



SPECIAL BOARD OF EDUCATION MEETING

Monday, October 18, 2021 7:00 PM

BOARD OF EDUCATION MEETING ONLINE-ZOOM Please use the link

below to join the webinar: <https://glastonburyus->

[org.zoom.us/j/86906828095?pwd=SWt6dTF0eE14SjBxTU5UWkRvSzVDUT09](https://glastonburyus-org.zoom.us/j/86906828095?pwd=SWt6dTF0eE14SjBxTU5UWkRvSzVDUT09)

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Webinar ID: 869 0682 8095

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
 - A. Transportation Department
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
7. Business Requiring Action
 - A. Acceptance for First Reading Capital Improvement Plan 2023-2027(CIP)
 - B. Approval of Submission of Title IV Grant
8. Reports and Discussion
 - A. Program Reports
 1. Career Technical Education and Family Consumer Science Program Report/Agriscience and Technology Curriculum Review
 2. Special Education Program Report
 - B. Strategic Action Plans 2021-2022
 - C. Glastonbury Education Foundation
9. Committee Reports
10. Chairman's Report
11. Superintendent's Report
 - A. Self Insurance Reserve Update September 2021
 - B. Enrollment Report, October 1, 2021
 - C. School Suspension Reports, September 2021
 - D. Dates to Remember

12. Adjournment

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



Capital Improvement Plan

Fiscal Years

2023

2024

2025

2026

2027

(October 18, 2021 - BOE First Read)

Approved:

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

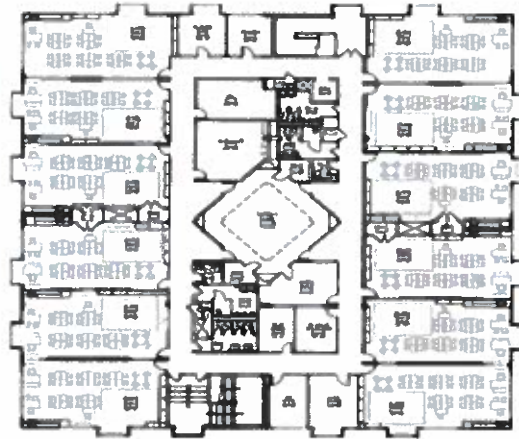
Summary by Fiscal Year			
YR	Location	Description	Est. Cost
Projects for Fiscal Years 2023-2027			
2023	Naubuc	Open Space Classrooms - Design/Construction & State Grant Appl	\$3,200,000
2023	Gideon Welles	Replacement RT Air Handlers & Exhaust	\$250,000
2023	Gideon Welles	Boiler Replacement & Energy Management Controls	\$950,000
2023	GHS	Pavement Rehabilitation – Area 2 (Junior Lot & Drives)	\$200,000
2023	Gideon Welles	Auditorium Seat Replacement	\$100,000
		Sub Total Year 2023:	\$4,700,000
2024	Hebron Ave	Pavement Rehabilitation	\$290,000
2024	Naubuc	Boiler and Heating System Replacement	\$950,000
2024	GHS	Pavement Rehabilitation (Senior Lot)	\$200,000
		Sub Total Year 2024:	\$1,440,000
2025	Gideon Welles	Roof Replacement**(last repl. '91) (119,000 SF) (current age=30yrs.)	\$2,380,000
2025	GHS	Design Roof Replacements **(1991 areas) 277,000 SF	\$75,000
		Sub Total Year 2025:	\$2,455,000
2026	Various	Construction - Chiller Replacements	\$1,700,000
2026	GHS	Roof Replacement**(1991 areas) (277,000 SF) (current age = 30 yrs.)	\$5,540,000
		Sub Total Year 2026:	\$7,240,000
2027	Eastbury	MDC Potable Water Service	\$3,000,000
2027	Naubuc	Design Roof Replacements** (1990 areas) 59,000 SF	\$75,000
2027	GHS	Pavement Rehabilitation – Area 4 (Baldwin, Front & Rear)	\$200,000
		Sub Total Year 2027:	\$3,275,000
**Roof Replacements >20 years are eligible for State School Construction Grant			

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Overview

Department:	Board of Education
Project Title:	Naubuc School Open Space Classrooms- A/E Design/Construction & Application for School Construction Grant Reimbursement
Priority:	Project #



Project Description and Status

A comprehensive architectural and engineering study was completed by Silver/Petrucci & Associates (SP+A) in June 2021. The study for Naubuc Elementary School, evaluated the feasibility of renovating the existing “open space plan” into fully partitioned, separated classrooms and support spaces. The areas of Naubuc Elementary School, that has open space plan classroom environment, is approximately 23,265 square feet. The existing spaces are window-less with a single ventilation system which does not meet current energy codes. The proposed design and construction would create new individual classroom spaces with exterior windows, new mechanical, electrical and fire protection systems. Additionally, classrooms would have sinks, storage and other amenities found in 21st century educational spaces. Finally, as we evaluate the current educational needs as well as the life cycle analysis of the existing mechanical, electrical, plumbing and fire protection systems within this portion of the school, it is the appropriate timeline to consider this renovation project since the MEP systems are nearing their replacement cycle and they are a large portion of the project cost. In other words, the new MEP systems would be designed differently for individual classroom spaces vs. if the existing open space was left unchanged. The estimated costs include the A/E design drawings/specifications to comply with the State School Construction Grant application process.

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
-	\$3,200,000	-	-	-	-	\$3,200,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Overview

Department:	Board of Education
Project Title:	Gideon Welles School Replacement of Roof Top Air Handlers
Priority:	Project #



Project Description and Status

This project will consist of the replacement of (15) roof top air handling units and roof top exhaust units original to the 1967 building. The units serve to provide heat and fresh air to common areas such as hallways and assembly areas. New units will provide high efficiency, reduced energy use for long-term life cycle and optimal occupant comfort.

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
<i>Design</i>	\$250,000	-	-	-	-	\$250,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Overview

Department:	Board of Education
Project Title:	Gideon Welles School Boiler Replacement & Energy Management Control
Priority:	Project #



Project Description and Status

Design has been completed in prior years for the boiler replacement at Gideon Welles. This project will consist of the complete replacement of all heating system components, including the original 1967 boilers, piping and energy management controls. The new heating system will provide high efficiency, reduced energy use and updated mechanical infrastructure for long-term life cycle and optimal occupant comfort.

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
-	\$950,000	-	-	-	-	\$950,000

Estimated Operating Budget Requirements

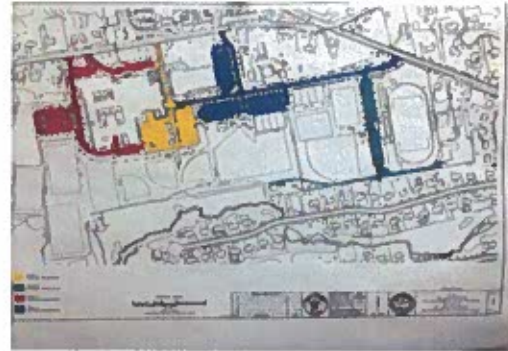
No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Overview

Department:	Board of Education
Project Title:	High School Pavement Rehabilitation
Priority:	Project #



Project Description and Status

The High School alone has approximately 392,000 square feet of parking. This request will consist of a multi-year overlay or reclamation and re-pave of areas of the parking lot and driveways that are in need of repair or replacement. A multi-year plan is proposed that will address the entirety of the site. In 2019 Phase 1 (Entrance C area) was completed. We propose to complete Phase 2 (Junior Lot) in 2023 (*Post Field House constr.*). In 2024 we propose the Senior Lot and finally in 2027 the Baldwin and front lots.

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
-	\$200,000	\$200,000	-	-	\$200,000	\$600,000

Estimated Operating Budget Requirements

A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every 5 years.

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Overview

Department:	Board of Education
Project Title:	Gideon Welles School Auditorium Seat Replacement
Priority:	Project #



Project Description and Status

The re-upholstering and refurbishment of seats in the Gideon Welles School auditorium is necessary due to normal wear and tear over time. There are approximately 469 seats in the auditorium. We will also make repairs to the seat mechanisms and look to utilize a heavier grade fabric for longer wear.

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
-	\$100,000	-	-	-	-	\$100,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Overview

Department:	Board of Education
Project Title:	Hebron Ave School Pavement Rehabilitation
Priority:	Project #



Project Description and Status

This property has approximately 117,000 square feet of parking and this request will consist of an overlay or reclamation and re-pave of areas of the parking lot and driveways that are in need of repair for safety to pedestrians and vehicles. Upon completion, a preventative maintenance program to crack-fill and asphalt coat every 3-5 years would be recommended to preserve and extend the life of the bituminous concrete surfaces.

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
-	-	\$290,000	-	-	-	\$290,000

Estimated Operating Budget Requirements

A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every 5 years.

Overview

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Department:	Board of Education
Project Title:	Naubuc School Boiler Replacement
Priority:	Project #



Project Description and Status

The design to be funded in 2022 will consist of engineering plans and specifications for the replacement of all heating systems including the boilers, piping and energy management controls.

The new heating system replacement proposed in 2024, will replace the original 1983 steam heating plant and conversion to a hydronic hot water pipe system. This will provide higher efficiency, reduced energy costs and the modern mechanical infrastructure for a long-term life cycle and optimal occupant comfort.

This design plan should be scheduled alongside the study for the "Open Space" Plan Design. Construction is estimated in year 2024.

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
<i>Design</i>	-	\$950,000	-	-	-	\$950,000

Estimated Operating Budget Requirements

Annual operating costs (primarily electric utilities) will be quantified.

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Overview

Department:	Board of Education
Project Title:	Gideon Welles School Roof Replacement
Priority:	Project #



Project Description and Status

It should be noted that roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Due to timelines with the grant process, we are proposing design (funded in 2022) and construction in 2025. This timeline factors in local regulatory process for State Grant as well as the School Construction Grant review and plan approval process.

The entire roof surface is comprised of (16) different roof areas totaling 119,000 square feet. All areas were last completed in 1991 with a built-up roof and stone ballasted roof material which is mopped in with hot asphalt. The roof (as of 2021) is 30 years old and the physical appearance is in fair to poor condition. There are multiple signs of erosion of the aggregate surfaces, shrinkage and cracking of the felts, delamination of seams and deterioration of flashing components. Patching has been performed over the years and continues as needed. However, a built up and stone ballasted roof system has a limited-service life due to thermal changes and northeast seasons. A comprehensive preventative maintenance roofing program has been in place for several years which will extend the life cycle of our roofs. A replacement is anticipated on or about 2025 with the recommended system to be an EPDM (ethylene propylene diene monomer) a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof specialist. This roof system provides the longest life cycle in the industry and is the recommended system by SP+A who completed our roof survey back in November 2019.

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
<i>Design</i>	-	-	\$2,380,000	-	-	\$2,380,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Overview

Department:	Board of Education
Project Title:	Smith/GHS/Nayaug Schools Chiller Replacements
Priority:	Project #



Project Description and Status

This project will consist of engineering plans and specifications to be completed in 2022 for the future replacement of ground mounted and roof mounted Chillers and other major HVAC equipment in the school district listed below. EUL¹ is 20 years with this type of major equipment. Service, maintenance and repairs have been performed over the years. Chiller unit at Nayaug shows RUL² to be 2025. Remaining units may extend beyond 2025, however, that would be determined following the completion of the Design Study. Some of the major units may be eligible for energy grants through Eversource.

Nayaug

- (1) Pad Mounted Air-Cooled Chiller (2007) 200 Ton (\$350K)

GHS

- (2) Pad Mounted Air-Cooled Chillers (2004) 180 Tons Ea. (\$300K Ea.)

Smith Middle

- (2) McQuay Air-Cooled Chillers (2000) 300 Tons Ea. (\$380K Ea.)

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
<i>Design</i>	-	-	-	\$1,700,000	-	\$1,700,000

Estimated Operating Budget Requirement

Annual operating costs (primarily electric utilities) will be quantified.

¹ Estimated Useful Life

² Remaining Useful Life

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Overview

Department:	Board of Education
Project Title:	Naubuc School Design - Roof Replacement
Priority:	Project #



Project Description and Status

It should be noted that roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Due to timelines with the grant process, we are proposing design funding in 2027 and construction on or about 2028. This timeline factors in local regulatory process for State Grant as well as the School Construction Grant review and plan approval process.

The roof surface that is a built-up (BUR) is approximately 59,000 square feet and replaced in 1990 and currently 31 years in age. These roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts. The physical appearance is in in good condition as maintenance has been performed over the years. Additionally, the K-Wing is a "Hip-Roof" design and the pitched portion of the roof is asphalt shingle previously replaced in 1996. However, in keeping with the anticipated roof replacement schedule, we are recommending replacement of all the BUR areas (59K sf) and shingle section (18K sf) to be done in 2028.

The recommended system for the BUR areas is an EPDM (ethylene propylene diene monomer) a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof specialist. This roof system provides the longest life cycle in the industry and is the recommended system by SP+A who completed our roof survey back in November 2019. The areas of the existing asphalt shingles is recommended to be replaced with a 50 year architectural shingle.

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
-	-	-	-	-	\$75,000	\$75,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Overview

Department:	Board of Education
Project Title:	High School Roof Replacement
Priority:	Project #



Project Description and Status

It should be noted that roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Due to timelines with the grant process, we are proposing design funding in 2025 and construction in 2026. This timeline factors in local regulatory process for State Grant as well as the School Construction Grant review and plan approval process.

The entire roof surface is comprised of (31) roof areas totaling 352,000 square feet. In 1991, all roofs were replaced, except Building A (newest addition) and the Gym/Pool roof. These (29) roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts (BUR). These BUR roof areas are approximately 277,000 square feet and currently 30 years old. The physical appearance is in fair to poor condition. There are multiple signs of erosion of the ballast, a large portion of alligatored surfaces, shrinkage and cracking of the felts, delamination of expansion joints and flashing components. Repairs have been performed over the years and continues as needed. However, a built up and stone ballasted roof system has a "limited-service life" due to thermal changes, given the fact that its primary component is hot asphalt.

This recommendation includes the design and replacement of all areas last completed in 1991 and to replace these roof areas in 2026. The recommended system is an EPDM (ethylene propylene diene monomer) a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof specialist. This roof system provides the longest life cycle in the industry and is the recommended system by SP+A who completed our roof survey back in November 2019.

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
-	-	-	\$75,000	\$5,540,000	-	\$5,615,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

Overview

Department:	Board of Education
Project Title:	Eastbury School Study - MDC Potable Water Service
Priority:	Project #



MDC
The Metropolitan District
Hartford, Connecticut

Project Description and Status

A study is requested at this time to determine the feasibility and possible cost to provide MDC water service to Eastbury School. It is the only school that remains on well water. On the same property is the East Glastonbury Public Library which shares the same well water. The well water is not used for Potable Drinking Water. However, compliance with the State Public Health Drinking Water Standards remains a requirement. Ground water in the area regularly produces numerous sample results that are above the drinking water standards. Although the school uses bottled water, a daily flushing program is utilized to keep water samples below the action levels. Some of the chemicals found during sampling have been Nitrates typically from lawn fertilizers; Sodium and Chlorides from road salt; Radon from natural resources and Coliform possibly from nearby farms. These are all Public Health code issues the school must manage although the drinking water for students/staff is provided via delivered bottled water and a flushing program is in operation daily.

MDC Engineers have indicated two options available. First, to issue a letter of support from the Town Health Department outlining the hardship; secondly, request MDC to extend the water main by way of a Developer's Permit Agreement. The project would involve a new water main from the intersection of Millstone Road to Strickland Street and extending it approximately 5,800 lineal feet to the Eastbury School property. The initial phase would involve an application to MDC and engineering services.

Estimated Capital Costs

2022 Budget	2023	2024	2025	2026	Future	Total
-	-	-	-	-	\$3,000,000	\$3,000,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

**GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM**

Title of Report: Consolidated Grants - Title IV

Board Meeting Date: October 18, 2021

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

Overview:

This federal grant is available to districts with the intention of increasing local capacity to address three priority areas:

- provide all students with access to a well-rounded education;
- improve school conditions for student learning;
- improve the use of technology in order to strengthen the academic achievement and digital literacy of all students.

The Connecticut State Department of Education allocates funding based on the Title I funding formula. This year we expect to receive \$13,466. With board approval, Glastonbury will use these funds to support all three priority areas with a focus on the support of students in the high needs category as described by the CSDE accountability system.

Funds will be used to support a well-rounded education and improve school conditions in literacy development, mathematics development and social emotional learning. A focus will be student achievement to meet literacy and math standards and grade level progressions within a supportive and engaging learning environment. A consultant from EASTCONN will be contracted to offer professional development for our LART and PACE educators. This will build the capacity of our coaches to support teachers to improve direct instruction in mathematics and literacy.

In grades K-5, imbedded coaching within the classroom environment will further develop teachers' knowledge and skills to provide a balanced literacy approach to teaching and learning. Phonemic awareness, phonics and word study are the targeted areas for coaching this year. In the area of mathematics, we will continue to support math workshop models of instruction. The goal is to promote math discourse with "math talks" in all classrooms to deepen conceptual understanding of math concepts. The LART and PACE teachers in each building will work to support this coaching model.

These experiences will be embedded in literacy and math coaching sessions and lab site analysis.

Submitted By: Matthew Dunbar

Reviewed By: Alan Bookman



*Report to Glastonbury Board of Education
Bright Futures Begin Here!*

Program: AgriScience and Career Technical Education

Director: Elizabeth Cole

Date: October 18, 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 ongoing and remaining impacts of COVID-19 include, but are not limited to:

- Challenges around availability of supplies and significant shipping delays.
- A considerable increase in the cost of many of our supplies with limited alternative options available.
- Restricted ability to work with outside community partners, industry leaders and on-site learning experiences for students.
- Curricular modifications in response to limitations from the past two school years.

There are also many positive influences for our departments as a result of the pandemic:

- High levels of collaboration, teamwork and cross-disciplinary teaching and learning among staff.
- Use of video for both students to demonstrate their learning and for instruction particularly skill-based demonstrations.
- Increased creativity, problem solving and “real life” applications of technology for students and staff.
- An increase in both quantity and quality of student-driven inquiry projects.
- Individual take-home kits for students to continue hands-on learning opportunities.
- All students at Smith middle school had at least one CTE course experience during the 2020-21 school year.
- Many students shared that they were interested in pursuing CTE courses at GHS after experiencing the modified elective experience at Smith.
- Repertoire of remote learning experiences developed for students.
- Professional learning around web-based and new software programs for students.
- Electronic (paperless) sales systems for fundraisers.

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

While there are many external student achievements and awards to be celebrated we want to take a moment to recognize how well our students were able to transition to digital and remote lessons, demonstrate a high level of mastery of content and develop skills essential in our curricula under very challenging circumstances.

- **AgriScience:**
 - Two graduates are receiving their American Degree. Only 1% of membership across the United States receive this degree in the FFA organization. They will be receiving their awards this October at the National FFA Convention.
 - Two of our students were appointed Co-District III Presidents for the State FFA team.
 - All students continued their Supervised Agricultural Experience independent research and experiential learning hours.
- **Business:**
 - First place finish for one of our teams in the Junior Achievement Entrepreneurial Challenge.
 - First and third in the state for fall 2020 stock market challenge competition.
 - Eight students earned college credit through Manchester Community College.
 - Inducted 15 new National Business Honor Society Members.
- **FCS:**
 - Several students continued to create and construct functional clothing over the summer after completing the Fashion Design course.
- **Technology Education:**
 - Three students in the Architecture Design class received awards for designs in the State HBA contest. There were approximately 70 entries from several high schools and technical schools in the state. There are only 10 awards given in total.
- **Staff:**
 - Development and implementation of take-home kits for students to continue hands-on learning experiences regardless of learning modality.
 - AgriScience staff worked closely with Patti Renaud, Communication Coordinator, to completely redesign their website, recruitment materials and program materials that are currently being considered for the annual CAFE Communication awards.
 - Smith CTE teachers developed entirely new courses for all students in grades 7 & 8 to provide remote, hybrid and in-person learning experiences.
 - Obtainment of "grant" through Test Out so e-learning students (and others when in the e-learning environment) could still learn Microsoft Office as part of the BCA curriculum and articulation with Manchester Community College.
 - Partnering with Starbucks Global Category Manager Supplier Diversity Manager to coordinate a business panel video compilation of diverse-owned suppliers and part of the Starbucks supply chain.
 - Continued partnership with Manchester Community College Entrepreneurship Professor as part of our Level 1 Shark Tank virtual competition.
 - Continued community engagement with business professionals/CT River Valley Chamber of Commerce via zoom.

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

Challenges:

- iPads cannot always run our software or programs. Web-based versions are often times limited in their capabilities.
- Many of our content areas do not use iPads in the professional or college setting.
- Difficult for students to complete many tasks and assignments without a keyboard and/or number pad.

- Limited screen size is difficult for many of our specialty programs (i.e. CAD, landscape design, graphics, etc).

Celebrations:

- One-to-One devices were absolutely essential and a critical part of our successes over the last 18 months.
- Air Play capabilities allow students to share work in real time for feedback and collaboration.
- The capability to take video and photos immediately and easily is powerful for teachers and students.
- Access to various apps that allow students to engage in discussion, critique and other activities in a manner that feels safe.

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

In order to support the need for cohorting students at Smith Middle School we were not able to offer our normal program. We instead developed completely new experiences much more like a unified arts model as opposed to our elective model. These new experiences for students included “Exploring Family and Consumer Sciences” courses, which focused on child development, financial literacy and nutrition for grades 7 and 8. Two new Technology Education courses, “Highlights in High Tech” allowed students to engage in hands-on, minds-on work. We worked with outside vendors and partners to create individual kits for students that we kept both in school and sent home. Special opportunities were provided for exclusively e-learning students to come to campus to test their devices, fly rockets and engage with their teachers.

The AgriScience program had to significantly modify many student experiences based on the CDC guidance at that time. Many animals were re-homed or cared for by students at their homes instead of at school. All courses created individual and take-home kits for students so that the hands-on skill development would not be completely eliminated from our programming. FFA activities and fundraisers had to be reimagined and some cancelled. Some student SAE projects were modified into independent research projects rather than on-site learning experiences due to the pandemic.

Overall, we were able to maintain a high level of programming in our hands-on specialty areas. All of our teachers worked to create individual student kits, send home supplies to those who needed off-site experiences and modified their labs and activities so that students could still have the opportunity to master standards and skills.

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

- **AgriScience:**
 - We are in year two of a four-year plan to evaluate and redesign our programming. Components of that redesign include responding to our State ASTE recommendations which include increasing Level 1 and ECE opportunities for students, creating distinct specialized pathways of study and increasing credit requirements for students in the

AgriScience program to meet state requirements around minimum hours of programmatic instruction.

- We have received an ASTE grant that we are utilizing to redesign the current AgriScience library into the AgriScience and Technology training center, a high-tech training facility for students that will include AR/VR experiences, computers, collaborative meeting space and specialty AgriScience and Technology equipment. The need for tutors to staff the space, be trained on the specialty equipment and support students should seriously be considered.
- The Supervised AgriScience Experience for students is a 12-month, 4-year requirement of all enrolled program students. This is in addition to the daily-curricular requirements for students and teachers. Strong consideration should be given to reinstating the two part time tutors that previously supported students across this important research and site-based experience. These tutors could be the same positions that support the Technology center.
- **CTE:**
 - At this time, we are engaging in our curriculum program review self-study. Currently we are reviewing our programs' specialization pathways for students that lead to high-level college and high demand career opportunities for students. We are looking at both college credit potential and industry certification potential in our courses for students.
- **STEAM:**
 - Elevating our current courses and design of new courses, which meet the needs of the modern and future world for our students.
 - Two part-time tutors in the STEAM Lab to support students across departments and grade levels, maintain specialty equipment and supplies, coordinate use of space outside of scheduled course times, preparing and breaking down labs, etc.
 - Middle School program alignment with high school STEAM and CTE courses and opportunities. This will necessitate curricular, material and equipment considerations moving forward.
 - K-5 opportunities and support for all students in interdisciplinary STEAM opportunities across school and grades inclusive of computer science, robotics, technology and applied arts.

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

- Continued support for curricular and professional development.
- Continued support for equipment, materials and consumable supplies.
- Increase in software and technology needs to support AgriScience, CTE and STEAM programming.
- Potential for increase in FTE staff in CTE/STEAM.

**GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM**

Title of Report: ASTE Program Review

Board Meeting Date: October 18, 2021

Action:

Report: X

Information:

Discussion:

All Regional AgriScience and Technology Programs in the state of Connecticut are required to participate in a rigorous education program compliance review process every three years. During the spring of the 2020-21 school year, Glastonbury Regional AgriScience and Technology Education (ASTE) center completed its required ASTE program review with the State Department of Education.

The ASTE compliance review process consists of several key components some of which were modified due to the ongoing COVID-19 pandemic (ie. all interviews were conducted via zoom and there was no in-person site visit). Highlights of the process include completing a rigorous Quality Review Self-study, participating in one-on-one interviews with the State Department of Education Representative, and completion of required data collection and subsequent analysis.

The final report is attached here. To note, we were commended for preparing and delivering rigorous and relevant lessons for a broad range of students especially given the challenges associated with the pandemic.

As a result of both the State ASTE review process and our own internal review and analysis we are continuing to:

- Review our program and course offerings
- Increase opportunities for students to earn level 1 credits and industry certifications
- Develop a three-year plan to design and implement college and career pathways for students interested in AgriScience and Technology pursuits
- Purposefully and intentionally highlight interdisciplinary STEAM opportunities for students studying in the AgriScience and Technology program
- Utilize ASTE Grant funds to redesign the current AgriScience library into an AgriScience and Technology training center with AR/VR training equipment, collaborative meeting space and enhanced technology

Submitted By: Elizabeth Cole, CTE Director

Reviewed By: Alan Bookman



STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION



April 9, 2021

Dr. Alan B. Bookman
Superintendent
Glastonbury Public Schools
628 Hebron Avenue
P.O. Box 191
Glastonbury, CT 06033-2361

Dear Dr. Bookman:

Enclosed please find the final report for the program compliance review of the Glastonbury Agricultural Science and Technology Education (ASTE) Program at Glastonbury High School conducted by the Connecticut State Department of Education (CSDE). This review was held on March 3, 2021. The review is required under the Connecticut General Statutes (CGS) Sections 10-64 to 10-66, 10-95, 10-186, 10-220d, 10-285, and 10-287 inclusive, and relevant regulations of the Connecticut State Board of Education Concerning Operating Vocational Agriculture Programs.

We would like to thank you and your staff for the preparation of materials preceding the review and the cooperation of administrators, teachers, and staff throughout the review process.

The district's response to the compliance issues and recommendations outlined in the final report is due to the CSDE within 30 days from the date of this letter. The response should be sent to:

Harold Mackin, Education Consultant
Connecticut State Department of Education
Academic Office
PO Box 2219, Suite 603
Hartford, CT 06145
Fax: 860-713-7030

If you have any questions please contact Harold Mackin at 860-713-6779 or via e-mail at Harold.Mackin@ct.gov.

Sincerely,

Melissa K. Wlodarczyk-Hickey, Ed.D.
Reading/Literacy Director

MH:hm

cc: Charlene M. Russell-Tucker, Acting Commissioner of Education
Harold Mackin, Education Consultant, Academic Office
Ms. Elizabeth Cole, Career and Technical Education Director

Enclosure

Box 2219 • Hartford, Connecticut 06145

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
ACADEMIC OFFICE

PROGRAM REVIEW FINAL REPORT
2020–21

District: Glastonbury Public Schools

Program Reviewed: Agricultural Science and Technology Education

Statutory References: Connecticut General Statutes (CGS), Sections 10-64 to 10-66, 10-95, 10-186, 10-220d, 10-285, and 10-287, inclusive, and relevant regulations of the Connecticut State Board of Education Concerning Operating Vocational Agriculture Programs.

Date of Review: March 3, 2021

On March 3, 2021, a program review of the Glastonbury High School Agricultural Science and Technology Education (ASTE) Program was conducted by Harold Mackin, education consultant, Connecticut State Department of Education. Interviews were held with school staff.

COMMENDATIONS

1. Given the pandemic and challenges to online teaching, the teachers prepare and deliver rigorous and relevant lessons for a broad range of student learning abilities and styles.
2. The teachers believe in and plan curriculum utilizing the Three-Circle Model of Education. There is evidence that leadership through the National FFA Organization (NFFAO) and career explorations through Supervised Agricultural Experiences (SAE) programs is incorporated in every course.
3. Students in the program can earn Early College Experience (ECE) credits.
4. There are upgrades to programs and facilities since the last review:
 - A virtual reality welder and OSHA 10 hour training (Ag Mechanics);
 - Acme exhaust fan, growing lights, Sunmate Elbow Arm Machine, Mastercool single inlet evaporator Cooler, Lock EWA, iGrow 1400, weather Station, updated wiring and electrical (Greenhouse); and
 - 100 gallon freshwater fish tank with stand, 120 gallon Saltwater tank with breeder sump, 2-300 watts heaters, AI Prime Light, 1-40 Watt UV light, 1 Ecotech return pump, 2 Echotech circulation pumps, 2 Ecotech LED lights and mounts, 1 tank stand, 1 Echotech Reeflink, and fish (Aquaculture).

RECOMMENDATIONS

1. All students whether they are taking agriculture course as electives or as part of the program, shall have a SAE and NFFAO involvement as required by the Agriculture, Foods and Natural Resources Frameworks.
2. A review of the course offerings should be conducted to ensure students have a clear pathway and program leading to high skills, high wage, and/or in-demand industry and occupations.

Within the scope of the review conducted, the Glastonbury High School's ASTE Program, is in compliance with the CGS Sections 10-64 to 10-66, 10-95, 10-186, 10-220d, 10-285 and 10-287c-15 inclusive, and with relevant Glastonbury High School ASTE Program regulations of the Connecticut State Board of Education Concerning Operating Vocational Agriculture Programs.

Report prepared by: Report reviewed by:

 Melissa K. Wlodarczyk-Hickey

Melissa K. Wlodarczyk-Hickey,
Ed.D. Reading/Literacy Director

April 9, 2021

April 9, 2021

Date Date



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: Special Education
Director: Jolene Piscetello
Date: October 18, 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.

Celebrations:

- Students attended school in person and therefore were more available for learning.
- If parents opted for remote learning, students still received their services.
- Staff took the opportunity to focus on the benefit of educating the whole child (academic, social, emotional and behavioral).
- Staff demonstrated their creativity to educate students with barriers (plexiglass, masks, students at home).
- Special education teachers and related services staff collaborated with families to meet individual needs.
- Staff utilized technology to help students be a part of the group even when remote.
- Staff quickly developed social stories about the pandemic, mask wearing and ways to help students understand their “new” world.
- Staff utilized technology to connect with each other and support one another.

Challenges:

- The need for more direct instruction resulting in school closures and the challenges associated with remote learning for some students.
- Teams needed to shift focus to social/emotional/behavioral needs. School psychologists and counselors worked with many special education and general education students who are experiencing challenges due to the pandemic.
- Some families opted to home school, which means their children no longer receive the special education services our teams have to offer.
- Abrupt changes in routine caused by quarantines or isolation periods impacts access to instruction and interventions.
- Disruptions in staffing due to quarantines.
- Vacant positions- lack of applicants. Paras and tutors are pulled to cover general education classes in addition to the special education support they provide.
- Challenges with scheduling services in small groups due to cohorting.
- Time taken away from teaching for mask breaks, teaching safety during the pandemic and altered school routines.

- Programming changes resulting from students' inability to wear masks or adhere to social distancing requirements.
- Increased mental health needs for students across the district.

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

- Staff and students demonstrated their resiliency!
- IEPs were implemented and staff communicated changes to families as they arose.
- Significant increase of knowledge related to use of technology to assist students, as well as to communicate with teachers and families.
- Virtual PPTs allowed teams to meet state and federal guidelines while also providing opportunities for family engagement in programming.
- Staff learned ways to adapt to online aspects of teaching programs to support students' learning.
- Team members were collaborative in finding ways to meet students at their level and assist them in making growth.
- Teachers and related services staff maintained regular communication to support parents and students while they were elearning. When students opted to transition to in-person school, teams were prepared.
- High School teachers worked to develop three new special education classes to implement for the 21-22SY.

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

Celebrations:

- iPads have continued to provide our staff with opportunity to successfully and efficiently collect data on students. Such data is utilized to adjust IEP goals and objectives as well as to update parents on their child's present level of functioning.
- Students and staff benefit from the numerous applications available on the iPads. Some assist students with learning tasks and also provide access through assistive technology applications.

Challenges:

- Students may sometimes choose to go on their iPad rather than socialize with their peers. (Adults put restrictions on use as needed to encourage socialization for those that need that prompting.)
- Many of our students require substantial support to utilize the iPad effectively.

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

- At GHS, three new courses were developed to implement for the start of this school year: Human Relations, Math by Design, and Techniques of Reading and Writing. These courses are based on an acceleration model in order to assist students with disabilities to be more independent in their general education courses. These new courses also provide additional credit opportunities for our students to meet the increased graduation requirements.
- Career Skills II was included as a follow-up course to Career Skills I. This for-credit course supports the achievement of transition goals and objectives for students at GHS.
- Collaboration with the ELA department in grades 6-8 to design an acceleration-based model for special education services.

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

- Continue to develop specialized courses for special education students in order to provide targeted and individualized instruction.
- Preschool teachers are developing curriculum for an inclusive preschool model. Continued professional learning/coaching as well as curriculum development resources and support.
- Continue to develop teachers' skills in conducting comprehensive assessments.
- Continue implementation of programs to support students with intensive needs (i.e. Preschool, PRIDE, LINKS, GTA, SMS Intensive, Life Skills) while also exploring ways to build capacity of staff in each of our school buildings.

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

- Provision of services for students with intensive needs. Potential for staffing needs and out of district placements.
- Specialized evaluations and consultations for students.
- Maintenance of software licenses for assessment and specialized instruction.
- Legal fees
- Special Education department needs to be constantly evolving to mandatory services for students. Financial implication can vary depending on the individual student needs.
- Addition of Student Support Centers at GW, SMS, and GHS to address mental health needs of students.

Submitted By: Jolene Piscetello and Kimberly Brown

Reviewed By: Alan Bookman

**GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM**

Title of Report: Strategic Action Plans 2021-2022

Board Meeting Date: October 18, 2021

Action: Report: X Information: Discussion:

Our Fifth Generation Strategic Goals include significant opportunities to support curriculum development, instruction, assessment of learning, technology integration, physical safety, emotional wellness and equity. As with previous generations, the goals guide all district, departmental and school initiatives.

Each year, the district, schools and departments align objectives with the overall goals. Annual plans reflect our developmental work toward achievement of three overarching goals and support our values and mission statement. The plans provide us with purposeful direction and identify associated budgetary/resource needs. A sampling of 2021-2022 action plans is attached. The following areas of focus are evidenced throughout our plans:

Goal 1: Foster High Expectations of All Students

- Standards based units and lessons with an emphasis on interdisciplinary and literacy connections
- Evidence-based instructional practices including use of inquiry strategies, challenging authentic problems/contexts, and student self-assessment
- Revise pacing guides by content area and grade level to be responsive to Covid-19 interruptions to learning
- Strengthen teacher knowledge of culturally responsive pedagogy
- Enhance authentic technology integration strategies

Goal 2: Maintain Safe and Supportive Learning Environments

- Coordinate safety and security plans with state and local health officials
- Employ mitigation strategies as recommended by CDC, state, and local health agencies
- Strong communication for all practices
- Engage in practices that promote equity, diversity, and inclusion
- Support student’s social and emotional wellness

Goal 3: Model a Learning Environment that Prepares Students for Their Futures

- Use blended learning and technology integration techniques for purposeful instruction PreK-12
- Integrate technology to conduct formative and summative assessments with GoFormative and other tools
- Continue to use video conferencing tools to support communication and collaboration with and between students, parents/guardians, and community

Submitted By: Cheri Burke

Reviewed By: Alan Bookman



Fifth Generation Strategic Plan

DISTRICT ACTION PLAN

2021-2022

GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> 1. Align curriculum with CCSS and other disciplinary standards. 2. Use Understanding by Design (UBD) organizational structure to develop/refine units and courses. 3. Map learning progressions across grade levels and content areas. 4. Include STEAM, civic and interdisciplinary connections in curriculum. 5. Use embedded formative assessments, common summative and performance-based assessments including virtual assessment options to inform instruction. 6. Revise flexible pacing guides by content area and grade level to accelerate learning as needed, due to COVID. 7. Include resources that address Equity, Diversity, and Inclusion commitment. 8. Strengthen teacher knowledge of culturally responsive pedagogy and instructional practice. 9. Connect major content concepts throughout deliberate instructional practices using unit/course organizers. 	<p>#1-8:</p> <ul style="list-style-type: none"> • Assess application and quality of each strategy through analysis of curriculum developed in the 2018-19 school year in each discipline (random sampling/rubric) <p>#4-9:</p> <ul style="list-style-type: none"> • Observation of teaching practices (Look-for checklists) • Teacher feedback on documented professional development (PD Committee and session evaluations) 	<ul style="list-style-type: none"> • EduPlanet • Collaborative Inquiry Teams • Professional Development: Directors, LARTS, PACE, Eastconn Consultant, Dr. T. Claiborne • Department Meetings • Equity, Diversity and Inclusion Committee

Objectives	Strategies	Timeline/Accountability	Resources
<p>B. Support students' academic, social, and emotional development through tiered instructional conditions.</p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> 1. Apply an accelerated learning model of SRBI to support the intervention process. 2. Apply evidence-based strategies and adhere to fidelity of practice for each intervention. 3. Monitor student progress through systematic assessment and through use of the data management system. 4. Closely monitor and adjust SRBI Tier 1, 2, and 3 instructional supports as needed to respond to increased learning needs due to the pandemic. 5. Continue district TEAM processes to support teacher induction/development of instructional practices to include virtual training. 	<p>#1-4:</p> <ul style="list-style-type: none"> • All strategies will be monitored through use of document examination on PowerSchool RTI (school selected cases/checklists) <p>#5:</p> <ul style="list-style-type: none"> • One annual team baseline analysis at each school through observation, consultation and action planning • Virtual TEAM training and support for mentors 	<ul style="list-style-type: none"> • SRBI district processes • PBIS district processes • PowerSchool RTI • DecisionEd • Reflective Team Process(RTP) • TEAM website and State Dept. of Ed resources for virtual training.

Fifth Generation Strategic Plan

DISTRICT ACTION PLAN

2021-2022

GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> 1. Coordinate service plans with State and local health officials, as needed. 2. Continually update training for all staff on COVID19 safety protocols, as needed. 3. Employ mitigation strategies as recommended by CDC, state and local health agencies. 4. Communicate protocols and safety standards via COVID19 website, as needed. 	<p># 1-5:</p> <ul style="list-style-type: none"> • Adherence to mandated PD schedule • Use of virtual library and PD sessions • Implement signage and PPE as needed • Site evaluations 	<ul style="list-style-type: none"> • Local, state and regional health agencies • Mandated PD schedule • COVID19 requirements • CDC
<p>B. Engage in practices that promote equity, diversity and inclusion.</p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> 1. District level Equity, Diversity, and Inclusion Committee; inclusive of teachers, administrators, parents, students and BOE representatives to inform work. 2. Identify and expand on GPS courses that embed global perspectives or focus. 3. Examine and identify school level activities that develop local, regional or global competencies. 4. Identify and conduct service learning or inquiry-action projects that address social and civic contemporary issues. 5. Teach social pragmatic skills and support friendship groups. 	<p>#1-5:</p> <ul style="list-style-type: none"> • Post members, goals and meeting notes from the District Equity, Diversity and Inclusion Committee on the GPS website • Program of Studies reflects global perspectives • PBIS SET review (building-level) 	<ul style="list-style-type: none"> • Professional Library • PBIS Plans • Second Step

**Fifth Generation Strategic Plan
DISTRICT ACTION PLAN
2021-2022**

GOAL 3: Model a Learning Environment that Prepares Students for their Future

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> 1. Use blended learning and tech integration techniques for purposeful instruction. 2. Use SAMR Model levels in planning and implementing instruction. 3. Integrate technology to conduct formative and summative assessments with Goformative and other tools. 4. Integrate technology tools with purpose for teaching and learning K-12. 5. Continue use of video conferencing tools (zoom) to support communication and collaboration with and between students, parents/guardians, larger communities, as appropriate. 	<p>#1-5:</p> <ul style="list-style-type: none"> ● Observation of teaching practices (Look-for checklists) ● Tech coach meetings ● Teacher feedback on documented professional development and virtual library use 	<ul style="list-style-type: none"> ● SAMR Model ● GHS technology coaches ● Technology PD and virtual library ● Future Ready Schools Initiative ● Look-for Tools



Fifth Generation Strategic Plan NAUBUC ELEMENTARY SCHOOL ACTION PLAN 2021-2022

GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> 1. Using Connecticut Core standards, we will improve language arts instruction by incorporating a balanced literacy program that includes reading and writing workshop. 2. Students will increase stamina in authentic writing and reading activities. 3. Students will improve reading and writing skills through individual goal setting, self-assessment and conferring through a workshop model. 4. Teachers will plan collaboratively to examine student work, identify needs and plan instruction. 5. Support teachers in a variety of teaching platforms to incorporate e-learning and remote teaching/learning as needed. 	<p>#1-5</p> <ul style="list-style-type: none"> • Support teachers with teaching Math/Reading lessons to encourage and coach teachers along the new initiatives • Analyze data that is collected and reflect on data to inform feedback for instructional purposes • Meet with grade level teams to analyze data, discuss student progress, and talk about instructional strategies or topics to improve 	<ul style="list-style-type: none"> • District wide resources provided to teachers • Training, support and opportunities for feedback to support new initiatives
<p>B. Support students' academic, social and emotional development through tiered instructional conditions.</p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> 1. Coordinate flexible blocks for both literacy and math tier II support. 2. Implement a review process for tiered support for intervention planning, implementation and monitoring. 3. Continue targeted Tier I student support during FLEX block. 4. Refine measurable goals and monitor outcomes. 5. Foster SRBI Grade Level Team collaboration to identify tiered needs and plan collective interventions. 6. Use common assessment and teacher input to identify needs. 7. Coordinate school based collaborative teams to support monitoring of student progress. 	<p>#1-8</p> <ul style="list-style-type: none"> • Monitor tiered students within the google drive and shared forms • Google forms and Excel spreadsheets used to track intervention • Target tutor support for early intervention • Support implementation of social skills lessons K-5 	<ul style="list-style-type: none"> • Access to resources to provide interventions • Second Step Lessons • Access to digital resources to support tiers

	<p>8. Coordinate PBIS team to support Social/Emotional/Behavioral needs:</p> <ul style="list-style-type: none">○ Foster leadership opportunities for 5th graders○ Plan virtual whole school meetings to support school rules, spirit and create a sense of belonging○ Form student council and coordinate spirit days and outreach opportunities○ Monitor referrals and problem solve supports and incentives○ Outline social skills lessons K-5○ Peer Mentor Program○ Second Step K-5		
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Fifth Generation Strategic Plan
NAUBUC ELEMENTARY SCHOOL ACTION PLAN
2021-2022

GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> 1. Develop alternative plans for arrival, dismissal, and lunch/recess in adherence with CDC guidelines. 2. Develop alternative plans for classroom spacing, cohorting and routines per CDC guidelines. 3. Implement the Standard Response Protocol provided by the district. 4. Share building standard response protocols. 5. Implement district safety policies. 6. Utilize the GPD Youth Officer and NA Security Guard to promote safety. 7. Establish school-based safety committee to address issues of safety. 8. Conduct regular fire and lockdown drills. 9. Daily building safety walkthroughs. 	<p>#1-9</p> <ul style="list-style-type: none"> • Meet regularly with the School Security and Safety/Health Committee to monitor progress • Conduct evacuation, lockdown, and lockout drills as instructed by the district to monitor progress 	<ul style="list-style-type: none"> • Access to district wide protocol, GPD Youth Officer, and Security Guard • Regular checks by maintenance department
<p>B. Engage in practices that promote equity, diversity and inclusion.</p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> 1. Implement Second Step Anti-Bullying lessons. 2. Coordinate professional opportunities for staff to support EDI. 3. Continue to incorporate restorative practices school-wide through classroom circles, opportunities for reparation and self-growth. 4. Create and participate in a Veteran’s Day assembly. 5. Deliver GPS Social Studies curriculum with fidelity. 6. Coordinate internet safety and responsible use. 	<p>#1-6</p> <ul style="list-style-type: none"> • Monitor progress through the PBIS system • Utilize feedback from staff and guests to assess the program and reflect on revisions to the program 	<ul style="list-style-type: none"> • Funding • School Staff • Second Step Lessons

Fifth Generation Strategic Plan
NAUBUC ELEMENTARY SCHOOL ACTION PLAN
2021-2022

GOAL 3: Model a Learning Environment that Prepares Students for their Future

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> 1. Support teachers in a variety of teaching platforms to incorporate e-learning and remote teaching/learning as needed. 2. Support the integration of instruction and iPad usage in ways that augment, modify and redefine student learning and thinking while also connecting learners and educators in a variety of contexts/settings. 3. Promote student authentic use of technology for sharing/receiving feedback, research, design and presentation. 4. Support the technology team and provide opportunities for sharing practice, collaboration and exploration. 	<p>#1-4</p> <ul style="list-style-type: none"> • Encourage and promote the use of technology • Promote school wide learning and sharing throughout the year • Promote digital projects, presentations, and experimenting with new applications • Promote student involvement with 21st century skill areas, reflection on learning and goal setting • Progress will be monitored through individual teacher meetings and classroom observations 	<ul style="list-style-type: none"> • Access to technologies and internet • Access to technology professionals and PD



Fifth Generation Strategic Plan GIDEON WELLES SCHOOL ACTION PLAN 2021-2022

GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, then all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> 1. Identify and support the implementation of grade level curriculum across disciplines – adjusting as necessary due to unique circumstances (virtual learning, hybrid model, etc.). 2. Implementation of research-based strategies in all curricula. There is a large focus on successful technology implementation. 3. Refine alignment of teaching practices with Connecticut Core skills. 4. Create individualized learning opportunities to engage all learners and all learning styles. 	<p>#1-4</p> <ul style="list-style-type: none"> • Analyze student performance and assessment data at weekly team meetings • Observe teaching practices (In person and Zoom) • January Faculty Meeting Review - Utilize Look-for checklists • Professional discussion on student/ teacher feedback at the school and department level 	<ul style="list-style-type: none"> • GPS Critical Vocabulary Intervention Support Guide • GPS eLearning website • Content Area Directors • Instructional coaching
<p>B. Support students’ academic, social and emotional development through tiered instructional conditions.</p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, then all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> 1. Identify opportunities to train staff on the SRBI interventions as it relates to the SIT process, reinforcing the Frontline RTI system. 2. Set academic, career and personal goals. 3. Review SRBI Tiered Instructional conditions through Reflective Team Processes (RTP) and analysis of sixth grade intervention teams. 4. Communicate Learning Standards / Expectations to students through the use of objectives, and rubrics to ensure students understand and meet expectations. 	<p>#1-4</p> <ul style="list-style-type: none"> • SRBI checklist results • Naviance lessons/tasks-based on individual student demonstrated academic progress, behavior and emotional regularity • Classroom Observations • RTI weekly team meetings 	<ul style="list-style-type: none"> • Second Step • PACE • Math/Reading Interventionists • Team leaders • School Counselors • SRBI Handbook • Naviance Software • PBIS/SWIS district processes

Fifth Generation Strategic Plan
GIDEON WELLES SCHOOL ACTION PLAN
2021-2022

GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines, then we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> 1. Update, enact, and evaluate emergency management and crisis intervention training, drills and assessment. 2. Coordinate service plans with appropriate agencies. 3. Provide annual professional development to all staff based on training needs. 4. Ensure school maintenance, resources and personnel review and maintain code of conduct yearly. 	<p>#1-4</p> <ul style="list-style-type: none"> • Practice of eight fire drills and three lockdowns scheduled intermittently (adjusted to align to CDC guidelines) • Students will demonstrate Care, Respect and Responsibility towards each other, teachers and staff through their learning from yearly social and emotional learning 	<ul style="list-style-type: none"> • COVID-19 Resources Website • Counselors • Psychologist • Resource Officer • Safety Committee • Second Step Curriculum • Administrators
<p>B. Engage in practices that promote equity, diversity and inclusion.</p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, then our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> 1. Implement practices and programs that encourage appropriate behavior. 2. Explicitly teach core values (Care, Respect, and Responsibility) and how they are applied to the school environment. 3. Emphasize prevention and non-disciplinary intervention, as well as fair, consistent discipline, to hold students accountable for their behavior. 4. Refine ongoing team-based and school wide recognitions. i.e. “Brag Tags” in recognition of care, respect, and responsibility-both in school and eLearning behaviors. 	<p>#1-4</p> <ul style="list-style-type: none"> • SWIS data review at faculty meeting • Virtual Town Hall Meetings by team • Restorative practices • Students provided with leadership opportunities through a variety of clubs, team activities and daily lessons via Second Step • Student involvement in “No Place for Hate” Committee 	<ul style="list-style-type: none"> • SWIS Database • Virtual Town Hall Meetings • ADL • Counselors • Psychologist • Library Media Specialists • Team Leaders • Second Step

Fifth Generation Strategic Plan
GIDEON WELLES SCHOOL ACTION PLAN
2021-2022

GOAL 3: Model a Learning Environment that Prepares Students for their Future

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning, then our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> 1. Apply classroom management techniques for purposeful grouping, routines, and cueing systems during in person and virtual learning. 2. Integrate technology to conduct formative and summative assessments as applicable. 3. Use tools to support communication and collaboration between students, parents/guardians, and larger communities. 4. Use technology to enhance student engagement with motivational technology apps & activities. 5. Provide teachers & students with technology sufficient to match the virtual learning environment students are experiencing. 6. Create individualized learning opportunities using technology to engage all learners and all learning styles as appropriate through individualized iPad technology program. 	<p>#1-6</p> <ul style="list-style-type: none"> • Regular, ongoing observations of teaching practices (Look for checklists), both in person and virtual • Teacher feedback on documented professional development • Alternate pathways/formative assessments 	<ul style="list-style-type: none"> • Technology Information Services • Future Ready Schools Initiative • Look-for documents



Fifth Generation Strategic Plan
GLASTONBURY HIGH SCHOOL ACTION PLAN
2021-2022
GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the articulated grade level learning expectations regardless of school, classroom or individual learning characteristics.</i></p>	<ol style="list-style-type: none"> 1. Introduce and implement newly updated learning expectations with an emphasis on EDI. 2. Utilize block scheduling to enhance student learning and social-emotional wellness. 3. Continue to implement the school-wide GHS rubrics for updated learning expectations that align with Connecticut Core State Standards, NEASC standards, and Connecticut High School Reform initiatives. 4. Continue to strengthen the connection between GHS Core Values, Behaviors of Grace & Grit and Expectations for Student Learning. 5. Continue to provide opportunities for sharing as it relates to the school-wide rubrics. 6. Utilize department meetings to authentically implement updated learning expectations and provide feedback and suggestions throughout the process. 	<p>#1-6</p> <ul style="list-style-type: none"> • Ongoing throughout the year • Curriculum Directors, Building Administration, Director of Equity, Diversity and Inclusion • Data collection from PowerSchool and analysis by administration • Agendas for department meetings, professional development 	<ul style="list-style-type: none"> • NEASC publications • CSDE website • PDCC and Department meetings • Resources for Learning Expectations generated by teachers • Administrative meetings with Directors and Director of Equity, Diversity and Inclusion • Learning Expectations, Core Values and Beliefs, and Behavioral Expectations in all classrooms • PT time

Objectives	Strategies	Timeline/Accountability	Objectives
<p>B. Support students' academic, social, and emotional development through tiered instructional conditions.</p> <p><i>Theory of Action: If we support the use of high quality and purposefully implemented instructional practices, all students will grow through a whole-child approach to their education.</i></p>	<ol style="list-style-type: none"> 1. SRBI Data Team will meet to review struggling and/or at-risk students and recommend school/systems intervention strategies. Tier I interventions developed collaboratively by administrators, counselors, teachers and support staff/personnel to create tailored plans to meet student needs. 2. Utilize Reading and Writing Center, Math Center, CREST Lab, and World Language Multimedia Center to provide extra support and enrichment opportunities. 3. Continue to develop resources based on student need- i.e. (mentors, afterschool support, and upperclassman study). 4. Implement Mentor Program whereby an adult volunteer is paired with a student at greater risk to provide additional support and assistance. 5. Utilize block scheduling to enhance student learning and social-emotional wellness. 	<p>#1-5</p> <ul style="list-style-type: none"> • Data team will meet quarterly • Building Administration, Special Education Supervisors, Director of School Counseling • Meetings at mid-marking and end of quarter between administrators and school counselors to review individual progress and determine further interventions as needed • Departmental data collection and analysis 	<ul style="list-style-type: none"> • District SRBI team • Department and faculty meetings • SRBI Resource materials • Admin meetings • Mentor Program volunteers

**Fifth Generation Strategic Plan
GLASTONBURY HIGH SCHOOL ACTION PLAN
2021-2022**

GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Maintain physical safety through adherence to district, state and national policies and practices.</p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on prevention, intervention and response, we will increase the well-being of all school community members</i></p>	<ol style="list-style-type: none"> 1. Prepare building for return of students and teachers during COVID-19 pandemic: <ul style="list-style-type: none"> • signage. • safety protocols. • lunch schedule and locations. • update health and safety handbook. • re-train all faculty and staff on the 3 W's, provide an overview of changes and new and continuing procedures. 2. Continue to train faculty and staff on Emergency Management and crisis intervention training, drills, assessment to emphasize shared responsibility of safety. 3. Ensure building cleanliness and organization. 4. Provide adequate resources/personnel. 5. Coordination with local, regional and state agencies. 6. Professional development for certified and classified staff. 7. Continue to provide initial and refresher Psychological Management Training (PMT). 	<p>#1-7</p> <ul style="list-style-type: none"> • Ongoing throughout the year • Building Administrators, Director of School Counseling, Special Education Supervisors, Security • Data collection and feedback from fire and lockdown drills • Feedback from Health and Safety meetings 	<ul style="list-style-type: none"> • Director of Safety Management, Building Administration, Director of School Counseling, Maintenance, Custodial, Central Office, Director of Safety Management, Pupil Services, School Resource Officer, Glastonbury Police Department • Connecticut Department of Education guidelines for opening schools during COVID-19 pandemic • District COVID-19 website
<p>B. Engage in practices that promote equity, diversity and inclusion.</p> <p><i>Theory of Action: If our school community values the power of diverse perspectives and</i></p>	<ol style="list-style-type: none"> 1. Safe School Climate Committee will continue to focus on EDI. 2. Support development of social skills and dispositions. 3. Peer Tutoring, Essence Awards, Clubs, and Health and Physical Education Curriculum. 	<p>#1-5</p> <ul style="list-style-type: none"> • Ongoing throughout the year • Building Administrators, School Counselors, School Psychologist, Director of Special Education, Director of School Counseling, Director of Equity, Diversity and Inclusion 	<ul style="list-style-type: none"> • Building Administrators, School Counselors, School Psychologist, Director of Special Education, Director of School Counseling, Director of Equity, Diversity and Inclusion Faculty, Youth and Family

<p><i>engages in opportunities that promote civic involvement, our students will develop compassion, a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> 4. Vaping education sessions provided by Youth and Family Services for students caught vaping or in possession of vaping supplies. 5. Vaping cessation support groups provided by GHS School Counseling. 	<ul style="list-style-type: none"> • Feedback from Safe School Climate Committee • Professional Development for Equity and Social Justice 	<p>Services</p> <ul style="list-style-type: none"> • District Equity and Social Justice website for families and staff • <u><i>The Person You Mean to Be</i></u> by Dolly Chugh book discussions
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Fifth Generation Strategic Plan
GLASTONBURY HIGH SCHOOL ACTION PLAN
2021-2022

GOAL 3: Model a Learning Environment that Prepares Students for their Future

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Integrate evolving instructional technology to personalize and optimize teaching and learning.</p> <p><i>Theory of Action: If we provide 21st century learning environments that integrate multiple forms of digital access, our students will gain the technological skills necessary for successful post- secondary transitions.</i></p>	<ol style="list-style-type: none"> 1. Implementation of Block Scheduling to enhance student learning and strengthen social-emotional wellness. 2. Creation of a STEAM (Science, Technology, Engineering, Arts, and Mathematics) space to provide more STEM opportunities through an interdisciplinary approach. 3. Continuation of 1:1 iPad program. 4. Continue to provide time and opportunities for faculty to explore the use of the iPad as a personalized learning tool. 5. Provide time and opportunity for discipline specific applications. 6. Continue to provide support and professional development on transformative learning and the shift to digital learning and assessment. 7. Professional development to address needs related to the COVID-19 pandemic (examples include: Zoom, GoFormative, Google Classroom, etc.). 	<p>#1-7</p> <ul style="list-style-type: none"> • Ongoing throughout the year • Tech coaches, K-12 Directors, Special Education Supervisors • Feedback from Professional Development 	<ul style="list-style-type: none"> • Technology and information services • Tech Coaches • K-12 Directors • Professional Development (department and building based) • Block Scheduling Resources folder • <u><i>Differentiated Instructional Strategies for the Block Schedule</i></u> by Gayle H. Gregory



Fifth Generation Strategic Plan ART ACTION PLAN 2021-2022

GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> 1. Align curriculum with State and National Visual Art and Media Standards and CCSS using UBD organizational structure to develop and refine units and courses. 2. Map learning progression across grade levels, schools, and elective course areas. 3. Provide all students opportunities for choice, personal expression, and exploration in meaningful, relevant, and rigorous learning experiences to develop artistic literacy. 4. Strengthen teacher knowledge through discipline-specific PD and collaborative work time to support development, sharing, and implementation of: <ul style="list-style-type: none"> • Further development of curriculum to align with NCAS and common assessment across K-12. • Strengthen knowledge of culturally responsive pedagogy and instructional practice. • Resources and curriculum research/development of STEAM, civic and interdisciplinary opportunities in curriculum. 	<p>#1-3:</p> <ul style="list-style-type: none"> • Analysis of written curriculum, 2-D maps, flexible pacing guides, curriculum outlines, units, and shared resources (Seesaw lessons, videos, and assessments) • Observation of teacher practice in actual and online classrooms. <p>#4:</p> <ul style="list-style-type: none"> • Periodic meetings and/or PD sessions with Teams by level • Teacher feedback on PD to determine future work to improve student learning • Shared curriculum in Drive and EduPlanet 	<ul style="list-style-type: none"> • National Visual & Media Art Standards • CT State Department of Education • EduPlanet • SeeSaw, Google Classroom, and art curriculum specific Apps • Collaborative Curriculum Teams • Department Meetings and Professional Development • GPS Equity and Social Justice shared website • Teaching Tolerance Social Justice Standards • The Institute for Arts Integration and STEAM • GPS Directors & Administrators
<p>B. Support students' academic, social and emotional development</p>	<ol style="list-style-type: none"> 1. Review/revise current GPS curriculum to better provide tiered learning. 	<p>#1</p> <ul style="list-style-type: none"> • PD and collaboration opportunities to develop tiered instruction 	<ul style="list-style-type: none"> • Shared curriculum pacing guide and resources

<p>through tiered instructional conditions.</p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> 2. Analyze and review student growth through systematic assessment and feedback to inform and adapt future instruction. 3. Collaborate and communicate with school administration and staff to support the academic, social, emotional, physical and creative needs of students. 4. Develop strategies, supports, and intervention processes, resources and protocols that support teachers' practice (TEAM) and students' growth similar and unique to this current-year needs. 5. Provide opportunities for students to excel and celebrate through periodic art exhibits and opportunities. 	<p>#2</p> <ul style="list-style-type: none"> • Collaboratively analyze assessment data to determine student success/needs for future growth <p>#3</p> <ul style="list-style-type: none"> • Collaborate with School Administration, Pupil Services, Special Education and School Counseling staff <p>#4</p> <ul style="list-style-type: none"> • PD focus on improving teaching practices, SEL practices, and student engagement and learning <p>#5</p> <ul style="list-style-type: none"> • Art website of art opportunities and shared exhibits 	<ul style="list-style-type: none"> • SeeSaw, Google Classroom, and other assessment apps • Collaborative PD/level meetings • PowerSchool • PBIS/SWISS district process • TEAM website • Scholastics Art & Writing Contest, ArtSteps.com, and other online apps for presentation
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Fifth Generation Strategic Plan

ART ACTION PLAN

2021-2022

GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> 1. Refine safety guidelines and protocols for art classrooms across levels. Communicate to teachers, students, and families through meetings, PD sessions, and written communications. 2. Support and communicate building, Department and District protocols that promote a COVID 19 safe learning environment for everyone involved. 3. Collaborate with district facilities to determine necessary improvements and updates and to provide PD and renew training for environmental safety mandates per GPS and CDC. 	<p>#1-3:</p> <ul style="list-style-type: none"> • Adherence to mandated PD schedule • Use of virtual library and PD sessions • Department, course, and grade level specific training and information that aligns with the GPS and CDC guidelines • Site evaluations 	<ul style="list-style-type: none"> • Local, state, and regional health agencies • Contact Tracers, District Facilities, and HAS Officer • PD Schedule • COVID19 requirements • CDC
<p>B. Engage in practices that promote equity, diversity and inclusion.</p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> 1. Identify and expand on Department resources, courses and curriculum that embed global perspectives, inclusivity, and diversity. 2. Identify/conduct/embed school level activities that develop local, regional or global competencies, including interdisciplinary collaborations to increase student awareness of social and civic issues and global perspectives. 3. Establish groups/clubs, such as National Art Honor Society, Unified Art, and school art clubs that focus on social acceptance and community service. 4. Teach social pragmatic skills and support positive social engagement and friendships during the creative and collaborative art making processes. 	<p>#1-2</p> <ul style="list-style-type: none"> • Collaborative meetings and PD to develop curriculum: <ul style="list-style-type: none"> ○ Fostering a shared Equity & Social Justice Folder in shared resources (AO Docs) ○ Vignone Gallery focuses on artists that promote and speak to equity, diversity, and inclusion <p>#2</p> <ul style="list-style-type: none"> • Art collaboration options: 	<ul style="list-style-type: none"> • School-based PBIS goals • School-base Committees • Director of ESJ & other Administration • Vignone Gallery • Shared Department AO Docs Folder • Teaching Tolerance Social Justice Standards

		<ul style="list-style-type: none"> ○ Art Link Creative Connections interdisciplinary project ○ Empty Bowls Project ○ Veterans Day Celebration GHS <p>#3</p> <ul style="list-style-type: none"> ● Director to lead teachers to identify need, feasibility of organizing social/civic service groups <p>#4</p> <ul style="list-style-type: none"> ● Art collaboration and development of strategies, materials, resources, and curriculum 	<ul style="list-style-type: none"> ● CSDE Components Social, Emotional, and Intellectual Habits
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Fifth Generation Strategic Plan

ART ACTION PLAN

2021-2022

GOAL 3: Model a Learning Environment that Prepares Students for their Future

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> 1. Continue to explore, develop, and integrate K-12 technology use for lessons, instructional opportunities, collaboration, and assessments based on current-year and future needs. 2. Use SAMR Model levels in planning and implementing instruction. 3. Continue and expand use of Seesaw, Google Classroom, and Zoom as modes of instruction, feedback, and communication with students, parents/guardians, larger communities, as applicable, to support purposeful instruction. 4. PD to support new learning of apps and technologies that impact learning at all levels. 5. Review/revise course offerings at SMS & GHS to align with current trends that support college and career readiness. 	<p>#1</p> <ul style="list-style-type: none"> • Opportunities for students to virtually record and present their work: <ul style="list-style-type: none"> ○ ongoing review/revision of current apps used at all levels ○ Collaborative development of technology integration in the current-year and in the future <p>#2-3</p> <ul style="list-style-type: none"> • Shared technology integration strategies of SeeSaw, Google Classroom & other apps at PD and meetings K-12 <p>#4-5</p> <ul style="list-style-type: none"> • Meeting/PD to determine strengths and areas for revision in technology offerings including newly implemented courses (Digital Art & Media Courses at SMS and GHS) and newly implemented software (Adobe Creative Cloud Suite - SMS & GHS and Rough Animator - GHS) <ul style="list-style-type: none"> ○ Ongoing tech training and support 	<ul style="list-style-type: none"> • Dept. and school goals • Art dept. curriculum and curriculum review report (Fall, 2018) • Collaborative PD/Team meetings • GPS eTeaching website and PD • Tech Coaches • SAMR Model • Technology PD and virtual library • Look for Tools



Fifth Generation Strategic Plan SCIENCE DEPARTMENT ACTION PLAN 2021-2022

GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> Continue alignment of appropriate science content, instructional strategies, and assessments with the <i>Next Generation Science Standards (NGSS)</i> including embedded engineering design processes, inquiry, reasoning based on evidence, and scientific argumentation. Use embedded formative assessments, common summative and performance-based assessments including virtual options. Increase STEAM interdisciplinary approaches to learning through revised curriculum and development of new course(s). Strengthen teacher knowledge of culturally responsive pedagogy and instructional practices. 	<p>#1-4</p> <ul style="list-style-type: none"> Student performance data from common assessments and learning experiences Analysis of curriculum implementation using random sampling/rubrics Observations of teaching practices Teacher feedback from content/department-based professional development 	<ul style="list-style-type: none"> GPS Curriculum in EduPlanet Curriculum development rubrics CREST lab Look-for tools Instructional coaching Collaboration with CTE/Math/Art departments NGSS College Board NSTA Learning Center EDI Committee; Dr. Claiborne
<p>B. Support students' academic, social and emotional development through tiered instructional conditions.</p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> Continue to implement instructional strategies that foster student-centered learning experiences, differentiated opportunities to apply learning, and appropriate scaffolding. Incorporate more student choice and independence in learning. Monitor student progress through assessment. Provide professional development and training on student-centered coaching models for PACE teachers in collaboration with elementary principals and ELA staff. 	<p>#1-4</p> <ul style="list-style-type: none"> Observations of teaching practices Teacher feedback from content/department-based professional development Student performance data Participation in professional development; Coaching Labs 	<ul style="list-style-type: none"> GPS Curriculum in EduPlanet PACE Resource Teachers; LARTs Special educators District processes (SRBI, PBIS, etc.)

Fifth Generation Strategic Plan

SCIENCE DEPARTMENT ACTION PLAN

2021-2022

GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> Continue to adhere to laboratory safety protocols in accordance with the Chemical Hygiene Plan and Lab Safety Handbook, including additional COVID-19 health and safety protocols. Continue to provide annual training to all science teachers on laboratory safety standards, including additional COVID-19 health and safety protocols. 	<p>#1-2</p> <ul style="list-style-type: none"> Review, and addition of COVID-19 lab protocols, to Chemical Hygiene Plan and Lab Safety Handbook Distribution of lab safety procedures to all students and parents, including COVID-19 lab safety addendum Adherence to mandated professional development schedule, including annual lab safety training Teacher feedback from content/department-based professional development 	<ul style="list-style-type: none"> District Chemical Hygiene Plan Laboratory Safety Handbook NSTA Learning Center Mandated PD schedule Director of Environmental Health and Chemical Safety and Safety Compliance Virtual PD Library
<p>B. Engage in practices that promote equity, diversity and inclusion.</p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> Support and encourage positive interpersonal relationships with and among students within the context of course curriculum. Support and encourage extracurricular clubs and activities within science connected to human impact on society. Examine course curricula to ensure inclusion of local, regional, and global perspectives, and real-world issues. Strengthen teacher knowledge of culturally responsive pedagogy and instructional practices. 	<p>#1-4</p> <ul style="list-style-type: none"> Annual science accomplishments from related teams/clubs Curricular components related to human impact, science, technology, diversity, and society 	<ul style="list-style-type: none"> GW, SMS, and GHS clubs/activities lists GPS Curriculum in EduPlanet EDI Committee

Fifth Generation Strategic Plan
SCIENCE DEPARTMENT ACTION PLAN
2021-2022

GOAL 3: Model a Learning Environment that Prepares Students for their Future

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> 1. Use blended learning and technology integration for purposeful instruction and student engagement. 2. Integrate technology platforms (Google Forms, GoFormative, etc.) to conduct formative and summative assessments. 3. Continue to promote student use of technology platforms to gain and express information. 4. Continue to enhance and support communications with students and parents using digital technologies (email, Google Classroom, zoom, SeeSaw, etc.). 	<p>#1-4</p> <ul style="list-style-type: none"> • Observations of teaching practices (look-for tools) • Teacher feedback from content/department-based professional development, and virtual PD library use • Review of coaching logs from instructional technology coach 	<ul style="list-style-type: none"> • Instructional Technology Coach • Look-for tools • Science Tech Google Classroom • Technology related PD • Virtual PD Library • eTeaching Website • SAMR Model



Fifth Generation Strategic Plan SPECIAL EDUCATION ACTION PLAN 2021-2022

GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> 1. Ensure students with disabilities are educated in the general education setting to the maximum extent possible. 2. Ensure opportunities for special education teachers grades PK-12 and related service providers to participate in general education professional development sessions related to the standards-based curriculum. 3. Align IEP Goals and Objectives to the District’s standards-based curriculum. 4. Implement instructional delivery models at the 6-12 level based on a “double dose” model of instruction in order to maximize inclusion time in general education. 	<p>#1-4</p> <ul style="list-style-type: none"> • Evidence of curriculum based PD opportunities for special education teachers and related services staff - Fall and Spring calendars, building level dept. meetings • Ongoing analysis and revision to IEPs to reflect alignment and educational benefit. • Acceleration PD grades 9-12 • Inclusive/Engaging Practices PD grades 6-8 • Building and course schedules • Readers/Writers Workshop PD • Phonics PD 	<ul style="list-style-type: none"> • District PDCC documents • Special education alignment documents • Professional development sessions and associated resources • Instructional videos for staff
<p>B. Support students’ academic, social and emotional development through tiered instructional conditions.</p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> 1. Collaborate with departments to ensure interventions are data driven and aligned to measureable student outcomes. 2. Special education staff, including related service providers, will collaborate with classroom teachers to support the inclusion of special education students. 3. Clearly define roles of special education staff and classroom teachers to support inclusive practices, including early intervention services. 4. Collaboration with outside mental health professionals to plan supports for students. 	<p>#1-9</p> <ul style="list-style-type: none"> • Special education data - referrals, rates, evaluations • Analysis of IEPs • Tiered intervention plans • Special education referral data 	<ul style="list-style-type: none"> • Pre-referral resources: <ul style="list-style-type: none"> ○ District SIT and SRBI documents on website ○ District behavior support documents on website

	<ol style="list-style-type: none"> 5. Ensure preschool students have access to the Least Restrictive Environment through comprehensive evaluations and programming recommendations that include placement in community settings when appropriate. 6. Preschool team collaboration with parents and community providers to strengthen access to community settings for preschool students with disabilities. 7. School psychologists will continue to work with school counselors to outline Multi-Tiered Systems of Support at the secondary level to identify supports available to students as well as to identify and plan for supports that are lacking. 8. Include special education teachers and related service providers in Tier 3 interventions when appropriate. 9. Provide special education teachers and SLPs with instructional materials used in both the general curriculum and intervention. 		<ul style="list-style-type: none"> ○ Instructional materials (i.e. Heggerty, TC Phonics)
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Fifth Generation Strategic Plan

SPECIAL EDUCATION ACTION PLAN

2021-2022

GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> 1. Provide ongoing support to school staff on revised safety plans. 2. Collaborate with Central Office administrators to maintain current best practices with regard to mental health and wellness. 3. Provide resources to staff such as state addendums. 4. Provide professional learning opportunities related to health/safety protocols and service delivery. 5. Provide adequate PPE appropriate for staff working with high needs students that require close contact and have difficulty wearing a mask. 6. Clear expectations for learning environment. 7. Support staff mental health through frequent conversations, support meetings, and resource distribution. 	<p>#1-7</p> <ul style="list-style-type: none"> • Department meeting agendas • Professional development calendar/agendas 	<ul style="list-style-type: none"> • Staff virtual library and shared documents • CSDE COVID Addendums
<p>B. Engage in practices that promote equity, diversity and inclusion.</p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> 1. Continue to address disproportionality through PD opportunities and a shift in practices. 2. Collaborate with general education departments to ensure appropriate pre-referral interventions have been implemented. 3. Provide professional learning opportunities to special education supervisors, teachers, and related service providers in engagement. 4. Inclusion in the general education environment. 5. Increase collaborative family engagement activities. 	<p>#1-5</p> <ul style="list-style-type: none"> • State data • IEP data • PD and Department Meeting agendas • Classroom walkthroughs and feedback • Acceleration based PD and courses • Student outcome data • Family engagement activities notes/agendas/calendar 	<ul style="list-style-type: none"> • Virtual Library resources • instructional videos • “Learning in the Fast Lane” book • CAPELL document • SERC resources

**Fifth Generation Strategic Plan
SPECIAL EDUCATION ACTION PLAN
2021-2022**

GOAL 3: Model a Learning Environment that Prepares Students for their Future

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> 1. Provide resources for technology integration in instruction. 2. Model effective uses of instructional technology through department meetings and professional learning sessions. 3. Maintain specialized web-based programs for students with disabilities. 4. Assistive technology for students. 5. Continue to utilize technology such as Zoom, Google Classroom, and SeeSaw to engage and collaborate with families. 	<p>#1-5</p> <ul style="list-style-type: none"> • PD and Department meeting agendas • Virtual observations • IEP accommodations that include technology • Zoom meetings • Consults/parent training 	<ul style="list-style-type: none"> • Virtual Library • iPad Apps • Web-based scoring and testing systems • Web-based instruction platforms such as Read • Live and TeachTown • In-District Assistive Technology Specialists

TOWN OF GLASTONBURY**MEMORANDUM**

DEPARTMENT OF ADMINISTRATIVE SERVICES**FINANCIAL ADMINISTRATION**

TO: Board of Finance
Richard J. Johnson, Town Manager

FROM: ^{JB} Julie Twilley, Director of Finance & Administrative Services

DATE: October 6, 2021

SUBJECT: Self Insurance Reserve Update September 2021

The attached report summarizes the Self Insurance Reserve fund through September 30, 2021. The total reserve is \$13,849,044 allocated \$3,501,444 and \$10,347,600 between Town and Board of Education, respectively. As of September the fund is experiencing a \$629,712 loss for the fiscal year.

As of September 30, we are expecting to receive reimbursement of \$90,043 from CT Prime for FY2021 large loss claims for the BOE. This balance due is not reflected in the financial summary.

There are currently no large loss claims for FY2021/2022, which are defined as any claims that exceed \$50,000.

Enc.

cc: Dr. Alan Bookman, Superintendent
Karen Bonfiglio, Business Manager

SELF INSURANCE RESERVE FUND

YTD Balances As of: September 30, 2021

	Town	Education	Total
Contributions			
Employer	\$1,888,123	\$1,495,721	\$3,383,843
Employee	318,611	499,268	817,879
Stop Loss Reimbursement	63,056	-	63,056
Total Revenues	\$2,269,790	\$1,994,989	\$4,264,779
Expenditures			
Anthem			
ASO Fees	\$30,403	\$128,130	\$158,533
Claims	925,544	3,119,274	4,044,818
	\$955,947	\$3,247,404	\$4,203,351
CTCare			
ASO Fees	-	-	-
Claims	216	164,298	164,514
	215.66	\$164,298	\$164,514
Delta Dental			
ASO Fees	\$4,269	-	\$4,269
Claims	47,154	-	47,154
	\$51,423	-	\$51,423
Bank Fees/PCORI Fee	\$1,168	\$3,815	\$4,983
CT Prime	117,949	329,770	\$447,719
OneDigital Consultant Fees	4,500	18,000	22,500
	\$123,617	\$351,586	\$475,203
Total Expenditures	\$1,131,202	\$3,763,288	\$4,894,490
Current Year Revenues Less Expenses	\$1,138,587	(\$1,768,299)	(\$629,712)
Reserve July 1, 2021	\$2,362,857	\$12,115,899	\$14,478,755
Reserve at end of month	\$3,501,444	\$10,347,600	\$13,849,044

Note: The Reserve formula will be updated at the end of each quarter. The next update will be provided in November 2021.

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT OCTOBER 1, 2021

Elementary	Pre-K= 64	K	1	2	3	4	5	6	Total
Buttonball		62	71	62	79	84	71		429
Hebron Ave.		73	72	74	76	82	76		453
Hopewell		79	106	102	89	96	0		472
Naubuc		75	66	71	74	71	70		427
Nayaug		70	88	82	84	88	99		511
Elementary Subtotal		359	403	391	402	421	316		2292
Gideon Welles							92	419	511
	K-6 Totals								2803
Elementary Total		359	403	391	402	421	408	419	2803

Middle	7	8	Total
Smith Middle	431	434	865
Middle Total	431	434	865

Secondary	9	10	11	12	Total
Glastonbury High	465	456	466	483	1870
Secondary Total	465	456	466	483	1870

TOTAL 5538

PRE-K	64
OUT OF DISTRICT (36 & GHS ALTERNATE PROGRAM 0)	36
GRAND TOTAL	5638

RECAPITULATION

GRADE	10/1/2020	10/1/2021	Change Over
	Enrollment	Enrollment	Previous Years
	All	All	Enrollment All
	Without M	Without M	
Pre-K	53	64	11
K	380	359	-21
1	376	403	27
2	393	391	-2
3	419	402	-17
4	397	421	24
5	408	408	0
6	417	419	2
Subtotal Elementary	2843	2867	24
7	435	431	-4
8	476	434	-42
9	465	465	0
10	482	456	-26
11	492	466	-26
12	490	483	-7
Subtotal Secondary	2840	2735	-105
TOTAL	5683	5602	-81
OUT OF DISTRICT & GHS ALTERNATE	36	36	0
GRAND TOTAL	5719	5638	-81

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

				GRADE K		TOTAL
Buttonball	16	16	15	15	=	62
Hebron	18	18	19	18	=	73
Hopewell	16	16	17	15	15	= 79
Naubuc	19	18	19	19	=	75
Nayaug	18	17	17	18	=	<u>70</u>
						359
				GRADE 1		
Buttonball	17	18	17	19	=	71
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>
						403
				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	23	=	89
Naubuc	20	18	19	17	=	74
Nayaug	21	21	21	21	=	<u>84</u>
						402
				GRADE 4		
Buttonball	20	21	22	21	=	84
Hebron	20	20	20	22	=	82
Hopewell	20	19	19	19	19	= 96
Naubuc	19	17	17	18	=	71
Nayaug	22	22	22	22	=	<u>88</u>
						421
				GRADE 5		
Buttonball	18	18	17	18	=	71
Gideon Welles	22	23	22	25	=	92
Hebron	19	18	20	19	=	76
Naubuc	17	18	18	17	=	70
Nayaug	20	20	19	21	19	= <u>99</u>
						408

1. Total Number of Suspensions by Month		17										
In-School		14										
Out-of-School		3										
2. No. of 1 Day Suspensions												
3. No. of 2-4 Day Suspensions		8										
4. No. of 5-10 Day Suspensions		9										
5. * No. of Different Students Suspended for the Month		16										
6. * No. of Different Students Suspended this Year (Cumulative)		16										
7. * No. of Different Students Suspended More than Once this Month		1										
8. * No. of Students Suspended More than Once this Year (Cumulative)		1										

Revised 11.15.05

*See Reverse Side

The building administrator reviews suspension notices. Copies of all suspension notices detailing the problem and the consequences are sent to the Superintendent. This information is reviewed in compliance with special education legislation and may result in a student's program being modified by a school team when appropriate.

5. No student is counted more than once per month.
6. No student is counted more than once during the school year. This number is cumulative.
7. Only students who have been suspended on more than one occasion this month are included.
8. This is a cumulative number and represents the number of students suspended more than once during this school year.

**Glastonbury Public Schools
Cumulative Summary of Suspensions**

School: Smith Middle School

School Year: 2021-2022

Reason	Aug	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
A. Alcohol Possession/Use/ Sale/Distribution/Manufacture											
B. Drugs Possession/Use/ Sale/Distribution/Manufacture											
C. Vandalism											
D. Fighting / Altercation											
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying											
H. Insubordination		1									
I. Cutting/Skipping Class											
J. Profanity											
K. Tardiness											
L. Harassment		1									
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution											
O. Theft		1									
P. Interference with school Safety/ Order/Discipline		4									
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention											

1. Total Number of Suspensions by Month		7									
In-School		6									
Out-of-School		1									
2. No. of 1 Day Suspensions		3									
3. No. of 2-4 Day Suspensions		4									
4. No. of 5-10 Day Suspensions		0									
5. * No. of Different Students Suspended for the Month		7									
6. * No. of Different Students Suspended this Year (Cumulative)		7									
7. * No. of Different Students Suspended More than Once this Month		0									
8. * No. of Students Suspended More than Once this Year (Cumulative)		0									

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