



## BOARD OF EDUCATION REGULAR MEETING

Monday, November 8, 2021 7:00 PM

MEETING ONLINE-ZOOM Please use the link below to join the webinar:

<https://glastonburyus-org.zoom.us/j/86906828095?pwd=SWt6dTF0eE14SjBxTU5UWkRvSzVDUT09>  
Passcode: 621801, Or Telephone: US: +1 929 205 6099 or +1 301 715 8592 or +1 312 626 6799 or +1 669 900 6833 , or +1 253 215 8782 or +1 346 248 7799  
Webinar ID: 869 0682 8095

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
  - A. Rosemary Coggeshall, Board of Education Member
4. Student Representatives' Report
  - A. Ben Wilkinson, Class of 2022
  - B. Jade Wong, Class of 2023
5. Informal Session for Public Comment
6. Special Reports
  - A. School Operations Update
  - B. Equity and Social Justice Update
7. Business Requiring Action
  - A. Approval of Capital Improvement Plan 2023-2027
  - B. Approval of the Submission of the Perkins V Grant
  - C. Approval of Board of Education Policy #4111/4211 (Staff Planning/Creation of Positions/Recruitment, Screening, & Selection/ Initial Compensation and Benefits/Bonuses and Increments)
  - D. Approval of Board of Education Budget 2022-2023 Workshop Dates, Monday, January 3, 2022, Tuesday, January 4, 2022 and Wednesday, January 5, 2022
8. Reports and Discussion
  - A. Program Reports
    1. History and Social Sciences Program Report
    2. Art Program Report
    3. Health and Physical Education Program Report
    4. Music Program Report
  - B. Veterans Day Celebrations Plans

- C. Glastonbury Education Foundation
- 9. Approval of Minutes
  - A. Meeting Minutes of October 4, 2021
  - B. Special Meeting Minutes of October 18, 2021
- 10. Committee Reports
- 11. Chairman's Report
- 12. Superintendent's Report
  - A. School Enrollment Report, November 2021
  - B. Self Insurance Reserve Update-October 2021
  - C. Dates to Remember
- 13. 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)

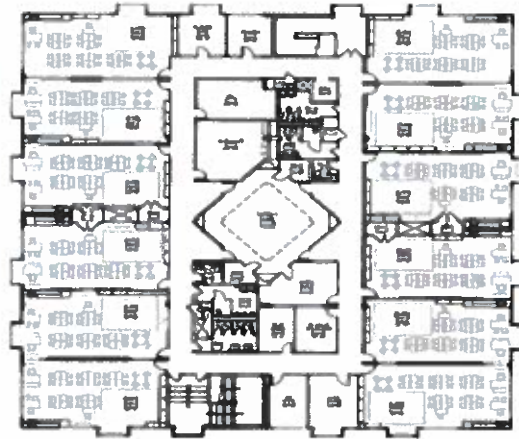
<b>Summary by Fiscal Year</b>			
<b>YR</b>	<b>Location</b>	<b>Description</b>	<b>Est. Cost</b>
<b>Projects for Fiscal Years 2023-2027</b>			
2023	Naubuc	Open Space Classrooms - Design/Construction & State Grant Appl	\$3,200,000
2023	Gideon Welles	Replacement RT Air Handlers & Exhaust	\$250,000
2023	Gideon 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
		<b>Sub Total Year 2023:</b>	<b>\$4,700,000</b>
2024	Hebron Ave	Pavement Rehabilitation	\$290,000
2024	Naubuc	Boiler and Heating System Replacement	\$950,000
2024	GHS	Pavement Rehabilitation (Senior Lot)	\$200,000
		<b>Sub Total Year 2024:</b>	<b>\$1,440,000</b>
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
		<b>Sub Total Year 2025:</b>	<b>\$2,455,000</b>
2026	Various	Construction - Chiller Replacements	\$1,700,000
2026	GHS	Roof Replacement**(1991 areas) (277,000 SF) (current age = 30 yrs.)	\$5,540,000
		<b>Sub Total Year 2026:</b>	<b>\$7,240,000</b>
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
		<b>Sub Total Year 2027:</b>	<b>\$3,275,000</b>
**Roof Replacements >20 years are eligible for State School Construction Grant			

# Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

## Overview

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Naubuc School Open Space Classrooms- A/E Design/Construction & Application for School Construction Grant Reimbursement
<b>Priority:</b>	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 21<sup>st</sup> 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

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Gideon Welles School Replacement of Roof Top Air Handlers
<b>Priority:</b>	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

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Gideon Welles School Boiler Replacement & Energy Management Control
<b>Priority:</b>	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

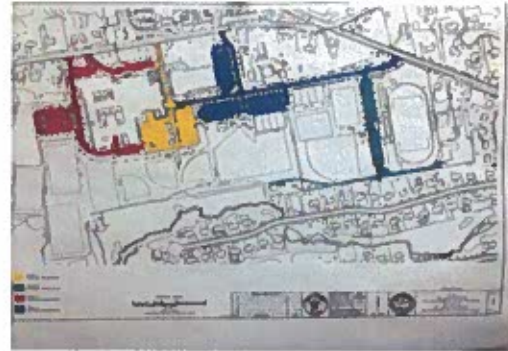
No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

## Overview

<b>Department:</b>	Board of Education
<b>Project Title:</b>	High School Pavement Rehabilitation
<b>Priority:</b>	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

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Gideon Welles School Auditorium Seat Replacement
<b>Priority:</b>	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

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Hebron Ave School Pavement Rehabilitation
<b>Priority:</b>	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)

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Naubuc School Boiler Replacement
<b>Priority:</b>	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

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Gideon Welles School Roof Replacement
<b>Priority:</b>	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

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Smith/GHS/Nayaug Schools Chiller Replacements
<b>Priority:</b>	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. EUL<sup>1</sup> is 20 years with this type of major equipment. Service, maintenance and repairs have been performed over the years. Chiller unit at Nayaug shows RUL<sup>2</sup> 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.

<sup>1</sup> Estimated Useful Life

<sup>2</sup> Remaining Useful Life

# Capital Improvement Projects (CIP) Form

(October 18, 2021 - BOE First Read)

## Overview

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Naubuc School Design - Roof Replacement
<b>Priority:</b>	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

<b>Department:</b>	Board of Education
<b>Project Title:</b>	High School Roof Replacement
<b>Priority:</b>	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

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



**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**

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**Title of Report: Perkins V**

**Board Meeting Date: November 8, 2021**

**Action: XX**

**Report:**

**Information:**

**Discussion:**

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The *Strengthening Career and Technical Education for the 21st Century Act (2018)* amended the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) which is now known as *Perkins V*. The passage of Perkins V provides new opportunities to improve Career and Technical Education (CTE) and enables more flexibility for Connecticut to meet the unique needs of our students, educators and employers.

“Today’s Skills, Tomorrow’s Careers” (Perkins V) is organized into 16 Clusters at the national level, 12 of which have been designated by Connecticut as “best fit” for the needs of our state. These 12 clusters will drive the pathways and programs (or programs of study) which can be funded, supported, developed, or improved at the State and local levels under Perkins V. Glastonbury Public Schools currently offers programming in 7 of these 12 clusters: Agriculture, Food & Natural Resources, Architecture and Construction, Business Management and Administration, Hospitality & Tourism, Manufacturing, and STEM.

Perkins funding for this school year will be requested to support our STEAM initiative across grades 7-12, creating a GHS Business Education Center, and supporting professional learning and recruitment for our regional AgriScience program. Some examples of what Perkins V funding will allow us to do this year include vertical articulation within CTE programming across Smith and GHS, purchasing of new STEAM equipment for Smith Middle School, sponsor AgriScience teacher participation in specialized conferences and development of ECE and STEAM related-courses, broaden and elevate our Culinary Arts curriculum, and continue to support the various needs of our STEAM initiative. Funding will be used to complete a video recruitment series for the Regional AgriScience program that has been on pause due to the COVID-19 pandemic. It should be noted that due to the supplemental ASTE grant, fewer dollars will be allocated to the AgriScience program than in years past. The supplemental ASTE grant will be utilized to create an AR/VR training facility in the existing AgriScience library.

Perkins funding for the 2021-22 school year is \$47,111.

**Submitted By:** Liz Cole

**Reviewed By:** Alan Bookman

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## Staff Planning/Creation of Positions/Recruitment, Screening, & Selection/ Initial Compensation and Benefits/ Bonuses and Increments

**Staff Planning** – As part of annual budget development, the superintendent/designee shall review certified staffing along with recommendations for new positions or for staff reductions with the Board of Education. Before a new position is established the superintendent will present, for Board review, a job description for the new position which specifies necessary qualifications and performance responsibilities.

**Creation of Positions** – All certified staff positions are created or reduced only by the Board of Education which has the sole responsibility to create or establish positions necessary to accomplish the school system's goals and objectives.

**Recruitment, Screening, and Selection** – The superintendent/designee shall maintain an effective recruitment program to attract, secure, and retain high quality personnel for all certified and non-certified support staff positions. The recruitment program shall seek candidates who will devote themselves to the education and welfare of children in the public schools of the district. **The program shall include a plan for minority staff recruitment.**

In screening candidates for employment, the superintendent/designee shall involve, as appropriate, administrators, teachers, parents, students, support staff, and others. This involvement is advisory to the superintendent and the superintendent shall explain participant's roles and limits prior to their participation in the screening process.

The superintendent/designee shall ensure that all certified personnel employed or recommended to the Board meet all state requirements for the position. **All District teachers must meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternate routes to certification.**

Initial Compensation and Benefits – Compensation and benefits will be determined in accordance with the appropriate collective bargaining agreement. For non-contracted positions, compensation and benefits will be determined by the Superintendent or designee and reported to the Board of Education.

**Bonuses and Increments** – Bonuses and increments will be awarded in accordance with the appropriate collective bargaining agreement. For non-contracted positions, bonuses and increments recommended by the Superintendent may only be awarded upon approval by the Board of Education.

### **Hiring of Retired Teachers**

**A retired teacher receiving benefits from the Teachers Retirement Board (TRB) may be reemployed by the Board for up to one full school year in a position (1) designated by the Commissioner of Education as a subject shortage area, or (2) at a school located in a priority school district for the school year in which the teacher is being employed. Such employment may be for up to one full school year. Such reemployment may be extended for an additional school year, provided the Board (a) submits a written request for approval to the Teachers' Retirement Board, (b) certifies that no qualified candidates are available**

prior to the reemployment of such teacher and (c) indicates the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

The forty-five percent limitation applies, as described below, if the retired teacher described in this paragraph, works in excess of two years in either a subject shortage area and/or in a school in a priority school district.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service.

Except as indicated in the first paragraph in this section, a certified educator receiving retirement benefits from the Teachers Retirement Board (TRB) may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes except that such educator may be employed in such a position and receive no more than forty-five percent of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess. Fringe benefits offered by the District, if taken by the employed retired individuals, are included in the maximum compensation. The individual can continue to pay TRB for health insurance as a retired member in the same manner as prior to the post retirement employment. (Health insurance from the Board is not legally required to be offered.)

(cf. 4124, 4224 Non Discrimination)

(cf. 4117 and 4217 Assignment/Transfer/Reassignment)

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Definitions. ~~Notice and hearing on failure to renew or termination of contract. Appeal.~~ **Notice and hearing on termination of contract (as amended by P.A. 12-16 An Act Concerning Educational Reform)**

10-153. Discrimination on account of marital status.

**10-183v Reemployment of teachers, as amended by PA 10-111, An Act Concerning Education Reform in Connecticut and P.A. 16-91, An Act Making Changes to the Teacher's Retirement System, and PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes and PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.**

**10-220 Duties of Boards of Education. (as amended by PA 98-252)**

10-155f. Residency requirement prohibited.

46a-60 Discriminatory employment practices prohibited.

~~Public Act 94-221 An Act Concerning School Discipline and Security~~

**34 C.F.R. 200.55 Federal Regulations**

**P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56**

Policy

Adopted: November 14, 2005

Revised: April 11, 2011

**Revised:**





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

**Program: History and Social Sciences K-12**

**Director: Ilene S. Viner**

**Date: November 8, 2021**

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

**Positive Influences:**

- Teachers have worked tirelessly to deliver high-quality instruction for our students. The expertise and persistence demonstrated by the secondary History and Social Sciences educators for our students is exceptional.
- Teachers were able to complete most curricular units with modifications to instructional strategies, learning activities and depth of content. The overall integrity of the History and Social Sciences curriculum was maintained in secondary courses.
- Our district was well prepared for the transition to eLearning being so well versed in 1-to-1 technology. Teachers, students and parents have learned even more technology platforms. We continue to explore and find new ways to teach and support students.
- New forms of both formative and summative assessments allowed students to demonstrate their understanding in different ways.
- Teacher collaboration and mutual support and professional selfless sharing, to provide the best possible instructional opportunities for GPS students.

**Challenges:**

- Advanced Placement courses were impacted significantly, with modifications to the curriculum, content, and AP exams issued by the College Board.
- Department assessments had to be modified and delivered online, which impacted the reliability of the assessment data and security of the assessments, and therefore our understanding of what students learned.
- All elementary and secondary history field studies were/and remain cancelled. These field studies are an integral part of our curriculum. These include for example: Grade 8 US History – Sturbridge Village, Grade 11 Themes of US History – 9/11 Museum, Grade 4 State Capitol and other CT sites, Grade 5 – The HSG Museum and Green Cemetery.
- The Current Issues team of teachers had to reimagine how to communicate, educate and support all of our seniors every day in a virtual class.

- Inquiry and informed discussion are essential for the study of history and the world. These components of interactive instruction are incredibly challenging in an eLearning environment or hybrid model.
- The consistency and equity of time in the delivery of elementary social studies units of study varied across grade levels and school, as teachers made adjustments for a distance learning environment.
- All visitors and guest speakers for K-12 were/and remain cancelled. This includes the Grade 4 River Dwellers program from the Connecticut River Museum.

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

- Advanced Placement Results:

Subject	# of exams taken	Percent of test takers scoring 3 or higher	Average Exam Score
European History	29	79.3	3.62
Psychology	38	73.7	3.50
US History	118	64.4	3.05

- Rho Kappa National History Honor Society in Social Studies inducted 13 juniors in a virtual ceremony in February.
- The Gideon Welles World Geography teachers took the lead in the school wide *No Place for Hate* Program.
- 22 teachers worked on curriculum writing teams to both build courses (ex. African American and Latino/Puerto Rican Studies) and for annual refresh work aligned with our curriculum review.
- Mr. Larry Nelson, GHS history teacher, was awarded the GHS Essence Award this spring for building a new scholarship program and school club for Future Educators of Diversity.
- The professional achievements of individual teachers are numerous and varied. GPS History/Social Sciences teachers have worked hard over the past year to bring learning experiences to their students and to their peers that exceed far beyond classroom instruction. These include but are not limited to: professional collaboration and learning on curriculum and instruction teams, school-based interdisciplinary curriculum efforts, team leadership at Smith Middle School, advisor ships, mentors to new and student teachers, professional development presenters, coaching, coordination of school wide-events (ex. Veterans Day), etc.

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

### Celebrations:

- iPads are the devices that bring the world both past and present into history and social science classrooms. We use countless websites to enrich student learning.
- iPads/interactive apps are used for student participation and engagement.
- iPads are easy for students to manage and carry to all their classes. They are very user friendly.

- iPad applications provide many methods of formative assessment and a variety of ways for students to demonstrate their learning.

**Challenges:**

- Writing/composing on an iPad is less efficient than a computer with a keyboard.
- There are fewer apps used in grades 9-12 as compared to younger grades, based on what is appropriate for high school students.

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

The social studies program courses are consistently evaluated and renewed. This summer refresh modifications were made by teacher committees to Grades K, 5, and 7 and 9. We continue to focus on reviewing all curriculum and instructional practices through the lens of the GPS History and Social Sciences transfer goals as determined in our curriculum review.

The new Grade 9 curriculum was implemented and underwent its first analysis, during the 2020-2021 school year. Modern World History is now the required course for all freshmen at GHS. This course replaces the Western Civilizations and Area Studies courses. This summer we met to analyze student learning, and reflect on the course to make modifications for this school year.

The History and Social Sciences Department continues to update resources for all our courses.

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

The program review process informs curriculum and instruction for the History and Social Sciences Department. The information gathered in the last review has allowed us to design a five-year plan of change and growth in curriculum and instruction for the department that will be reflected each year in our program report.

We will:

- Continue to develop and teach all History and Social Sciences courses around the department transfer goals of civic competence, thinking critically, and collaborating and communicating with others.
- Build in and support the integration of digital/civic literacy skills in all History and Social Sciences curriculum.
- Continue to develop a Black and Latino/Puerto Rican Studies elective course. (Connecticut P.A. #19-12 (HB7802) for implementation in September 2022.
- Develop and provide formal alignment between the Grades K-2 Social Studies curriculum and school-based PBIS programs.
- Map, create, and articulate intersections between elementary disciplines so that all students see/use concept and skill connections.
- Collaborate with the secondary ELA Department and Library Media around curricular intersections and integration.
- Continue to examine our curriculum at all levels to improve, integrate, and align with the GPS goals for Equity, Diversity, and Inclusion.
- Continue to develop and implement common assessment and performance based tasks across secondary courses and use data to inform instruction and curriculum refinement.

- Continue to provide professional growth opportunities for elementary teachers that support understanding of content, and the transfer of literacy strategies and skills to social studies teaching and learning.
- Continue to advance the use of technology integration as an instructional tool in all social studies programs through targeted curriculum and professional development.
- Continue to integrate disciplinary literacy skills, and targeted content literacy and writing strategies tied to the CCSS, at all levels of curriculum.

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

- Support for the purchase and expansion of, digital subscriptions, electronic media, online assessment programs and relevant software and iPad apps that support and enhance the teaching and learning of history and the social sciences.
- Continued support of elementary field studies. These learning experiences are an active and integral part of our standards based social studies curriculum.
- Support for renewal of elementary units of learning to provide timely updates, integration of technology tools for learning, and connections to other disciplines.
- Curriculum writing hours for the new course development of African-American (21-22) and Latino Studies (22-23) and the continued timely renewal of all History and Social Science courses.
- Support for the growth and development of teacher effectiveness through meaningful and relevant professional learning opportunities focused on high leverage strategies, student engagement, and civic literacy.



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

**Program: Art**  
**Director: Holly Constantine**  
**Date: November 8, 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.**

**Positive Influences:**

- K-12 art education remains focused on the art curriculum that addresses National Core Art Standards, 21st Century Skills, college and career readiness, and design-thinking opportunities while incorporating social and emotional opportunities for students.
- The development of digital resources (Seesaw lessons, media demonstration videos, digital lessons) will be used for differentiated instruction in the future.
- Teachers fostered an even greater collaborative partnership problem solving and designing solutions to the year's unique challenges to ensure student success.
- Teachers and students learned and incorporated advanced digital opportunities for collaboration, exploration, presentation, and critique.
- Gideon Welles Exploring the Arts successfully ran the full program in the virtual format offering different visual and performance artists, including opportunities for students to engage with the artists.
- SMS Unified Art model allowed all students at least one Art rotation giving students the opportunity to experience, learn, and explore through the Art program.
- K-12 spring art shows were successfully conducted in a digital format, adding the benefit of a greater reach to the community. (Example: [GHS Virtual Spring Art Show](#))
- Vignone Gallery is able to showcase artists from diverse locations and backgrounds due to Zoom based Artist Talks. The website is enhanced to offer community access to student and artist exhibits. (Example: [Faustine Adeniran](#) and [Youth Art Month](#))
- [GPS Calendar Art Show](#) & reception were conducted virtually.
- Artist visits and museum trips were offered virtually.

**Challenges:**

- Digital or other options for 2021-2022 spring art shows K-12 are being developed if need remains.
- In-person field trips are on hold or will be creatively adjusted to virtual where possible.
- Vignone Gallery visiting artists remain on Zoom and workshops with students on hold.
- Regional and national competitions, exhibits, conferences, and awards ceremonies continue to be virtual or postponed.

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

- The district-wide [GPS Renew & Reimagine Origami Butterfly Installation](#) which was led by the Art Department.
- A GHS Senior was awarded the MCC Manning/Solomon Award.
- One GHS Senior was awarded the Connecticut Association of Schools High School Fine Arts Award.
- A GHS Student was awarded the GHS Faculty Award.
- Two students' work was selected to exhibit at the [MoCA Westport Hindsight is 2020: Student High School Show](#).
- Two students' works were published in the Winter 2021 edition of the *UConn ECE Magazine*.
- A SMS student was the recipient of a Platinum Award for their art, from the Connecticut Student Writers Magazine, 2021.
- The 2021 Scholastics Art Awards is a testament to the dedication, learning, and high standards our students achieve in the Visual Arts. GHS & SMS students received recognition for their artwork, at the State and National levels:
  - 14 students received awards from the Connecticut Scholastics Art Awards, across a variety of media categories: Drawing and Illustration, Ceramics and Glass, Sculpture, Digital Art, and Film and Animation. In total students won: 5 Gold Keys, 1 Silver Key, and 5 Honorable Mentions, 1 Silver Key Portfolio, and 2 Gold Key Portfolios at the State level.
  - Two students advanced to the National Scholastics Art Awards to receive a Gold Award (SMS) and Silver Award (HS).
  - One GHS Art student won the Connecticut Women Artists Scholarships and Two GHS Art students won Hartford Art School Scholarships at the Regional Scholastics Virtual Event. [Link to gallery](#)
- Art students and teachers were involved in a variety of community and school-based projects like the GHS Veterans Celebration, the Hopewell Kindness Rocks Garden, and enrichment art classes in the Glastonbury and Simsbury Art Guilds.
- An Adaptive Art experience at Hebron Avenue School was developed by the Art Teacher and the Occupational Therapist. This was shared during Spring Professional development with the elementary art staff.
- The Art Department helped advise the [GHS Guardian Logo](#) process and contributed designs from across a variety of art classes.
- The ArtLink Creative Connections program collaboration between the Art and Russian classes.
- Art Clubs and art-related enrichment continued at GHS, SMS, GW, and Hopewell to support student interest and engagement.
- SMS student was chosen as a summer intern at the "Neighborhood Studios" run by the Greater Hartford Arts Council.
- 14 GHS Advanced Drawing students earned ECE credit from UConn and AP Studio Art had 11 students participate in AP Art Portfolio submission in 2-D Art & Design and Drawing. The majority earned scores of 4 (4) and 5 (5).
- Many graduating students enrolled in post-secondary institutions and colleges to study art as a major or minor.
- A [GEF Internship](#) was established offering GHS students the opportunity for real-world experience in the commercial arts fields.
- Multiple students entered and were chosen for the [Glastonbury RJEC Poster Contest](#).

- Teachers presented PD and participated in department, local, and state conferences through Zoom and recorded sessions.
- Teachers initiated the National Art Honors Society at GHS for the 2021-2022 year.

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

#### **Celebrations:**

The iPad is a vital resource to the success of our Art students not only during this past COVID year but as a creative tool to ensure opportunities to create art digitally.

- Students in grades 7-12 gained access to the Adobe Creative Cloud licensing, which enabled students to work seamlessly in the Art computer labs or on their iPads using the Adobe programs and their compatible iPad apps. These programs (Adobe Photoshop, InDesign, Illustrator, Premiere Pro, etc.) are the industry standard in the Visual Arts fields.
- The iPads offer students a more authentic touch screen experience for digital drawing and illustration, which we hope to improve upon through Apple Pencils for GHS students.
- The cameras on the iPads allot students the capacity to capture images and video for creating and to document their evolution and work in an art journal or e-portfolio.
- AirPlay allows students to share their work in real-time in the classroom.

#### **Challenges:**

- Adobe Creative Cloud does not yet offer all programs in an App version, for use on iPads.

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

- GHS's hybrid schedule necessitated the creating and handing out of media kits for every art elective student to ensure continuity and learning for all regardless of modality. Unit progression was monitored and adjusted to ensure high-level learning and the program were met. GHS digital classes incorporated Adobe Creative Cloud applications on the iPad to add fluidity during the hybrid year.
- SMS created three curricular units to offer in the Unified Arts model. Teachers developed media kits for each student in the UA rotations. In final rotations, a digital unit of study was designed to ensure a unique learning experience. The Adobe Creative Cloud was again an asset during this time offering fluidity in the creative process.
- GW mastered the Google Classroom and taught both digital and traditional media using the units from the Grade Six program. Students accessed Exploring the Arts seamlessly through Google Classroom.
- Elementary art was taught on a cart with limited supplies due to CDC safety guidelines. Teachers collaborated continuously to ensure the National Standards and curricular learning could happen regardless of modality or media limitation.
- Teachers researched media alternatives, using the limited or alternate media, to ensure similar media techniques and skill development.
- STEAM: Development of K-12 STEAM opportunities to support the program.
  - K-5 Design-thinking strategies incorporated in "Careers in Art" mini-units.
  - 6-8: Incorporated metacognition of design-thinking in art.
  - 9-12: Collaborated to reflect on the program's current offerings and further develop the STEAM program.

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

As part of our comprehensive curriculum we would like to offer:

- Classes offered at both Level I and Level II at the high school with adjusted rigor and expectations to better meet the needs of all our students.
- An Adaptive Art Class at the GHS, SMS, and Elementary to better meet the diverse needs of all our students.
- Classes that offer more ECE opportunities and professional certification.
- Development of a digital process portfolio system to document student growth in art K-12.
- Curating the Vignone Gallery to include equity and social justice-focused artists.
- Curating the Vignone Gallery to include STEAM Artists, including an alumni show.
- Developing the K-12 STEAM program through PD and program development.
- Additional STEAM class offerings with the expectation for increased FTE.

Department work (meetings, PD) will focus on:

- Continued development, revisions, and implementation of common assessments, benchmarks, vertical alignment, and artistic literacy to align with the National Arts Standards which at its heart promotes the creative process to achieve lifelong goals.
- Examining and revising our curriculum and pedagogy to be culturally responsive, free of bias, and to ensure it addresses diversity, equity, and inclusion by offering diverse voices and representation.
- Developing the K-12 STEAM program through staff PD opportunities, interdisciplinary collaboration, and curriculum development.
- Transferring units of study from AODocs to a District unified location or program.

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

**Continued funding:**

- Materials and supplies to provide students with authentic art experiences.
- Staffing, curriculum writing, and professional development for art staff at all levels.
- New technologies and replacement of art-specific technology equipment and apps, including printers required to print student digital artwork for the exhibit and continued support of industry-standard Mac-based Art computer labs (GHS/SMS) and large format printers.
- Seesaw application, K-12 to provide a platform for documenting growth via a process portfolio K-12.
- New, replacement of, or repair of facilities and program-specific equipment.
- Program-based field trips and student exhibition opportunities for all courses and grade levels.
- Exhibitions and visiting artists through the Vignone Gallery.
- Comprehensive art instruction, including course offerings that support students' needs, interests, college/career paths, and future opportunities in art. This includes the development of STEAM art electives.

**New Funding:**

- Funding to support the growth in membership and activities of the NAHS.
- Potential for increase in FTE for new Art/STEAM classes.
- Financial support for professional certifications for students.
- Consider the purchase of Apple pencil class sets for digital classes.

- Consider the purchase of laser-cutter, 3D printers, and other technologies to enhance STEAM explorative technology in art studios.
- Consider funding for re-structure of course offerings at GHS to include new advanced studies courses. (*Example: Animation I, Animation II, Advanced Animation.*)
- Consider funding for an Adaptive Art Class at the GHS, SMS, GW, and elementary levels to better meet the diverse needs of all our students.



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

**Program: Health and Physical Education**  
**Director: Jennifer Spring**  
**Date: November 8, 2021**

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

The most significant impact on the Health and Physical Education program was the inability to directly engage in most learning experiences and use our teaching spaces.

**Challenges:**

- The K-12 program was (remains) significantly modified to support COVID safety protocols, outdoor and in-class activities, and safest distance.
- Pool closed. HPE 10, Alternate Environment, and No Boundaries water experiences on pause.
- Ongoing modifications to course offerings and learning experiences continue K-12 to include more suitable options for students while following the safety guidelines, teaching outdoors in various weather conditions, and alternate spaces, such as classrooms.
- Collaboration and cooperative activities (involving working closely in pairs/small groups) are limited due to pandemic protocols.
- Fitness testing has been on pause for two years although last year, we had the option to test in person students without being accountable for participation.
- Many events, clubs and activities that enrich our program were modified to fit a virtual platform or cancelled to adhere to the health and safety protocols.

**Lasting Positive Influences:**

- Health and Physical Education teachers successfully (and continue to) adjusted the learning experiences to emphasize students' overall well-being. This amazing team of teachers came together and thought "outside the box" when planning what is best for students. The perseverance and creativity of the Health and Physical Education Department is remarkable.
- Teachers worked collaboratively in grade level and course-like groups to plan and deliver high quality instruction.
- Teachers have learned and demonstrated alternative ways to connect with students/staff and parents, adding strategies to their toolbox, to deliver lessons and communicate with students and parents.
- Health and Physical Education teachers created instructional videos, creative challenges/experiences and family friendly opportunities, through the use of technology.
- Teachers have been very flexible, adapting creating safe, active options in our outdoor space and many lessons were created and modified for indoor classes. This year, we have been able

to resume with an adapted pacing guide achieving our Department's main goal of maintaining consistency for the students during Physical Education classes.

- Our ability to reach students in quarantine continues with the use of Google Classroom and Zoom.

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

### **Staff Achievements:**

- Able to certify over 150 students in Adult, Child and infant CPR, First Aid, and AED use.
- Able to assess the fitness levels of our students in a modified Physical Fitness testing environment. (75 % of our students in grades 4, 6, 8 and 10 were tested)
- Teachers were able to step up to the challenges of teaching remotely while still maintaining the high standards GPS sets for its students. Although virtual learning/teaching in Health and Physical Education required creativity and ingenuity, the students were successful and appreciated the connectedness established.
- Teachers were given appropriate time to collaborate and problem solve to develop alternate content for our PE and Health classes.
- Ability to offer Health classes that allowed students to not only learn but voice what they were going through and how they were coping. Students were able to express themselves and had a safe place to share their feelings regarding many different situations, including COVID, e-learning and other health topics.
- The Human Growth and Development Program remains an important program for parents and students within and outside of our district. A virtual program was developed and was successfully launched in October, 2020 and will continue to be offered through the pandemic and in the future.
- Many schools were able to creatively support school-wide activities following COVID protocols or held virtually. A few examples of enriching events offered:
  - Bring PE to your Family Week - virtual physical activity experiences for families.
  - Winter Walks - classroom teachers, students and families were encouraged to follow fitness trails around town and beyond
  - Heart Event (February) students created a Maya Angelou kindness bulletin board (Try to Be a Rainbow In Someone Else's Cloud)
  - Project ACES (All Student Exercises Simultaneously) National Physical Education and Sport Week: May 5, 2021-Ten, Ten @ Ten - exercising together with their cohorts to promote movement, fitness and fun!
  - Hero Hustle for Health - March 2021. Eight week virtual running and nutrition education program that enabled those to complete a marathon (26.2 miles) at their own pace.

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

### **Celebrations:**

- Students were able to stay connected almost anywhere via zoom and google classroom and receive a modified version of our Health & PE Curriculum.
- iPads in PE allow students to track many activities. Apps we used focused on: recording scores, assessing skills, group generation, motor performance videos (analyzing), goal setting, accessing valid resources, and self-management (SEL) apps for school and home.
- Using iPads to access Google forms has been helpful when collecting data on specific topics such as Mental and Emotional Health, student preferences, getting to know you, formative assessments or quick checks etc.

**Challenges:**

- Use of iPads in outdoor Physical Education classes has been limited due to the nature of our program.

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

- The Health and Physical Education Department made significant changes due to the COVID 19 pandemic.
- Technology took precedence and our teachers successfully integrated a kinesthetic learning experience with digital resources. The H/PE Department was successful in remaining flexible, utilizing technology to support the ability to teach anywhere.
- We adapted to a hybrid model ensuring students had access to content and opportunities to meet Health and Physical Education Standards. Lessons were modified to meet the needs of all students.
- Google Suite and apps like Google Classroom and SeeSaw were necessary in making this shift and professional development in these areas enabled an almost seamless transition.
- Teachers worked to write or revise lessons that would address the needs of the 2021-22 school year ensuring: SEL, connections and relationships, engagement, exploratory experiences (in and outside of the classroom), a physically safe learning environment for teachers and students, and effective instructional practices regardless of modality.

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

- Continue to renew, update, and revise the K-12 Health/PE department curriculum to ensure it is aligned with district, national and state standards, and reflects current research and best practices for teaching and learning.
- Ensure that state mandates are being met in Health Education across K-12. (In the state of Connecticut Health is mandated K-12.)
- Continue to offer professional development to update, curriculum lessons in Physical Education and Health Education; specifically Skills Based Health.
- Continue to work with the Parks and Recreation Department and Bike Walk Connecticut to explore creating a Bike Education Unit/Program at GHS.
- Continue to address students with unique medical, social/emotional, academic, physical, and/or special education needs through differentiated instruction, Adapted Physical Education, and independent studies.
- Continue to explore options to increase ways to expand facilities to increase teaching space (GHS Fitness/Weight Room) and accommodate safe storage of equipment, supplies and teaching.
- Support and supervise new teachers.

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

Continued funding for:

- Update curriculum K-12, specifically skills based Health Education and provide ongoing quality professional development related to current and future teaching conditions and limitations.
- Purchase and replace equipment and supplies to successfully teach all curriculum lessons and units. (outdoor learning, functional fitness, group dynamics, etc.)

- Collaborating with district and town facilities to determine necessary improvements and updates.
- Updating the GHS Fitness/Weight Room to support students' well-being and mirror what facilities look like in college and outside of school.
- Exploring ways to increase work storage space in Physical Education.
- Continuing to hire and support highly qualified and certified Health and Physical Education professionals across all schools K-12.



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

**Program: Music**

**Director: Leslie Lopez**

**Date: November 8, 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.**

**Positive Influences:**

- Development of zoom recitals, outdoor performances, drive-in concerts and creative concert endeavors providing our students with the opportunity to participate in innovative performances for parents and peers.
- In-person live performance of our GHS Pops on May, 16, 2021 with covid safety precautions.
- Successful livestream of our GHS Fall Ensembles Concert on October 20, 2021.
- Community outreach continues through live outdoor concerts and livestream opportunities.
- Elementary General Music teachers return back to the music classrooms providing an authentic music experience to all students while maintaining social distancing.
- Most secondary ensembles (Gideon Welles, SMS and GHS) return back to their regular rehearsal routines and proper rehearsal spaces with appropriate distancing and health and safety precaution measures.

**Challenges:**

- A temporary pause of in-person concerts, in-person community performances with adjudications, auditions and festivals that celebrate and highlight student progress and achievement.
- Temporary pause of 4<sup>th</sup> grade instrumental lessons.
- Pause of elementary large ensemble experiences – choral, band and orchestra.
- Some students experienced challenges with learning through zoom, particularly learning an instrument which impacted embouchure development, tone, hand position and other foundational skills.
- Secondary festival adjudication experiences were all virtual limiting growth and feedback when delivered in this format.

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

- Dr. Ethan Nash, our choral director at Glastonbury High School, was named Teacher of the Year for the 2021-2022 school year. Additionally, he was also selected as a Semifinalist for the Connecticut State Teacher of the Year.

- 206 GHS Band, Chorus and Orchestra students were selected, through virtual auditions, to participate in a variety of music festivals during the 2020-2021 school year: Eastern Region Music Festival (ERHS), All-State Music Festival, and New England Music Festival (NEMFA). All of these festivals were held virtually.
- 65 Smith Middle School and Gideon Welles students in Band, Orchestra and Chorus participated in the virtual Eastern Region Middle School Music Festival. Selection for participation was by virtual student audition.
- Several of our GPS music teachers continue to serve as adjudicators for ERHS and NEMFA auditions.
- Six GHS music seniors received Friends for Music Scholarships in May for majoring or minoring in music for the 21-22 school year.
- *Electrify your Symphony* webinar was held through livestream in the spring for students in grades 6-12 where guest clinician Mark Wood provided an orchestral virtual experience for our string students.
- Glastonbury Music Department was recognized once again as one of the “Best Communities for Music Education, 2021” by the National Association of Music Merchants (NAMM) Foundation. This is the 9<sup>th</sup> year in a row Glastonbury has received this honor.
- Continued support by our parent organization, Friends for Music for assistance with concerts and financially through funding of clinicians, equipment and other needs as they arise.
- We continue to offer a wide variety of after-school ensembles that strengthen and enrich the student musician experience: Gideon Welles Jazz Band, Gideon Welles Enharmonics (Chorus), Gideon Welles Chamber String Ensemble, SMS Jazz Band, SMS Select Choir, SMS Chamber String Ensemble, GHS Jazz Band, GHS Percussion Ensemble, GHS Madrigals, GHS Men’s Choir, Glastonbury Youth Symphony (full orchestra experience with strings and winds).

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

#### **Celebrations:**

- Students are able to use the iPad as a recording device for performance assessments and self assessment.
- Students have access to read e-music on the iPad instead of paper.
- Students have access to apps that include useful tools such as a metronome and tuner.
- Students are able to create authentic compositions through the use of GarageBand.

#### **Challenges:**

- Music classes and ensembles focus on performance based, hands-on tasks that engage student musicians through active music making; the iPad is used to support and enhance student music learning.

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

#### **During the 2020-2021, the following changes were implemented:**

- A pause on in-person school concerts with auditorium style audiences.
- General Music classes K-5 were provided in the classroom setting instead of the music room.
- Modifications to the General Music K-5 curriculum that were delivered through SeeSaw with a focus on music literacy and music appreciation.
- Pause on Grade 4 or 5 ensemble experiences including band, chorus and orchestra experiences (no mixed cohorts).
- No Grade 4 Beginning Instruments, due to cohorting and appropriate distancing expectations.
- Gideon Welles and Smith band, choral and orchestra ensembles were rescheduled to be experiences by single core model.

- SMS Unified Arts Model – music sampler course was taught to all students.
- SMS Ensembles were relocated to various locations to accommodate needs for appropriate distancing.
- Grades 6-12 ensembles (Band, Chorus and Orchestras) were moved to accommodate needs for appropriate distancing.

**During 2021-2022:**

- General Music classes K-5 are back in the music room which provides an authentic music experience.
- Grade 4 or 5 choral experience modified as students receive a choral experience as a class every 4 weeks to work on vocalization techniques.
- Due to cohorting and appropriate distancing expectations there is a pause on grade 4 beginning instruments.
- A pause on grade 4 and 5 large ensembles including band and orchestra.
- Most secondary ensembles (Gideon Welles, SMS and GHS) return back to their regular rehearsal routines and proper rehearsal spaces with appropriate distancing and health and safety precaution measures.

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

- Expansion of online payment for festivals and audition registration and other events to streamline information and payment.
- Revision of our Elementary Instrumental Selection process to continue through efficient on-line format.

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

- Continued funding for the acquisition and replacement of school instrument and equipment inventory, and special programming.
- Continued funding for staffing and professional development opportunities for music classes at all levels.
- Continued financial support for upgrade of technology within music technology and classrooms.

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

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**Title of Report:** Celebrating Veterans Day in Our Schools

**Board Meeting Date:** November 8, 2021

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

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**Overview:** We are very proud of the meaningful Veterans Day programs that take place in our schools each year. Welcoming veterans into our schools on this special day has been a powerful celebration and learning experience for students, veterans and their families. While we are not able to hold ceremonies in person this year, we continue to find ways to honor veterans while helping students to gain an understanding of the significance of the day.

Once again, our elementary schools worked collaboratively to develop a common experience for all students on November 11<sup>th</sup>. A special, district-wide video will be shared with all students and staff. The video includes an introduction to Veterans Day, guest speakers, and a read aloud of *The White Table*. Veterans connected to each school will also be recognized at the schools via a video montage or honor wall with their pictures. Schools will continue to place flags in front of our buildings, wear patriotic colors, and incorporate art, writing and music projects in school activities.

Gideon Wells School created a video celebration to honor and thank veterans. Students will lead the school community through all segments of the Veterans Day video that will feature flags and information on each of the branches of service, five local veterans sharing their experiences, and performances from the band and orchestra. On Friday, as a follow-up, students will be able connect with veterans via Zoom to ask questions to extend their learning.

At Smith Middle School, during World History and U.S. History classes, all students will be shown a special video honoring veterans. Teachers will also provide instruction around Veterans Day during this class period as a means of honoring the many members of our community who have served our nation. Families are invited to provide pictures of a veteran in their life to share during the video tribute.

Glastonbury High School will honor veterans November 11-12. On Thursday, November 11, students will virtually attend the Opening Ceremony that includes the GHS Concert Choir performing our National Anthem, and the GHS Band “Virtual Wind” performing a medley of the military anthems. These musical performances will be followed by two original poems (“Tomb of the Unknowns” and “Where He Can be Found”) by Glastonbury’s Poet Laureate Emeritus Dr. Michael Lepore. A short video will describe how and why the Tomb of the Unknown Soldier came to be constructed and dedicated 100 years ago. The Library Media Center staff will created exhibits in the main lobby honoring veterans. They will also place information and artifacts throughout the LMC. A fundraising campaign in support of the Society of the Honor Guard-Tomb of the Unknown Soldier will be conducted during the weeks prior to Veterans Day. Students and staff members have two opportunities to honor their family members and friends who served in the military. The first is a PowerPoint with over sixty screens with the names of loved ones who have served going back as far as World War I. In addition, students and staff members are encouraged to submit the names and information for their family members and friends who are veterans. Each veteran’s information will be inscribed on a Boot of Honor. The boots will be posted in the hallways throughout GHS.

**Submitted By:** Matthew Dunbar

**Reviewed By:** Alan Bookman

**BOARD OF EDUCATION REGULAR MEETING**

Monday, October 4, 2021 7:00 PM

**BOARD OF EDUCATION MEETING ONLINE-ZOOM**

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

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

1. Call to Order

Dr. Foyle called the meeting to order at 7:03 pm

2. Pledge of Allegiance

3. Awards and Recognition

3.A. PRIDE Program

Dr. Foyle recognized the PRIDE program at Nayaug School. Kris Garafalo and Andrea Kirby provided an overview of this program for the Board. A plaque was presented on behalf of the Board.

4. Student Representatives' Report

4.A. Ben Wilkinson, Class of 2022

4.B. Jade Wong, Class of 2023

Student representatives Ben Wilkinson and Jade Wong updated the Board on events at Glastonbury High School.

5. Informal Session for Public Comment

James Vicevich, 489 Chestnut Hill Road, addressed the Board with a question regarding the PRIDE program.

Jane Benson, 489 Chestnut Hill Road, addressed the Board regarding the mask policy in the schools.

Jenn Jennings, 34 Cranesbill Drive, addressed the Board regarding expanding half day Wednesdays in grades K-5 and parental consent for a mental health day.

Jess Bean, 366 Ash Swamp Road, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Stephen Michaels, 225 Grandview Drive, addressed the Board regarding expanding half day Wednesdays in grades K-5, mental health focus in Grades 6-12, Naubuc School renovation, and lack of parental consent for mental health day absences.

Megan Gagne, fourth grade teacher in district, read into the record a letter from Emily Klein, Special Education Teacher at Naubuc, which addressed expanding half day Wednesdays in grades K-5.

Heather Riddel, 181 Shoddy Mill Road, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Theresa Forbes, 78 Mountain Road, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Carol Lemieux, Teacher at Naubuc School, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Becky Azia, Teacher at Nayaug, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Julie Brennan, Reading Teacher at Hebron Avenue School, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Sarah Boucher, Second Grade Teacher and parent, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Kate Ingram, 61 Boulder Circle, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Kristen Marie Ossino, 250 Leigh Gate Road, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Jennifer Main, no address given, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Abigail Blough, 33 Willeib Street, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Amanda Thibodeau, 335 Spring Street Ext., addressed the Board regarding expanding half day Wednesdays in grades K-5.

Lauren Scold, 56 Bluff Point Road, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Pamela Lockard, 10 South Gate Dr, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Joseph Weiss, 25 Lazy Valley Road, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Amanda Gorman, 60 Taylor Town Road, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Janet Balthazar, principal at Buttonball Lane School, addressed the Board both as principal and parent, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Julie Mascare, 242 Overlook Road, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Mark Zacharel, 435 Tryon St, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Chris Haaf, 39 Strickland Street, addressed the Board regarding expanding half day Wednesdays in grades K-5.

Linda Provost, principal of Hebron Avenue School, addressed the Board regarding expanding half day Wednesdays in grades K-5.

## 6. Special Reports

### 6.A. Equity and Social Justice Update

David Peniston, Jr. provided an update on the Equity and Social Justice Committee as well as the Social Justice Commission survey for the Board.

Motion to move agenda item 8A Program Reports ahead of item 7A carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

## 8. Reports and Discussion

### 8.A. Program Reports

#### 8.A.1. Athletics Program Report

Trish Witkin provided the Athletics Program report for the Board.

#### 8.A.2. English Language Arts/Reading Program Report

Kate Lund and Mary Poissant provided the Language Arts/Reading Program Report for the Board.

#### 8.A.3. Library Media Program Report

Kate Lund and Mary Poissant provided the Library Media Program Report for the Board.

### 8.B. Strategic Action Plans 2021-2022

Program report for Strategic Action plan is moved to next meeting.

### 8.C. Federal COVID-19 Funding

Dr. Bookman provided an overview of the report on Federal COVID-19 Funding for the Board.

### 8.D. Glastonbury Education Foundation

## 7. Business Requiring Action

### 7.A. Approval to Extend Early Dismissal Wednesday's (Grades K-5) December, January, and February 2022.

Board approves extending early dismissal Wednesday's (grades K-5) in December, January and February 2022 carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

7.B. Approval of October Budget Revision to the Approved 2021-2022 Board of Education Budget  
Board approves the October Budget Revision to the Approved 2021-2022 Board of Education Budget carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

This meeting recessed at 9:46 pm and reconvened at 9:55 pm.

All policies/regulations in agenda items 7.C. through 7.P. were accepted for first reading at the September 27, 2021 Board meeting. The policies/regulations in agenda items 7.C., 7.D., 7.E. and 7.G through 7.P. inclusive were approved in one motion:

Motion to approve Board of Education Policy #0200 (Goals for Glastonbury Public Schools); Board of Education Policy #1110 (Communications with the Public/Distribution of Printed Material); Board of Education Policy #3542.43 (Food Service Charging Policy); Board of Education Policy #4118.11/4218.11 (Nondiscrimination); Board of Education Policy #5113 (Student Attendance/Punctual Attendance Grades K-12); Board of Education Policy #5113.2 (Truancy); Board of Education Policy/Regulation #5141.25 ( Management plan and guidelines for students with food allergies, glycogen storage disease and/or diabetes); Board of Education Policy #6112 ( School Day); Board of Education Policy/Regulation #6112.1 (Parent Instruction of Children at Home); Board of Education Policy #6171.2 (Preschool Special Education); Board of Education Policy #9125 (Attorney); Board of Education Policy #9300 (Methods of Operation) and Board of Education Policy #9325 (Meeting Conduct) carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

7.F. Approval of Board of Education Policy #4111/4211 (Staff Planning/Creation of Positions/Recruitment, Screening, & Selection/ Initial Compensation and Benefits/Bonuses and Increments)  
Board tables approval of Board of Education Policy #4111/4211 (Staff Planning/Creation of Positions/Recruitment, Screening, & Selection/ Initial Compensation and Benefits/Bonuses and Increments) carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea

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

## 9. Approval of Minutes

### 9.A. Meeting Minutes of September 27, 2021

Motion to approve the minutes of the September 27, 2021 Board of Education meeting carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

## 10. Committee Reports

### 11. Chairman's Report

### 12. Superintendent's Report

12.A. Board of Education Regulation #4118.239/#4218.239

12.B. After-School Activities at Gideon Welles School (Fall Session)

12.C. GHS Vignone's Gallery STEAM Series- Kate Reed - *Craft to Computation* (September 27-November 6, 2021)

12.D. AgriScience and Technology Training Center Project Donation

12.E. Dates to Remember

Dr. Bookman provided his Superintendent Report for the Board, including an update on the staff vaccination regulation.

### 13. Adjournment

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

The meeting adjourned at 11:29 pm.

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

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

Respectfully Submitted,

Rosemary Coggeshall, Secretary  
Approved:

**SPECIAL BOARD OF EDUCATION MEETING**

Monday, October 18, 2021 7:00 PM

BOARD OF EDUCATION MEETING ONLINE-Zoom

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

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

1. Call to Order

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

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Transportation Department

Dr. Foyle recognized the Transportation Department for all of their efforts safely transporting students.

4. Student Representatives' Report

4.A. Ben Wilkinson, Class of 2022

4.B. Jade Wong, Class of 2023

Student representatives Ben Wilkinson and Jade Wong provided an update for the Board regarding events at Glastonbury High School.

5. Informal Session for Public Comment

Jenn Jennings, 34 Cranesbill Drive, addressed the Board regarding transportation and district vaccination policy.

Stephanie Johnson, 50 Smithbrook Terrace, addressed the Board regarding enrollment and the strategic plan for GHS.

Jacqueline Weiss, 25 Lazy Valley Road, addressed the Board regarding the allotted time for public comment.

Stephen Michaels, 225 Grandview Drive, addressed the Board regarding agenda item 8B, and a bus incident.

Rob Hale, no address given, addressed the Board regarding in person meetings.

## 6. Special Reports

Dr. Bookman addressed the Board with regard to vaccination policy. He clarified that a mistake was made and that it was corrected. He stated that with regard to the bus incident brought up in public comment, the student is getting the assistance needed and that it has been addressed.

## 7. Business Requiring Action

### 7.A. Acceptance for First Reading Capital Improvement Plan 2023-2027(CIP)

Dr. Bookman provided an overview of CIP projects for the Board.

Board accepts Capital Improvement Projects (CIP) for first reading Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

### 7.B. Approval of Submission of Title IV Grant

Board approves the Submission of the Title IV Grant Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

## 8. Reports and Discussion

### 8.A. Program Reports

8.A.1. Career Technical Education and Family Consumer Science Program Report/Agriscience and Technology Curriculum Review

Liz Cole provided an overview of the Career Technical Education and Family Consumer Science Career Technical Education and Family Consumer Science Program Report/Agriscience and Technology Curriculum Review for the Board.

8.A.2. Special Education Program Report

Kim Brown and Jolene Piscetello provided an overview of the Special Education Program Report for the Board.

8.B. Strategic Action Plans 2021-2022

Cheri Burke provided an overview of the Strategic Action Plans 2021-2022 for the Board.

8.C. Glastonbury Education Foundation

Julie Thompson provided a report on the Glastonbury Education Foundation meeting.

9. Committee Reports

Dr. Foyle reviewed upcoming committee meetings with the Board.

10. Chairman's Report

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

11. Superintendent's Report

11.A. Self-Insurance Reserve Update September 2021

11.B. Enrollment Report, October 1, 2021

11.C. School Suspension Reports, September 2021

11.D. Dates to Remember

Dr. Bookman provided the Superintendent's report for the Board, including information on the self-insurance reserve fund, and childcare programming for the extension of half day Wednesdays for grades K-5.

12. Adjournment

12.A. Please note: It is possible that the Board of Education will go into Executive Session. The meeting adjourned at 9:36 pm.

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

Mrs. Rosemary Coggeshall: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan:           Yea  
Ms. Julie Thompson:       Yea

Respectfully Submitted,

Rosemary Coggeshall, Secretary  
Approved:

**GLASTONBURY PUBLIC SCHOOLS  
GLASTONBURY, CONNECTICUT**

**SCHOOL ENROLLMENT NOVEMBER 1, 2021**

<b>Elementary</b>		<b>Pre-K= 65</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
Buttonball			62	71	62	79	84	72		430
Hebron Ave.			73	73	74	76	82	76		454
Hopewell			80	106	103	89	96	0		474
Naubuc			74	65	70	74	73	71		427
Naugaug			70	88	81	84	88	99		510
Elementary Subtotal			359	403	390	402	423	318		2295
Gideon Welles								93	419	512
		<b>K-6 Totals</b>								2807
<b>Elementary Total</b>			359	403	390	402	423	411	419	2807

<b>Middle</b>		<b>7</b>	<b>8</b>	<b>Total</b>
Smith Middle	Middle Subtotal	431	435	866
<b>Middle Total</b>		431	435	866

<b>Secondary</b>		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Glastonbury High	Secondary Subtotal	465	452	466	482	1865
<b>Secondary Total</b>		465	452	466	482	1865

**TOTAL 5538**

<b>PRE-K</b>	65
<b>OUT OF DISTRICT (36 &amp; GHS ALTERNATE PROGRAM 0 )</b>	36
<b>GRAND TOTAL</b>	<b>5639</b>

**RECAPITULATION**

GRADE	11/2/2020	11/1/2021	Change Over Previous Years Enrollment All
	Enrollment All <i>Without M</i>	Enrollment All <i>Without M</i>	
Pre-K	45	65	20
K	379	359	-20
1	379	403	24
2	393	390	-3
3	416	402	-14
4	396	423	27
5	408	411	3
6	415	419	4
<b>Subtotal Elementary</b>	<b>2831</b>	<b>2872</b>	<b>41</b>
7	435	431	-4
8	476	435	-41
9	465	465	0
10	481	452	-29
11	490	466	-24
12	487	482	-5
<b>Subtotal Secondary</b>	<b>2834</b>	<b>2731</b>	<b>-103</b>
<b>TOTAL</b>	<b>5665</b>	<b>5603</b>	<b>-62</b>
<b>OUT OF DISTRICT &amp; GHS ALTERNATE</b>	<b>36</b>	<b>36</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>5701</b>	<b>5639</b>	<b>-62</b>

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

				<b>GRADE K</b>		<b>TOTAL</b>
Buttonball	16	16	15	15	=	62
Hebron	18	18	19	18	=	73
Hopewell	16	16	17	16	15	= 80
Naubuc	18	18	19	19		= 74
Nayaug	18	17	17	18		= <u>70</u>
						<b>359</b>
				<b>GRADE 1</b>		
Buttonball	17	18	17	19	=	71
Hebron	19	18	18	18	=	73
Hopewell	21	21	21	21	22	= 106
Naubuc	17	16	16	16		= 65
Nayaug	22	22	22	22		= <u>88</u>
						<b>403</b>
				<b>GRADE 2</b>		
Buttonball	21	20	21		=	62
Hebron	18	18	18	20	=	74
Hopewell	20	21	21	20	21	= 103
Naubuc	18	17	17	18		= 70
Nayaug	20	20	21	20		= <u>81</u>
						<b>390</b>
				<b>GRADE 3</b>		
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>
						<b>402</b>
				<b>GRADE 4</b>		
Buttonball	20	21	22	21	=	84
Hebron	20	20	20	22	=	82
Hopewell	20	19	19	19	19	= 96
Naubuc	19	18	18	18		= 73
Nayaug	22	22	22	22		= <u>88</u>
						<b>423</b>
				<b>GRADE 5</b>		
Buttonball	18	18	18	18	=	72
Gideon Welles	22	24	22	25	=	93
Hebron	19	18	20	19	=	76
Naubuc	18	18	18	17	=	71
Nayaug	20	20	19	21	19	= <u>99</u>
						<b>411</b>

**TOWN OF GLASTONBURY****MEMORANDUM****DEPARTMENT OF ADMINISTRATIVE SERVICES****FINANCIAL ADMINISTRATION**

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

FROM: *JBT* Julie Twilley, Director of Finance & Administrative Services

DATE: November 3, 2021

SUBJECT: Self Insurance Reserve Update October 2021

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The attached report summarizes the Self Insurance Reserve fund through October 31, 2021. The total reserve is \$14,102,234 allocated \$3,654,226 and \$10,448,008 between Town and Board of Education, respectively. As of October the fund is experiencing a \$376,521 loss for the fiscal year.

As of October 31, 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: October 31, 2021

	Town	Education	Total
<b>Contributions</b>			
Employer	\$2,331,108	\$2,802,804	\$5,133,912
Employee	454,664	844,050	1,298,714
Stop Loss Reimbursement	63,056	-	63,056
<b>Total Revenues</b>	<b>\$2,848,828</b>	<b>\$3,646,854</b>	<b>\$6,495,682</b>
<b>Expenditures</b>			
<b>Anthem</b>			
ASO Fees	\$40,463	\$153,878	\$194,340
Claims	1,182,824	4,243,349	5,426,173
	\$1,223,286	\$4,397,227	\$5,620,513
<b>CTCare</b>			
ASO Fees	-	-	-
Claims	15,945	215,179	231,124
	15,944.71	\$215,179	\$231,124
<b>Delta Dental</b>			
ASO Fees	\$5,683	-	\$5,683
Claims	66,995	-	66,995
	\$72,678	-	\$72,678
Bank Fees/PCORI Fee	\$1,168	\$3,815	\$4,983
CT Prime	235,381	662,523	\$897,904
OneDigital Consultant Fees	9,000	36,000	45,000
	\$245,549	\$702,338	\$947,887
<b>Total Expenditures</b>	<b>\$1,557,459</b>	<b>\$5,314,744</b>	<b>\$6,872,203</b>
Current Year Revenues Less Expenses	\$1,291,370	(\$1,667,891)	(\$376,521)
Reserve July 1, 2021	\$2,362,857	\$12,115,899	\$14,478,755
Reserve at end of month	\$3,654,226	\$10,448,008	\$14,102,234

	Town		BOE		Total
Reserve at end of month	\$ 3,654,226	\$	10,448,008	\$	14,102,234
Recommended Minimum Reserve	\$ 1,213,613	\$	4,087,923	\$	5,301,536
Variance Over/(Under) Reserved	\$ 2,440,613	\$	6,360,085	\$	8,800,698