates the policies and the administration create the curriculum. He looked at our policies and reviewed our mission statement. He questions if we are providing a safe and nurturing environment. We have the same policy that another town in another state has that put a child in danger and was assaulted in a bathroom. We are putting our kids in danger with this new way of doing things. We are putting our kids into a war they should not be in. This could happen in Enfield.

Emily Hulevitch, Cutter Lane – Mrs. Hulevitch stated teachers are important. She believes in Enfield Public Schools. She grew up and attended Enfield Public Schools and is inspiring the next generation. She teaches in Enfield and sees the amazing things our teachers are doing. She is the ETA president. It has been challenging at times and we don’t always agree. As a

district she hopes we can continue to compromise. During the pandemic, our staff was amazing. Mr. Drezek communicated with us during the entire pandemic and took care of us all. He would thank our staff for their dedication often and made us feel appreciated. All of central office took care of us and looked out for our mental health. Our teachers appreciate the leadership shown by Mr. Drezek. Both Mr. Drezek and Mr. Longey are approachable and understand the importance of collaboration and problem solving. When we have the support of our Board and administration, we can better support our students. Thank you.

Sheree Winans, Enfield Street – Mrs. Winans stated she is a proud life-long resident of Enfield. She has a son that is a senior at Enfield High School. She has taught in Enfield for 31 years. Her friend teaches in another town, and she told her the things that were going on in Enfield. She told me that she doesn't know what political affiliation her Board members have. She shared the many positives that are happening in our schools with the Board. We need to get on the same page and ask why are we here? Our kids are excited to be back in school and are eager to learn. They are doing so many positive things in all our schools. Being a teacher is a calling. We are hard-working highly educated teachers that are here for all our kids and are going above and beyond the expectations. She thanked our principals for supporting them. She thanked Mr. Drezek and Mr. Longey for allowing us to be the teachers our students and families expect.

Jessica Soule, Brook Road – Mrs. Soule stated this town is her home. Her parents graduated from Enfield. She bought a home in Enfield and has been teaching for 20 years and 6 years in Enfield where she lives. Enfield is an important part of her life. She has watched her students grow from what she endured from last year. She worked side-by-side with her colleagues that are equally as dedicated. The 2020-21 school year was challenging. We spent many hours working online to get the most out of our students. Mr. Drezek and Mr. Longey listened to our concerns and helped us all with remote Wednesdays. Her students are held to high expectations and standards. We have given them our personal best and deserve nothing less. Students are excited to be back in school. She has personally reached out to both Mr. Drezek and Mr. Longey. She thanked the Board for helping our students and listening to our teachers. Thank you.

Michele Wilcox, Cheryl Drive – Mrs. Wilcox stated she has lived in Enfield her entire life. She has taught for 30 years. During this time, she has worked with many Boards and administrations. She thanked Mr. Drezek and Mr. Longey for their leadership that has had such a positive impact on education and the Enfield community. She also thanked Dr. Wiley, Mr. LaMesa and Mrs. Labich for their support for a math engagement program for students at lunch bunch program that was held during the summer on Tuesdays. This program helped our students to continue to learn. Mr. Drezek cares about our community. Our community includes so many people and most importantly students. Thank you.

Amy Guzie, Weymouth Road – Mrs. Guzie stated she is also a teacher and attended Enfield Public Schools. She had great teachers when she was a student and hopefully her students will think of her in the same way. She thanked Mr. Drezek and Mr. Longey for their continued support. You do not go into teaching for the money. It is a calling. It is nice to feel valued. Mr. Drezek is the best and is doing what is best for our kids and staff members. He sends out emails supporting teachers. He loves to visit the students. We will have a Grade 3 Mini Me pumpkin contest on Thursday where Mr. Drezek and Mr. Longey will vote for the best pumpkins. They have told us going into the schools is the best part of their job. She thanked the Board for your continued support of the teachers. We appreciate you being on the Board. You are all invited to Parkman to see our Mini Me pumpkins. Thank you for your time.

Ryan Schuetz, Church Street – Mr. Schuetz is here tonight about critical thought in our community. It was said that our children will continue to wear masks until the mandate changes. He calls this an experiment. This is not science. You are experimenting on our

children. He read statistics regarding this genetic experiment. He is against masking our children and the vaccines. Taking away our freedom is not right. The parents are doing our own research. He asked for the Board to conduct their own research.

Amanda Marquez, Hoover Lane – Mrs. Marquez stated she is here about critical thinking. We have policies that have been set by the Board. When a child says they can not breathe, that is a health concern and a health hazard. Saying a medical professional says it is okay is not right. She read statistics about the dangers. We are giving up our liberties. We must stand up for our rights. We should have the right to choose what is right for our children. When will our Board start using critical thinking, analyze the data and stand with the parents?

Patrick Flaherty, Jackson Road – Mr. Flaherty is here tonight about critical thought. We have been led astray during the pandemic. Please listen to the parents and what we are saying. Our children have gone through so much and their mental health have been affected. Your job as Board members is to be here for our kids first. Finger pointing will not solve anything. Please do something and do some google searching. The executive orders have been extended six times. Wearing masks and masking our children does not make sense.

Ryan Moore, Ryefield Drive – Mr. Moore is here tonight about critical thought in our community. It has been said that if a medical professional says it is okay is not right. He thanked Board members for listening to us. He would like you to acknowledge what we are saying. There is no loss of liberties if a medical professional says it is okay. We are losing our respect for our public officials. Our society is not well. We need you to start critically thinking and be an example for our children. Courage and leadership are needed. He is advocating for his children and the truth. Thank you.

Sherry Jackson, Cottage Road – Mrs. Jackson stated people are realizing there is something not right in our health care today. Healthcare professionals have censored and discredited about immunizations and the risks associated with them. She read the statistics regarding COVID and experimental vaccines. We are crippling our schools. She urged Board members to be informed and not to gamble with our children. She thanked our teachers for everything they are doing. She also thanked the Board members for their time and the administration for what they are doing. She is a former teacher and is impressed by you all. Thank you.

Dina St. George, Misty Meadow – Mrs. St. George is here tonight because she loves our community and our children. She would like our community to embrace critical thinking. We need to understand our constitutional rights. We have fought for our freedom for years. We are losing our liberties with all these mandates. Our children will experience less freedoms if something is not done. We are doing a disservice and we need to support our beliefs and fight for our rights. She urged Board members to take a stand while we still can for our freedom of choice and the future of this country. Thank you.

Josh Hamre, New King Street – Mr. Hamre stated he is here for the children that do not have the opportunity to speak out for themselves. He read an e-mail he received about a gender identifying youth at EHS that would like for this to be taught in school. He is a transgender student that has struggled his entire life. We need to protect and educate all our students on these topics. This student also e-mailed each Board member. He was concerned because he had not heard from half of the Board. He wants them to know they are not alone.

Sue Braun, Light Street – Mrs. Braun lives in Enfield and loves Enfield. She did not send her children to Enfield Public Schools because it was not the right fit for her children. Her children have excelled with the education they received. This was her choice. As parents, you have the right to make a choice if you do not like something. She sent Mr. Drezek a thank you note. She appreciates his insightfulness during COVID. She sent several of your superintendent messages to her children's superintendent to listen to. This is a great school system with great teachers, but it wasn't the right fit for her children. Thank you.

Jennifer Breyette, Park Avenue – Mrs. Breyette stated she is here regarding masks. She is not a doctor. She has searched for information about wearing masks. They work to slow the rates of transmission. She read statistics about wearing masks. She commented about the Board mission statement and providing a safe and nurturing academically challenging learning environment for all students. Masks must be worn by all students. Connecticut is one of the safest states. This is science and she supports Governor Lamont's decision about masks in our schools. Thank you.

Mr. Jonaitis, Farmstead Circle – Mr. Jonaitis thanked everyone for speaking at the last Board meeting. Your words and passion are inspiring. He said the mentoring program should not interfere with student learning. This should be done after school. You go to your doctor because you like them and trust them. This is your choice, and you should not be told how to think. The Board does not approve every ditto. The Board should have sat down with the teachers. They work for you. You need to keep the lines of communication open. Don't play politics. Representative Hall was in Greece and could not attend the last meeting. Both Senator Kissel and Representative Hall wanted to be presented together at the Board meeting. Representative Arnone wanted to attend by himself without a back and forth debate. He would like to see the new Board adopt a second audience participation like to Town council has.

Conner St. George, Fairview Avenue – Mr. St. George stated he is here about advancing critical thought. He urged Board members to examine the science about masking our children and conduct some critical searching about the CDC data. The studies about the outbreaks are flawed and do not have accurate information. We are left with many questions. He looks forward to hearing from the Board about the research you have done and try to make sense of this together.

Maureen Snook, Buchanan Road – Mrs. Snook stated her mother had cancer and we researched everything. Her mother had the freedom to make decisions about her care by herself. We are standing up for our freedom because they are being ripped away. The vaccines were rushed and were approved as an emergency. She has seen too many negative reactions from the vaccines. More research is needed before she will have her children vaccinated. If children in the age group of 5-11 get the vaccines, they will be able to take their masks off. The students that don't will need to continue to wear their mask. We will see more bullying because of this. She would like the Board to stand up for our freedom of choice and unmask our children and stop taking our rights away.

Christina Tetreault, Green Manor Road – Mrs. Tetreault is reading this for someone else. Board members listen to what the audience members are saying. They are not giving up their rights. Our Board members are parents, and they are relying on what medical professionals are saying to keep us safe. They are relying on the experts. The Governor has a tough job, and many decisions will be challenged. The decision to extend the executive orders was not made on a whim. Our Board members have the best interest of our children in mind. Change does not happen overnight. They are intelligent and have relied on the experts over the past 2 years. Their job is to do what is best for our kids. Our superintendent is doing what is best for our kids. He did this by bringing kids back and having them wear masks. She is proud of our Board that has stood up and that are wearing masks. They care about our children and are making them safe. Please listen to what the CDC is saying.

Regina LeBlanc, David Street – Ms. LeBlanc stated she finds it appalling that people are questioning what our teachers are teaching and then clap for them after they have spoken. She also finds it appalling that the same 3 people have called out against a Board member for what was said at a previous meeting. This Board member had the courage to speak out. You say it is okay to agree to not agree but because you don't like the answer you continue to talk about it. It is appalling that when the meeting has ended, and the cameras are turned off you

are the first ones to run up to her to say you respect her. She is one the Board members that will address your concerns. When you get the answer, you do not like, you use it against her. She urged Board member to continue to fight for what you believe in. Thank you.

Marcy Taliceo, Coolidge Drive – Mrs. Taliceo stated the course of human sexuality has always been taught. She is confused why this is causing a concern this year. She thanked Mr. Drezek and Mr. Longey for what you are doing and continue to do. People in the audience are mocking us for thanking you. We will not stop. You are taking our children’s lives and education seriously. Our teachers are amazing. What they have endured is heartfelt. She urged the audience not to pick and choose which policies you like and dislike. The policies are for all our children. We are different and inclusive. The history of black Americans has a rich history that should be taught. The discussion of race is a difficult conversation. Change is hard. We need to share black history with all our students. Why is teaching this so difficult and urged everyone to reflect on this.

Joe Golish, Jr., Stardust Drive – Mr. Golish complimented Mrs. Cushman and Mrs. Acree for your thoughtful solutions. He was in manufacturing and has many degrees. He is not an expert. He shared a story about race in Enfield and the black experience he saw when he was in school. His father and grandfather both fought in the war. The issue we should be concerned with is China is number one in science and math. Other countries are scoring above us. Framework can be filled in anyway. His concern is with math and science. Hard work and rigor are all that is needed.

Liz Davis, North Maple Street – Ms. Davis stated all she is hearing about critical race theory is misinformation. We do not teach this in our schools, and we are we questioning our educators and curriculum. Why are we continuing to spread false facts? She thanked our educators for everything they are doing for our kids. Our teachers are taking abuse from these false facts. This is unacceptable. She thanked them for what you are doing. You have many parents that respect, support and love you. We got your back.

## **9. BOARD MEMBER COMMENTS**

Mrs. Pickett thanked all of our teachers for everything they are doing. You have her and her family’s full support. It takes the entire village to support our schools. This includes everyone from the bus drivers, all staff including cafeteria workers, SRO’s, custodians to our teachers. All of you are doing so much for our kids. Thank you.

Mrs. Pickett stated she did look into TED and many of the sources are not quite a representative of the folks that are leading the work around equity, inclusion and diversity. She reviewed what TED stands for tolerance, equality and diversity. These words have meanings. Many of the conversations we have had around DEI, we have not come up with common definitions yet. She explained why TED will not work for her. She will continue to advocate for us to stick with our equity policy and our diversity, equity and inclusion work. We are shaping our school culture by ensuring representation by giving students what they need to succeed and including them in decision making. A lot of the conversations she has heard align with this work.

Mrs. Pickett stated teaching American History is not CRT nor is teaching inclusion, problem solving, critical inquiry or relationship building.

Mrs. Pickett loves Enfield. She supports the work we have done but additional work needs to be done. We have disparity in our town. She reviewed data she has researched. She supports equity work and inclusion without placing extra burdens on our teachers and creating an inclusive environment.

Mrs. Pickett added that our kids come first. We need to work together. She understands the need for safety for those individuals that do not feel comfortable attending. She thanked Nick for his comments, and she supports you. We also received an e-mail from Olivia in support of wearing masks. She is an advocate for all voices to be heard. She thanked the audience members for speaking even if she does not agree with you. This is why we have this process, and she hopes we can become more inclusive with our decision making.

Mrs. Pickett stated Enfield Street will hold their Trick or Tunk event on Friday. She can't wait to start experiencing school events. She is very excited. Thank you.

Mrs. Thurston stated this is her last meeting. She thanked Mr. Drezek and Mr. Longey for the past two years. She also thanked her fellow Board members. We had a lot of Board members during this term. She has enjoyed working with you all. It has not been easy. She thanked them for their continued support.

Mrs. Thurston thanked our teachers in Enfield. You are all phenomenal and she truly respects each one of you.

Mrs. Thurston addressed the future Board - you need to remember why you chose to run for the Board of Education. It is not political or your own agenda. It is all about the kids. You will be part of an amazing group working with Mr. Drezek, Mr. Longey, administrators and teachers. You need to learn to work together and do what is best for our kids. She does not have any children of her own. Every child and teacher are important to her. She listens to everything that is being said. Her goal was to make sure the students and staff are safe, and they were her number one priority. Remember to think why you are doing this. She wishes you all the best.

Mrs. Thurston added she is only an e-mail away.

Mr. Ryder thanked Mrs. Thurston for everything. She stepped in for Tim Neville. He thanked both Tim and Stacy for their service to the schools and this Board. We also lost a Board member this year – Joyce Hall. He thanked Mrs. Hall for her service also.

Mr. Ryder thanked Nurse Jess for keeping our kids healthy and safe. He thanked our teachers for everything they are doing for all our students including his children.

Mr. Ryder stated last week was our first normal week in school. We were able to hold a bookfair and walk-a-thon at Eli Whitney. We held a Trunk or Treat event at Collins Creamery for Eli Whitney and Memorial students. Each event was amazing.

Mr. Ryder stated he attended the Friday Football game. He will attend the EHS football game for their senior night this week. He will be filling in for Mr. Bourassa and will be announcing the game. He asked everyone to attend. This is their last home meeting.

Mr. Ryder stated Memorial has posted their Wreaths Across America poster. This flyer can be found at [enfieldpto.com](http://enfieldpto.com). The cut off date for ordering wreaths to be placed in Enfield is November 30<sup>th</sup>.

Mr. Ryder stated PJ Day for CCMC cancer patients is a town wide event and will be held on December 10<sup>th</sup>. So many people participate in this event.

Mr. Ryder stated Memorial will hold their next PTO meeting on November 16<sup>th</sup>. We are still meeting on Teams. Picture day is being held on November 29<sup>th</sup> and report cards will also go home on this day. They also held their Jogtober event on October 25<sup>th</sup> which was a huge success. Thank you to all that participated.

Mr. Ryder stated Eli Whitney held a walk-a-thon. Their picture day will also be on October 29<sup>th</sup> and report cards will go home for students in grades K-5 that day.

Mr. Ryder reminded everyone about Meet the Candidates Night being held at the High School on October 27<sup>th</sup> from 6-8 PM. We encourage all students to attend this event and ask questions to the candidates.

Mr. Ryder stated it has been a rough term. He thanked Chairman Kruzel for his service to the students and staff and for being our chairman. We often disagreed but we worked together for our students and staff. He will see Chairman Kruzel on Thursday at Parkman when we judge the Mini Me pumpkins.

Mr. Ryder addressed audience members comments and stated that Board members do think critically. He does not agree with you about masks. He would like to see our students receive the vaccines. He added that when he was asked by an audience member why are you here, you left off the rest of his response. He was referring to them going to Hartford and not just here at the Board meetings. He took offense with a comment directed towards Mrs. LeBlanc made tonight. He appreciates everything Mrs. LeBlanc does. Mentors meet with their mentees during lunch time. Our student's education is extremely important.

Chairman Kruzel asked audience members to refrain from making comments and the back and forth dialogue.

Mrs. LeBlanc agreed with Chairman Kruzel, and we gave you all an opportunity to address the Board.

Mrs. LeBlanc stated Enfield High will hold their annual auction with a twist. They will have a Jingle Jam fundraiser event at the Elks Club on December 4<sup>th</sup>. This event will be a lot of fun. The students participated last week with their spirit week which was a lot of fun also. They will hold senior night at the Friday football game at 7:00 PM. Tickets are \$7 and if you bring in food for the food shelf, they will reduce the price by \$1 for every item. The students held their homecoming dance outside. It was a great event for our students and seeing the students dressed up. Enfield High will hold their equity meeting on October 28<sup>th</sup> from 6-7PM. This another great event to attend.

Mrs. LeBlanc she is excited to attend the Parkman Mini Me contest. It will be hard to only pick out one pumpkin.

Mrs. LeBlanc has served with Chairman Kruzel for 6 years. This term was difficult, and we didn't always see eye-to-eye. Chairman Kruzel is a dedicated member to the Board. He attends every meeting, and he supports everyone on the Board. He helped out STOWE with a project they had with bottle caps and the EHS student weights. There has been a divide with this Board. His heart is in the right place. Thank you and you will be missed. He took this job very seriously. His family will be happy to have him back.

Mrs. LeBlanc thanked Mrs. Thurston for her services. She appreciates everything you have done for us and for filling in for Mr. Neville. This was a difficult term. She appreciates your support, encouragement and kind words. You didn't always speak up but when it was needed you did on the most important issues. Thank you.

Mrs. LeBlanc addressed audience members comments. She attended the Joint Facilities meeting, and Buildings & Grounds has repaired and/or replaced multiple exhaust fans, added exhaust fans in COVID isolation rooms, opened all outside air dampers and ventilation run times in all schools, all air filters were replaced prior to the start of school and will be replaced quarterly. If you need additional information, please contact her.



Mrs. LeBlanc thanked our parents, students and staff for everything you have done. You have worked during unprecedented times. She also thanked Mr. Drezek and Mr. Longey. You communicated the direction you would be going in with parents, students and staff and kept us all safe and healthy.

Mrs. LeBlanc stated moving Head Start and the Eagle Academy was done by Mr. Drezek and his administration's idea. We wanted all our pre-k kids "the littles" in one location and to bring our outplaced students back to their hometown where they can benefit from shorter bus rides and participate in events in our schools. Thank you for providing this opportunity to our students.

Mrs. LeBlanc stated her children have attended Enfield Public Schools. You have a deeper appreciation for our schools as Board members when you have children in our school system. You establish a deep connection. These connections have been beneficial to her as a Board member. We need to put love and respect before politics. This can make a democracy great.

Mrs. LeBlanc spoke about family. Mr. LeBlanc knows where she stands, and he knows where she stands. This is okay and we can give each other space to agree to not agree with our political beliefs. It is not often that an aunt and nephew can take this journey together. Thank you for being you.

Mrs. LeBlanc stated life is short and we need to listen more. This has been a long term and we have endured so much during the pandemic. When you look around this room you will find people that have very strong feelings about issues and our kids. We all have this in common and want what is best for them. Our kids are lucky to have so many people standing up for them.

Mrs. LeBlanc stated it has been an honor to serve on the Board of Education for the last 10 years and to represent the teachers, families and students. She believes she has been able to represent some of our most vulnerable by using her voice. She thanked Nicholas for his e-mail. It has been an honor to represent our students and teachers. Thank you.

Mr. LeBlanc thanked his aunt Tina. Honestly, he did not know what he was getting himself into. He looks forward to continuing being on the Board. He thanked her for her guidance.

Mr. LeBlanc also responded to an audience member comment about why you are here. He agrees with Mr. Ryder that you need to go to our legislators in Hartford and talk to them. Our legislators gave the governor the power to make mandates under the emergency executive order or until it expires in February. They are making the decisions for us.

Mr. LeBlanc stated people from both sides spoke tonight. We can agree to disagree about masks. You know how he feels about masks. The truth is somewhere in the middle. We are all capable to make our own decisions. He feels this will eventually come into play and we will do this. The division is pretty strong now. We can come together in the middle.

Mr. LeBlanc thanked our teachers for speaking and coming to tonight's meeting. A lot of you live in Enfield. This is something you do not see in a lot of other towns. This says a lot about our teachers. You are members in this community. Enfield is a great town.

Mr. LeBlanc asked about the iPad usage in student classrooms and the amount of time students are using them. Parents are concerned about this. He can also check with Ms. Middleton about this. Mr. Drezek stated this is something we can discuss further. It may vary from grade levels.

Mr. LeBlanc thanked Chairman Kruzel for what you have taught him over the past two years.

He has gained a lot of valuable knowledge that will help him. He also thanked Mrs. Thurston for volunteering to be on the Board. You have been part of this Board as we transitioned with members leaving. You have been with us for the good and the hard times. We have found common grounds on a lot of issues. Thank you both for your service to the community, students and staff.

Mr. LeBlanc congratulated the JFK Girls Soccer Team. They just finished a tremendous season.

Mr. LeBlanc stated the KITE “We Spy” posters have been popping up around town in businesses. He hasn’t seen one yet. The next KITE meeting will be held next week on November 3<sup>rd</sup> at 5:30 PM via zoom. If you are interested, you can contact Brianna Beckstrand at [bbeckstrand@enfieldschools.org](mailto:bbeckstrand@enfieldschools.org). If you are interested in applying to the Parent Leadership Academy, they are still accepting applications. You can also contact Malissa Griffin at [malissaroy@cox.net](mailto:malissaroy@cox.net) for more information

Mr. LeBlanc stated the STOWE FEO has bedtime boxes for families if you are interested. Families have received these and have decorated them and can share them on Flipgrid.

Mrs. Acree thanked the parents and concerned residents for coming out tonight and speaking. You care about your children’s health and wellbeing. She thanked our teachers for what you are doing for our students and families. She understands what you are doing and going through. She taught for 40 years. She added that we are listening to the parents concerns and we will discuss and research these items. Once the new Board is appointed, we can address these concerns in a timely manner in order for us to have a productive school year. She hopes these concerns can be resolved soon.

Mrs. Acree thanked her fellow Board members that are serving the students and community. It has been an honor and privilege being appointed to the Board of Education. She thanked everyone for making her feel welcome.

Mrs. Cushman expressed her thanks for serving on the Board and the many people she has had the opportunity to meet. She thanked the teachers for coming tonight.

Mrs. Cushman stated there have been some concerns and difference of opinions that have been expressed regarding curriculum. We all want what is best for our kids. Some of our policies warrant reviewing. Some parents are unable to attend for a number of reasons including fear. We need to hear from all voices. Some of the assignments at the high school have been alarming. Parents are sharing information from what their children are showing them. We need to examine how we are reaching our goals. We all want our children to learn in an environment where they are seen as equals and with value. She has submitted information to Ms. Middleton about curriculum options that focus on TED initiatives. She agrees that black history should not only be limited to one month. We have people of all races that have done amazing things and that is what makes our country the wonder place that it is. Our history has made exceptional goals that need to be celebrated. We need a curriculum that will represent everyone and celebrate our diversity. Thank you.

Mr. Unghire stated he was unable to attend the last Board meeting, but he watched the meeting and listened to those that spoke. He is impressed by how articulate you are. Mr. Unghire stated he wants to address a few sensitive topics. There is a rumor that if the republicans are re-elected, we would fire Mr. Drezek. This is not true, and it has not been discussed by any of the republican Board members. He shared this rumor with Mr. Drezek. We support Mr. Drezek and we have supported him during the most demanding of times our school system has gone through. This statement is not true, and he wonders who started this rumor.

Mr. Unghire stated we all love and support our students and teachers. What would our school be without students and teachers? He has a family member that is in the Enfield school system. Our teachers are giving and gifted individuals. Suggesting that we do not care is not true.

Mr. Unghire stated we received a questionnaire from the ETA. The republicans did not participate in a teacher event by pledging to support educators in a bargaining unit. We represent both sides. When the new Board is appointed, we can then meet with the bargaining unit and our representatives. This is how he sees this and that is why we did not participate in the zoom call due to the nature of the questions. Please do not misinterpret that we do not care about teachers. That is not true.

Mr. Unghire attended the Enfield High open house at the Career Center. He is very impressed with what our career counselors are doing for our students. They have representatives that will discuss career options with students. A former EHS student Regina LeBlanc spoke about Nursing, they had a representative from the Life Star program that also spoke. This week Dr. Bell will meet with students about the veterinary field. They will also have a representative from Asnuntuck Community College talk to students about careers. They have brought in many different guest speakers, and they are looking for additional speakers. If you are interested, please contact the career counselors at Enfield High School.

Chairman Kruzel asked the audience to stop with the back and forth comments.

Mr. Unghire stated he is concerned about the stress that is being placed on our teachers. They have been dealing with so much since the pandemic. We have teacher and substitute teacher shortages. Our teachers are getting burnt out. He would like to see this Board look into this to see what we can do to help our teachers. Thank you.

Mr. Unghire read the candidate question Board members received. He wanted to give a reason why the republicans did not support the zoom meeting. Thank you.

Chairman Kruzel stated this is his last meeting. He thanked God, his wife and his family for their support. He thanked his father and mother-in-law for their support. He ran for the Board of Education to give back to the town that he loves. His father worked in Enfield, and we started a business in Enfield. Enfield is his home even though he grew up in East Windsor. He has devoted 6 years to the Board of Education. He knew this would be his last term. He thanked his children for letting him serve. He has celebrated many family events while serving on this Board. He has attended every Building Committee meeting. He truly cares about this town and community.

Chairman Kruzel thanked Dr. Schuman and Mr. Longey for serving in this school system and community. He thanked Mr. Drezek for everything he has done. We have spent many hours talking about everything including when we lost a student. We have had the lows and highs and he has been here supporting this school system and community through it all. He has attended too many student and staff members wakes and funerals. He agreed that the Board has gone through a lot this term with re-appointments and the death of a Board member. This was the hardest term.

Chairman Kruzel thanked Mr. Drezek and his administrative team. You are a phenomenal team. God bless you all. He thanked our teachers for everything they have done and will continue to do for our students.

Chairman Kruzel thanked our Board members that do a lot of work in our subcommittees. He thanked the members on the Joint Facilities committee for all the work they have done. We started this committee, and it has grown. He will miss being on this committee.

Chairman Kruzal thanked former Board members and Vice Chairman Charlotte Riley and Wendy Costa. He thanked his current Board members Tina LeBlanc, Amanda Pickett, Stacy Thurston and Scott Ryder. He thanked his colleagues John Leblanc, Jean Acree, John Unghire and Janet Cushman. He thanked former Board Chairman Tom Sirard for passing his knowledge on to him. He misses him dearly. He was my rock. He has passed this knowledge on to Mr. LeBlanc. He will miss you all. When it was needed, we mostly agreed. Thank you.

Chairman Kruzal thanked the teachers for attending tonight's meeting and for what you are doing every day. It means a lot to him. He also thanked Mrs. Zalucki for everything she does for the Board. Thank you.

**10. UNFINISHED BUSINESS:** None

**11. NEW BUSINESS:** None

**12. BOARD COMMITTEE REPORTS:**

Chairman Kruzal stated this is something Mr. Sirard added to our meetings. Giving committee updates is very important.

Curriculum – Mr. LeBlanc reported they met on October 21<sup>st</sup> and we discussed a project that we are working with the Joint Facilities Committee and students.

Finance – Mr. Unghire reported the Finance committee met on October 18<sup>th</sup>. We will review Financial Reports later.

Policy – Mr. Unghire reported the next Policy Committee did not meet in October.

Leadership – No meeting was held – Chairman Kruzal had nothing new to report.

Chairman Kruzal thanked Alex Giner for everything he has done for the Board.

Joint Facility – Chairman Kruzal reported the Joint Facility Committee will meet on Thursday we will review the student projects Mr. LeBlanc spoke about.

JFK Building – Chairman Kruzal provided the Board with slides of the JFK construction progress.

Mrs. LeBlanc asked if all the students will be back in their original wings soon. Chairman Kruzal stated they are on schedule for Winter 2021 for the students to be back in their original wings.

Chairman Kruzal reported that we received approval from the State to update the library so it will go along with the rest of the renovated JFK building. He thanked the members from Gilbane and CSG for everything they have done. They are a great team.

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

Joint Insurance – Chairman Kruzal reported the Joint Insurance Committee met online. We do not have a date for the next meeting.

Youth Mental Health – Chairman Kruzal reported no meeting was held and he has nothing new to report.

**13. APPROVAL OF MINUTES**

Mr. Thurston moved, seconded by Mrs. LeBlanc that the Regular Meeting Minutes of October 12, 2021, be approved.

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

**14. APPROVAL OF ACCOUNTS AND PAYROLL**

Mr. Unghire moved seconded by Mrs. Thurston that the Enfield Board of Education accepts the superintendent's certification for:

- The month of September 2021 total expenditures amount to \$6,634,081.67, broken down between payroll totaling \$4,289,830.24 and other accounts totaling \$2,344,251.43; and
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly documented.

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

Mr. Unghire moved seconded by Mrs. Thurston that the Enfield Board of Education accepts the superintendent's certification for:

- The month of September 2021, total Grant and Head Start expenditures amount to \$634,034.16, broken down between payroll totaling \$419,543.79 and other accounts totaling \$214,490.37; and
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly documented.

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

**Line Item Transfers:** None

**15. CORRESPONDENCE & COMMUNICATION - None**

**16. EXECUTIVE SESSION - None**

**17. ADJOURNMENT**

Mrs. Thurston moved, seconded by Mrs. LeBlanc to adjourn the Regular Meeting of October 26, 2021.

All ayes, motion passed unanimously. Meeting stood adjourned at 10:06 PM.

Tina LeBlanc  
Secretary  
Board of Education

Respectfully Submitted,

Kathy Zalucki, Recording Secretary

**BOARD OF EDUCATION  
SPECIAL ORGANIZATIONAL MEETING MINUTES  
NOVEMBER 16, 2021**

An organizational meeting of the Enfield Board of Education was held at the Enfield Town Hall in Council Chambers, located at 820 Enfield Street, Enfield, CT on November 16, 2021.

1. **CALL TO ORDER:** The meeting was called to order at 7:00 PM by Mr. Unghire.
2. **PLEDGE OF ALLEGIANCE:** Mr. Unghire
3. **NATIONAL ANTHEM & AMERICA THE BEAUTIFUL – EMILY VANDAL**
4. **OATH OF OFFICE FOR THE NEWLY ELECTED BOARD MEMBERS:**

Town Clerk, Mrs. Sheila Bailey administered the Oath of Office for the 2021-23 Board of Education Members – Jean Acree, Dr. Gerald Calnen, Janet Cushman, Joshua Hamre, Jonathan LeBlanc, Tina LeBlanc, Scott Ryder and John Unghire.

Mrs. Bailey congratulated Board members and wished them a successful term as Board of Education members.

5. **ROLL CALL:**

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

**MEMBERS ABSENT:** None

**ALSO PRESENT:** Christopher J. Drezek, Superintendent and Mr. Anthony B. Longey

6. **ELECTION OF OFFICERS:**

Mr. Unghire opened the floor for nominations for Chairperson.

a. **Chairperson of the Board of Education**

Mr. Ryder nominated Tina LeBlanc as the Chairperson for the Enfield Board of Education, seconded by Mr. Unghire. Mr. Ryder read a prepared statement regarding his nomination for Mrs. LeBlanc.

Mr. Ryder moved, seconded by Mr. Unghire to close the nominations for Chairperson. All ayes, motion passed unanimously.

Mr. Unghire called for a roll call vote for the Chairperson for the Enfield Board of Education.

A vote by **roll-call 9-0-0** passed unanimously in favor of Tina LeBlanc as the 2021-23 Chairperson for the Enfield Board of Education.

b. **Vice Chairperson of the Board of Education**

Madam Chair LeBlanc opened the floor for nominations for Vice Chairperson.

Madam Chair LeBlanc nominated Scott Ryder as the Vice Chairperson for the Enfield Board of

Education, seconded by Mr. LeBlanc. Madam Chair LeBlanc read a prepared statement regarding her nomination for Mr. Ryder.

Madam Chair LeBlanc moved, seconded by Mr. LeBlanc to close the nominations for Vice Chairperson. All ayes, motion passed unanimously.

A vote by **roll-call 9-0-0** passed unanimously for Scott Ryder as the 2021-23 Vice Chairperson for the Enfield Board of Education.

**c. Secretary of the Board of Education**

Madam Chair LeBlanc opened the floor for nominations for Secretary.

Mr. Unghire nominated Jonathan LeBlanc as the Secretary for the Enfield Board of Education, seconded by Mr. Ryder. Mr. Unghire read a prepared statement regarding his nomination for Mr. LeBlanc.

Mr. Unghire moved, seconded by Mr. Ryder to close the nominations for Secretary. All ayes, motion passed unanimously.

A vote by **roll-call 9-0-0** passed unanimously for Jonathan LeBlanc as the 2021-23 Secretary for the Enfield Board of Education.

**7. SERVICE RECOGNITION AWARDS TO OUTGOING BOARD MEMBERS:**

Madam Chair LeBlanc stated we will now present service recognition awards to the outgoing Board members.

Madam Chair LeBlanc recognized Stacy Thurston. She has received her award previously. She asked for Mrs. Thurston to stand to be recognized. We thank you for your service to the schools and community for the many years you have served on the Board of Education. Especially coming back this term to help us. We appreciate everything you have done for us. Thank you.

Madam Chair LeBlanc presented Mr. Kruzel with gifts of appreciation from the Board and Administration along with his gavel. She expressed her thanks to him at our last meeting. What you might not know about Walter is all the extra stuff he has done for our school district. Whether it was refinishing weights or little projects for the Stowe Early Learning Center, he was always ready to help in any way. We are going to miss you. We have worked together for 6 years. She congratulated him for his years of service. She believes people did not know how much extra you have done for the district. She knows you will be watching us and will still be involved. We have one extra gift for you.

Mr. Drezek thanked Mr. Kruzel's wife Debbie for loaning Walter to us for the last 6 years. The good thing is you won't be hearing from me in the middle of the night anymore or crazy hours in the early morning. There are a lot of things that go on before we are here in Council Chambers. Walter has spent an enormous amount of time and stress in his life especially about the stop light at Enfield High School. He presented him a stress reliever in the shape of a traffic light. Thank you for everything you have done for us. You have been an absolute friend and will continue to be one. Thank you for everything.

Mr. Kruzel received a standing ovation.

**8. COMMENTS, IF ANY, FROM THE NEWLY ELECTED CHAIRMAN:**

Madam Chair LeBlanc stated she is humbled and honored to be chosen as the Board Chair. She is overwhelmed by the support she has received. She would like to see Board start with unity, where every board member understands their role and where each of you feel valued and heard. There will be disagreements and tough conversations, but we will remind ourselves that we are here for the students of Enfield. She has established an emotional connection to our schools over the past 17 years while her children attended our schools. It is a balance when you make connections as a parent and a Board member. This has been extremely beneficial to her as a Board member. You have a deeper connection when you are involved in the community. We appreciate and celebrate the diverse community we live in, and for the students that attend our schools. What we have endeared over the past two years was unprecedented. Life is short and we do not know how long we will be here. We need to listen more and love harder. It has been an honor to come into my voice and represent and advocate for all our students in Enfield. It will be an honor to continue to represent all the wonderful students and amazing staff that makes up Enfield Public Schools. She looks forward to working with each Board member and doing wonderful things during the next two years. That is her promise to the Board that we all feel valued and heard. She read a quote from Angela Schwindt "While we try to teach our children all about life, our children teach us what life is all about." Thank you.

**9. COMMENTS, IF ANY, FROM THE NEWLY ELECTED BOARD MEMBERS:**

Mrs. Acree thanked God for placing her in this esteemed position. She thanked her family for their love and support. She thanked her campaign leadership team – Mary Ann, Jeff and Bill for their guidance and knowledge during this process. She thanked John, Lori and Marie for being mentors to her over the past several months. She thanked the Enfield voters for their confidence in me. It is an honor and privilege to serve on this Board and to be an education advocate for the students and families in Enfield. She looks forward to working with her fellow Board members and hopes we can work out resolutions for all the issues that concern our community. Thank you.

Mrs. Cushman expressed her gratitude and being able to continue serving our schools and community as a member of this Board. She is very appreciative for this opportunity. She expressed her gratitude to both Mrs. Thurston and Mr. Kruzel who have been a great support and source of encouragement from day one. She appreciated hearing from you frequently. She expressed her gratitude to Emily Vandal for sharing her beautiful voice. She wished all our meetings could start this way. Thank you for sharing your gift and talent with us. She also looks forward to this next term on the Board of Education and our opportunity to serve together. Chairman LeBlanc brings a lot of experience and knowledge to the Board. She looks forward to serving together and what we can do to support our schools, community and families. Thank you.

Mr. Unghire thanked his family and his wife for their support during this process. He has made many new friends while campaigning. He appreciates the opportunity to meet many new residents and friends he has made. He looks forward to serving on this Board and working with everyone to serve the students, the staff and administration. He blessed the students of Enfield, the staff and administration and especially the teachers. He is very thankful to being here. He pledged and promised to do his best to keep the best interest of our kids as his primary focus. Thank you.

Secretary LeBlanc thanked his family for their support. He thanked his grandparents that are watching from home. They have always supported him and given him encouragement. Your love means everything to him. When he enters this room, he tries to leave politics at the door. One of his goals to be true to himself and his beliefs and do what is best for everyone in our



town. This includes our students, staff and families and the residents that may not be involved in our schools. You all have a voice. He hopes he has done that over the past two years and will continue to do this during this next term. He is excited for this term. He just wants to see us to be able to see each other through the stories of each other. He believes this will be good for the entire Board if we can do this. He is excited to see what opportunities will come from this Board. He will miss sitting next to Mr. Drezek, but he likes the seat over here. Thank you everybody and the Town of Enfield. He looks forward to the next two years. Thank you.

Mr. Hamre stated getting here has been a process that didn't just happen overnight. He has spoken at many Board meetings about his concerns. Learning the process of how to get from point A to point B and learning how to communicate effectively with conversations. This wouldn't have happened without the support of his family. He is just like Tina, Amanda and Scott and also started out as a PTO president. He started off by getting involved in the schools. He has been involved ever since his children entered school. This has not lessened. He has been monitoring their education, progress and to see if their potentials are being met. He thanked his family and his parents that are also watching from home. He thanked community members for placing their faith in him. He has learned a lot during this process and looks forward to doing everything we can to support our students. He looks forward to working with the Board to make this possible. Thank you for making this possible.

Dr. Calnen stated it is an honor and privilege to have worked and lived in Enfield most of his life in Enfield. He is proud of this community and to be a member of it. He retired from his pediatric practice in 2013 and at that time, he thought he would just retire. That hasn't been the case. He saw the opportunity to be able to serve the families and children of Enfield in a different capacity as a Board of Education member. This makes sense because health and education are integrally connected. A rich education fosters good health and good health fosters a rich education. He will keep this principle in mind during the next two years. He thanked his wife for her support, counsel, good judgement, wisdom and patience. He loves her very much and thank you.

Mrs. Pickett stated she is ready for this term. She honored the land that we are on. It is the land of the Podunk's and is now known as Enfield. November is Native American History month. She is thankful for the ancestors that have come before us. She thanked her husband for everything he does and is her biggest fan. He pushes her to see the little things from a different perspective. She is truly blessed. She thanked her children that will change the world someday. Keep asking questions and listen to others and do your best. She loves them. She thanked her family and friends for being there sharing your love and encouragement. She thanked Enfield Public School staff for showing up for our students. She can't even imagine the fatigue you have endured. You are making a difference every day. She has heard stories and has seen firsthand that even with the changes, restrictions and challenges, you have made a difference and continue to do so. We have work to do, and she cannot wait to work alongside with you. She thanked the families and students for their perspective, feedback and engagement is what matters. Board members need to remember why we are here – to fulfill the mission of the board. If we work together, anything is possible. She never thought she would run for an elected position. She will be true to herself, and she believes in the entire slate that includes her fellow Board, Town Council members and Constables. We all have our own ideas and experiences to bring to the table wanting to do our best to represent the many perspectives our community holds. We need to understand the needs of our residents and prioritize, partner and support Enfield in being an inclusive, welcoming, safe place for all. Thank you for supporting me. She thanked the voters of Enfield for showing up and letting your voices be heard. She will do her best to represent and listen to you and center her decisions on the needs of our community. She looks forward to this term and believes that good things are happening in Enfield. Thank you.

Vice Chairman Ryder thanked his wife and kids. He also thanked his parents and siblings that were here during Election week. He thanked our Enfield teachers and staff, administrators and everyone who has hand in Enfield Public Schools including our bus drivers, paras, lunch aides, tutors. Everybody has a hand in how my kids and your kids experience their day. Every adult in our buildings has helped to shape each day our kids are there. He thanked the Stowe Eaglets, the Hazardville Huskies, the Whitney Wolves, the Parkman Panthers, the Barnard Big Cats, the Crandall Cougars, the JFK Patriots, the Enfield High Eagles and Eagle Academy. He also thanked the students from Youth Vote the went to the polls with their parents. He thanked all of our students. This is why he is here and continue to show up in one building or another since 2013. He looks forward to continuing doing this, both here and at our schools. Thank you.

Madam Chair LeBlanc stated she forgot to thank her family. Her nerves got the better of her. Her family has been amazing and has put up with so much over the past 10 years. But most of all the last two years. They believe in her, talking with her and encouraging her to get more involved. When she started, her kids were little and now they are young adults. You have taken an active role in what is going on in our community and she could not be prouder. As mentioned by Mr. LeBlanc, it is nice to get a phone call from Grammy and Grampy. They can make it all better. They are always watching us and are so proud of us.

#### **10. ADJOURNMENT**

Mr. Hamre moved, seconded by Mr. Ryder to adjourn the Special Organizational Meeting of November 16, 2021.

All ayes, motion passed unanimously.

Meeting stood adjourned at 7:34 PM.

Jonathan LeBlanc  
Secretary  
Board of Education

Respectfully Submitted,

Kathy Zalucki, Recording Secretary