



BOARD OF EDUCATION REGULAR MEETING

Monday, September 13, 2021 7:00 PM

BOARD OF EDUCATION MEETING ONLINE-ZOOM Please use the link

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Webinar ID: 869 0682 8095

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
 - A. Karen Petrik-Paralympic Rowing Silver Medal Award Winner
 - B. Kimberly Brown-Director of Pupil Services
 - C. Jolene Piscetello-Director of Special Education
 - D. Jemal Graham-Assistant Principal, Smith Middle School
4. Student Representatives' Report
 - A. Ben Wilkinson, Class of 2022
 - B. Jade Wong, Class of 2023
5. Informal Session for Public Comment
6. Special Reports
 - A. Equity and Social Justice Update
7. Business Requiring Action
 - A. Staff Resignations (consent)
 1. Jullian Bucciero
 2. Stacey Tarfano
 - B. Establish Date for Graduation Class of 2022
 - C. Approval of Glastonbury High Schools Varsity Softball Team Trip to Disney's Wide World of Sports in Orlando, Florida
 - D. Approval of Submission of CABE Board of Education Recognition Award Application
8. Reports and Discussion
 - A. Program Reports
 1. Mathematics/PACE Program Report
 2. Science/PACE Program Report
 3. World Language/ELL Program Report

- B. 2020-2021 Assessment Performance
- C. Status Report on Enrollment
- D. Glastonbury Education Foundation
- 9. Approval of Minutes
 - A. Revisions to Board of Education Meeting Minutes of June 14, 2021
 - B. Meeting Minutes of July 12, 2021
 - C. Special Meeting Minutes of August 2, 2021
 - D. Special Meeting Minutes of August 23, 2021
- 10. Committee Reports
- 11. Chairman's Report
- 12. Superintendent's Report
 - A. Staff Appointments
 - 1. Andrew Martell-Hebron Avenue School, Grade 3
 - 2. Paulette Mena-Naubuc School, Grade 5
 - 3. Kelsey Ott-Naubuc School, Grade 3
 - 4. Kylene Thompson-Smith Middle School, Art
 - B. Thank You, Quality Name Plate
 - C. Fall 2021 Sports Plan
 - D. School Enrollment Report, September 1, 2021
 - E. Dates to Remember
- 13. Adjournment
 - A. Please note: It is possible that the Board of Education may go into Executive Session

GLASTONBURY HIGH SCHOOL

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Dr. Nancy E. Bean, Principal

*Assistant Principals: Mrs. Rebecca M. Comenale, Dr. Thomas H. Neagle, Mr. Frank Quinn, Mr. Bobby Skarvelas
Mr. Edward D. Gregorski, Director of School Counseling*

August 25, 2021

TO: Alan B. Bookman

FROM: Nancy Bean

RE: Graduation Date

I am requesting the graduation date be set by the Board of Education for Friday, June 3, 2022 regardless of cancelled days for snow or any other reason.

Glastonbury Public Schools

TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL _____ US X CT _____

DESTINATION: **Disney's Wide World of Sports, Orlando, FL**

DEPARTURE DATE: **April vacation (exact date TBD)** RETURN DATE: **April vacation (exact date TBD)**

ESTIMATED NUMBER OF PARTICIPANTS: **18 (approx.)** WILL ANY SCHOOL TIME BE USED: **No**

SPONSORING TEACHER **Head Coach Karen Costes** COST PER PARTICIPANT: **\$1150.00 (2019 figures)**

OTHER CHAPERONE(S): **One to two additional coaches, two to three additional parent chaperones.**

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: **Coach works with airline and Disney WWS**

SCHOOL(S) PARTICIPATING: **Teams from across the US attend including some from CT**

STUDENTS' REQUIREMENTS FOR PARTICIPATION: **Member of the varsity softball team**

PURPOSE OF TRIP: **To practice and compete at the Disney Wide World of Sports complex in Orlando. Travel allows for building team chemistry and bonding through team activities, practices, attending theme parks etc. Additionally, the team will be able to play games and/or scrimmages in the early part of April when New England weather is unpredictable.**

ITINERARY (MAY BE ATTACHED): **The actual itinerary is forthcoming. If approval is granted, airline travel will be determined and lodging secure. Disney staff will secure sanctioned games, scrimmages and practice schedules based on team needs and travel plans. Excursions to the parks is planned around that game schedule. A full itinerary will be available once all those details are finalized.**

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: **Athletes will enjoy time growing together as a team while competing against other schools from CT and top talent from other states.**

APPROVAL:

DIRECTOR: *[Signature]* 8/6/21
(DATE)

PRINCIPAL(S): *[Signature]* 8/10/21 (DATE)
(of first school where trip is taking place) (of second school if applicable) (DATE)

PRINCIPAL(S): *ABB* 8/24/21 if vaccinated
(of first school where chaperones teach) (DATE) (of second school if applicable) (DATE)

SUPERINTENDENT APPROVAL: _____
(DATE)

Glastonbury Public Schools
628 Hebron Ave
Glastonbury, CT 06033

Dear Board of Education for Glastonbury Public Schools,

I am writing on behalf of the Glastonbury High School softball team to propose the permittance of travel for the Varsity team during the 2022 April vacation.

This trip will provide many benefits to our players and our program. First and foremost, it will afford the student-athletes many opportunities to develop team chemistry which is a vital piece to our successful program. The players will spend the entire week together and will bond through activities such as team building exercises, going to theme parks, and of course, playing softball. Second, traveling to Florida in April allows us to play a portion of our schedule in a warmer climate while other teams in Connecticut are waiting for the snow to melt. This portion of the schedule will include CIAC sanctioned games with Connecticut teams, as well as the added benefit of playing more competitive teams from the South. Each year, we play and compete with the best teams in Connecticut, and we want to continue to compete with talented teams across the country.

This trip will be expensive but we are prepared to fundraise to handle all of the costs. Below is the list of expenditures from our 2019 trip that brought **16 student athletes** and **two coaches**.

Expenditure	Per Person Rate	Cost
Flight, hotel, admission to Disney complexes	\$1012.45	\$18,223.99
Food	\$130.99	\$2357.81
Total	\$1143.44	\$20581.08

We will also have 2-3 chaperones that will assist with the managing of a large group. Their expenses will not be covered in our fundraising as they will be paying their own way. We have been fundraising for the past year to finance this trip and we will be continuing to raise the money until the trip is paid for. Glastonbury Public Schools will not be responsible for the cost of this trip.

With your approval, this trip will provide an experience our student athletes will never forget and it will leave a positive impact on the softball program for years to come.

Please let me know if you have any additional questions or need more information.



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: Mathematics and PACE

Director: Brenda M. Gregorski

Date: September 13, 2021

1. What ongoing impact has the COVID-19 pandemic had on your program? Please share any challenges that remain. Please share lasting positive influences for your department.

Impacts of COVID-19 Pandemic on the Math Program:

- Due to the circumstances around safety during this past year, we couldn't teach math using hands-on, discovery-based learning.
- Reading articles from the State Board of Education and *Achieve the Core*, NCTM (National Council for Teachers of Mathematics) and NCSM (National Council of Supervisors of Mathematics) we identified and focused on our "Power" or "Priority" standards.
- Our Grades 3 - 5 EXCEL math enrichment program did not run, due to PACE teachers having different roles this year.
- Our Grades K - 5 SRBI (Scientific Research-Based Intervention) program did not run, due to PACE teachers having different roles this year. Nor did leadership meetings and grade level meetings happen, which are led by PACE teachers.
- Our PACE teachers were assigned different roles, thus our K-5 Elementary Classroom teachers missed out on a year of math coaching.
- All of our Math Team competitions, National Mathematics competitions, and Mu Alpha Theta (National Mathematics Honor Society) induction were either canceled, taken virtually, or scaled down to accommodate health and safety protocols.

Challenges

- Assessing students learning and the validity of each assessment was challenging, especially at the elementary level. The use of district data is so important to driving our instruction and evaluating our curriculum and was missed during this time.
- Problem-solving through collaboration to promote the use of different strategies and the problem-solving processes was difficult to engage in.

Successes

- Students learned so much through the lens of different mathematics technology platforms and apps (including students using virtual manipulatives, interactive learning tools such as Classkick, and collaborating with each other over Zoom).
- Students were still given the opportunity to "show all their work" with the iPads and technology so teachers could see their thinking and direct appropriately.
- Changing up some of our assessments allowed students to show their understanding through applications and tasks.
- Held and collaborated through district-based teams/ grade level discussions in K-5 to help coach teachers through curriculum and different resources.
- Teachers found new and creative ways to develop community in their classrooms and connect with students.

- Rethinking how we offer enrichment to our 6th grade students, we expanded our EXCEL program to become CHIME (Challenging Highly Inspired Mathematicians through Enrichment).
- The mathematics department paired with the English department for grades 6 - 12 to offer a summer acceleration program for students who were struggling during the pandemic.
- Using the *Dreambox* app, tutors met with students over the summer to support mathematics learning. We offered the platform Zearn for every K - 5 students to engage in summer learning.

2. What are some of your staff and student achievements this past year?

Computer Science classes

Our teacher of AP Computer Science Principles was a featured teacher for the UTeach curriculum.

SAT Score

The mean SAT score for mathematics in 2021 was 573. The state average was 494. Students who were mostly hybrid for us scored an SAT mean score of 585 while students who were mostly remote averaged an SAT score of 530. Compared to like schools from our DRG and teaching in the same modality as last year, our average score was above and more similar to schools from a higher DRG.

Advanced Placement Test Results:

AP Calculus AB:

92% achieved a score of 3 or higher
 26 students (out of 42 possible students) took the test
 Average score: 3.81 (CT average score: 2.89)

AP Calculus BC:

96% achieved a score of 3 or higher
 15 students (out of 24) achieved the highest possible score of 5.
 Average score: 4.32 (CT average score: 3.73)

AP Statistics:

85% achieved a score of 3 or higher
 24 (out of 39) students achieved at least a 4
 Average score: 3.64 (CT average score: 2.91)

AP Computer Science A:

95% achieved a score of 3 or higher
 12 students (out of a possible 20) achieved the highest possible score of 5
 Average score: 4.35 (CT average score: 3.29)

AP Computer Science Principles:

92% achieved a score of 3 or higher
 16 students (out of a possible 37) achieved the highest possible score of 5
 Average score: 4.00 (CT average score: 3.16)

Glastonbury High School Student/ Staff Achievement & Awards

Mu Alpha Theta (Math National Honor Society)

Glastonbury High School's *Mu Alpha Theta* chapter, the National High School and Two-Year College Mathematics Honor Society is now in its 12th year with 103 members. This year we inducted 63 new members. *Mu Alpha Theta* members tutor in the math center at the high school during the day and after school at Smith Middle School (via Zoom).

GHS Math Team

The GHS Math Team competed in the Capital Area Mathematics League and finished 4th as a team. One senior rank 3rd among all seniors and one of the underclassmen rank 4th among all underclassmen in the state.

Coding Club

In the inaugural year of our Coding Club, the team participated in 2 events: the Quinnipiac University Coding Competition and the Lockheed Martin Code Quest Competition. In the Quinnipiac competition, 2 teams tied for 4th place amongst a field of about 25 teams. In the Code Quest Competition, Glastonbury teams received 1st and 3rd place in our division. The Code Quest competition had schools competing from all across the nation.

Essence Award Winners

One teacher in the Math Department was awarded an Essence Award this spring for her positive postcard initiative that spread across multiple departments and eventually other schools in our district.

The Math Department also worked with students from *Education Outreach* to provide extra help to students in various courses at Glastonbury High School and in grades 6 and 7 after-school via Zoom. This group was also awarded an Essence Award for their contributions to our school community.

Technology Coach Recognition

Our GHS Tech Coach was recognized by the Board of Education for his outstanding contribution and efforts to help all of the teachers within GPS with the implementation of zoom in the classroom as well as other apps. His videos are still available to view on the Glastonbury Public Schools virtual library.

American Mathematics Competition

Glastonbury students were able to participate in the American Mathematics Competitions, national mathematics contests offered to students, virtually. At GHS, we had 63 students take this challenging exam.

Smith Middle School Student/ Staff Achievement & Awards

Smith Middle School MathCounts

Fifteen students participated in the Hartford Chapter MATHCOUNTS competition. Three students qualified to compete in the Chapter Invitationals. From that competition, one student placed within the top 5 and placed within the top 25% in the state.

American Mathematics Competition

Glastonbury students were able to participate in the American Mathematics Competitions, national mathematics contests offered to students in Grades 6 - 8, virtually. We had 53 students take the AMC 8. Our top-scoring student was an 8th grader who also finished in the top 1% nationally (Honor Roll of Distinction)! Our second-highest scoring student was another 8th grader who finished in the top 5% nationally (Honor Roll Certificate)!

Gideon Welles School Student/ Staff Achievement & Awards

Stock Market Game by SIMFA

One of our students at Gideon Welles School in our PACE/EXCEL program won the state stock market game. Each student is "given" \$100,000 to invest, using real-time data to buy and sell. This student had the best portfolio and made the most money in the state, winning the Stock Market Game. A limited, school-safe assembly was held and he was honored with a trophy and banner that hangs in Gideon Welles School.

InvestWrite Competition by SIMFA

Another component of the Stock Market Game is the essay competition. Students are challenged to write an essay of how they've adapted to change at some point in their lives, how a publicly-traded company has adapted to change, and how that company's stock could be combined with other stocks, bonds, or mutual funds to create a successful long-term portfolio. This year we also had the InvestWrite winner at Gideon Welles School. This student was surprised by SIMFA during the same assembly, where she was also honored with a trophy, banner, and monetary prize.

3. What are the challenges and celebrations of using the iPad in grades 9-12?

Challenges:

- Students need appropriate tools for the iPad to support each class. Having an appropriate stylus to simulate writing on paper with the same motions would make the iPad more compatible for all students

in every class. For many classes, a keyboard is also necessary. Without the iPad, we will be 100% on paper.

Celebrations:

- Without the iPad, we would not have been able to view student work easily in mathematics during virtual learning. Students showing their thinking is such an important part of understanding students learning of mathematical content. Students are able to write on their iPads, using many different apps that allow teachers to input math problems and equations. Students can write on the iPads as if they were writing on paper, teachers can view in real-time or by submission on google classroom, seeing all of the students' work and not just a final answer (typed in).
- Students being able to touch the virtual manipulatives on the iPad allows for students to continue to learn appropriately at home and during the summer, especially in our elementary schools.
- The iPad is very user-friendly and versatile, pinching the window to zoom in and out to see parts of a graph quickly as well as producing upper-level mathematics visuals (3-D simulations) quickly. The iPad seamlessly extend student's thinking.

4. Please share any changes to your program's implementation.

- Due to interruptions from the pandemic, additional emphasis on unfinished learning from previous grade levels was built into lesson plans for all levels.
- Working collaboratively as a team, our Integrated Algebra and Geometry teachers created project-based lessons to help engage students in learning. Students work and learn about different math standards through projects such as Carnival Games and Map Design.
- Continuing to develop our Statistics and Probability course, we were able to incorporate more technology into the course, using both Microsoft Excel and the Numbers app for projects on the iPad.
- Used the San Francisco math resource in the elementary grades, with a focus on grades 2 and 4 to help promote productive struggle leading to conceptual understanding and incorporate math talks into the elementary classroom to build math vocabulary.
- Developed end unit tasks to compliment our traditional assessments.

5. What are the long-term plans for change and direction in accordance with the current program review?

- Anchor lessons, problems, and learning tasks continue to be added to each course in order to guarantee consistent opportunities across classes and schools at all levels. All students have access to challenge problems and content within the classroom.
- Continued evaluation of current curriculum and course sequence based on the "story" of the course, to assist students in depth of knowledge beyond procedural understandings.
- At the elementary level, exploring enrichment opportunities for all students in grades 3 – 5, by offering weekly challenge and CML problems for all. Using the CHIME model in Grade 6 to help develop units and more enrichment opportunities.
- Continuing to explore the San Francisco math resource in elementary schools, focusing on Grades 1 and 3, to allow for more consistency across the district.
- Students can now experience the Statistics and Probability class after Algebra 1 and at both Level 1 and Level 2. Incorporating case studies into this course as end-of-unit tasks to help students apply what they learned to analyze real world data.

6. What program objectives (current/future) have financial implications for the upcoming year?

Increase math support for high school students by adding an additional 18-hour tutor.

Currently, support for students identified by the Student Intervention Team (SIT) as needing focused instruction in math has been very successful. This past year, one Math Center tutor had to take on all the students, as teachers who usually also help out in the Math Center, were on other safety duties in the high school. The Math Center tutor had students request help, via a google form, and would often be working into the evening to help all students.

Continue to support and promote the use of digital platforms in the classroom with increased software budget for mathematics. Online platforms are beneficial to students' growth in mathematics. Continued use of these platforms (Educreations, GoFormative and Classkick) will provide a flipped classroom experience and tools for quick formative assessment.

Increase STEAM support at the Elementary Level.

With the STEAM lab in development at GHS, coding experiences across all grade levels is a necessity. Currently, we offer a coding experience through the mathematics department in Grade 6 as part of the CHIME program. However, a guaranteed experience for students at the elementary level is crucial, especially to initiate that spark for STEAM. Funding curriculum time to develop lessons that incorporate both math and science and a staff member to lead these interdisciplinary opportunities would be necessary to get this initiative started



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: Science/PACE
Director: Christine Tedisky
Date: September 13, 2021

1. What ongoing impact has the COVID 19 pandemic had on your program? Please share any challenges that remain. Please share lasting positive influences for your department.

- The most significant impact to science program was that K-12 science teachers and students were not able to directly engage in hands-on, discovery-based experiments and activities.
- With our PACE teachers serving in a different role, the K-5 teachers did not have their coaching support for science, and we were unable to hold the Elementary Science Fairs.
- Science competitions, events, clubs, and activities were cancelled, modified to a virtual platform, or scaled down to accommodate health and safety protocols.

Challenges:

- Due to the hands-on and discovery-based nature of our program, the development of meaningful, digital laboratory experiences was challenging to ensure the least impact on curriculum and instruction.
- Assessment of individual student learning was difficult through distance learning. Our department common assessments had to be modified and delivered online, which impacted the security and validity of our assessments.

Celebrations:

- Teachers worked collaboratively and cooperatively in course-alike groups to deliver high-quality instruction to students. Teachers produced instructional videos, lab experiences, and creative and interactive assignments. The innovation and perseverance of the science staff was superb!
- Teachers gained more knowledge and experience with using online and digital resources and moving towards a more paperless learning environment.
- Teachers did an exceptional job connecting with students in terms social and emotional needs during this time. Teachers created multiple experiences and opportunities for students to build community inside and outside of the classroom. Teachers held office hours, conducted "live" classes, and offered flexibility and support to all students.
- Teachers were able to complete the most curricular units with modifications to instructional methods, learning activities, and depth of content. The overall science curricular objectives were maintained by secondary grade-level and course.
- The GHS STEMposium and Science Evening of Excellence were completely reimagined and successfully implemented. We were able to maintain these traditional celebrations of science excellence through a live Zoom webinar, recorded video messages from teachers, and creation of an online displays of student research.

2. What are some of your staff and student achievements this past year?

Glastonbury High School student participation and achievement on 2021 Advanced Placement Science Examinations was excellent.

- For each AP science exam, GHS student average exam scores exceed the state and global averages and percentages of test takers scoring a 3 or higher.
- AP Biology and AP Physics 1 led the way with the number of students taking exams (153 and 100, respectively).

- AP Physics 1&2 and AP Physics C each consist of two exams – students elect to take one exam or both exams for each of these courses.

Subject	# of students enrolled	# of exams taken	Percent of test takers scoring 3 or higher	Average Exam Score
AP Biology	159	153	86.3%	3.44
AP Physics 1&2*	122	100	66.0%	3.09
		59	62.7%	2.90
AP Chemistry	58	47	91.5%	3.70
AP Environ. Sci.	106	29	75.9%	3.31
AP Physics C*	16	13	92.3%	4.15
		13	92.3%	4.31
Total Science	461	414		

*The College Board offers 2 exams for AP Physics 1&2 and AP Physics C.

The CSDE Next Generation Science Standards Assessments were administered in Spring 2021 in grades 5, 8, and 11. These assessments were not administered in Spring 2020, and the Spring 2019 administration was the first time this assessment was given to students.

Administration Year	% Proficient (Level 3 & 4)
Grade 5	
Spring 2021	71%
Spring 2019	75.5%
Grade 8	
Spring 2021	71%
Spring 2019	71.5%
Grade 11	
Spring 2021	71%
Spring 2019	72.9%

- **Connecticut Junior Science & Humanities Symposium:**
 - One GHS student was selected to present in the oral competition (only 15 students are selected statewide from pool of approximate 100 applicants).
 - One GHS student was selected to present in the poster competition.
 - Two GHS students were selected for the poster exhibition.
- **Connecticut Science & Engineering Fair:**
 - Four GHS students received awards for their research projects, with one student receiving the first place award for research on *The Role of Alternative Splicing in Metastatic Osteosarcoma* from PepsiCo/Pfizer Life Sciences Awards and Alexion Biotechnology Awards.
- **ACS Chemistry Olympiad:**

- The Chemistry Olympiad was a virtual exam this year. One GHS student was one of the top twelve students who took the Chemistry Olympiad exam in Connecticut this year and was awarded a monetary prize.
- **Advanced Research Mentorship (ARM)**
 - Approximately 2,667 hours of independent research hours were logged by 25 students in 2020-2021.
 - One ARM student presented interdisciplinary research to the GHS World Language Department.
 - All ARM students participated the virtual GHS STEMposium where each student had the opportunity to showcase their research and recognize their mentors. Their research posters are on display in the science hallways at GHS, but are also presented on the STEMposium website.
- **FIRST Robotics:**
 - While the Robotics Team did not receive any awards in competition, the Glastonbury Education Foundation generously awarded the team a grant to purchase a new CNC machine, computer and software to support and enhance future robots the team will build for competition.
- **National Science Bowl:**
 - In what was a smaller competition field than normal, one team represented GHS in a completely online version of the Science Bowl Competition against 29 other schools. The team competed in several rounds before being eliminated against six other teams.
- **Rocketry Club:**
 - After a late start due to COVID safety restrictions, the Rocketry team successfully built and flew two rockets in the spring. They successfully flew qualifying flights but did not ultimately make it to the national finals.
- **Science Olympiad:**
 - The GHS Team was ranked 10 out of 36, with a silver medal being awarded to two students in Chemistry Lab and a gold medal being awarded to two students in Anatomy and Physiology.
- **USA Biology Olympiad:**
 - Seven GHS students competed in the USA Biology Olympiad.
- **Vera C. Rubin Observatory:**
 - The Glastonbury High School Astronomy class worked with the education outreach arm of the Vera C. Rubin Observatory to beta test their online astronomical investigations. The Astronomy class was chosen to be one of six classes across the country, particularly due to our use of iPads, to help finalize the investigations and will continue to help test future applications as they are developed.

3. What are the challenges and celebrations of using the iPad in grades 9-12?

Challenges:

- The iPads have limited computing power and different applications are needed for different functions. In particular, spreadsheets, data analysis programs, and graphing applications are limited on the iPad.

Celebrations:

- New applications and online resources are continuously being developed for and utilized on the iPad to conduct simulated laboratory experiences for students. Teachers found and used apps such as Pivot Interactives, PhET simulations, Physics Aviary, and Gizmos to support science instruction. Teachers also used different assessment platforms (GoFormative, for example) to assess student learning.
- The student end-product creation through the use of the Adobe application, for example, and video creation (iMovie) offered students and teachers a variety of ways to present and demonstrate learning.
- Each student having an iPad coupled with teachers using Google Classroom reduced the amount of paper used in classes, and also helped students stay organized with all classwork in one location.
- The use of digital text resources (iBook/eBook) is supported on the iPad, eliminating the need for traditional textbooks, and reducing the amount of classroom supplies that students have to carry with them daily.

4. Please share any changes to your program's implementation.

During 2020-2021:

- Grades K-5 NGSS-aligned units of study in life, physical, and earth/space sciences were supported with digital resources.
- Grades 6-8 common assessments were revised based upon student performance data from 2019-2020, and we expanded our design and use of formative assessments. Many assessments were converted to or designed in digital platforms.
- Grades 9-12 courses continued to expand the integration of digital text resources (iBook/eBook) and simulated, virtual laboratory experiences.
- Instructional technology integration was at the forefront in all science courses through the use of Google Suite, Apple resources, and various content-specific simulations (PhET Simulations, Pivot Interactives).

5. What are the long-term plans for change and direction in accordance with the current program review?

The long-term planning for the GPS science program continues to be influenced by the *Next Generation Science Standards* (NGSS) as well as our desire to provide students with opportunities to explore and apply science and engineering concepts and skills.

Next Generation Science calls for:

- Continued teaching and learning of content related to life science, physical science, and earth and space science, with expanded opportunities for students to engage in scientific inquiry, problem solving, modeling, argumentation, computational thinking, collaboration, and communication.
- Embedding the engineering design process in all grade levels, across all science disciplines.

With the completion of the curriculum alignment to NGSS in grades K-12, we will:

- Continue to implement science curriculum with fidelity to ensure consistency and continuity for our students, with a focus on embedding experimental tasks and engineering design challenges.
- Continue to develop and implement common assessments and performance tasks and use data to inform our instruction.
- Supply all classrooms/laboratories with appropriate technologies and scientific equipment that will provide students with the opportunities to deepen understanding of concepts and engage in hands-on, discovery-based experiences.
- Integrate technology into instruction, including iPad applications, and various content-specific digital resources.
- Continue to increase the utilization of the Center for Robotics, Engineering, Science, and Technology (CREST) at GHS, designed to support authentic science research and engineering for all students.
- Continue to expand Science, Technology, Engineering, the Arts, and Mathematics (STEAM) experiences for all students through the building of a new state-of-the-art facility at GHS and to explore opportunities for new STEAM course development.

6. What program objectives (current and future) have financial implications for the upcoming year?

The Science Department Program Objectives for this year include initiatives related to the District Strategic Goals: 1) Foster High Expectations of All Students; 2) Maintain Safe and Supportive Learning Environments; and 3) Model a Learning Environment that Prepares Students for their Futures. Initiatives targeting instructional strategies, common assessments, and expanded uses of technologies will continue to be prominent during 2021-2022.

To continue growth and improvement relative to departmental and District Strategic Goals, resources and support will be important to develop and implement these varied initiatives:

- Provide additional K-12 equipment and materials needed to support science experimentation and engineering design tasks, including digital resources.
- Upgrade various science equipment and materials across the grade levels.
- Continue to fund positions for paraprofessionals to support the elementary science kit development and inventory, as well as the paraprofessionals at GHS who prepare labs for teachers.
- Provide support for the Advanced Research Mentorship course and annual GHS STEMposium.

- Continue to provide support for curriculum development and revision, including common assessments and digital resources (eBooks, virtual laboratory platforms/simulations).
- Continue to provide support for additional content-specific professional development opportunities for teachers, including instructional technology, social-emotional learning to support students, and equity, diversity, and inclusion in the science classroom.
- Continue to increase the utilization of the GHS Center for Robotics, Engineering, Science, and Technology (CREST) to engage all GHS students in authentic science and engineering experimentation, design, and research opportunities, with support for two part-time science tutors to staff the lab.
- Continue to support and upgrade the lab station computers at Smith Middle School and Glastonbury High School in each of the science classrooms. These Windows-based computers provide students the opportunity to collaborate while utilizing lab equipment and software that is not supported on individual student iPads. In particular, some of our probe-ware and equipment used in labs will not integrate with the iPads.
- Provide support for the expansion of Science, Technology, Engineering, the Arts, and Mathematics (STEAM) experiences for all students through the development and implementation of a state-of-the-art facility, which will foster an interdisciplinary approach to learning. While the construction of this facility at GHS begins this year, the support for future new courses, curriculum writing resources, and professional development opportunities for teachers that enhance and align with the science learning opportunities, including engineering and robotics, will be critical to being able to offer these experiences to students. In addition, increasing STEAM support at the elementary level will be crucial to begin to build foundational interest. Support for curriculum development and staffing to facilitate the interdisciplinary opportunities will be necessary for this initiative.



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: World Language/ELL

Director: Rita A. Oleksak

Date: September 13, 2021

The Glastonbury World Language Department empowers students to communicate and participate successfully as informed citizens who have an understanding of, and an appreciation for, world cultures.

1. What ongoing impact has the COVID 19 pandemic had on your program? Please share any challenges that remain. Please share lasting positive influences for your department.

Positive influences:

- Laser focus on building student language proficiency
- Virtual WLHS Induction ceremonies - GHS
- Awards Ceremony via iMovie -GHS
- 189 GHS students achieved the Seal of Biliteracy including 10 ELL students
- Onsite and remote participation in National Spanish Exam/Grand Concours (NSE/GC)- GHS
- OPIc/OPI/WPT with on-site and remote participation/make ups
- Assessment/competition/contests certificates mailed home
- ELL teachers and tutors distributed ELL book bags and materials to students for summer literacy
- ELL Parents as Educational Partners (PEP)
- Five sections of ELL camps held on site - funded by Title III grant
- Access to telephone interpreting across the district.
- SMS & GHS students participated in the CT COLT Poetry Contest conducted via zoom
- FLES teachers conducted classroom rounds for 5th grade Spanish Spelling Bee
- Grade 5 Random Speaking samples conducted on Zoom by retired FLES teacher
- Use of GoFormative and Quizziz for FLES End of Year samplings on ipads
- Let's Talk Spanish FLES Program July 2021, building two way communication through Zoom
- Elementary French (five students) and Spanish (eight students) camps conducted in-person
- State Latin Day conducted virtually
- STARTALK Chinese and Russian student camps held on site with 102 students and 14 teacher trainees and 16 children in after camp care program
- Virtual Russian Day at GW was held in late winter
- CT COLT Rhyme Celebration held virtually

Challenges:

- HSK testing cancelled
- WL department visitors cancelled
- All reciprocal exchanges cancelled
- Language Field trips cancelled
- ELL End of Year picnic cancelled
- ELL Preschool Story Hour cancelled

- LAS Links Testing was conducted remotely for elearners

2. What are some of your staff and student achievements this past year?

World Language

- One student was an ACTR Russian Scholar Laureate.
- 38 GHS students were National Russian Essay Contest medalists: 13 gold; 14 silver; 11 bronze
- Three GHS students received gold medals in the International Russian Essay Contest:
- 17 eighth grade students participated in the National Russian Essay Contest: 7 gold; 8 silver; 2 bronze .
- Glastonbury High Students participated in the Russian Tea Ceremony Cultural Presentation, Traditional Russian Crafts, Russian Folk Sport (Gorodki) – presented at Gideon Welles during STAR.
- Students received UCONN ECE credit in Chinese, French and Spanish. All students in AP Russian participated in the National Exam in World Languages (AP NEWL exam) - two students received a score of five and five students received a score of four.
- 139 students were inducted into the World Language Honor Societies and over 500 students participated in state, regional, and national language competitions –155 received awards.
- The Seal of Biliteracy is a testament to a student’s abilities in both English and at least one other language. In order to meet the requirements for the Seal, students must meet GHS English language graduation requirements and a minimum rating of an Intermediate-Mid on OPIc (speaking) and WPT writing. These tests were administered to all seniors enrolled in Chinese, French, Russian and Spanish (221 total tested). Nineteen students who scored in the OPIc advanced range - further participated in the Oral Proficiency Interview (OPI). We administered the ALIRA (test of reading comprehension) to all Latin students (218). This assessment (with a rating of I3 or above) qualified participating seniors for the Seal of Biliteracy. 189 seniors achieved the Seal of Biliteracy distinction on their diplomas across languages.
- Limited administration of the ACTFL Assessment of Performance towards Proficiency in Languages (AAPPL) in Interpersonal Listening and Speaking (ILS) to 135/10th grade, 46/8th grade, 114/7th grade,
- Year-long Art and Russian virtual exchange with students from our exchange school.
- Continued partnership with World Language Honor Society and SMS to offer tutoring to SMS world language students virtually.
- Teachers presented at local, state, regional and national conferences through zoom, in live, semi-live and recorded sessions.
- Hosted three UCONN student teachers and a 5th year intern, and two ARC student teachers

ELL

- Year ten of the Parents as Educational Partners program was held at Welles Village Community Center.
- ELL Students in grades 8 and 11 received NECTFL Awards.
- Access to telephone interpreting across the district.
- ELL instruction at SMS utilizes a certified TESOL staff for instruction (.2)
- Held five sections of ELL summer camp available to students in grades K-12
- Professional development for elementary ELL tutors on Writers’ Workshop was held in May

3. What are the challenges and celebrations of using the iPad in grades 9-12?

Challenges:

- iPads can lose their charge making it difficult for classes later in the day, especially if students are Zooming on them too. (Need powerstrips in classrooms.)
- iPads will not keep the camera on (on Zoom) if another application is being accessed for an assignment.

Celebrations:

- iPads made connecting with students during remote learning possible.
- Students and teachers are able to connect with others from partner schools.
- Student devices allow for teachers to redesign lessons to be completely paperless.
- Students can access virtual tours and more 3D views of locations around the world.

- ACTFL Latin Interpretive Reading Assessment (ALIRA) conducted on iPads- GHS

4. Please share any changes to your program's implementation.

World Language

- Teachers participated in many virtual professional development trainings, with experts in and outside of the district on the revised ACTFL-NCSSFL Can-Do Statements to engage and empower students to take ownership of their learning in meeting the minimal goal of intermediate-mid proficiency. (Required for the Seal)
- Specific focus on daily learning targets and consistent use of the departmental rubrics

5. What are the long-term plans for change and direction in accordance with the current curriculum/program review?

World Language - Long-term Goals

- To examine our Units of Study for racial biases in order to develop more culturally responsive, socially just learning experiences for all students.
- To create learning experiences for students that promote social justice and equity within the context of the current culturally-focused curricula.
- To transfer Atlas Rubicon units (in AODocs) to the new Eduplanet21 platform, with dedicated opportunities to review and update existing information to the new format.
- To offer Intro Russian in 6th grade.
- To expand the Chinese program into the elementary grades.
- To offer Advanced Placement Spanish Literature.
- To establish a teacher exchange within the current exchanges modeled on the Fulbright program.
- To offer American Sign Language.

World Language – Short-term Goals

- Work to transfer extensive world language data (currently in Access) to another system and interpret existing data in light of our curriculum, instruction and assessment.
- To dedicate professional learning and department time on equity, diversity and inclusion in order to reflect and think critically about teaching through an equity lens. To engage action-oriented teaching staff to serve as facilitators for other members of the department.
- To continue to Implement the revised NCSSFL/ACTFL Can-Do Statements (2017), which include an Intercultural Communicative Competence (ICC) focus in each course as a means to help students, and teachers, set benchmark goals for reaching targeted proficiency levels.
- To reframe Essential Questions for each course/grade level using an equity, diversity and inclusion lens
- To offer Spanish as part of the LINKS Academy.
- To offer semester long courses to seniors on specific topics of interest.
- To offer Intro Chinese in 6th grade.
- To offer Spanish in Kindergarten.
- To develop community service projects within each of the exchanges as a component of the Global Education Certificate requirements.

ELL- Long -Term Goals

- Expand elementary TESOL certified staff to include a .5 TESOL certified teacher at Buttonball and a .2 TESOL certified staff at Gideon Welles.

ELL - Short- term Goals

- Implement LAS Links Form E online in grades K-12 as the annual assessment for ELL students.
- Continue to implement new National Geographic Look and Time Zones digital language acquisition materials for K-6.

- Implement new National Geographic digital language acquisition materials for grades 7 and 8.
- Administration of LAS Links placement test for initial program placement.
- Implement online Test of English Language Learning for progress monitoring.
- Implement assessment of four year olds in the preschool program and provide support to students identified as needing support.
- Ensure curriculum connections between GHS English classes and ELL classes.
- Continue to transition from current paper based ELL forms and folders to electronic versions for record keeping.

6. What program objectives (current and future) have financial implications for the upcoming year?

World Language

To continue growth and improvement relative to departmental and District Strategic Goals, significant resources and support will be important to launch and continue these varied initiatives:

- External assessment- Oral Proficiency Interview computerized (OPIc) for each senior enrolled in a language at GHS.
- External assessment-Writing Proficiency Test (WPT) for each senior enrolled in a language at GHS.
- External assessment-ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL) Interpersonal Listening/Speaking (ILS) for each 5th, 6th, 7th, 8th and 10th grade student enrolled in a language..
- External assessment-HSK/YCT test materials for all students studying Chinese.
- Scantron sheets for mid-year and year end assessments and data analysis.
- Continue to revise the FLES curriculum (Grades 1-5) to reflect the proficiency targets for the modes of communication.
- Further refine the 6th grade Chinese curriculum for continuing Chinese students, while developing an Intro Chinese curriculum for 6th grade.
- Continue to align all courses, grades 1-12, to the proficiency guidelines and the revised NCSSFL/ACTFL Can-Do statements, released 11/2017.
- Work with teachers K-12 to expand intercultural citizenship across the curriculum with cross-disciplinary integration within the units in order to deepen our global education perspective.
- Review assessment data across languages and levels to inform and help direct curriculum, instruction, articulation and assessment as part of the Standards-Based Grading program.
- Continued support for departmental tech coach and IT support for ongoing training and support for staff in the use of digital recording, use of appropriate social media and applications to improve student learning as well as other online sources in order to build language proficiency, digital class management, grading and data analysis.
- Provide workshops/webinars to increase two-way communication among students in the World Language classroom in partnership with the national language organization.
- Continue to support teachers through ongoing professional learning related to the World-Readiness Standards and the Modes of Communication (Interpretive, Interpersonal, and Presentational).
- Funding and time for the transition to the new online curriculum platform, Eduplanet21.

ELL

- Test of English Language Learning online.
- Need to continue to update/translate district documents.
- Expenses for interpreters and translators. Increased use of telephone interpretation.
- Purchase apps and digital materials that support literacy and language development such as RAZ Kids Plus ELL Edition and the National Geographic English language development materials.

- Increased need for TESOL certified staff and instructional support due to increased enrollment and number of ELL students.
- Assessment and identification of four-year-old preschool students and support services for those students.

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT

Title of Report: 2020-2021 Assessment Performance

Board Meeting Date: September 13, 2021

Action: **Report: X** **Information:** **Discussion:**

There are several tests administered across Connecticut school districts to comply with both state and federal requirements for summative annual assessment of student achievement. The Connecticut State Department of Education (CSDE) requires districts to administer summative assessments that measure student achievement in English/language arts, mathematics and science.

All state mandated testing was cancelled for the 2019-2020 academic year. This is important to note because the below scores serve as base line data for all 3rd and 4th graders and all other grade levels do not have data from the prior year for comparison. In addition, cohort data is skewed due to hybrid, remote and in-person testing options. Therefore, cohort matched comparisons are not available. Comparisons to state level data and other school districts is also not accurate due to the varied learning models and testing modes available.

Although the tests were required, the accountability measure for participation was waived by the U.S. Department of Education; allowing districts great latitude in who was tested and how.

Smarter Balanced Summative Assessment: Grades 3 – 8

The Smarter Balanced Assessment is the current Connecticut English/language arts (ELA) and mathematics summative assessment used to measure student achievement in grades 3-8. It is based on learning expectations of the Common Core standards in English/language arts and mathematics. This set of assessments are administered through use of iPads. Our achievement results are as follows:

Percent of Students Scoring at Level 3 or Level 4 (Proficient or Above) in All Grade Levels:

	ELA		Math	
	2019	2021	2019	2021
Glastonbury	77.3	76.3	79.5	70.6

Percent of Students Scoring at Level 3 or Level 4 (Proficient or Above) on ELA Tests by Grade:

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
79	76	75	73	80	79	78	70	79	82	77	78

This data is not representative of a cohort match due to gaps in data and change in testing procedures.

Percent of GPS Students Scoring at Level 3 of Level 4 on Math Tests by Grade:

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
82	78	76	70	75	69	80	67	72	54	69	59

This data is not representative of a cohort match due to gaps in data and change in testing procedures.

Next Generation Science Standards Assessments Grades 3 – 8

The CSDE Next Generation Science Standards Assessment was administered in Spring 2021 in grades 5, 8, and 11. The Spring 2019 administration was the first time this assessment was given to students.

Percent of GPS Students Scoring at Level 3 or Level 4 by grade

Grade 5		Grade 8		Grade 11	
2019	2021	2019	2021	2019	2021
75.5	71	71.5	71	72.9	71

Connecticut SAT School Day: Grade 11

The new **Connecticut SAT School Day** is a measure of college and career readiness and correlates with Connecticut Core State Standards expectations of students at the end of grade 11 in English/language arts and mathematics. Our achievement results for the 2021 administration include the following:

SAT: Evidence-Based Reading and Writing

	Average Scale Score (scores range from 200-800)		Percent at Level 3 or 4 (met or exceeded achievement standard)	
	2019	2021	2019	2021
Glastonbury	570	567	85.3	80.2

SAT: Math

	Average Scale Score (scores range from 200-800)		Percent at Level 3 or 4 (met or exceeded achievement standard)	
	2019	2021	2019	2021
Glastonbury	583	585	73.7	70.9

Submitted By: Cheri Burke

Reviewed By: Alan Bookman

BOARD OF EDUCATION REGULAR MEETING

June 14, 2021 7:00 PM
Board of Education Meeting
Glastonbury Town Hall
Town Council Chambers
2155 Main Street
Glastonbury, CT 06033

Attendance Taken at 7:00 PM:

Present Board Members:

Mrs. Rosemary Coggeshall
Dr. Douglas Foyle
Mr. David Peniston, Jr.
Mr. Matthew Saunig
Mrs. Julie Thompson
Mr. Evan Seretan

Absent Board Members:

Mr. Ray McFall
Mrs. Alison Couture

Also Present: Alan B. Bookman, Superintendent
Matthew Dunbar, Assistant Superintendent
Cheri Burke, Assistant Superintendent

Citizens and Staff Members, representatives of the press

1. Call to Order

Dr. Foyle called the meeting to order at 7:00 pm, followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Awards and Recognition

3.a. Glastonbury High School Girls' Track Team (LL State Champions)

Tricia Witkin provided an overview of the GHS Girls' Track season, and presented a plaque on behalf of the Board to head coach Brian Collins.

3.b. Leslie Lopez-Curriculum Director of Music

3.c. Frank Quinn-Assistant Principal Glastonbury High School

3.d. Twana Shirden-Principal Hopewell Elementary School

Dr. Bookman introduced newly hired administrators to the Board.

4. Informal Session for Public Comment

H. Veronica Southby, 136 Heritage Drive, addressed the Board regarding the curriculum.

Nick Korn, 73 Shagbark Road, addressed the Board regarding the district's Equity and Social Justice Committee.

Mary LaChance, 281 Cedar Ridge Drive, addressed the Board regarding the recent GHS yearbook incident.

Bianca Stanesco, 158 Timrod Trail, addressed the Board regarding the curriculum and the high school mascot.

Joseph Weiss, 25 Lazy Valley Road, addressed the Board regarding the Town of Glastonbury Racial Justice and Equity Commission survey.

Jennifer Jennings, 34 Cranesbill Drive, addressed the Board regarding a kindergarten art assignment and the curriculum.

Stephen Michaels, 225 Grandview Drive, addressed the Board regarding public comment.

Ginny Aleksunes, addressed the Board regarding mask policies in the schools.

Jim Stanley, 88 Sherman Road, addressed the Board regarding white privilege.

Chris Haaf, 39 Strickland Street, addressed the Board regarding the curriculum.

Robert Scandura, 418 Country Club Road, addressed the Board regarding the curriculum.

Paul Pelletier, 61 Coldspring Crossing, addressed the Board regarding the curriculum.

5. Special Reports

School Operations Update: Dr. Foyle addressed the public comment regarding masks in schools. A decision on this has not yet been made regarding masks in the next school year. The district will abide by the recommendations of the CT Department of Public Health and the governor with regard to mask policy in the 2021-2022 school year.

5.a. Equity and Social Justice Update

Dr. Foyle discussed Culturally Responsive Teaching for the Board.

David Peniston, Jr. provided an update on the Equity and Social Justice Committee meeting on May 26. Meetings will resume in the fall. Mr. Peniston also provided a meeting summary of the Racial Justice and Equity Commission for the Board.

6. Business Requiring Action

6.a. Staff Resignations (consent)

6.a.1. Elisa Fabiszak

6.a.2. Jacqueline Gallo

Motion Passed: Board accepts the resignation of Elisa Fabiszak and Jacqueline Gallo passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall	Yes
Mrs. Alison Couture	Absent
Dr. Douglas Foyle	Yes
Mr. Ray McFall	Absent

Mr. David Peniston, Jr.	Yes
Mr. Matthew Saunig	Yes
Mrs. Julie Thompson	Yes
Mr. Evan Seretan	Yes

6.b. Acceptance of Glastonbury East Hartford Elementary Magnet School Budget for 2021-2022 School Year for First Reading

Sarah Vocca, Assistant Superintendent, addressed the Board and provided highlights from the proposed GEHMS 2021-2022 budget. Increases in the budget are driven by special education services and contract salary increases.

Kristi Hummel, Principal of GEHMS, addressed the Board with a summary of the 20-21 school year highlights.

Motion Passed: Board accepts the Glastonbury East Hartford Elementary Magnet School budget for the 2021-2022 school year passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall	Yes
Mrs. Alison Couture	Absent
Dr. Douglas Foyle	Yes
Mr. Ray McFall	Absent
Mr. David Peniston, Jr.	Yes
Mr. Matthew Saunig	Yes
Mrs. Julie Thompson	Yes
Mr. Evan Seretan	Yes

6.c. Approval of Compensation for Non-Affiliated Employees

The Personnel Committee has met to review this compensation plan.

A motion made by Even Seretan to strike the wage adjustment from the rest of the motion did not receive a second, and therefore failed.

Motion Passed: Board approves a 2% salary increase for group 1 and 2 non-affiliated employees and other non-affiliated employees as well as a wage adjustment for one (1) of these employees to pay them in line with similar employees in other districts. In addition, the Board approves wage adjustments for some hourly employees to remain consistent with minimum wage adjustments passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall	Yes
Mrs. Alison Couture	Absent
Dr. Douglas Foyle	Yes
Mr. Ray McFall	Absent
Mr. David Peniston, Jr.	Yes
Mr. Matthew Saunig	Yes
Mrs. Julie Thompson	Yes
Mr. Evan Seretan	No

7. Reports and Discussion

7.a. Summer 2021 Professional Development

Cheri Burke provided an overview on Summer Professional Development for the Board.

7.b. Glastonbury Education Foundation

Julie Thompson provided a report on the GEF for the Board. Members of the GEF and Board toured the new STEAM space at GHS.

The Bill Landers 5k was held both virtually and in person on 5/12/21. The Spirit award goes to Buttonball Lane School.

8. Approval of Minutes

8.a. Meeting Minutes of May 24, 2021

Motion Passed: Board approves the minutes of the May 24, 2021 meeting passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall	Yes
Mrs. Alison Couture	Absent
Dr. Douglas Foyle	Yes
Mr. Ray McFall	Absent
Mr. David Peniston, Jr.	Yes
Mr. Matthew Saunig	Yes
Mrs. Julie Thompson	Yes
Mr. Evan Seretan	Yes

8.b. Special Meeting Minutes of May 24, 2021

Motion Passed: Board approves the Special Meeting Minutes of May 24, 2021 passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall	Yes
Mrs. Alison Couture	Absent
Dr. Douglas Foyle	Yes
Mr. Ray McFall	Absent
Mr. David Peniston, Jr.	Yes
Mr. Matthew Saunig	Yes
Mrs. Julie Thompson	Yes
Mr. Evan Seretan	Yes

9. Committee Reports

10. Chairman's Report

Dr. Foyle provided his Chairman's report for the Board.

11. Superintendent's Report

11.a. Staff Appointments

11.a.1. Tonya Claiborne-Director of Equity, Diversity & Inclusion

11.a.2. Jeffrey Scott Graves-Health/Physical Education, Glastonbury High School

11.a.3. Mary Loschiavo-Hopewell School, Grade 1

11.a.4. Carrie McDonald-Hopewell School, Special Education

11.a.5. Tryon Mott-Smith Middle School, Special Education

11.a.6. Frank Quinn-Assistant Principal, Glastonbury High School

11.a.7. Amanda Robustelli-Price-World Languages, Glastonbury High School

11.a.8. Twana Shirden-Principal, Hopewell Elementary School

11.b. School Enrollment Report, June 2021

11.c. Self Insurance Reserve Update May 2021

11.d. Dates to Remember

Dr. Bookman provided his superintendent's report for the Board. He provided an overview of the self-insurance reserve fund for the Board. He stated that elementary section decisions will be presented at the July Board meeting.

12. Adjournment

The meeting adjourned at 9:07 pm.

Motion Passed: Motion to adjourn the meeting passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall	Yes
Mrs. Alison Couture	Absent
Dr. Douglas Foyle	Yes
Mr. Ray McFall	Absent
Mr. David Peniston, Jr.	Yes
Mr. Matthew Saunig	Yes
Mrs. Julie Thompson	Yes
Mr. Evan Seretan	Yes

12.a. Please note: It is possible that the Board of Education may go into Executive Session

Respectfully Submitted,



Rosemary Coggeshall, Secretary

Approved: 6/28/2021

These minutes are complete. Additions or corrections, if any, that have been added at a subsequent meeting at which these minutes were approved, have been incorporated.

Regular Board of Education Meeting
Monday, July 12, 2021 7:00 PM
Glastonbury Town Hall, Town Council Chambers
Town Council Chambers
2155 Main Street
Glastonbury, CT 06033

Attendance Taken at 7:02 PM.

Mrs. Rosemary Coggeshall:	Present
Mrs. Alison Couture:	Present
Dr. Douglas Foyle:	Present
Mr. Ray McFall:	Present
Mr. David Peniston, Jr.:	Present
Mr. Matthew Saunig:	Present
Mr. Evan Seretan:	Absent
Ms. Julie Thompson:	Absent

Also Present: Alan B. Bookman, Superintendent
Matthew Dunbar, Assistant Superintendent
Cheri Burke, Assistant Superintendent

Citizens and Staff Members, representatives of the press

1. Call to Order
Dr. Foyle called the meeting to order at 7:02 pm, followed by the Pledge of Allegiance.
2. Pledge of Allegiance
3. Informal Session for Public Comment
Jill Durall, 73 Shagbark Road, addressed the Board regarding the equity and social justice initiative.
Jane Benson, 489 Chestnut Hill Road, addressed the Board regarding hiring practices.
Jacqueline Weiss, 25 Lazy Valley Road, addressed the Board regarding the mask policy in the schools.
Joseph Weiss, 25 Lazy Valley Road, addressed the Board regarding educational concerns.
Chris Haff, 39 Strickland Street, addressed the Board regarding the process of how to address curriculum concerns.
Jenn Jennings, 34 Cranesbill Drive, addressed the Board regarding the 6/14/2021 meeting minutes.
Stephanie Johnson, 50 Smithbrook Terrace, addressed the Board regarding Critical Race Theory.
James Stanley, 88 Sherman Road, addressed the Board regarding suggestions for improvement.

Vivienne Lovelace, 25 Lazy Valley Road, addressed the Board regarding mask policies in the schools.

Emily Benson, 489 Chestnut Hill Road, addressed the Board regarding mask policies in the schools.

Stephen Michaels, 225 Grandview Drive, addressed the Board regarding several suggestions.

Igor Fuksman, 134 High Wood Drive, addressed the Board regarding equity and social justice.

Susan Karp, 32 Rampart Drive, addressed the Board regarding thinking skills for students.

4. Special Reports

5. Business Requiring Action

A. Staff Resignations (consent)

Nicole Buckley

Board accepts the resignation of Nicole Buckley. This motion, made by Mrs. Rosemary Coggeshall and seconded by Mr. David Peniston, Jr., Carried.

Mr. Evan Seretan: Absent, Ms. Julie Thompson: Absent, Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea

B. Approval of Adult and Continuing Education Classes for Fall 2021

Cheri Burke, Assistant Superintendent, provided an overview of Adult and Continuing Education Classes for Fall 2021 for the Board.

Board approves the Fall 2021 Adult and Continuing Education Classes. This motion, made by Mrs. Rosemary Coggeshall and seconded by Mr. David Peniston, Jr., Carried.

Mr. Evan Seretan: Absent, Ms. Julie Thompson: Absent, Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea

C. Acceptance of Naubuc School Second Floor Plan for First Reading

Al Costa, Director of Maintenance and Operations, provided an overview of the Naubuc School 2nd Floor Plan for the Board.

Board accepts the Naubuc School Second Floor Plan for First Reading. This motion, made by Mrs. Rosemary Coggeshall and seconded by Mr. David Peniston, Jr., Carried.

Mr. Evan Seretan: Absent, Ms. Julie Thompson: Absent, Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea

6. Reports and Discussion

A. Capitol Improvement Projects Update (CIP)

Al Costa, Director of Operations and Maintenance, provided an overview of the CIP and Capital Improvement projects 2021 for the Board.

B. Technology Annual Review

Chris Macca provided an overview of the 2021 Technology Report for the Board.

C. LINKS Update

Dr. Bookman provided an overview of the LINKS program for the Board.

D. Glastonbury Education Foundation

7. Approval of Minutes

A. Meeting Minutes of June 28, 2021

Board approves the Meeting Minutes of June 28, 2021. This motion, made by Mrs. Rosemary Coggeshall and seconded by Mr. David Peniston, Jr., Carried.

Mr. Evan Seretan: Absent, Ms. Julie Thompson: Absent, Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea

8. Committee Reports

The Budget Committee will meet on August 2, 2021 at 8:00 am.

9. Chairman's Report

Dr. Foyle provided an overview of his Chairman's report for the Board.

10. Superintendent's Report

Dr. Bookman provided his Superintendent's Report for the Board and an overview of the Self Insurance Reserve Fund.

A. Staff Appointments

Darrick Bell-Glastonbury High School Psychologist

B. Self Insurance Reserve Update June 2021

C. Dates to Remember

11. Adjournment

A. Please note: It is possible that the Board of Education may go into Executive Session

Board moves to adjourn the meeting at 9:57PM. This motion, made by Mrs. Rosemary Coggeshall and seconded by Mr. David Peniston, Jr., Carried.

Mr. Evan Seretan: Absent, Ms. Julie Thompson: Absent, Mrs. Rosemary Coggeshall: Yea,
Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston,
Jr.: Yea, Mr. Matthew Saunig: Yea

Respectfully Submitted,

Rosemary Coggeshall, Secretary

Approved:

SPECIAL BOARD OF EDUCATION MEETING

Monday, August 2, 2021 7:00 PM

BOARD OF EDUCATION MEETING ONLINE- Attendance Taken at 7:00 PM.

Mrs. Rosemary Coggeshall: Present
Mrs. Alison Couture: Present
Dr. Douglas Foyle: Present
Mr. Ray McFall: Present
Mr. David Peniston, Jr.: Present
Mr. Matthew Saunig: Present
Mr. Evan Seretan: Present
Ms. Julie Thompson: Present

Also Present: Alan B. Bookman, Superintendent
Matthew Dunbar, Assistant Superintendent
Cheri Burke, Assistant Superintendent

Citizens and Staff Members, representatives of the press

1. Call to Order
Dr. Foyle called the meeting to order at 7:00 pm, followed by the Pledge of Allegiance.
2. Pledge of Allegiance
3. Informal Session for Public Comment

Elizabeth Mansolillo, 225 Bell Street, addressed the Board regarding school mask policies.
Tracy Steger, 41 Pinnacle Road, addressed the Board regarding school mask policies.
Andrea Carbonell, 241 Toll Gate Rd, addressed the Board regarding school mask policies.
Joseph Weiss, 25 Lazy Valley Road, addressed the Board regarding school mask policies.
Abigail Martas-Myer, 696 Chestnut Hill, addressed the Board regarding school mask policies.
Audrey Beatty, 139 Williams Street West, addressed the Board regarding school mask policies.
Chris Haaf, 39 Strickland Street, addressed the Board regarding school mask policies.
Pamela Villota, 655 Goodale Hill Road, addressed the Board school mask policies.
Lauren Skold, 56 Bluff Point Road, addressed the Board regarding school mask policies.
Steven Michaels, 225 Grandview Drive, addressed the Board regarding school mask policies.
Steve Hare, 16 Garland Drive, addressed the Board regarding school mask policies.
Amber Estanislau, 750 Neipsic Road, addressed the Board regarding expanded education options for students.
Deb Carroll, 17 Greenbriar, addressed the Board regarding school mask policies.

Ginny Alexunis, 72 Barry Lane, addressed the Board regarding school mask policies.
Jane Benson, 489 Chestnut Hill Road, addressed the Board regarding school mask policies.
Stephanie Johnson, 50 Smithbrook Terrace, addressed the Board regarding education options for students and school mask policies.
Ray Johnson, 50 Smithbrook Terrace, addressed the Board regarding school mask policies.
Jill Durall, 73 Shagbark Road, addressed the Board regarding school mask policies.
Amanda Gorman, 60 Taylor Town Road, addressed the Board regarding school mask policies.
Carla Chin, 145 boulder circle, addressed the Board regarding school mask policies.
Janine Michaels, 225 Grandview Drive, addressed the Board regarding education options for students and school mask policies.
Toyoshi Onabamiro, 67 Prospect Street, addressed the Board regarding school mask policies and education options for students.
Kim MacIntosh, 114 Goodrich Road, addressed the Board regarding school mask policies.
Jim Vicevich, 489 Chestnut Hill Road, addressed the Board regarding school mask policies.
Bob Murphy, 75 Buckingham Drive, addressed the Board regarding school mask policies and educational options for students.
Michelle Cox, 79 Chimney Sweep Hill Road, addressed the Board regarding school mask policies.
Scott Sugarman, 86 Fern St, addressed the Board regarding school mask policies.
Dinah Appiah, 90 Montowese St, Hartford, addressed the Board regarding school mask policies and educational options for students.
Chris Banker, 75 Karen Lee Rd, addressed the Board regarding school mask policies.
Rohith George, 33 Hollis Landing, addressed the Board regarding school mask policies.
Nina Abdel Hakim, 219 Candlelight Drive, addressed the Board regarding school mask policies.
Andrew Haripol, 882 Birch Mountain Road, addressed the Board regarding education options for students.
Kristy Fischer, 279 Three Mile Road, addressed the Board regarding school mask policies.

4. Business Requiring Action

- A. Staff Resignation (consent)
Danielle Galligan
Anita Russell

Board accepts the resignation of Danielle Galligan and Anita Russell Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.
Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea, Mr. Evan Seretan: Yea, Ms. Julie Thompson: Yea

- B. Approval of Elementary Staffing Adjustments for the 2021-2022 School Year

Matt Dunbar provided the Board with an overview of Elementary Staffing adjustments.

Board approves the Elementary Staffing Adjustments for the 2021-2022 School Year Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mr. Evan Seretan: Nay, Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea, Ms. Julie Thompson: Yea

C. Approval of Operational Plans Options for 2021-2022 School Year

Board approves Plans A (In School Instruction), Plan B (Hybrid Learning), and Plan C (eLearning); instructs the superintendent to develop and implement plan specific operational details consistent with State of Connecticut mandates and public health guidelines to maximize student learning and safety; and authorizes the superintendent to select the appropriate plan for the prevailing community circumstances Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea, Mr. Evan Seretan: Yea, Ms. Julie Thompson: Yea

D. Approval for Modification of Policies Affected by COVID-19 by Executive Order

Board moves that during the 2021-2022 school year, the Board authorize the Superintendent to modify the implementation of established Board of Education policies related to snow days and tuition for out-of-town children of teachers and staff if, in the Superintendent's judgement, such modifications are necessary for the efficient and safe operations of the District during and this Pandemic. The Superintendent shall inform the Board in a timely fashion of any such action taken carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mr. Ray McFall: Nay, Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea, Mr. Evan Seretan: Yea, Ms. Julie Thompson: Yea

E. Approval of Final 2020-2021 Budget Transfers and End of Year Budget Report

Board approves the Final 2020-2021 Budget Transfers and End of Year Budget Report carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea, Mr. Evan Seretan: Yea, Ms. Julie Thompson: Yea

F. Approval of Transfer of Funds and Expenditures Funds from the Unexpended Education Funds Account (1% non-lapsing account)

Board approves transfer of Funds and Expenditures Funds from the Unexpended Education Funds Account (1% non-lapsing account) carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea, Mr. Evan Seretan: Yea, Ms. Julie Thompson: Yea

G. Approval of Naubuc School Second Floor Plan

This proposal was accepted for first reading at the July 12, 2021 Board meeting.

Board approves the Naubuc School Second Floor Plan Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea, Mr. Evan Seretan: Yea, Ms. Julie Thompson: Yea

H. Approval to Move the October 25, 2021, Board of Education Meeting to Monday, October 18, 2021, to be held in Town Council Chambers at 7:00PM

Board approves moving the October 25, 2021, Board of Education Meeting to Monday, October 18, 2021, to be held in Town Council Chambers at 7:00PM. The October 25, 2021, Board of Education Meeting will be cancelled carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea, Mr. Evan Seretan: Yea, Ms. Julie Thompson: Yea

5. Reports and Discussion

A. School Food Services Report

This report was reviewed at the Budget Committee meeting on August 2, 2021. Dr. Bookman provided an overview of this report for the Board.

B. Student Activity Report

The Budget Committee reviewed this report at their meeting on August 2, 2021. Dr. Bookman provided an overview of this report for the Board.

C. Glastonbury Education Foundation

6. Committee Reports

7. Chairman's Report

Dr. Foyle provided his Chairman's report for the Board.

8. Superintendent's Report

Dr. Bookman provided his Superintendent's report for the Board. Elementary class placements will be sent out within the next couple of days. August will be a busy month with the planned reopening of schools and updates will be provided as needed.

A. Staff Appointments

1. Maggie Mule- Hopewell School, Psychologist

B. Dates to Remember

9. Adjournment

A. Please note: It is possible that the Board of Education may go into Executive Session

Motion to adjourn the meeting carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea, Mrs. Alison Couture: Yea, Dr. Douglas Foyle: Yea, Mr. Ray McFall: Yea, Mr. David Peniston, Jr.: Yea, Mr. Matthew Saunig: Yea, Mr. Evan Seretan: Yea, Ms. Julie Thompson: Yea

The Board adjourned at 10:26 pm.

Respectfully Submitted,

Rosemary Coggeshall, Secretary

Approved:

Special Board of Education Meeting
Monday, August 23, 2021 7:00 PM
BOARD OF EDUCATION MEETING ONLINE-ZOOM

Mrs. Rosemary Coggeshall:	Present
Mrs. Alison Couture:	Present
Dr. Douglas Foyle:	Present
Mr. Ray McFall:	Present
Mr. David Peniston, Jr.:	Present
Mr. Matthew Saunig:	Present
Mr. Evan Seretan:	Present
Ms. Julie Thompson:	Present

Also Present:

Alan B. Bookman, Superintendent
Matthew Dunbar, Assistant Superintendent
Cheri Burke, Assistant Superintendent
Citizens and Staff Members, representatives of the press

1. Call to Order

Dr. Foyle called the meeting to order at 7:00 p.m.

2. Pledge of Allegiance

3. Information Session for Public Comment

Jennifer Wong, 84 April Drive, addressed the Board about learning opportunities provided during the pandemic.

Chris Haaf, 39 Strickland Street, addressed the Board regarding public comment policy and school mask policies.

Jacqueline Weiss, 25 Lazy Valley Road, addressed the Board regarding the safety of school mask policies.

Abby Blau, 33 Willieb Street, addressed the Board regarding school mask policies.

Jane Benson, 489 Chestnut Hill Road, addressed the Board regarding school mask policies.

Lauren Scold, 56 Bluff Point Road, addressed the Board regarding school mask policies.

Audrey Beatty, addressed the Board regarding school mask policies.

Jean Katigbak, 87 Jeremiah's Way, addressed the Board regarding school mask policies.

Toyoshi Onabamiro, 67 Prospect Street, addressed the Board regarding school mask policies.

Kim Macintosh, 114 Goodrich Road, addressed the Board regarding school mask policies.

Tracy Steger, 41 Pinnacle Road, addressed the Board regarding school mask policies.

Jessica Bean, 366 Ash Swamp Road, addressed the Board regarding school mask policies.

Megan Hayden, 24 Lakewood Road, addressed the Board regarding school mask policies.

Joseph Weiss, 25 Lazy Valley Road, addressed the Board regarding school mask policies.

James Vicevich, 489 Chestnut Hill Road, addressed the Board regarding school mask policies.

Jen Jennings, 34 Cranesbill Drive, addressed the Board regarding school mask policies.
Susan Karp, 32 Rampart Drive, addressed the Board regarding school mask policies.
Amanda Gorman, 60 Taylor Town Road, addressed the Board regarding school mask policies.
Dr. Neha Jain, 51 Liberty Drive, addressed the Board regarding school mask policies.
Stephanie Johnson, 50 Smithbrook Terrace, addressed the Board regarding school mask policies.
Julia Benson, 489 Chestnut Hill Road, addressed the Board regarding school mask policies.
Emily Benson, 489 Chestnut Hill Road, addressed the Board regarding school mask policies.
Divya Rajasekar, 273 Fairview Xing, addressed the Board regarding school mask policies.
Janine Michaels, 225 Grandview Drive, addressed the Board regarding FM systems in schools.
Stephen Michaels, 225 Grandview Drive, addressed the Board regarding Naubuc School renovations.

4. Special Reports

4.A. School Operations Update

Dr. Bookman provided an update for the Board regarding school operations. He stated that masks will be required indoors in all school buildings. He reviewed quarantine standards that have changed per the CDC for the Board. He reviewed the School Operations Plans A, B and C for the Board. State law does not allow remote learning for the 21-22 school year, except in certain cases.

5. Business Requiring Action

5.A. Staff Resignation (consent)

5.A.1. Andrea Kuhn

Board accepts the resignation of Andrea Kuhn. This motion, made by Ms. Julie Thompson and seconded by Mrs. Rosemary Coggeshall, carried.

Mrs. Rosemary Coggeshall:	Yea
Mrs. Alison Couture:	Yea
Dr. Douglas Foyle:	Yea
Mr. Ray McFall:	Yea
Mr. David Peniston, Jr.:	Yea
Mr. Matthew Saunig:	Yea
Mr. Evan Seretan:	Yea
Ms. Julie Thompson:	Yea

6. Chairman's Report

6.A. 2020-2021 School Food Service Department Year-End Report

Dr. Foyle provided his Chairman's report for the Board.

7. Superintendent's Report

Dr. Bookman provided his Superintendent's report for the Board.
He provided an overview of the Self Insurance Reserve Report for the Board.

7.A. Self Insurance Reserve Update July 2021

8. Adjournment

Motion to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Rosemary Coggeshall, Carried.

Mrs. Rosemary Coggeshall:	Yea
Mrs. Alison Couture:	Yea
Dr. Douglas Foyle:	Yea
Mr. Ray McFall:	Yea
Mr. David Peniston, Jr.:	Yea
Mr. Matthew Saunig:	Yea
Mr. Evan Seretan:	Yea
Ms. Julie Thompson:	Yea

The meeting adjourned at 8:56 pm.

8.A. Please note: it is possible that the Board of Education may go into Executive Session

Respectfully Submitted,

Rosemary Coggeshall, Secretary

Approved:



Naubuc Elementary School

82 Griswold Street ♦ Glastonbury, CT 06033 ♦

Tel: (860) 652-7918 ♦ Fax: (860) 652-7930

Michael E. Litke, Principal

Christina O'Brien, Assistant Principal

9/8/2021

Dear Barry Ralston:

I wanted to take a minute to personally thank you and your company, Quality Name Plate, for your donation. The dedication plaque you fabricated to memorialize Laura Hart was tastefully done and will be mounted next to the stage in her honor. This has been an incredibly hard time for our school and community. Your continued support is greatly appreciated and reflects your commitment to the local community. It is heartwarming to know there are local business' such as yours. Thank you again for your generosity.

Sincerely,

Dr. Michael Litke

Principal, Naubuc Elementary School

cc: Dr. Alan Bookman

Glastonbury High School

Fall Sports Plan

(update 9/3/21)

The CIAC has teamed up with the Connecticut Department of Public Health (DPH) and other youth sport organizations to encourage vaccinations for our eligible student athletes.

Understanding that vaccination remains our most important mitigating strategy at this time, we strongly encourage all student-athletes, coaches and officials who are eligible for vaccination to get the vaccine. Doing so may prevent an outbreak of COVID-19 on our teams and community. This effort is to “ensure we have a **healthy, safe and uninterrupted fall sports season.**” The more individuals we have vaccinated, the more likely our interscholastics teams can “**avoid repeated quarantines and testing** of participants, to **keep practicing and playing** throughout the season, and to **get back to a “new normal..”** An added incentive to vaccination is not needing to quarantine if exposed to a COVID-19 case. (CIAC Press Release 7/20/21, Fall Sports Plan 8/12/21).

All fall CIAC sports are scheduled to start on time, play full regular seasons, and end with CIAC state tournament play.

The full CIAC Fall Sports Plan can be accessed at the following link:

<https://www.casciac.org/pdfs/CIACFall2021COVIDSportGuidance.pdf>

Points of Emphasis for the Fall Season

Masks

Per Executive Order 13A and Federal Order (CDC), regardless of vaccination status, masks will be worn when indoor school buildings and on transportation such as school buses, school vans etc.

Further, the CIAC has established the following sports specific guidelines for mask wearing:

- Volleyball: Masks will be worn during all indoor activities including active competition, practice and all events around active play. Should training sessions be held outdoors, masks would not be required.
- Swimming: Athletes will wear masks for all activities around active practice and competition with the exception of time in the water. Masks may be removed during outdoor dryland workouts.
- Cross Country, Field Hockey, Football, Boys Golf, Soccer, Cheerleading, Crew*: Athletes will not be required to wear masks during outdoor activities, practice or competition. When indoors using locker room facilities, weight rooms, classroom/meeting spaces, etc, masks will be worn. *Crew and Cheerleading, while not CIAC sports, will follow the same guidelines as all outdoor sports.

Please note: while the guidelines do allow for masks to be off while outdoors, we reserve the right to require mask wearing in special circumstances.

Mitigating Strategies

In addition to the above mentioned guidelines regarding masks, teams/coaches will be asked to continue with the following strategies:

- Regularly wash hands
- Make hand sanitizer available and used often
- Spray/sanitize weight equipment
- No sharing of water bottles
- Spread out/distance when in team meetings, huddles etc.
- Discourage large group gatherings (especially indoors). This includes pasta parties, fundraising events, community service projects in certain conditions, preseason sports information nights, award nights.
- Limit locker room usage to only storage where possible
 - Storage
 - Team rooms
- Stay home when not feeling well

Transportation

Athletic team buses will run as they traditionally have. The only exception is all riders will wear a mask for the entire duration of the trip. There is no food or beverages allowed while in transit.

For teams taking pre-approved out of state trips, only athletes who have been vaccinated will be permitted to attend. Proof of vaccination will be required. This will be coordinated with the coach(es) and athletics department.

Quarantines/Contacts/Isolation

- Fully vaccinated students/staff who are a close contact with a known COVID-19 case do not have to quarantine from sports or other activities, provided they remain asymptomatic. **Asymptomatic fully vaccinated individuals may continue with full participation provided they wear a mask until receiving a negative COVID-19 test (taken within 3-5 days from the date of contact) or 14 days without a test.**
- Unvaccinated asymptomatic students who are a close contact of a known COVID-19 case will be quarantined for 10 days (with a negative test between 7 and 10 days) or 14 days without a test.
- Vaccinated or Unvaccinated students who experience COVID-19 symptoms after close contact with a known COVID-19 case will be quarantined for 10 days (with a negative test between 7 and 10 days) or 14 days without a test.

Returning to Play after a COVID-19 Positive Test

When an athlete tests positive for COVID-19 will follow the guidelines outlined in the CIAC Fall Sports Plan (link above). This includes clearance by a licensed medical provider after performing a history with emphasis on cardiopulmonary symptoms and complete examination.

Once an athlete has received clearance by the physician, the athlete will report to the Athletic Trainers to work through the graduated return to play protocol. This 5 stage plan may take up to 7 days to fully return the athlete to play.

Spectator Plans

Note: the spectator plan is subject to change at any time.

Football/Soccer/Field Hockey/Cross Country/Cheer/Crew

At this time, there will be no restrictions on spectators attending contests at our outdoor venues. You are encouraged to spread out as much as space allows. In our larger venues where larger crowds are present, those seated or standing in the bleachers will be required to wear a mask.

Indoor Games/Meets:

Volleyball

- Attendance will be limited to two (2) family members per rostered athlete (both home and away).
- Family members will check in with staff in the gym lobby at the designated times listed below. You will be directed to the seating area. Parents/family members attending are asked to immediately depart the gym at the conclusion of the match to allow for cleaning of the seating area ahead of the next match.
- Freshman parents/family members should not arrive prior to 3:45 pm.
- JV parents/family members should not plan on arriving prior to 4:45 pm.
- Varsity parents/family members should not arrive prior to 5:45 pm

Swimming: Two family members per rostered athlete will be permitted to attend from both the home and away teams. Family members will be asked to enter through the side pool entrance.

Away Game Spectator Plans: We are in the process of collecting information on spectator plans from our opponents. Once compiled, that information will be shared with the teams. Please comply with all spectator plans and protocols at all sites visited.

Other:

Tickets: For those games where tickets are sold (football, night soccer/field hockey), all ticket sales will be online. Links for ticket sales can be found on the district website. The link is here for your convenience: <https://www.glastonburyus.org/>

Booster Passes: Booster passes will be accepted when presented in person. Photos of the card are not permitted. Please remember booster passes are for members of your immediate family only. Students with a family pass can stop at the athletic department with their student ID for a sticker that can be used for admission to games.

Families interested in purchasing booster passes can do so by downloading the application and submitting it to the athletic department in advance of the games.

[BoosterApplication.pdf](#)

Parking: There will be no parking in the field house/junior parking lot due to the construction project. Parking on the access road is prohibited as well. Parking is available in the lots near the tennis courts and gymnasium.

Parents are asked to pick up/drop off near the tennis courts for practices/games.

Game Day/Other

- No dogs/pets are permitted inside the stadium field.
- Children 12 and under must be accompanied by an adult at all contests.

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT SEPTEMBER 1, 2021

Elementary	Pre-K= 61	K	1	2	3	4	5	6	Total
Buttonball		61	72	62	79	84	71		429
Hebron Ave.		72	72	74	76	82	76		452
Hopewell		79	106	102	88	96	0		471
Naubuc		74	66	71	77	72	71		431
Naugaug		69	88	82	84	88	99		510
Elementary Subtotal		355	404	391	404	422	317		2293
Gideon Welles							92	420	512
	K-6 Totals								2805
Elementary Total		355	404	391	404	422	409	420	2805

Middle	7	8	Total
Smith Middle	434	432	866
Middle Total	434	432	866

Secondary	9	10	11	12	Total
Glastonbury High	467	454	468	485	1874
Secondary Total	467	454	468	485	1874

TOTAL 5545

PRE-K	61
OUT OF DISTRICT (36 & GHS ALTERNATE PROGRAM 0)	36
GRAND TOTAL	5642

RECAPITULATION

GRADE	9/1/2020	9/1/2021	Change Over
	Enrollment	Enrollment	Previous Years
	All	All	Enrollment All
	Without M	Without M	
Pre-K	52	61	9
K	379	355	-24
1	378	404	26
2	396	391	-5
3	420	404	-16
4	399	422	23
5	406	409	3
6	417	420	3
Subtotal Elementary	2847	2866	19
7	435	434	-1
8	477	432	-45
9	465	467	2
10	483	454	-29
11	493	468	-25
12	490	485	-5
Subtotal Secondary	2843	2740	-103
TOTAL	5690	5606	-84
OUT OF DISTRICT & GHS ALTERNATE	36	36	0
GRAND TOTAL	5726	5642	-84

**ELEMENTARY ENROLLMENT BY SCHOOL/BY GRADE/BY CLASS
SEPTEMBER 1, 2021**

				GRADE K		TOTAL
Buttonball	16	15	15	15	=	61
Hebron	18	18	18	18	=	72
Hopewell	16	16	17	15	15	= 79
Naubuc	19	18	18	19	=	74
Nayaug	17	17	17	18	=	<u>69</u>
						355
				GRADE 1		
Buttonball	18	18	17	19	=	72
Hebron	18	18	18	18	=	72
Hopewell	21	21	21	21	22	= 106
Naubuc	17	17	16	16	=	66
Nayaug	22	22	22	22	=	<u>88</u>
						404
				GRADE 2		
Buttonball	21	20	21		=	62
Hebron	18	18	18	20	=	74
Hopewell	20	21	20	20	21	= 102
Naubuc	18	17	18	18	=	71
Nayaug	20	20	21	21	=	<u>82</u>
						391
				GRADE 3		
Buttonball	19	20	20	20	=	79
Hebron	19	19	19	19	=	76
Hopewell	22	22	22	22	=	88
Naubuc	20	19	19	19	=	77
Nayaug	21	21	21	21	=	<u>84</u>
						404
				GRADE 4		
Buttonball	20	21	22	21	=	84
Hebron	20	20	20	22	=	82
Hopewell	20	19	19	19	19	= 96
Naubuc	19	18	17	18	=	72
Nayaug	22	22	22	22	=	<u>88</u>
						422
				GRADE 5		
Buttonball	18	18	17	18	=	71
Gideon Welles	22	23	22	25	=	92
Hopewell	19	18	20	19	=	76
Naubuc	17	18	18	18	=	71
Nayaug	20	20	19	21	19	= <u>99</u>
						409