



REGULAR BOARD OF EDUCATION MEETING

Monday, June 13, 2022 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
 - A. Glastonbury High School Girls' Crew 1V State Champions
 - B. Glastonbury High School Girls' Track Team State Champions
4. Special Report
 - A. Human Growth and Development
5. Informal Session for Public Comment
6. Business Requiring Action
 - A. Acceptance of Glastonbury East Hartford Elementary Magnet School Budget for the 2022-2023 School Year for First Reading
 - B. Approval of Education Specifications for the School Construction Grant for the Naubuc School Open Space Classroom Alterations and Code Compliance Project
 - C. Acceptance of the Glastonbury High School Kitchen Renovation Project 054-0098 CV as Complete
 - D. Approval of Elementary Staffing Adjustments for the 2022-2023 School Year
 - E. Approval of Children of Out-of-Town Board of Education Employees to Attend Glastonbury Schools 2022-2023
7. Reports and Discussion
 - A. Summer 2022 Professional Development
 - B. Glastonbury Education Foundation
8. Approval of Minutes
 - A. Meeting of May 23, 2022
9. Committee Reports
10. Chairman's Reports
11. Superintendent's Report
 - A. Staff Appointments
 1. Nicole Aquillo- Post Grad Program, Special Education
 2. David Burgess-Glastonbury High School, Band (.30 FTE)

3. Michaila Emonds-Nayaug School, Kindergarten
 4. Christine Gilbert-Glastonbury High School, AgriScience
 5. Jonathan McGlynn-Smith Middle School, History/Social Sciences
 6. Shannon Mitchell-Hopewell School, Psychologist
 7. Janeleen Negron-Hopewell School, Grade 3
- B. Self Insurance Reserve Update May 2022
 - C. School Enrollment Report, June 2022
 - D. Dates to Remember
12. Adjournment
- A. Please note: It is possible that the Board of Education may go into Executive Session.

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

Title of Report: Human Growth and Development

Board Meeting Date: June 13, 2022

Action:

Report: X

Information:

Discussion:

At Glastonbury Public Schools, health education provides students with the knowledge and skills they need to practice healthy behaviors. Health education teaches students about responsible decision-making and its effect on the quality of their lives. Our dynamic health and wellness curriculum focuses on critical health skills such as communication, decision-making, goal setting, advocacy, self-management, analyzing influences, and accessing information.

The Glastonbury Public Schools Health Education Curriculum

- Builds the foundation for students to become health literate adults
- Taught by an outstanding group of highly qualified, Health and Physical Education teachers K-12
- Based on state and national standards and best practices that are adapted to the needs of our community and students
- Includes big ideas and enduring understandings that drive instructional practices and assessments
- Includes developmentally and culturally appropriate instructional activities that are aligned with our standards and clearly expected outcomes in health education
- Adjusted as needed based on state mandates, student needs, and assessment data

The K-12 Glastonbury Public Schools Health Education Curriculum incorporates national standards, essential core content, health skills, and social emotional learning competencies. The Glastonbury Public School Health curriculum for grades K-12 can be found on our [Health and Physical Education website](#) including standards and unit summaries.

Glastonbury Public Schools Human Growth and Development Lessons

- Are taught to students in grades 5-10
- Convey clear and medically accurate information about the range of physical, emotional, and cognitive changes associated with puberty
- Include topics such as hormones; emotional, social and physical changes; and relationships
- Establish that every young person will travel a unique road as their bodies mature
- Promote a positive and clear message that all people and their bodies are worthy of respect and self-care

Sexual Health Education and Parent Collaboration

Glastonbury Public Schools communicates openly with parents and encourages this partnership to ensure the best possible experience for children related to the sensitive topics of sexual health and human growth and development. A detailed overview of the standards and expectations for grade 5, grades 7 & 8, and grades 9 & 10 can be found on our website. Parents do have the option to opt out of these units of study. Here is a brief summary/list of topics by grade level.

Grades K-4: No Sexual Health Topics

- A K-5 Health Education Curriculum Overview can be found on our Website.

Grade 5: Human Growth and Development

- In grade 5, students learn about the physical, social, and emotional changes and challenges associated with puberty. The two-lesson unit is taught during extended Wednesdays sometime between December and March. School nurses and health and education teachers co-teach the lessons. Topics include the similarities and differences between boys and girls; emotional, social, and physical changes associated with puberty; hygienic behaviors associated with puberty; and reliable resources to gather information about changes during puberty. Student questions and concerns are discussed.

Parents receive a letter prior to the unit that describes the lessons content and structure. We encourage parents to discuss the unit with their children both before and after the lessons and we provide additional suggested resources. This unit is also supported by an optional evening Human Growth and Development Program where students in grades 4, 5, and 6 (ages 10 and up) attend together with their parents.

Grade 7 & 8: Puberty and Relationships

- Curriculum topics include puberty, abstinence, communication, consent, healthy versus unhealthy relationships, the impact of technology and social media, and personal safety (e.g. bullying, harassment, and boundaries). Adolescence and Sexuality curriculum topics include reproductive systems, gender identity, expression, orientation, STDs, HIV, and personal safety (e.g. assault).

Grade 9: Teens and Healthy Relationships

- These lessons include the laws that govern the age of consent, sexual identity, sexual abuse, and sexual harassment. Abstinence and methods of contraceptives are also discussed. Students will explore and analyze what it means to be a sexually healthy teenager.

Grade 10: Teens and Sexuality

- Students will learn about the effectiveness of contraceptives and the financial implications of teen pregnancy. They will review Sexually Transmitted Infections (STI) and how an unhealthy decision could possibly lead to life-changing consequences that affect one's health and well-being. Students' awareness will be increased about self-concept and body image. Finally, students will explore and evaluate ways to maintain personal safety.

Curriculum Changes

In accordance with Glastonbury Board of Education policy, our health and wellness curriculum is reviewed every 5 years to achieve the best balance of needs, assessment, and instruction for our students. Due to COVID-19, our review was delayed and is on schedule for 2024. All content changes are thoughtfully considered in collaboration with stakeholders that include parents, students, community members, and Board of Education members. During the review process we look deeply into a variety of resources that align with standards and with our community's individual needs.

No one resource prescribes the alignment of particular health skills or content. Instead, our local district determines what content is developmentally appropriate, what content aligns with the Glastonbury Public Schools mission, and what content will support our students to become health literate individuals.

Submitted By: Cheri Burke

Reviewed By: Alan Bookman

How to Participate in Board of Education Meeting Public Comments

At this time, there are two options for participating in public comment during Board of Education meetings.:

1) In-Person Comment.

The Board sets aside thirty (30) minutes for public comments. Speaking order is determined randomly. Comments are limited to 3 minutes per speaker and a person may speak only once. Each speaker must start by stating their name and address. There will be a sign-up sheet in the back of the room. In-person meetings are held in the Town Hall Town Council Chambers, 2155 Main Street, Glastonbury, unless otherwise noted on the [Board of Education Meeting webpage](#) and the Board Meeting agenda.

2) Written Comment.

Use the form below to submit a written comment before 12 noon on the meeting day. Written comments are attached to the BOE Meeting Agenda.

[Public Comments for Glastonbury Board of Education Meeting](#)

Public Comments for BOE Meeting (Responses) 2022

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
5/26/2022 16:07:35	Anne Bowman	62 Morgan Drive	<p>My name is Anne Bowman and my address is 62 Morgan Drive. I have lived in Glastonbury for 28 years. I am the parent of a 2003 and 2006 GHS graduate. I worked for Glastonbury Public Schools for 24 years. I am a member of TALK, Truth in Action with Love and Kindness, and co-chair of the Social Justice Committee with Pam Lucas.</p> <p>I would like to thank you for revising the number of new 1st grade Open Choice seats from 1 to 6. I applaud this change and I encourage you to add new seats in grades other than Kindergarten and 1st. This year other seats were requested as follows: 5-2nd, 4-3rd, 11-4th, 7-5th, 21-6th, 6-7th, 8-8th, 28-9th and 8-10th. Were any of these other seats requested for children who have siblings in Open Choice in Glastonbury? Providing new seats for children who have siblings already in Open Choice in Glastonbury would be a good start down the path of adding more new Open Choice seats here. All of these seats were applied for by families for whom Glastonbury was an Open Choice 1st choice. Yes, some of these children may have also applied for a magnet school seat. I don't understand why accepting a child for Open Choice who chooses a magnet school instead is a reason to not accept this child to Open Choice in Glastonbury. Children from Glastonbury choose to attend magnet schools too.</p> <p>Why is it not recognized that a parent who applies for a seat in Glastonbury realizes that going to school will be different from going to school in Hartford? Is this not part of the reason that a parent applies for Open Choice? Why is it not recognized that a Hartford parent who applies for a seat in Glastonbury wants the education that being in a Glastonbury school will provide their child and will do what is required for their child to succeed just as residents of Glastonbury do?</p> <p>Helping others is a good thing to do. Providing more Open Choice seats helps the Open Choice children and the children of Glastonbury. By helping the children of Hartford we are helping the children of Glastonbury.</p> <p>I sincerely appreciate the time, energy and dedication you volunteer as a member of the Glastonbury Board of Education.</p> <p>Thank you</p>
6/12/2022 17:47:50	Elizabeth Welburn	164 Lexington Rd	<p>BOE members continue to ignore questions and then gaslight those asking the questions. Parents want transparency and want to work together with the Board for the benefit of all of the children. The public schools belong to ALL families in town. Please show the leadership entrusted in you by addressing concerns of all of the parents and answering the following questions:</p> <ol style="list-style-type: none"> 1) Why were teachers "unpacking" the proposed health curriculum in February, if the new framework has not been adopted by Glastonbury as Cheri Burke told us on 3/28/22? 2) What came of that professional development as one of the objectives was to use the new framework as a guide to revise the longstanding health curriculum we've been using? 3) What is the reason for denying a free audit of school library books? 4) How can parents with no child currently in school, but who have concerns, follow policy 6163.1? 5) Why is EDI focused on gender, sexual and racial issues and not the inclusion of other students, such as those on the autism spectrum, as only one example? 6) Who selects the apps to be available on students' ipads? 7) Why are the apps not accessible after school hours, for parents to review? 8) Why aren't all requested agenda items, whether accepted or denied, posted for the public to read?
6/13/2022 8:54:47	Nicole DiCicco	84 Ridgewood Rd.	<p>Why is there content on childrens iPads that are not accessible to parents? One example is the app EPIC that is on the iPads in Glastonbury. Why can't parents access the content the kids have access to in schools? One of the books on the app which is said to be for children age 0-4, has content such as "o is for oppression" and "s is for sex." Why is it on their iPads and what can be done to remove politics from very young children's public school content?</p>

Public Comments for BOE Meeting (Responses) 2022

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
6/13/2022 11:41:55	Heather Simon	807 Main St	<p>The topic of parents not following policy has been brought up. We have been doing so in any situation where it is possible. What makes it tough are the inconsistencies that exist within our district.</p> <p>Parents are told to follow policy in regards to material that we would like to opt our children out of. It is hard to compile a list of library books that have sensitive topics when we don't know all the books/topics present in our classrooms or libraries. This is just one reason a library review has been requested. Similarly, it is difficult and concerning that parents are locked out of iPad apps such as Epic while at home but children have full access at school. How are we to know what we would opt out of if we cannot see it? In regards to HBLC which has already been added to teachers Professional Development last February, again we cannot opt out of what we do not know. We have yet to get an honest answer as to why this is PD if we haven't adopted it? The question has been repeated, not because we don't like your answer, but because school data suggests your answer is inaccurate. It appears some piece of this is on the agenda tonight. I am hopeful this will provide answers.</p> <p>Parents are told to FOLLOW policy in regards to donating library books. We did just that and the answer was perplexing to say the least. "The books in question were based on critical race theory, a very controversial topic that is only taught in colleges and not public schools. I wouldn't accept books supporting critical race theory or books against it." The books to be donated are about the importance of our actions and character and that our appearances do not matter as much as our insides. We have a number of self proclaimed CRT books as well as lessons in our schools. I'm confused.</p> <p>We have a policy against pornography yet we have pornographic, by definition, books in our high school library. We have a bullying policy for our students but somehow it doesn't apply to the adults. And the list goes on. Parents are happy to follow policy. In fact, rules and standards are what make institutions run smoothly. However, they only work well when they are factual, transparent and followed by everyone. They only succeed when parents and administration alike have all of the necessary information.</p> <p>Please consider the information and transparency necessary for policy to work and that parents are well within their rights to ask questions and want answers.</p>

Capitol Region Education Council
Glastonbury-East Hartford Magnet School
2022-2023 Budget Proposal



Submitted by Kristi Hummel
Principal
June 2022

GEHMS Student Enrollment 2021-2022 and 2022-2023

GEHMS Enrollment as of October 1, 2021					
Grade	East Hartford	Glastonbury	Hartford	Other	Total
PreK 3	2	2	9	7	20
PreK 4	3	10	17	9	39
K	10	12	30	13	65
1	16	7	26	16	65
2	7	9	33	19	68
3	12	18	21	16	67
4	17	4	26	19	66
5	23	9	19	12	63
Total	90	71	181	11	453
% of Total	20%	16%	40%	24%	100%

GEHMS Anticipated Enrollment 2022-2023					
Grade	East Hartford	Glastonbury	Hartford	Other	Total
PreK 3	11	13	27	9	60*
PreK 4	11	13	27	9	60*
K	13	14	28	11	66
1	10	12	30	14	66
2	16	7	26	17	66
3	7	9	33	17	66
4	12	18	21	16	67
5	17	4	26	18	65
Total	97	90	218	111	516
% of Total	19%	17%	42%	22%	100%

* additional seats located at CREC Preschool at Progress Drive but counted in GEHMS enrollment

GEHMS Revenue Projections

- GEHMS receives revenue from the State of Connecticut Department of Education and the Boards of Education of the sending districts, as well as other small amounts from various grants. We also operate a Before and After Care program that brings in revenue sufficient to cover the expenses of the program.
- The State Department of Education and the State Legislature paid the Interdistrict Magnet School Grant at the statutory level of \$10,443 per student from 2010-2011 through 2015-2016. The grant was reduced by approximately 5% to \$9,921 for 2016-2017 and 2017-2018, then returned to \$10,443 for 2018-2019. The grant amount included in the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 State budgets is \$10,652. Despite the statutory per pupil amount of \$10,652, “within available appropriations” language in the statute allows the State to reduce the grant amount after our fiscal year starts based on overall budgetary conditions. Tuition charged to the sending districts for GEHMS was held flat for 2020-2021 and 2021-2022, but for 2022-2023 will be \$5,535 per student (19% increase).
- We anticipate a student population of 516 students during the 2022-2023 school year resulting in total projected revenue of \$8,634,544.

GEHMS Budget Highlights

- The proposed 2022-2023 expenses reflect an increase of \$95,745 (1.12%) over the previous year budget; increases to Health Insurance, Custodial Services, and Safety & Security are the largest part of the increase. Salary increases were budgeted at 3.56% for teachers per contract, 1.1% for administrators per contract, and 2.5% for other positions.
- For 2022-2023, salaries and benefits were added for 0.46 FTE SPED Certified positions, while Support Staff were decreased by 0.43 FTE and Other Non-certified reduced by 0.40 FTE yielding an overall FTE reduction of 0.36 positions.
- Lines 210-270 Benefits reflect an increase of \$1,500 per FTE for Health Insurance.
- Line 320 Professional Consulting reflects a reduction of \$15,450 to present level.
- Line 333 Other Consultants represents reimbursement to Glastonbury Public Schools for salaries of planetarium staff.
- Lines 341 External Staffing and 139 Temporary Employees show a combined decrease of \$18,150. These lines reflect the use of either external consultants or temporary staff on payroll.

- Line 423 Custodial Services, provided by Glastonbury Public Schools, is budgeted at \$350,000, an increase of \$33,790.
- Line 51901 Field Trips is budgeted at \$20,500 to reflect a return to normal (post-pandemic) activities.
- Lines 581 Travel and 592 Other Purchased Services reflect an increase of \$4,800 over present level to reflect a return to normal (post-pandemic) activities.
- Line 611 Instructional Supplies reflects a reduction of \$36,959 to present level.
- Lines 616 Office Supplies and 641 Textbooks are budgeted at a \$1,000 reduction to present level.

CREC's Allocation of its Indirect Costs

- CREC's indirect costs are allocated at \$411,130 in line item "311/312 CREC Admin in the 2022-2023 GEHMS budget.
- CREC's indirect costs are organizational costs that are not attributable to a single program or type of program. They are the total cost of our divisions of business services (accounting, contract and insurance administration, and payroll), human resources, communications, grants and development, and CREC's central office facilities.
- The extent to which CREC's indirect costs are charged to its state grants is strictly governed by SDE regulations. The \$411,130 charge to this budget is 5.00% of program expenses. CREC's indirect rate is the lowest of Connecticut's six regional education service centers.

CREC's Allocation of its Magnet School Management Services Costs

- CREC magnet school central office management services costs of \$421,764 for 2022-2023 are on line item "315 Management Services". This is an increase of \$30,220 over the 2020-2022 budget.
- CREC's magnet school management services costs consists of the CREC Council-approved Magnet School Office budget.
- The Management Services on line 315 represents the *direct* supervisory, administrative and professional support costs exclusively associated with CREC's 17 magnet schools and programs. It includes the personnel and non-personnel costs attributable to our superintendent of magnet schools; assistant superintendents of magnet schools; business manager; intervention teams and district Special Education staff; curriculum directors and science, math and reading coaches.
- The extent to which CREC's magnet school management services costs are charged to each magnet school is approved by SDE as part of its review of each school's annual budget. These costs are assigned to all CREC magnet schools on a per student basis. In 2022-2023, the costs are budgeted at \$797 per student.

GEHMS Budget Summary

The table below shows the past three years of GEHMS budgets.

	2020-2021 Budget	2021-2022 Budget	2022-2023 Proposed Budget	Increase (Decrease) from 2021- 2022 Budget
Salaries				
101/102 Certified Salaries	\$3,651,033	\$3,938,038	\$4,011,192	\$73,154
122 Paraprofessionals	585,528	640,216	564,946	(\$75,270)
123 Support Staff	423,978	314,528	328,582	\$14,054
129 Other Non-certified	102,992	259,844	155,074	(\$104,770)
139 Temporary	55,012	28,150	15,000	(\$13,150)
Benefits				
210 Health Insurance	991,630	1,037,070	1,153,740	\$116,670
220 FICA	142,254	152,158	139,528	(\$12,630)
250 Unemployment Ins	24,093	20,720	20,218	(\$502)
260 Workers Comp	62,641	67,338	65,709	(\$1,629)
270 Retirement Insurance	41,162	44,940	38,418	(\$6,522)
Prof/Tech. Services				
311/312 CREC Admin	311,486	403,510	411,130	\$7,620
314 Computer Services	135,854	145,933	144,636	(\$1,297)
315 Management Serv.	385,697	391,544	421,764	\$30,220
320 Prof. Consulting	15,450	15,450	-	(\$15,450)
32210 CREC Staff Dvlpmnt	9,355	9,603	14,557	\$4,954
333 Other consultants	30,000	30,000	36,000	\$6,000
341 External Staffing	115,738	120,000	115,000	(\$5,000)
Property Services				
411 Safety & Security	56,192	56,192	90,000	\$33,808
423 Custodial	316,210	316,210	350,000	\$33,790
430 Maintenance & Repairs	11,564	11,500	25,000	\$13,500
442 Equipment Rental	5,213	6,000	12,000	\$6,000

	2020-2021 Budget	2021-2022 Budget	2022-2023 Proposed Budget	Increase (Decrease) from 2021- 2022 Budget
Other Services				
51901 Field Trips	-	3,500	20,000	\$16,500
521 Property Insurance	65	65	350	\$285
522 Liability Insurance	13,900	12,665	18,233	\$5,568
531 Postage	2,500	1,500	2,500	\$1,000
532 Telephone	6,256	8,500	9,000	\$500
550 Printing	1,564	2,000	3,000	\$1,000
581 Travel	3,000	2,500	2,000	(\$500)
591 Workshop Expenses	6,000	5,600	5,000	(\$600)
592 Other Purchased Serv	6,256	7,700	13,000	\$5,300
Supplies				
611 Instructional Supplies	201,191	236,425	199,466	(\$36,959)
613 Maintenance Supplies	-	-	2,000	\$2,000
614 Other Materials & Supplies	3,192	3,800	12,000	\$8,200
615 Medical Supplies	2,607	2,200	2,000	(\$200)
616 Office Supplies	2,607	2,500	3,000	\$500
617 Pupil Incentives	1,981	2,000	2,500	\$500
620 Utilities	220,000	224,400	215,000	(\$9,400)
641 Textbooks	5,213	5,000	3,500	(\$1,500)
642 Library Books	6,000	6,000	4,000	(\$2,000)
Equipment				
733 Equipment (\$1000+)	1,564	3,000	5,000	\$2,000
735 Equipment (\$1000-)	26,067	-	-	\$0
Other Objects				
810 Dues & Fees	500	500	500	\$0
Totals	\$7,983,545	\$8,538,799	\$8,634,544	\$95,745

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

Title of Report: Educational Specifications Required for School Construction Grant Application for the Naubuc School Open Space Classroom Alterations & Code Compliance Project

Board Meeting Date: June 13, 2022

Action: X

Report:

Information:

Discussion:

The Town Council has taken action to approve funding and proceed forward with the referenced project. There are several immediate steps which are necessary prior to submitting a State School Construction Grant. These are requirements under the provisions of Chapter 173 of the C.G.S which the State Department of Administrative Services, Office of School Construction (DAS/OSC) must ensure all applicants are in compliance. The following steps are initial requirements that the Board and Town Council must certify separately.

1. Board of Education Action:

The Board of Education must submit to the DAS/OSC numerous documents with their grant application, including the "Education Specifications" for the project, which must be approved by the Board. This document is essentially the "Needs Assessment" for the project. The document is attached for reading and follows the format established by the DAS/OSC. Prior to the Board's submission of the formal grant application, the Town Council must take the following authorizations below.

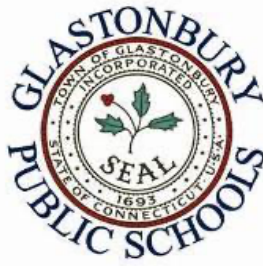
2. Town Council Action:

The following steps and authorizations are required by DAS/OSC by the Town Council in accordance to the grant application process submission to the DAS/OSC.

- a. To authorize the funding for the project;
- b. To authorize the Board of Education to submit a grant application with DAS/OSC;
- c. To authorize the Town to proceed with design and construction documents;
- d. To refer the project to the Town's standing Building Committee and to approve the final design plans.

Submitted By: Al Costa

Reviewed By: Alan Bookman



EDUCATIONAL SPECIFICATIONS
for
NAUBUC SCHOOL OPEN SPACE CLASSROOM
ALTERATIONS & CODE COMPLIANCE PROJECT

Submission to:
State Department of Administrative Services,
Office of School Construction Grants & Review
(OSCG&R)



NAUBUC SCHOOL
84 Griswold St. Glastonbury, CT 06033

Board of Education Approval: (date)

EDUCATIONAL SPECIFICATIONS
NAUBUC SCHOOL, OPEN SPACE CLASSROOM
ALTERATIONS & CODE COMPLIANCE PROJECT

1. **PROJECT RATIONALE**

A comprehensive architectural and engineering study was completed by Silver/Petrucci & Associates (SP+A) in June 2021 for Naubuc Elementary School. It 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 16,765 square feet. The existing spaces are window-less with a single ventilation system which does not meet current energy codes nor would be able to support the proposed “fully partitioned” classroom spaces. The proposed design and construction would create new individual classroom spaces with exterior windows, new mechanical, electrical and fire protection systems. Additionally, classrooms would have sinks, storage and other amenities found in 21st century educational spaces, which does not exist in the current open plan spaces. In addition to reviewing all available existing drawings, SP+A architects, engineers and designers conducted field visits to survey all the existing renovation areas, including documenting of all existing systems, building components and life safety/accessibility challenges.

This renovation project will require a complete code compliance design of the existing open space plan. Code compliance design will include all mechanical systems to be designed in accordance with the State Building Code, which include the following: 2015 International Building Code, 2015 International Mechanical Code, 2015 International Plumbing and Fire Protection Code, IECC 2015. The systems will also be designed in accordance with the applicable provisions of the Connecticut Fire Safety Code and other applicable standards, ordinances and regulations. Further, code compliance will address accessibility requirements for all spaces and lavatories, compliance with natural lighting, energy codes and evaluation of new technologies for optimal healthy environments.

2. **LONG-RANGE PLAN**

The district plans to continue to utilize Naubuc School in its current capacity for the foreseeable 20 years and beyond. The long-range plan for the school incorporates provisions for a safe and appropriate learning environment and to ensure the safety and health for students, staff and the public in its operational policies, hence the need for this renovation project.

3. **THE PROGRAM**

Current space: The School includes the following instructional and support spaces: students and staff in grades K-5, library/media center, computer labs, music room, art room, cafeteria, nurse’s office, kitchen space, conference room, school offices, outdoor fields, custodial services, storage and mechanical spaces.

4. **BUILDING SYSTEMS**

Security:	Expanded as necessary.
Fire Alarms:	Expanded as necessary.
Fire Sprinklers:	Expanded as necessary.
Public Address:	Expanded as necessary.
Technology:	Expanded as necessary.
Phone System:	Expanded as necessary.
Clocks:	Expanded as necessary.

EDUCATIONAL SPECIFICATIONS
NAUBUC SCHOOL, OPEN SPACE CLASSROOM
ALTERATIONS & CODE COMPLIANCE PROJECT

5. **INTERIOR BUILDING ENVIRONMENT**

Acoustics:	Part of design plan
Ceilings:	Part of design plan
Lighting:	Part of design plan
HVAC:	Part of design plan
Plumbing:	Part of design plan
Fire Sprinklers:	Part of design plan
Electrical:	Part of design plan
Boilers:	Not applicable.
FFE:	Part of design plan
Windows/Doors:	Natural Lighting is part of the design
Haz Mat:	NESHAP Survey-Asbestos Removal in possible inaccessible areas

6. **SITE DEVELOPMENT**

Site Acquisition:	Not applicable.
Parking:	Not applicable.
Drives:	Not applicable.
Walkways:	Not applicable.
Outdoor Athletic Facilities:	Not applicable.
Landscaping:	Not applicable.
Site Improvements:	Not applicable.

7. **CONSTRUCTION BONUS REQUESTS**

Naubuc School does not house any of the following except as noted.

School Readiness:	C.G.S. 10-285a(e)--Not applicable.
Lighthouse Schools:	C.G.S. 10-285a(f)--Not applicable.
CHOICE:	C.G.S. 10-285a(g), as amended--Not applicable.
Full-day Kindergarten:	C.G.S. 10-285a(h)--Yes
Reduced Class Size:	C.G.S. 10-285a(h)--Not applicable.
Regional Vo-Ag Center:	C.G.S. 10-65--Not applicable.
Inter-district Magnet School:	C.G.S. 10-264h--Not applicable.
Inter-district Cooperative School:	C.G.S. 10-158a--Not applicable.
Regional Special Education Center:	C.G.S. 10-76e--Not applicable.

8. **COMMUNITY USES**

Naubuc School was originally constructed to facilitate activities during the school hours, before and after school hours, and throughout the calendar year. This operation will continue.

- Building Rental activities
- PTO and other Community Meetings
- YMCA Programs
- Community Use will be able use most areas for activities when not used by the students.

Glastonbury Public Schools

Naubuc Elementary School Second Floor Classroom Reorganization Study

**84 Griswold Street
Glastonbury, CT 06033**



Final Report: June 15, 2021

Prepared by:



architects | engineers | interior designers

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Section I – Introduction

Silver/Petrucci & Associates (SP+A) was retained by Glastonbury Public Schools to provide an architectural and engineering study for Naubuc Elementary School, evaluating the feasibility of renovating the building A, second floor open space plan into fully partitioned/separated classrooms, tutoring, and support spaces.

Naubuc Elementary School, a 2-story, 68,000 (+/-) gross square foot (gsf) structure, was originally constructed in 1941 with additions and renovations occurring on or around 1948, 1968, and 1995. The area designated for potential renovation, building A – second floor, was last fully renovated in 1995. Additional, miscellaneous maintenance and repairs to this 16,765 square foot space have continued over the last 25 years. Construction drawings of the 1995 renovations were available to the design team for review.



In addition to reviewing all available existing drawings, SP+A architects, engineers and interior designers conducted field visits to survey the existing renovation area, including documenting of all existing systems, building components, finishes and life safety/accessibility concerns. Most importantly, multiple meetings were held between SP+A and Glastonbury Public School staff, including Superintendent of Schools, Dr. Alan Bookman, Naubuc School Principal Dr. Michael Litke, and Director of Operations/Maintenance, Albert Costa.

Findings, analysis and recommendations resulting from these investigations and meetings are outlined in the following sections of this report.

Section II – Existing Facility Analysis and Recommendations

Architecture and Interiors

The 2nd floor open space floor plan currently defines eight 2nd and 3rd grade classrooms with a combination of portable partitions, partial-height fixed partitions, and FFE (furniture, fixtures and equipment) items. The existing flooring is relatively new, broadloom carpet in good condition. Exterior walls are clad in full-height FRP panels and ceilings are acoustical panels in a 2x4 suspended grid system. Doors are a mix of wood veneer and hollow metal painted finishes. There is minimal natural daylight in the space, provided by (28) in-niche windows and (1) central skylight. Existing bathrooms are in need of new finishes and fixtures. They currently contain mismatched tile floors / walls and stainless-steel wash fountains.



Existing FRP wall panels, casework, partial height walls, horizontal blinds, and acoustic ceiling grid and panels are recommended to be removed. Wall mounted equipment such as projections screens and white boards should be removed and returned to owner. Bordered carpet at the existing corridors will be removed and replaced with new flooring material.

New partitions will be full-height, high-abuse / high-impact resistant gypsum board over metal stud framing with 8'H protective outside corner guards. New gypsum board will be installed at exterior walls over existing framing, to replace the FRP that currently exists. Existing aluminum windows will remain, but new, additional windows with manual solar roller shades, will be installed at the perimeter to allow for more daylighting at all classrooms and support spaces. Each classroom will be fit out with new plastic-laminate cubbies (for 25 students) and base, upper, and full-height plastic-laminate cabinetry with a classroom sink in a solid surface counter. New whiteboards, tackboards, and interactive boards will be installed within each classroom. Existing carpet is relatively new, in good condition, and should be protected and preserved within the classroom boundaries, while new VCT (vinyl composition tile) should be provided at the corridor network. New suspended ceiling grid and 2 x 2 acoustical pads will be installed throughout the 2nd floor. Classroom doors will be wood veneer with narrow-lite vision panels.



Eureka Lab / Maker Space will be located beneath the skylight and will incorporate perimeter windows to create visibility into the classroom as well as daylight into the corridor. Storage and Green Room spaces will be directly accessible from this classroom. Sheet marmoleum flooring or carpet tile will be provided in these lab and support areas.



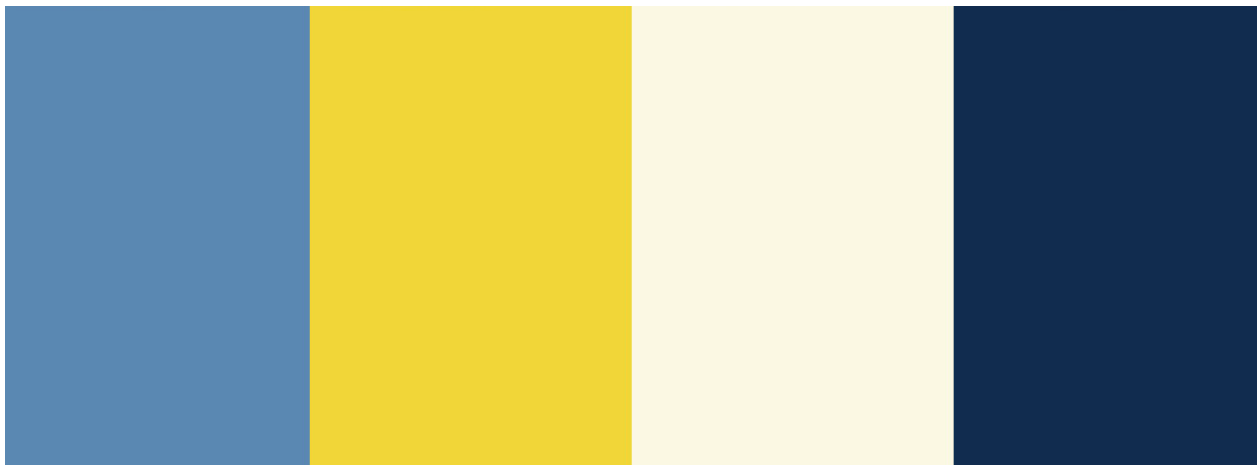
Renovated multi-user, student toilet rooms will receive all new finishes, including mosaic tile flooring, gypsum board walls with tile wainscot, solid plastic partitions, and new fixtures in existing locations.



New, single-user, staff toilet rooms will be located just outside the two areas of student toilet rooms and will have tile flooring and wainscot. Toilet room doors will be paint quality to match existing adjacent.



The overall color palette will incorporate the existing dark blue paint and wall base used throughout the school, while adding bright, neutral walls and pops of color suitable for classroom use.



Hazardous Materials

Asbestos-containing materials inspection and lead-based paint screenings were not conducted as part of this study, however, a conceptual cost estimate of \$2.50/sf for abatement was carried to account for removal of hazardous materials we might anticipate to find in a building of this vintage. Sampling and testing from a licensed environmental engineer is being conducted directly by the school district and will be required as part of any subsequent design or construction phase.

Mechanical

General

All new, mechanical systems will be designed in accordance with the State Building Code, which include the following: 2015 International Building Code, 2015 International Mechanical Code, 2015 International Plumbing and Fire Protection Code, IECC 2015. The systems will also be designed in accordance with the applicable provisions of the Connecticut Fire Safety Code and other applicable standards, ordinances and regulations.

This narrative is meant to assist in the development of a schematic estimate for the purchase and installation of the mechanical systems.

Existing Mechanical System:

The existing school facility is fully heated and air-conditioned by four, roof mounted Trane package rooftop units with DX cooling and hot water coils. Three of the units have a nominal cooling capacity of 60 Tons, and one has a nominal cooling capacity of 10 Tons. All of the RTU systems are currently functional, but are reaching the end of their useful life and should be replaced with higher efficient system that meet current code standards.

An existing Building Automation System (BMS) is provided for the HVAC equipment.

Mechanical System:

The mechanical systems are based on heating, ventilation and air conditioning for the building while meeting the objectives for energy efficiency. Heating design shall be 70 degrees and cooling design shall be 75 degrees. Relative humidity will be conditionally controlled in summer cooling mode, utilizing a high limit return. Dehumidification mode will be utilized to maintain conditions below the high limit. Indoor temperature and humidity will be in accordance with comfort criteria established in ASHRAE 55-2004.

Design Conditions

The HVAC systems will be designed to meet the following design criteria:

Basic Design Parameters:

Building Location: Glastonbury, CT

	<u>Summer</u>	<u>Winter</u>
Outdoor Design Conditions	88° F db / 67° F wb	7° F db
Indoor Design Conditions	75° F db	70-72° F db
Indoor Relative Humidity:	50% +/- 10%	30-45%RH

Materials and Methods

New work shall include the following basic materials and methods of construction:

- The existing main supply and return duct layouts serving the open classrooms spaces shall remain the same, but new branch systems will be provided for the new classrooms and smaller support spaces
- Extend and modify the HVAC distribution system as needed to accommodate these spaces occupancy changes.
- All new ductwork and accessories shall meet SMACNA standards.
- Seismic restraints shall be designed and installed as required per State of Connecticut Building Code and Fire Safety Code which requires the seal of a licensed professional engineer. Above mentioned professional engineer will be required to verify installation is correct and complete per seismic code. This includes piping, ductwork, and equipment.

RECOMMENDATION & IMPROVEMENTS FOR VENTILATION:

- It is recommended that all the rooftop units be replace with modern, energy -efficient equipment designed to provide heating, cooling and ventilation for the next 15-20 years.
- Use cold plasma generator technology mounted on the return side of the coils.
- Use highly efficient particle filtration (HEPA FILTERS) in the centralized HVAC systems to reduce airborne particles, as well as a filter with a MERV-13 or higher rating.
- Increase the ventilation rate for the restroom exhaust fans.
- Provide new vav boxes to control the airflow for each of the new renovated spaces

PHOTOGRAPH:



Electrical

The existing electrical distribution in the proposed second floor area is in fair to good condition, and there are two different vintage panels. The (2) recessed panels (P3 & P4) located in the center core areas are original building panels by Federal Pacific. These panels are in fair condition and are nearing their end of useful life. The other two computer panels (CP3 & CP4) along with the distribution panel (DP) are in good condition.

The existing Fire Alarm system (by Notifier) has been recently upgraded and the devices throughout the proposed renovated area appear to be in good condition and appear to be working properly. Additional devices will need to be added based on the new, full height walls shown in the proposed floor plan.

The existing lighting in the proposed renovated space is mostly made up of old recessed lensed 2x4 fluorescent fixtures with some surface mounted fluorescent “curved” valance fixtures around the sky light and a few recessed open down lights. The lights appear to be controlled by local “toggle” type wall switches with some ceiling mounted occupancy sensors. Also, there are occupancy sensor wall switches in the Toilet rooms and adjacent Janitor’s closet and Mechanical room. There are ceiling mounted exit signs throughout the floor that appear to provide proper coverage. Emergency lighting is made up of surface /ceiling mounted self-contained twin head fixtures and round & square “dead light” fixtures.

Existing power & data throughout the floor is made up from a mix of recessed & surface mounted receptacles along with power poles. There is a wall mounted network rack in the closet on the east side of the floor facing the north side classrooms.

There is an “area of refuge/rescue” two-way communications system located in both stairwells on the floor. The system appears to be in good working order.

There is a photovoltaic system installed with panels located on the roof of our building in addition to panels located on other buildings of school. The panels run back to inverters mounted on the exterior corner (south-west) of the Gymnasium building before connecting into the building’s main electrical distribution, located in a room on the exterior (south side) of the connecting building between our building and the Gymnasium.



Old 'Federal Pacific' Panel



New 'G.E.' panel



New 'Siemens' Distribution panel (DP)





New 'Notifier' Fire alarm Control Panel in Main Office



Existing 2x4 light fixtures



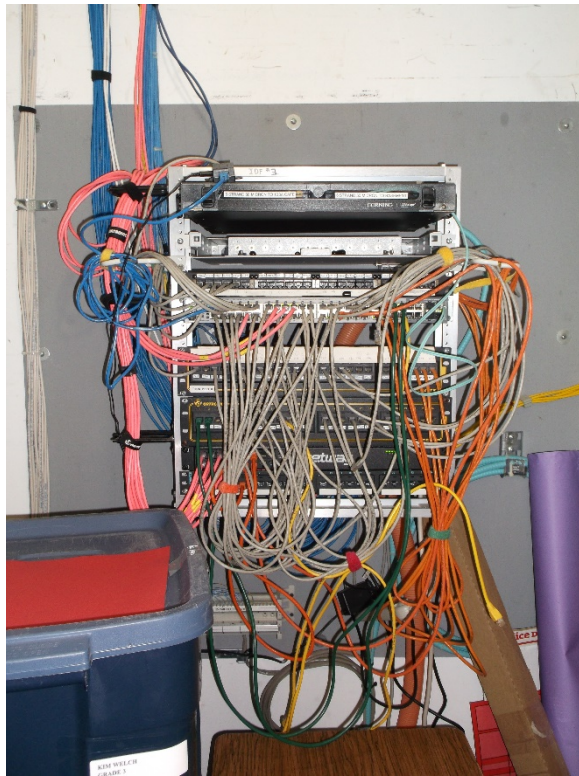
Existing "Curved" Valance light fixtures



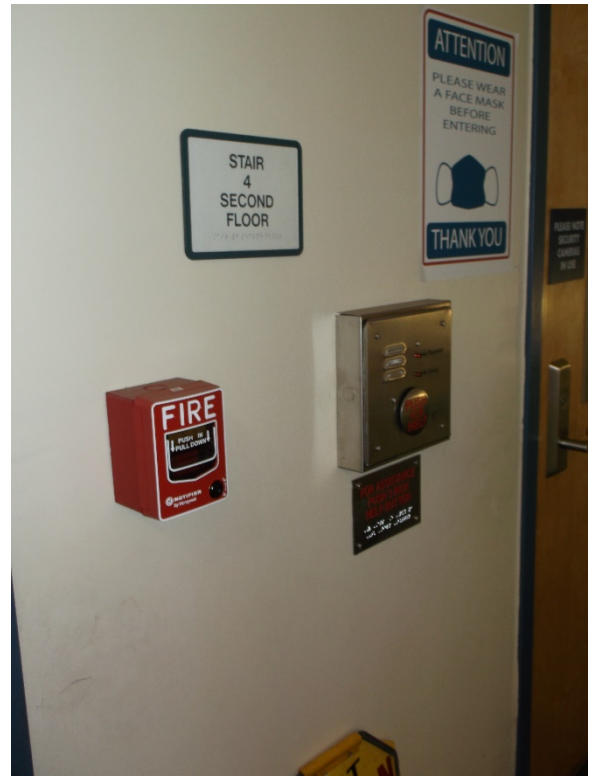
Recessed mounted receptacle



Surface mounted receptacle



Second Floor Network Rack



“Area of Refuge/Rescue” in Stair

Proposed Electrical Modifications

All existing light fixtures and associated controls (switches & sensors) will be removed throughout this space and be replaced with new recessed mounted LED fixtures, occupancy sensors and multi-level control light switches. Emergency lighting will be furnished by either integral fixture mounted battery units in some fixtures or self-contained emergency twin-head lighting units. New LED exit signs with emergency batteries will be installed throughout the floor.

The (2) existing, old recessed mounted electrical panels (P3 & P4) will be replaced with new panels of the same ampacity and breaker compliment to serve existing to remain and new loads.

The (2) existing newer electrical panels (CP3 & CP4) along with the existing distribution panel (DP) shall remain to serve existing and new loads.

All existing surface & recessed mounted electrical & data devices on existing exterior walls are to remain. All existing recessed electrical data devices on interior walls to remain that are not affected by new classroom walls are to remain. All other existing electrical & data devices shall be removed completely. New recessed mounted devices will be installed throughout in the new classroom walls.

New mechanical equipment required will be wired to either the existing distribution panel (DP) or the main switch board (208 volt).

The existing fire alarm devices will remain where not affected by the new classroom walls. New audio/visual devices will be in every classroom along with addition devices in the new corridors and support spaces as required. Additional smoke detectors will be added as needed for either new/revised mechanical units or from new space requirements.

Plumbing – Existing Conditions

The 2nd floor has two sets of gang toilet rooms, one accessible boys and one regular girls and one accessible girls and one regular boys. There are also accessible and regular classroom sinks.

The plumbing fixtures appear to be in fair condition and are roughly 26 years old. Some plumbing fixtures were upgraded to be handicap accessible.



No drainage piping issues were observed during the visit. If there is anecdotal evidence of drainage issues in the area, it is recommended that the buried pipes get scoped with a camera to determine the cause(s).

Plumbing – New Work

The existing plumbing fixtures on the second floor renovated area will be removed and replaced in similar locations. Fixtures will connect to existing piping. The classroom sinks will be removed and replaced in new locations. Every classroom will have an accessible countertop sink with new water and waste piping fed from the floor below. New vent piping will be run up to the second floor ceiling and connect to the existing vent through the roof.

Domestic Water Distribution

Domestic water piping shall be connected to the existing mains in the adjacent areas to where the new work shall be.

All domestic water piping shall be a copper distribution system with insulation. Use of non-metallic piping/tubing can be considered if the anticipated construction cost savings warrant further consideration, as can the use of copper press-type fittings and valves. Alternates are subject to owner approval prior to substitution. All piping and appurtenances shall be manufactured and installed in accordance with lead free standards

Service valves shall be provided as required by the International Plumbing Code and shall be supplemented to isolate major building areas.

Domestic water isolation/shut off valves for 2" and smaller shall be threaded, 2-piece, full port, 400psi ball valves. Domestic water isolation/shut off valves for 2-1/2" and larger shall be flanged valves. All valves 2" and smaller shall be threaded fittings with unions for replacement and maintenance.

Building Sanitary Drainage

The condition of underslab building sanitary piping mains will need to be evaluated. It is likely that original mains are viable and can be retained, but if there are any issues discovered upon inspection, the underslab piping shall require replacement. All sanitary waste and vent piping above slab, with the possible exception of selected piping in undisturbed walls, is expected to be replaced in coordination with new work.

All above ground sanitary drainage shall be cast iron service weight no-hub pipe and fittings. Piping 4" and smaller shall be 4-band super duty clamps similar to "Husky SD4000". Piping 6" and larger shall be 6-band super duty clamps similar to "Husky SD4000". All piping in plenum installations shall be UL listed for this application.

Building Natural Gas

Gas will be extended from the existing location to serve new rooftop gas-fired equipment. Pressure regulators shall be provided as required to meet pressure requirements of any equipment and/or distribution areas, and only in the model(s) indicated by the manufacturers written installation manuals.

All gas piping shall be schedule 40 black steel piping. Piping 2" and smaller shall be class 150 threaded fittings. Piping 2-1/2" and larger shall be schedule 40 welded fittings.

All gas valves 2" and smaller shall be threaded plug valves with unions on both sides of the valve for repair and maintenance. All gas valves 2-1/2" and larger shall be flanged plug valves.

Plumbing Fixtures

Water closets, urinals and lavatories will be fabricated of vitreous china. Water closets will be wall mounted and will utilize hard-wired electronic flush valves. Lavatories will also be wall-hung with floor-mounted carriers and will utilize hard-wired electronic faucets.

Water coolers with bottle fillers will be provided in accordance with ADA requirements.

Plumbing fixtures are to be ADA compliant and installed as such as required. All heights and mounting distances shall be coordinated with architect.

Pipe Insulation

Hot and cold domestic water, hot water recirculation, interior roof drainage piping and cooling condensate shall be insulated per code. Interior, above ground piping insulation shall be pre-formed mineral fiber with an all service jacket and self-sealing lap. Interior, above ground pipe fitting insulation shall be molded, pre-formed mineral fiber with a PVC jacket.

Hangers and Supports

All pipe hangers and supports shall be hot dipped galvanized. Threaded rod (min 3/8" diameter) and hardware shall be stainless steel. All fasteners into concrete shall be mechanical wedge type anchors; the use of powder actuated, or gas fastening is not allowed. All hangers and supports shall be capable of screw adjustment after piping is erected. Hangers in contact with copper or brass shall be dielectric, compatible with copper and brass alloy or provided with felt sleeve.

Contractor is responsible to provide additional structural supports for piping and equipment when the deck itself is not capable of such support.

Fire Protection – Existing Conditions

The existing building is fully sprinklered with pendent type exposed sprinklers and concealed sprinkler piping above the hung ceiling. Sprinkler piping and components appear to be in good condition.



The main sprinkler service enters in the lower level and is provided with a double check valve assembly to protect against cross contamination as required when the fire department pressurizes the system.



Fire Protection – New Work

For the renovation of the 2nd floor space with new walls and layouts, the existing sprinkler systems will mostly likely need to be removed and replaced to avoid conflict with new ceiling mounted equipment, ductwork, lighting, etc. New sprinkler system distribution piping and sprinklers will be provided for complete coverage per NFPA 13, coordinated with the work of all other trades.

It would be desirable to replace the existing exposed pendent sprinklers with flush mounted concealed sprinklers which would curtail people hanging things from them or accidentally hit which could cause discharge. It also would be more aesthetically pleasing as it is today's standards.

Design Criteria

Compliance with State and Local Codes, Owner's insurance carrier, and NFPA Standards will be required. Systems to be hydraulically calculated based upon the following information as required by NFPA 13.

- General Areas: Wet Pipe, Light Hazard

Density - 0.10 GPM/SF over the most remote 1,500 SF area with 100 GPM added for hose streams. Sprinkler heads rated at 165° spaced at 225 SF per head (maximum with smooth ceiling) with protection of all combustible concealed spaces.

Piping Materials

Interior Piping

Wet Pipe System

Schedule 40 black steel pipe and threaded fittings. For use with 2" and smaller.

Schedule 10 black steel pipe and roll-grooved fittings. For use with pipe 2-1/2" and larger.

Equipment

Sprinkler Heads

UL listed and/or FM approved automatic type, of proper temperature range, with installation meeting the conditions of listing and approval. Deflectors shall be marked to indicate proper installation position.

Upright and sidewall sprinkler heads in service areas, and areas not exposed to public view shall be bronze with glass bulb.

Upright and sidewall sprinkler heads in areas exposed to public view shall be bright chrome plated bronze with glass bulb.

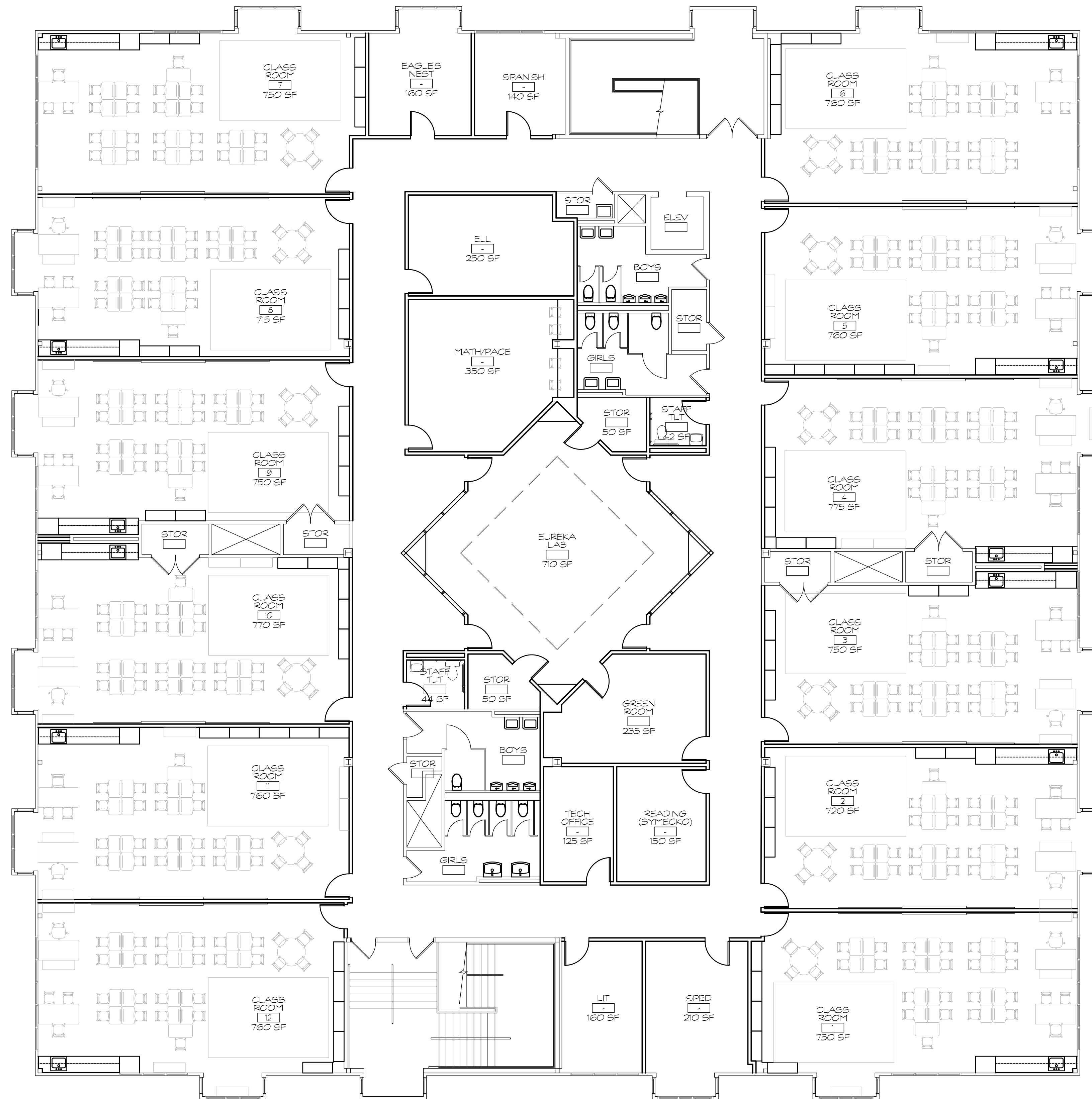
Concealed sprinkler heads will be bronze with a frangible glass bulb and the ceiling plate will match the ceiling color.

Head guards are required for heads in areas subject to mechanical damage, such as mechanical rooms, gymnasiums, etc.

Spare sprinkler heads will be provided for each type/rating and at least one sprinkler head wrench with suitable openings will be provided. A minimum of (1) sprinkler head for every 100 of each type will be provided and will be stored in a baked enameled steel cabinet with adequate size to contain spare heads and wrenches. The cabinet will be located in the Water Service Room.

Section III – Proposed Plan

The following proposed floor plan (SD-3) is the culmination of multiple programming and design review meetings held between Silver/Petrucci and Associates, Inc. and Glastonbury Public Schools. All narratives, estimates and schedules within this report reflect the changes proposed in the attached plan.



Project Title:
Naubuc School Space Study

84 Griswold Street
Glastonbury, CT 06033



SILVER / PETRUCCELLI + ASSOCIATES

Architects / Engineers / Interior Designers
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silverpetrucci.com

Revision:	Description:	Date:	Revised By:

Drawing Title:
Schematic Design
Option 3

Date:
June 11, 2021
Scale:
1/8" = 1'-0"
Drawn By:
JAL
Project Number:
21.053

Drawing Number:

SD-3

Section IV – Cost Estimate

COST ESTIMATE SUMMARY

The following is a summary of overall, anticipated project costs, based off of the previous systems narratives and SD-3 floor plan. The cost estimate includes all anticipated and applicable soft costs as well as contingencies typically included in a conceptual design cost estimate.

Naubuc Elementary School

2nd Floor Classroom Reorganization Study

6/11/2021

16,765 SF



Concept Design - Opinion of Probable Construction Cost

Task	Unit	takeoff Quantity	Total Cost / Unit	Total Project Development Cost
Division 1 - General Requirements				
01 00.00 General Conditions	Project	1	12.00%	\$252,000.00
01 41 26.50 Permits	Project	town permit waived	.26/1000	\$650.00
01 74 13.20 Final Cleaning	Job	1	0.30%	\$6,300.00
01 76 13.20 Temporary Protection	SF	16,765	\$1.50	\$25,147.50
Subtotal				\$284,098

Division 2 - Existing Conditions				
02 41 16.13 Building Demolition (remove doors)	EA	1	\$50.00	\$50
02 41 16.13 Building Demolition (remove HM frames)	EA	1	\$150.00	\$150
02 41 16.13 Building Demolition (remove gyp/stud walls)	SF	510	\$4.00	\$2,040
02 41 16.13 Building Demolition (remove ACT ceilings)	SF	16,765	\$1.25	\$20,956
02 41 16.13 Building Demolition (remove carpet)	SF	3,425	\$1.50	\$5,138
02 41 16.13 Building Demolition (remove FRP/gypsum wall coverings)	SF	5,200	\$2.00	\$10,400
02 41 16.13 Building Demolition (remove casework and shelving)	LF	95	\$25.00	\$2,375
02 41 16.13 Building Demolition (exterior wall openings)	SF	1,500	\$12.50	\$18,750
02 41 19.19 Dumpster 40 yard	EA	8	\$850.00	\$6,800
02 82 13.43 Bulk Asbestos removal (allowance)	LS	16,765	\$2.50	\$41,913
Subtotal				\$108,571

Division 3 - Concrete				
Subtotal				\$0

Division 4 - Masonry				
Subtotal				\$0

Division 5 - Metals				
05 42 13.30 Framed Headers (New Windows)	LF	275	\$25.00	\$6,875
05 42 13 Misc. Framing	LS	1	\$7,500.00	\$7,500
Subtotal				\$14,375

Naubuc Elementary School - Creating Classrooms from 2nd Floor Open Space Plan
Conceptual Cost Estimate

Division 6 - Woods, Plastics & Composites					
06 20 23 Interior Finish Carpentry (Base Cabinetry)	LF	120	\$450.00	\$54,000	
06 20 23 Interior Finish Carpentry (Upper Cabinetry)	LF	120	\$400.00	\$48,000	
06 20 23 Interior Finish Carpentry (Full Height Cabinetry)	LF	30	\$850.00	\$25,500	
06 20 23 Interior Finish Carpentry (Cubbies)	LF	225	\$550.00	\$123,750	
06 20 23 Interior Finish Carpentry (P-Lam Shelves on Standards)	LF	30	\$250.00	\$7,500	
06 61 16 Solid Surface Fabrications (Window Sill)	EA	92	\$75.00	\$6,900	
Subtotal					\$265,650

Division 7 - Thermal & Moisture Protection					
Roof Modifications (New RTU and Exhaust)	LS	1	\$2,500.00	\$2,500	
07 65 10.10 Sheet Metal Flashing	SF	800	\$8.50	\$6,800	
07 91 23.10 Backer Rods	LF	1,250	\$1.30	\$1,625	
07 92 13.20 Caulking & Sealants	LF	2,500	\$2.75	\$6,875	
Subtotal					\$17,800

Division 8 - Openings					
08 12 13.13 Standard Hollow Metal Door Frames (single)	EA	30	\$500.00	\$15,000	
08 13 13.13 Standard Hollow Metal Doors (single)	EA	2	\$850.00	\$1,700	
08 14 16.09 Smooth Wood Doors (single door)	EA	28	\$650.00	\$18,200	
08 41 26.10 Window Walls Aluminum	SF	1,800	\$100.00	\$180,000	
08 71.20.15 Door Hardware	EA	30	\$1,200.00	\$36,000	
Subtotal					\$250,900

Division 9 - Finishes					
09 21 16.33 Partition walls (ext. walls clad w/gyp bd.)	SF	5,400	\$3.00	\$16,200	
09 21 16.33 Partition walls (int. 6" walls w/gyp. bd.)	SF	15,700	\$8.00	\$125,600	
09 30 13.10 Ceramic Tiling (toilet room floors)	SF	610	\$10.00	\$6,100	
09 30 13.10 Ceramic Tiling (toilet room wall tile base)	SF	265	\$9.00	\$2,385	
09 30 13.10 Ceramic Tiling (toilet room full height wall tile)	SF	2,385	\$9.00	\$21,465	
09 51 23 Suspended Ceiling	SF	16,765	\$6.00	\$100,590	
09 65 13 Resilient Base and Accessories (Wall Base)	LF	2,750	\$4.00	\$11,000	
09 65 16 Resilient Tile Flooring (VCT - Corridor)	SF	2,030	\$5.00	\$10,150	
09 84 13 Sound Absorbing Wall Units	SF	125	\$28.00	\$3,500	
09 91 23.39 Interior Painting (Doors/Frames)	EA	30	\$250.00	\$7,500	
09 91 23.74 Interior Painting (Painted Walls)	SF	24,750	\$2.00	\$49,500	
Subtotal					\$353,990

Division 10 - Specialties					
10 11 16.13 Fixed Markerboards (White Board)	EA	30	\$1,125.00	\$33,750	
10 11 23.10 Fixed Tackboards	EA	30	\$432.00	\$12,960	

Naubuc Elementary School - Creating Classrooms from 2nd Floor Open Space Plan
Conceptual Cost Estimate

10 14 00 Signage (Allowance)	LS	1	\$5,000.00	\$5,000
10 21 13.19 Plastic Toilet Compartments (HC)	EA	2	\$1,800.00	\$3,600
10 21 13.19 Plastic Toilet Compartments (standard)	EA	8	\$1,500.00	\$12,000
10 21 13.19 Plastic Toilet Compartments (urinal screen)	EA	4	\$950.00	\$3,800
10 28 13.13 Grab Bar Sets	EA	4	\$750.00	\$3,000
10 28 13.13 Toilet Accessories Set (PT/Mirror/Waste/TP/etc)	EA	6	\$1,500.00	\$9,000
Subtotal				\$71,110

Division 11 - Equipment

11 53 19 Laboratory Sterilizers (UV Goggle Cabinet)	EA	0	\$0.00	\$0
Subtotal				\$0

Division 12 - Furnishings

12 24 13.10 Roller Window Shades, Manual	EA	32	\$500.00	\$16,000
12 36 61.16 Solid Surface Countertops	SF	325	\$125.00	\$40,625
Subtotal				\$56,625

Division 21 - Fire Suppression

21 13 13 Demolition of existing sprinkler systems	LS	1	\$2,000.00	\$2,000
21 13 13 Wet-Pipe Sprinkler system (Revise, Incl Demo)	ea	117	\$225.00	\$26,325
21 01 00 FP as-builts, shop drawings,	LS	1	\$500.00	\$500
Subtotal				\$28,825

Division 22 - Plumbing

22 05 05.10 Plumbing Demo (not incl. lift & other special systems)	LS	1	\$2,500.00	\$2,500
22 05 23.20 General Duty Valves, Lead-Free DZR Bronze	ea	3	\$250.00	\$750
22 05 53.10 Plumbing Identification	LS	1	\$150.00	\$150
22 05 76.20 Cleanouts/ tees	ea	3	\$530.00	\$1,590
22 07 19.10 Pipe Insulation (dom. wtr only)	LS	1	\$1,200.00	\$1,200
22 11 13.23 Pipe/Tube, Copper Type L (dom. wtr)	LS (incl fittings/hangers)	1	\$2,500.00	\$2,500
22 11 13.74 Pipe, PEX tube (primer feeds)	LS	1	\$50.00	\$50
22 11 19.18 Mixing Valves	ea	12	\$200.00	\$2,400
22 11 19.34 Sleeves and Escutcheons	LS	1	\$250.00	\$250
22 13 16.20 Pipe, PVC (SAN/V)	LS (incl fittings/hangers)	1	\$5,000.00	\$5,000
22 13 16.60 Traps/Trap Primers	ea	1	\$1,000.00	\$1,000
22 13 16.80 VTR - location adjust. to suit new HVAC - Allowance	LS	1	\$1,500.00	\$1,500
22 13 19 Condensate Drain PVC-40, 1/2" wall FG w/ASJ	LF	100	\$24.00	\$2,400
22 41 16.13 Lavatory (wall-mount)	ea (incl rough-in)	10	\$1,500.00	\$15,000
22 42 39.10 (Comm) Faucets/Fittings-Lav Faucet	ea (sensor)	10	\$600.00	\$6,000
22 42 13.13 Water Closets - Wall-Mount)	ea(incl rough-in, carrier)	12	\$3,100.00	\$37,200
22 42 13.16 Urinals - Wall-Mount	ea(incl rough-in, hanger)	3	\$2,000.00	\$6,000

Naubuc Elementary School - Creating Classrooms from 2nd Floor Open Space Plan
Conceptual Cost Estimate

22 42 16. 30 Classroom/Etc. SS Counter Sink, faucet/strainer	ea (incl rough-in)	12	\$2,700.00	\$32,400
22 42 16.40 Service Sinks	ea (incl rough-in)	1	\$2,700.00	\$2,700
22 42 39.10 (Comm) Faucets/Fitts-Flush Va WC	ea (sensor)	12	\$800.00	\$9,600
22.42 39.10 (Comm.) Faucets/Fitts- Flush Va-UR	ea (sensor)	3	\$500.00	\$1,500
22 42 39.10 (Comm) Faucets/Fitts-serv sink faucet	ea	1	\$175.00	\$175
22.47 16.10 Bilevel Water Cooler with Bottle Filler	ea (incl. rough-in, support)	2	\$3,000.00	\$6,000
23 11 23 Gas Piping (ASTM A53, Type E or S, Grade B)	LS	1	\$12,000.00	\$12,000
Subtotal				\$149,865

Division 23 - Heating, Ventilating & AC

Mobilization	LS	1	\$20,000.00	\$20,000
23 05 00 HVAC Demolition	LS	4	\$7,500.00	\$30,000
23 74 14 RTU	EA	4	\$100,000.00	\$400,000
23 05 48 Vibration and Seismic Controls (RTU)	LS	4	\$1,500.00	\$6,000
23 05 93 Testing and Balancing	LS	1	\$5,000.00	\$5,000
23 07 13 Duct Insulation	LS	1	\$25,000.00	\$25,000
23 07 19 HVAC Piping Insulation	LS	1	\$5,000.00	\$5,000
23 09 23 DDC System (includes mech contractor's markup)	LS	1	\$30,000.00	\$30,000
23 21 13 Hydronic Piping	LS	1	\$10,000.00	\$10,000
23 31 13 Metal Ducts	LS	1	\$75,000.00	\$75,000
23 33 00 Air Duct Accessories	LS	1	\$400.00	\$400
Subtotal				\$606,400

Division 26 - Electrical

26 05 09 - Electrical Demolition	LS	1	\$16,000.00	\$16,000
26 05 19 - Low Voltage Power Conductors	LS	1	\$20,000.00	\$20,000
26 05 33 - Raceway & Boxes	LS	1	\$15,000.00	\$15,000
26 09 23 - Lighting Control Devices	LS	1	\$10,000.00	\$10,000
26 24 16 - Panelboards (Replace 2-Existing)	LS	1	\$10,000.00	\$10,000
26 27 26 - Wiring Devices	LS	1	\$7,500.00	\$7,500
26 28 16 - Enclosed Switches & Circuit Breakers (HVAC conn.)	LS	1	\$16,000.00	\$16,000
26 51 19 - LED Interior Lighting	LS	1	\$65,000.00	\$65,000
26 52 19 - Emergency & Exit Lighting	LS	1	\$5,000.00	\$5,000
26 28 16.1 - Enclosed Sw. & C.B.'s (Owner's Equipment)	LS	1	\$5,000.00	\$5,000
26 27 19 - Multi-Outlet Assembly	LS	1	\$7,500.00	\$7,500
Subtotal				\$177,000

Division 27 - Communications

27 15 00 - Comm Horizontal Cabling & Drops	LS	1	\$22,500.00	\$22,500
27 51 16 - Phone & Public Address System	LS	1	\$2,500.00	\$2,500
27 51 23 - Educational Intercommunications System	LS	1	\$25,000.00	\$25,000

Naubuc Elementary School - Creating Classrooms from 2nd Floor Open Space Plan
Conceptual Cost Estimate

27 53 13 - Wireless Clock System	LS	1	\$1,000.00	\$1,000
Subtotal				\$51,000

Division 28 - Electronic Safety & Security

28 31 11 - Fire Alarm System (Relocate Existing)	LS	1	\$7,500.00	\$7,500
28 05 00 - Security Conductor Cables	LS	1	\$2,000.00	\$2,000
28 13 00 - Access Control System	LS	1	\$1,000.00	\$1,000
28 16 00 - Intrusion Detection System	LS	1	\$1,000.00	\$1,000
28 23 00 - Video Surveillance System	LS	1	\$1,000.00	\$1,000
Subtotal				\$12,500

Naubuc Elementary School - Creating Classrooms from 2nd Floor Open Space Plan
Conceptual Cost Estimate

Construction Total	\$2,448,709
Contingency @ 15%	\$367,306
Total Construction Cost	\$2,816,015

Cost Per S.F.(16,765 s.f.)	\$167.97
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SOFT COSTS

A/E Design Fees	7%	\$197,121
Printing Allowance		\$1,000
Special Inspections		\$2,500
Temporary Moving/Storage Costs		\$10,000
Escalation (2022 Bid)	5%	\$140,801

TOTAL PROJECT COST	\$3,167,437
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- EXCLUSIONS**
- Environmental Design/CA/Monitoring Fees
 - FF&E (not specified above)
 - Financing Costs
 - CM/Program Manager/Clerk of Work Fees

Section V – Appendix (Existing Space Program)

TOWN OF GLASTONBURY - NAUBUC ELEMENTARY SCHOOL - 2nd FLOOR REORGANIZATION STUDY

84 Griswold Street

EXISTING SPACE PROGRAM

April 22, 2021

SPACE COMPONENT	EXISTING SQUARE FOOTAGE			Comments
	No.	Area NSF	Total NSF	
GENERAL CLASSROOMS				
2nd GRADE (Roberson)	1	1002	1,002	
2nd GRADE (Perrault/Zuba?)	1	1202	1,202	
2nd GRADE (Gannon)	1	880	880	
2nd GRADE (Nash)	1	1026	1,026	
3rd GRADE (Hassett)	1	996	996	
3rd GRADE (Welch)	1	1056	1,056	
3rd GRADE (McWilliams)	1	1140	1,140	
3rd GRADE (Bellerose)	1	980	980	
TOTAL CLASSROOM SF (2nd and 3rd GRADE)			8,282	
AVERAGE CLASSROOM SF			1,035	
SPECIALTY CLASSROOMS, OFFICES & TUTORING				
Eureka Lab				
General Lab	1	615	615	
Green Screen	1	188	188	
Total Eureka Lab			803	
PACE	1	132	132	
Tech Classroom / Office	1	284	284	
SPED Office	1	126	126	
SPED Office	2	90	180	
Spanish	1	335	335	
Reading (Symecko)	1	180	180	
TUTORING				
SPED (Sullivan)	1	150	150	
Lit (Besthoff)	1	220	220	
ELL (Howard)	1	256	256	
Math	1	385	385	
Total Tutoring	1	1011	1,011	
Eagle's Nest	1	276	276	
TOTAL SPECIALTY, OFFICES & TUTORING			3,327	

SPACE COMPONENT	EXISTING SQUARE FOOTAGE			Comments
	No.	Area NSF	Total NSF	
SUPPORT SPACES				
Storage				
Classroom Storage	4	32	128	
General Storage	1	33	33	
Custodial Storage (Roof Access)	1	22	22	
Custodial Storage	1	15	15	
Total Storage			198	
Toilet Rooms				
Boy's Room 1	1	143	143	
Boy's Room 2	1	157	157	
Girl's Room 1	1	162	162	
Girl's Room 2	1	157	157	
Staff	1	38	38	
Total Toilet Rooms			657	
TOTAL SUPPORT			855	
TOTAL BUILDING NET SQUARE FOOTAGE			12,464	
Circulation & Structure (28%)			4,830	
TOTAL BUILDING GROSS SQUARE FOOTAGE			17,294	

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

Title of Report: Completion of the GHS Kitchen Renovation Project
State Grant Project - 054-0098 CV

Board Meeting Date: June 13, 2022

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

This process is a requirement of the School Construction Grant process. Attached please find the certifications by the Town Manager. With Board acceptance, we will submit all final documents to the State DAS to begin the grant closeout.

Submitted By: Al Costa

Reviewed By: Alan Bookman



Town of Glastonbury

2155 MAIN STREET • P.O. BOX 6523 • GLASTONBURY, CT 06033-6523 • (860) 652-7500
FAX (860) 652-7505

Richard J. Johnson
Town Manager

May 26, 2022

Alan B. Bookman, Ph.D.
Superintendent
Glastonbury Public Schools
628 Hebron Avenue
Glastonbury, CT 06033

054-0098 CV

Re: High School Kitchen Code Compliance State Project #054-0098 CV

Dear Dr. Bookman:

The referenced project is complete and this letter is to certify and confirm the project meets all relevant legislative and regulatory requirements, including C.G.S. Sections 10-287(b) and 49-41, for this building project.

Accordingly, I am pleased to summarize the following steps and certifications have been met regarding the Town's responsibility and accounting for this project. This information is forwarded so the Board of Education can formally accept the project as complete and to allow your audit process to begin.

The Town of Glastonbury, as the fiduciary for the project certifies:

1. The project has been accepted by the architect as completed, AIA G704 Certificate of Substantial Completion, is attached.
2. The grant received for this project does not represent a duplication of funding. All invoices for the project have been paid. The total project cost totaled \$1,649,688.09. The amount requested as the basis for reimbursement at the applicable grant formula is \$1.5M. This amount is approved by the Glastonbury Town Council through the Capital Improvement Program and State of Connecticut Department of Administrative Services, Office of Construction Grants and Review.
3. The application was made under provisions of Chapter 173 of the Connecticut General Statutes as amended for payment of the school building project grant based on the completion of the project described herein, and all the statements contained in the application are true and correct to the best of my knowledge and belief.
4. All legislative and regulatory requirements, including C.G.S. Sections 10-287(b) and 49-41, have been met in awarding of contracts for this building project.

If you have any questions, please let me know.

Sincerely,

Richard J. Johnson
Town Manager

RJJ/sal
Enclosures

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

Title of Report: Elementary Staffing

Board Meeting Date: June 13, 2022

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

Overview:

Throughout the spring and early summer we monitor enrollment across all schools and grade levels to ensure the projected staffing levels approved within next year’s budget are appropriate. As we review elementary sections and special education enrollment with our administrators, both the number of students in each class and the needs of each cohort are considered.

The attached document details K-5 class sizes for the upcoming school year based on the most recent enrollment levels. Based on expected enrollment and student needs we recommend the following changes to staffing levels approved in the 2022-2023 budget:

Nayaug School - We recommend adding one section (from five to six) of Kindergarten due to higher than expected enrollment.

Buttonball School - We recommend adding one section (from four to five) of Kindergarten due to higher than expected enrollment.

Pride Program (Nayaug) - It is necessary to add one additional special education teacher to this specialized program which services students with Autism or other developmental disabilities in grades PreK-5 due to additional children moving into the district. Our Pride enrollment is going up from seven to twelve students. Given the intensity of needs, a special education teacher in this program works with a caseload of no more than seven or eight children.

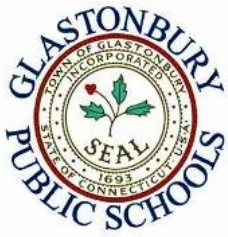
Gideon Welles School – It is necessary to add one additional special education teacher due to the higher number of children needing support. The number of students identified as needing special education services at Gideon (including grade 5) next year will increase from 38 to at least 61.

Submitted By: Matthew Dunbar

Reviewed By: Alan B. Bookman

Glastonbury Public Schools 2022-2023 Enrollment Summary

	School	21/22 Sections	22/22 Budget Proj.	22/23 Sections	Expected Enrollment as of 6/8/22	Class Sizes based on Expected Enrollment for 2022-2023				
K	Buttonball	4	68	4 5	79	19 15	20 16	20 16	20 16	16
	Hebron Ave	4	73	4	69	17	17	17	18	
	Hopewell	5	91	5	85	17	17	17	17	17
	Naubuc	4	72	4	57	14	14	14	15	
	Nayaug	5	80	5- 6	97	19 16	19 16	19 16	20 16	20 16
Grade 1	Buttonball	4	63	4	64	16	16	16	16	
	Hebron Ave	4	77	4	78	19	19	20	20	
	Hopewell	5	86	4	81	20	20	20	21	
	Naubuc	4	79	4	73	18	18	18	19	
	Nayaug	4	75	4	71	17	18	18	18	
Grade 2	Buttonball	3	73	4	71	17	18	18	18	
	Hebron Ave	4	75	4	71	17	18	18	18	
	Hopewell	5	109	5	109	21	22	22	22	22
	Naubuc	4	70	4	63	15	16	16	16	
	Nayaug	4	88	4	89	22	22	22	23	
Grade 3	Buttonball	4	60	3	62	20	21	21		
	Hebron Ave	4	79	4	77	19	19	19	20	
	Hopewell	4	108	5	102	20	20	20	21	21
	Naubuc	4	73	4	72	18	18	18	18	
	Nayaug	4	86	4	80	20	20	20	20	
Grade 4	Buttonball	4	80	4	80	20	20	20	20	
	Hebron Ave	4	79	4	77	19	19	19	20	
	Hopewell	5	94	5	92	18	18	18	19	19
	Naubuc	4	73	4	74	18	18	19	19	
	Nayaug	4	80	4	85	21	21	21	22	
Grade 5	Buttonball	4	84	4	83	20	21	21	21	
	Hebron Ave	4	85	4	82	20	20	21	21	
	Hopewell	4	99	5	99	20	20	20	20	19
	Naubuc	4	74	4	73	18	18	18	19	
	Nayaug	5	87	4	86	21	21	22	22	



Office of the Superintendent

628 Hebron Avenue
P.O. Box 191
Glastonbury, CT 06033
Tel: (860) 652-7951 ♦ Fax: (860) 652-7982
www.glastonburyus.org

June 13, 2022

TO: Board of Education

FROM: Alan B. Bookman, Ph.D., Superintendent

RE: Request from an Out-of-Town Staff Member to Permit their Child to Attend
Glastonbury Public Schools for 2022-2023

We have four (4) employees who are requesting permission for their children to attend school in Glastonbury in accordance with Board Policies #3240 and #5118.1 (attached).

The students would be attending:

Buttonball Lane School (1-kindergarten student)
Naubuc School (1-5th grade student)
Nayaug School (2-kindergarten students)
Smith Middle School (1-7th grade student)

Tuition Fees

Where tuition is charged for non-resident pupils who attend the Glastonbury Public Schools, it is established annually by the Board of Education.

In the case of students attending our vocational agricultural program, tuition is calculated using the formula mandated in section 10-65 of the Connecticut General Statutes.

Students enrolling in the district's schools whose parents/guardians intend to but have not yet become Glastonbury residents may be charged a tuition rate based upon the formula mandated for that purpose found in section 10-186 of the Connecticut General Statutes.

Children of non-resident Board of Education employees who attend Glastonbury Public Schools are charged a tuition explained in Policy 5118.1.

Legal Reference: Connecticut General Statutes

10-65 Grants for construction and operating vocational agriculture centers. Tuition charges.
(amended by PA 04-197)

10-186 Duties of local and regional Boards of Education re school attendance.

10-220 Duties of Board of Education

(cf. Policy 5118.1 - Children of Out-of-Town Board of Education Employees)

(cf. Regulation 5118 – Residency Requirements)

Policy

Adopted: October, 1981

Revised: September 26, 2005

Revised: April 25, 2022

Children of Out-of-Town Board of Education Employees

The Board of Education believes that permitting the children of its non-resident employees to attend its schools may be advantageous in its recruitment efforts. This may be especially beneficial as the district competes for certain highly competitive teaching, administrative and support positions. Accordingly, the children of Board of Education employees who live out-of-town may attend the Glastonbury Public Schools at a special tuition rate approved annually by the Board.

All requests to be included in this program must be endorsed by the superintendent and submitted to the Board for approval. Under normal conditions, students will be accepted only at the beginning of the school year. Notification of acceptance and tuition amount will be sent to out-of-town staff after Board approval. Attendance will be permitted only on a space available basis determined by the superintendent. The parent/guardian will be responsible for transportation to and from school.

The Board of Education instructs the superintendent/designee to set the tuition for this program annually at \$1,000 per child. In addition, any costs for additional services required under an IEP or 504 Plan will be paid by the employee.

Policy

Adopted: March 10, 1986

Revised: April 19, 1993

Revised: October 7, 1996

Revised: January 24, 2005

Revised: September 26, 2005

Revised: June 25, 2012

Revised: April 21, 2014

Revised: March 11, 2016

Revised: April 25, 2022

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

Title of Report: Summer 2022 Professional Learning

Board Meeting Date: June 13, 2022

Action:

Report: X

Information:

Discussion:

This year, more than 40 workshops span across the weeks of June, July, and early August to provide professional growth experiences for our staff. Our summer programs offer the following:

- All of the topics reflect the needs and interest of our educators K-12.
- All of the topics are highly relevant to district goals and initiatives.
- Sessions are being offered both in person and virtually to provide flexibility for all staff to participate with ease.
- All sessions are developed and presented by GPS faculty.
- A number of workshops address social and emotional learning and student engagement.
- Sessions provide tips, tricks, and strategies for purposeful technology integration that supports teaching and learning.
- Workshops on topics related to special education, equity and inclusion, STEAM, arts and culture, and wellness, are being offered, for all grade levels and content areas.

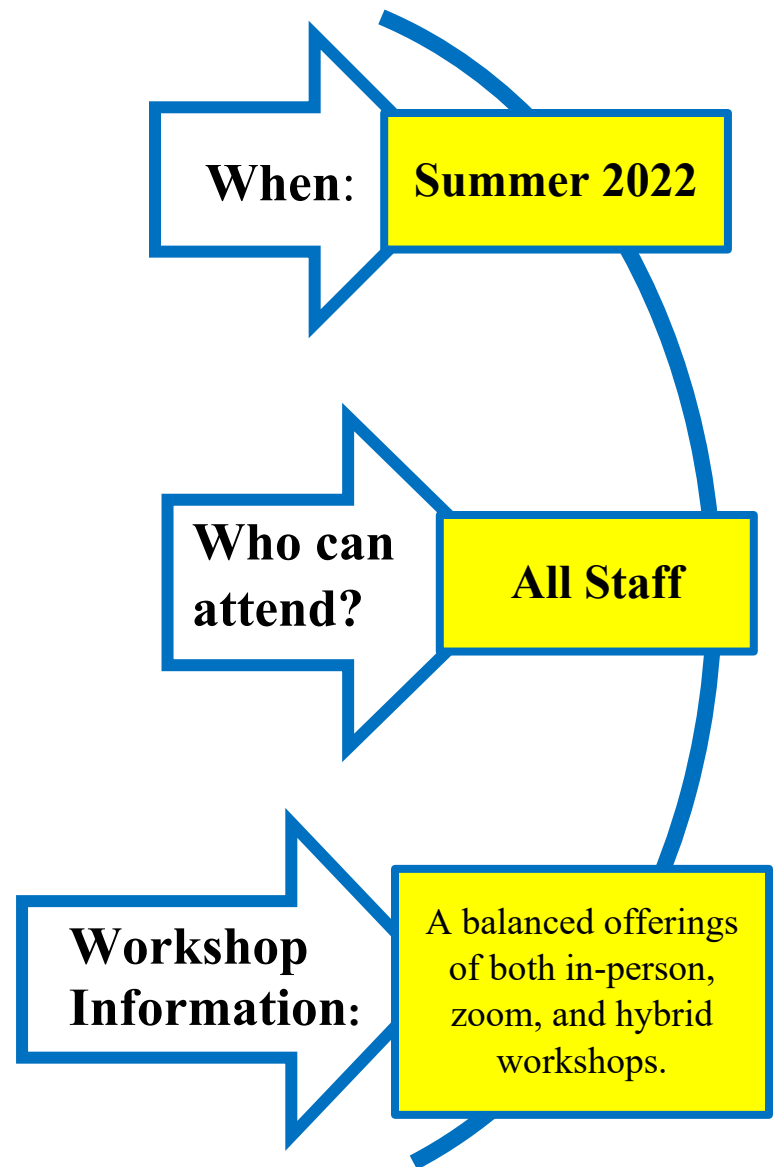
Other summer activities are also central to our district's ongoing growth and improvement. Teachers and directors across all departments continue to develop and refine curriculum, assessments, and related learning activities that support our rigorous and standards-based programs. Glastonbury faculty and staff engage in summer reading of professional texts, virtual and in-person workshops, and continuous professional dialog in preparation for the start of the school year.

Summer professional learning is possible because of the talented and generous course instructors who create sessions that are valuable and timely for all staff. We appreciate the Board of Education's support for the summer learning program. The 2022 Summer Professional Learning Brochure is attached.

Submitted By: Cheri Burke

Reviewed By: Alan Bookman

Summer Professional Learning Brochure



All workshops are presented by colleagues who are willing to share a passion, teaching tool or instructional method. Workshops allow you the opportunity to learn from colleagues, explore a new skill, or discover a new resource for your classroom.

*Thank you for support the
Summer 2022 Professional Learning Workshops*

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For easy access to details of a particular workshop, click on the workshop's name

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Using iMovie to Create Podcasts	30
Weekly Affirmations: A Reflective Journey of Planting Seeds	31
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ZipGrade - Zip Through Grading	33

Summer Professional Learning Workshops At -A-Glance

Workshops are listed alphabetically

WORKSHOP	6/13-17	6/21-24	6/27-7/1	7/5-7/8	7/11-15	7/18-22	7/25-29	8/1-5	8/8-12
Acceleration versus Remediation: Moving Students Quickly Though Text Levels B-E	6/17 9 am - 11 am								
Adding Movement to the Classroom								8/3 11 am - 12 pm	
An Apple a Day Keeps the Windows Away		6/21 10 am - 11:30 am	6/29 1 pm - 3 pm		7/11 9:30 am - 11 am				
Art (and Science) of Journaling	6/16 9 am - 10 am	6/21 9 am - 10 am							
Blooket					7/14 9 am - 10:30 am			8/4 9 am - 10:30 am	
Connecting with Individual Student Experiences in the Classroom								8/2 1 pm - 2:30 pm	
Digital Planning - Creating and Using a Digital Planbook					7/13 9:30 am - 11 am		7/26 9:30 am - 11 am		
Facilitating Independent Projects to Promote Student Engagement		6/21 10 am - 11 am							
Formative.com					7/14 11 am - 12:30 pm			8/4 11 am - 12:30 pm	
GoFormative: Make the Switch							7/27 10 am - 12 pm OR 7/28 1 pm - 3 pm		
Going Beyond the Zones: Supporting Students Sensory Needs						7/19, 7/20 OR 7/21 2 pm - 3 pm			

WORKSHOP	6/13-17	6/21-24	6/27-7/1	7/5-7/8	7/11-15	7/18-22	7/25-29	8/1-5	8/8-12
Google Arts and Culture				7/9 10 am - 12 pm			7/28 10 am - 12 pm		
Google Suite is Your Friend: Strategies for you and your students							7/27 9 am - 10:30 am		
Intentional Anchor Charts	6/15 9 am - 11 am								
Interactive Content Creation with Genially					7/14 10 am - 12 pm		7/26 10 am - 12 pm		
Intro to Apple Clips				7/6 10 am - 11 am					
Joyful Literacy Alongside Intentional Transfer	6/14 9 am - 11 am								
Let's Play! Games for Exceptional Teachers							7/25 10 am - 12 pm OR 7/26 1 pm - 3 pm		
NEW Certified Staff Workshop: Google Sites and Resources					7/12 9 am - 12 pm				
Online Content Curation and Sharing with Wakelet					7/12 10 am - 12 pm	7/21 10 am - 12 pm			
Our Journey with ADL's No Place for Hate				7/7 9 am - 10:30 am					
Positive Teacher-Student Relationships and Childhood Trauma						7/20 9:15 am - 11:15 am			8/10 9:15 am- 11:15 am
Productivity Chat: Confessions of a Tired Teacher							7/28 11 am - 12:30 pm		
Science of Reading and Workshop Teaching: A "Student First" Balancing Act	6/16 9 am - 11 am								

WORKSHOP	6/13-17	6/21-24	6/27-7/1	7/5-7/8	7/11-15	7/18-22	7/25-29	8/1-5	8/8-12
The 3 Types of Emergent Readers - Identifying & Coaching Toward Independence	6/13 9 am - 11 am								
These Are the Breaks: Brain Breaks and Energizers for the Block Scheduling Classroom						7/21 10 am - 11:28 am			
Using iMovie to Create Podcasts		6/21 11 am - 12 pm							
Weekly Affirmations: A Reflective Journey of Planting Seeds							7/27 11 am - 12 pm		
Writing for Professional Publication				7/8 9 am - 12 pm					
ZipGrade - Zip Through Grading			6/27 9:30 am - 11 am		7/12 9:30 am - 11:00 am				

**Acceleration
versus
Remediation:
Moving Students
Quickly Through
Text Levels B-E**
Presenter: Jen Barone

Components of the workshop include:

- Close reading of the text demands shifts between B - E
- Prioritize and consolidate the needs to predictable Interactive Read Aloud, Shared Reading, and Interactive Writing teaching points
- Plan for delivery to accelerate the learning rather than prepare SRBI paperwork for feared instructional slide.

WHEN:

**Friday, June 17, 2022
9:00 am - 11:00 am**

WHO:

Grade K-1 Staff

**LEARNING
OUTCOMES:**

Participants will closely examine the text complexity shifts from Levels B-E alongside the balanced literacy components that will accelerate students quickly to beginning of the year expectations.

**ZOOM
INFORMATION:**

Zoom Link

Participants will need to bring their Continuum, unit of study, and student independent reading texts at levels A-E to this workshop. Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. One of your devices should be your iPad.

Adding Movement to the Classroom

Presenter: Amanda Robustelli-Price

What are the benefits of adding movement to the classroom? What are some ways to incorporate more movement into daily activities? In this interactive workshop, participants will discuss key elements of brain-based learning that support adding movement to the classroom, work collaboratively to analyze lesson “flow” and their current classroom structures, and will finish by working to apply strategies that incorporate movement to their own lessons.

WHEN:

Wednesday, August 3, 2022
11:00 am - 12:00 pm

WHO:

Grade 9-12 Staff

LEARNING OUTCOMES:

Participants will explore:

- ❖ Key elements of brain-based learning that support adding movement to the classroom
- ❖ Lesson plan “flow” through the lens of brain-based learning
- ❖ Their current classroom structures for various activities
- ❖ Their favorite new strategies for adding movement and design lessons with these strategies

WORKSHOP LOCATION:

Glastonbury High School
Room A217

The instructor has asked that you have access to paper and pencil during the workshop.

An Apple a Day Keeps the Windows Away

Presenter: Megan Sanderson

The instructor will demonstrate basic functions of a Mac that Windows users will not be as familiar with. Participants will explore important Mac features such as System Preferences, keyboard shortcuts and navigation, Apple IDs, and more.

WHEN:

Tuesday, June 21, 2022
10:00 am - 11:30 am
OR
Wednesday, June 29, 2022
1:00 pm - 2:30 pm
OR
Monday, July 11, 2022
9:30 am - 11:00 am

WHO:

Teachers/Staff
transitioning from a
Windows environment to
an Apple environment

LEARNING OUTCOMES:

Participants will become comfortable in an Apple environment.

ZOOM INFORMATION:

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. One of your devices should be your Macbook. Also, a cellular device (possibly needed for logging into Apple ID using 2-factor authentication).

Art (and Science) of Journaling

Presenter: Mark Dursin

“How do I start?” is the question I have heard most often over the 25+ years I have been teaching writing. The main problem: students want to start with the first line. The purpose of this hour-long workshop is to give teachers journaling strategies to help students get started. I will give teachers different strategies/prompts for students to use to kick start their free writes. Writing is a process, of prewriting, writing, and rewriting, and this workshop emphasizes the critical importance pre-writing.

WHEN:

Thursday, June 16, 2022
9:00 am - 10:00 am
OR
Tuesday, June 21, 2022
9:00 am - 10:00 am

WHO:

Grade 6-12 Staff

LEARNING OUTCOMES:

Participants will explore ways they can use journaling to help students (and themselves) jump start their writing and unlock their creativity. The workshop will explain the philosophy behind “freewriting”- a timed writing exercise with no objective other than to dump out all your ideas; almost without fail, students who start a project by writing quick journals hit an inspired gem of idea that they can turn into something larger.

ZOOM INFORMATION:

Thursday's Zoom Link
OR
Tuesday's Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. The instructor has asked that you have access to paper and pencil during the workshop.

Blooket

Presenter: Adam Lefkowitz

This workshop is designed to help teachers utilize Blooket, a learning trivia/review game designed to increase classroom engagement. Blooket provides a variety of different game styles that can be played in class or for homework.

WHEN:

Thursday, July 14, 2022
9:00 am - 10:30 am
OR
Thursday, August 4, 2022
9:00 am - 10:30 am

WHO:

All Staff

LEARNING OUTCOMES:

Participants will be able to understand the basic uses of Blooket and create an account. Staff will learn to create Blooket sets using initial vocabulary and/or importing from Quizlet, how to host different styles of Blooket games for class, and how to assign Blookets for homework.

ZOOM INFORMATION:

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. One of your devices should be your iPad.

Connecting with Individual Student Experiences in the Classroom

Presenters: Marta Krzemien and Amanda Robustelli-Price

The past three years of teaching within the pandemic have highlighted the importance of connecting with each individual student while building class culture. In this workshop, we will discuss strategies for connecting with and supporting individual learners by adding new layers of social emotional learning, differentiation, and discussions tied to social justice into classroom practice. Participants will have time to explore, create, and ask questions. While many examples used will be based on World Languages, the general strategies will be applicable to all disciplines.

WHEN:

Tuesday, August 2, 2022
1:00 pm - 2:30 pm

WHO:

All Grade 6-12 Staff

LEARNING OUTCOMES:

Participants will:

- ❖ Evaluate their own practices for social and emotional learning, differentiation, and EDI integration
- ❖ Summarize key strategies for social emotional learning and differentiation
- ❖ Design a lesson that incorporates new elements of SEL, differentiation, and/or EDI

MEETING LOCATION:

Zoom Link

Participants should bring either their laptop or iPad to this workshop.

Digital Planning - Creating and Using a Digital Planbook

Presenter: Anagha Sabnis-Sambo

In the space between using a paper-based planner and using a website for fully digital planning is the magical world of digital planbooks. Using the iPad and a stylus, you can mimic the functionality of a paper-based planner (including the benefits of writing things down!) while still having all the advantages of digital planning (links for days!). Best of all, you have the opportunity to create a planner that is individualized to YOUR planning style and your aesthetic.

Participants will learn how they can use either a windows or macbook in order to create a planner that fits their needs.

WHEN:

Wednesday, July 13, 2022
9:30 am - 11:00 am
OR
Tuesday, July 26, 2022
9:30 am - 11:00 am

WHO:

All Staff

**LEARNING
OUTCOMES:**

Participants will:

- ❖ Learn the advantages of creating a personalized plan book
- ❖ Learn the features available in different apps including GoodNotes and Apple based apps such as schoolwork, pages, numbers, and keynote
- ❖ Integrate a variety of apps and software to create a planner
- ❖ Discover how to apply strategies of digital planning to help students learn effective time management
- ❖ Have time to use a pre-made digital planner provided by session leader, as well as time to begin creating their own personalized planner
- ❖ Have fun with technology!

**WORKSHOP
LOCATION:**

Glastonbury High School
Room A111

Participants should bring their iPad and/or laptop, apple pencil or a stylus is beneficial but not required.

Facilitating Independent Projects to Promote Student Engagement

Presenter: Meghan Gagne

I want my students to chase their own knowledge, not just wait for me to tell them what to learn about. Students in my classroom have the opportunity to research/complete a project in any area of interest during their SGI time. From “All About Snails,” to “Learning to Weave,” students make a plan, use skills like measuring, or learn new ones to complete their projects. Learn how I manage this time, how to provide materials, where kids get ideas, and how they present their learning.

WHEN:

Tuesday, June 21, 2022
10:00 am - 11:00 am

WHO:

Upper Elementary Grades

LEARNING OUTCOMES:

Participants will learn how to use part of Flex/SGI time to facilitate independent projects.

MEETING LOCATION:

Nayaug School
Room 33

Participants should bring their laptop/iPad for note taking.

Formative.com

Presenter: Adam Lefkowitz

This workshop is designed to help teachers utilize Goformative, an online platform that allows teachers to assess, score, and monitor student work in real time. Goformative is user friendly for teachers and students.

WHEN:

Thursday, July 14, 2022
11:00 am - 12:30 pm
OR
Thursday, August 4, 2022
11:00 am - 12:30 pm

WHO:

Grade 6-12 Staff

LEARNING OUTCOMES:

Participants will be able to understand the basic uses of Formative.com, while creating an account and adding classes. Staff will learn various ways to create assignment/assessments and score them.

ZOOM INFORMATION:

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. One of your devices should be your iPad.

GoFormative: Make the Switch

Presenter: Philip Gillett

Come learn the tools, tips, and strategies needed to setup your GoFormative account, and implement meaningful student assessment in the classroom! GoFormative's features make it possible to customize your assessments for all learners in one centralized, flexible, and comprehensive platform. Plus, with features like auto-grading and data tracking GoFormative offers educators new opportunities and insights to further inform and guide quality instruction. Take assessment to the next level and make the switch now!

WHEN:

Wednesday, July 27, 2022
10:00 am - 12:00 pm
OR
Thursday, July 28, 2022
1:00 pm - 3:00 pm

WHO:

Grade 6-12 Teachers

LEARNING OUTCOMES:

Participants will be able to:

- ❖ Identify the essential features of the GoFormative assessment platform
- ❖ Describe the available question types and their subsequent design features
- ❖ Explore data tracking, auto-grading, and settings options for student assessment
- ❖ Examine potential strategies for classroom implementation and application
- ❖ Create a subject-specific GoFormative assessment

ZOOM INFORMATION:

Zoom Link

Participants are encouraged to bring a digital assessment they have previously created. Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. One of your devices should be your iPad.

Going Beyond the Zones: Supporting Students Sensory Needs

Presenter: Adele Lanza

Using the zones of regulation, this workshop will provide teachers and related service providers a step by step system to help students identify the zone they are in AND tools they can use to help them get back to the green zone.

WHEN:

Tuesday, July 19, 2022
2:00 pm - 3:00 pm
OR
Wednesday, July 20, 2022
2:00 pm - 3:00 pm
OR
Thursday, July 21, 2022
2:00 pm - 3:00 pm

WHO:

All Elementary Staff

LEARNING OUTCOMES:

Participants will learn how to identify student behaviors that constitute each zone, while exploring strategies that support students in each zone. Participants will then be able to develop an individualized visual support plan.

ZOOM INFORMATION:

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. One of your devices should be your iPad.

Google Arts and Culture

Presenter: TJ Neville

Google Arts & Culture is both a website and app that provides free access to art, culture, and historical collections from around the world that can be used to enhance any lesson, activity, or assignment. During this session, teachers will explore virtual tours, 360 videos, various collections, AR features, and games that can be used across many different content areas. Participants will also learn how to use the “Favorites” feature to create and share curated media with students and how to teach students to create their own galleries to demonstrate knowledge or provide visuals for assignments.

This workshop will be offered in-person, with the option for staff to join via Zoom.

WHEN:

Tuesday, July 19, 2022
10:00 am - 12:00 pm
OR
Thursday, July 28, 2022
10:00 am - 12:00 pm

WHO:

Grade 6-12 Staff

LEARNING OUTCOMES:

Participants will be able to:

- ❖ Access and explore virtual tours and 360 videos
- ❖ Access and explore the various collections
- ❖ Access and use the AR (augmented reality) features and the Google Experiments games
- ❖ Create a favorites list
- ❖ Learn strategies to about how to use Google Arts & Culture to enhance their students learning

MEETING INFORMATION:

Smith Middle School
Room 2103
OR
Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. One of your devices should be your iPad.

**Google Suite is
Your Friend:
Strategies for you and
your students**
Presenter: Marta Krzemien

This session will help participants maximize instruction, productivity and streamline communication. We will focus on Google Classroom, Google Docs and Google Slides but other aspects of the Suite will be mentioned. Helpful shortcuts and tips will also be shared. Participants will have time to explore, create, and ask questions.

WHEN:

**Wednesday, July 27, 2022
9:00 am - 10:30 am**

WHO:

Grade 6 - 12 Staff

**LEARNING
OUTCOMES:**

Participants will examine best practices related to Google Suite integration. Participants will be able to draft their 2022-2023 Google Classroom spaces as well as create other lesson / unit tools. Examples of materials will be shared.

**ZOOM
INFORMATION:**

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown.

Intentional Anchor Charts

Presenter: Jen Barone

Components of the workshop include:

- Analyze 5 kinds of anchor charts for intended purpose, audience, structure/design, and content.
- Highlight predictable challenges for students at participants' grade level text band.
- Create intentional anchor charts corresponding to high traffic needs.

WHEN:

Wednesday, June 15, 2022
9:00 am - 11:00 am

WHO:

Grade K-5 Staff

LEARNING OUTCOMES:

Participants will be able to examine multiple purposes/audiences for anchor charts and prepare student-facing tools for predictable skills and strategies at text band intersections.

ZOOM INFORMATION:

Zoom Link

Participants will need to bring their Continuum and a unit of study to this workshop. Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. One of your devices should be your iPad.

Interactive Content Creation with Genially

Presenter: TJ Neville

Genially is an online tool that allows teachers to create visually appealing, engaging, interactive content for classroom lessons. Teachers can create their own content from scratch or edit twelve different types of predesigned templates including reports, presentations, videos, infographics, interactive images, quizzes, games, breakout activities, and guides.

This workshop will be offered in-person, with the option for staff to join via Zoom.

WHEN:

Thursday, July 14, 2022
10:00 am - 12:00 pm
OR
Tuesday, July 26, 2022
10:00 am - 12:00 pm

WHO:

Grade 4-12 Staff

LEARNING OUTCOMES:

Participants will learn how to use the various features of the Genially editor to create their own interactive content or modify the existing templates. They will also learn how to preview and test their interactive content, how to share it with students, and how to find and edit content created by other Genially users.

MEETING INFORMATION:

Smith Middle School
Room 2103
OR
Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. One of your devices should be your iPad.

Intro to Apple Clips

Presenter: Megan Sanderson

The instructor will demonstrate how to create posters, photos, and videos using Apple Clips. Participants will learn how to use Apple Clips to show learning in all content areas and will be shown example projects by the instructors to spark creativity.

WHEN:

Wednesday, July 6, 2022
10:00 am - 11:00 am

WHO:

Grade K-5 Staff

**LEARNING
OUTCOMES:**

Participants will be familiar with Apple Clips, a fun and simple video editing app. Participants will be able to create content that is usable in other apps, such as Seesaw.

**ZOOM
INFORMATION:**

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. One of your devices should be your iPad.

Joyful Literacy Alongside Intentional Transfer

Presenter: Jen Barone

Components of the workshop include:

- Analyzing classroom and intervention setting examples.
- Analyzing student data (interests, motivation, engagement, choice) and/or decomposing UOS for essential questions and enduring understanding across reading, writing, and phonics when applicable.
- Designing performance based tasks and intended outcomes to promote both engagement/motivation and transfer of high leverage learning.

WHEN:

**Tuesday, June 14, 2022
9:00 am - 11:00 am**

WHO:

Grade K-5 Staff

**LEARNING
OUTCOMES:**

Participants will be able to examine units of study through the lens of backwards design, identifying the overarching essential questions and enduring understandings in order to embed meaningful, fun, and engaging performance tasks.

**ZOOM
INFORMATION:**

Zoom Link

***Participants will need to bring a unit of study to this workshop.
Participants should have two devices for this workshop. One device to watch the
instruction and another to complete the task being shown.
One of your devices should be your iPad.***

Let's Play! Games for Exceptional Teaching

Presenter: Philip Gillett

Come explore and share game-based apps and online resources that promote student engagement, participation, and learning in the classroom setting!

WHEN:

Monday, July 25, 2022
10:00 am - 12:00 pm
OR
Tuesday, July 26, 2022
1:00 pm - 3:00 pm

WHO:

Grade 6-12 Teachers

**LEARNING
OUTCOMES:**

Participants will be able to:

- ❖ Describe how instructional games can increase student engagement and learning
- ❖ Distinguish between gamification and game-based learning
- ❖ Explain implementation strategies to incorporate instructional games in a classroom setting
- ❖ Examine popular learning game apps and online resources for teachers
- ❖ Create an online instructional game

**ZOOM
INFORMATION:**

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown.

New Certified Staff Workshop

Presenter: Patti Renaud

Certified staff members who are new to the district will learn how to access district internal resources. They will also learn how to edit teacher websites. This workshop will be offered via zoom. The recording will be available for those unable to attend on the scheduled date/time.

WHEN:

Tuesday, July 12, 2022
9:00 am - 12:00 pm

WHO:

New Certified Staff to
Glastonbury Public
Schools

LEARNING OUTCOMES:

New certified staff will know how to access internal staff resources. They will learn how to update their websites.

ZOOM INFORMATION:

Zoom Link

Prior to this workshop, certified staff should make an appointment to visit their building and receive their school-issued laptop.

Online Content Curation and Sharing with Wakelet

Presenter: TJ Neville

Wakelet is a free content curation platform where teachers and students can save any type of online content (e.g. websites, social media posts, videos, images, Google Docs, etc.) and organize them into private or public collections.

This workshop will be offered in-person, with the option for staff to join via Zoom.

WHEN:

Tuesday, July 12, 2022
10:00 am - 12:00 pm
OR
Thursday, July 21, 2022
10:00 am - 12:00 pm

WHO:

Grade 6-12 Staff

LEARNING OUTCOMES:

Participants will learn how to create, organize, and share individual and collaborative content collections as well as learn strategies about how to use Wakelet with their students and colleagues.

MEETING INFORMATION:

Smith Middle School
Room 2103
OR
Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown. One of your devices should be your iPad.

Our Journey with ADL's No Place for Hate

Presenter: Efmorfia Efthimiou

In 2021 Gideon Welles School earned the ADL (Anti-Defamation League) designation of a No Place for Hate School. Come to this session to learn about how Gideon Welles was able to receive this designation. Participants will learn about the process, the goals of the committee and how it works to promote EDI. In addition, examples will be shared of various activities that Gideon Welles has completed that can be modified and applied to all grade levels. Participants will leave the session inspired with some helpful resources in their toolboxes that can be incorporated into the classroom and various school-wide activities that can be executed at every school.

WHEN:

Thursday, July 7, 2022
9:00 am - 10:30 am

WHO:

All Staff

**LEARNING
OUTCOMES:**

Participants will be able to identify strategies that will help create a more equitable and inclusive school environment. Staff will explore and plan age-appropriate activities that incorporate Equity, Diversity, and Inclusion.

**ZOOM
INFORMATION:**

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to take notes from the presentation.

Positive Teacher-Student Relationships and Childhood Trauma

Presenters: Kristen Sullivan
and Anabela Xavier

Participants will get an overview of the book written by Bruce D. Perry, M.D., Ph.D. and Oprah Winfrey, *“What Happened to You? Conversations on Trauma, Resilience, and Healing.”* We’ll review early childhood development, brainstorm questions to ask to help students and families, and learn how to build and prioritize relationships with students experiencing ramifications from trauma in order to get them ready to learn. You will receive ideas for first week activities to learn about your students more effectively. Opportunities for discussion in small groups and for brainstorming will be provided.

WHEN:

Wednesday, July 20, 2022
9:15 am - 11:15 am
OR
Wednesday, August 10, 2022
9:15 am - 11:15 am

WHO:

All Staff

LEARNING OUTCOMES:

Participants will gain an understanding the role of trauma in our students’ behaviors, and fostering resilience and healing by establishing positive student-teacher relationships.

WORKSHOP LOCATION:

Buttonball Lane School
Room 25

Participants should bring a device for taking notes, if preferred over pencil and paper.

Productivity Chat: Confessions of a Tired Teacher

Presenter: Marta Krzemien

In this interactive session we will engage in a conversation about practices that have the greatest potential to make a difference, for students and teachers. We will examine Planning and Grading Practices, Feedback and we will finish our discussion with a look into setting healthy and sustainable boundaries. Participants are encouraged to bring their experiences and ideas to share.

WHEN:

Thursday, July 28, 2022
11:00 am - 12:30 pm

WHO:

Grade 6-12 Staff

LEARNING OUTCOMES:

Participants will examine their own time management struggles and victories. Strategies for productivity and life/ work balance will be shared. Participants will have time to formulate some concrete productivity goals for the upcoming school year.

ZOOM INFORMATION:

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown.

Science of Reading and Workshop Teaching: A “Student First” Balancing Act

Presenter: Jen Barone

Components of the workshop include -

- Research/history around science of reading and balanced literacy instruction and outcomes.
- 6 minor shifts in best practice to coach towards explicit phonics (Professional Text: [Shifting the Balance](#)).
- Examining student work samples to determine teaching points and prompting language necessary to move students toward independence of our Tier 1 TC Phonics/Heggerty instruction in a workshop classroom.

WHEN:

Thursday, June 16, 2022
9:00 am - 11:00 am

WHO:

Grade K-2 Staff

**LEARNING
OUTCOMES:**

Participants will examine six shifts in balanced literacy classroom practice that promote crucial tenets of the ‘science of reading’.

**ZOOM
INFORMATION:**

Zoom Link

Participants will need to bring a unit of study to this workshop.
Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown.
One of your devices should be your iPad.

**The 3 Types of Emergent Readers
- Identifying & Coaching Toward Independence**
Presenter: Jen Barone

Components of the workshop include:

- Examination of oral reading behaviors (videos and running record samples).
- Designated coaching/prompting to promote independence matching each level of text complexity.
- Student-facing and parent-facing goal setting for continued support and transfer.

WHEN:

**Monday, June 13, 2022
9:00 am - 11:00 am**

WHO:

Grade K-1 Teachers and Support Staff

LEARNING OUTCOMES:

Participants will be able to notice and name 3 reading behaviors/buckets typical of emergent readers and develop a plan for prompting and coaching to support independence in pre-emergent through Level D text.

ZOOM INFORMATION:

Zoom Link

***Participants will need to have access to leveled texts for this workshop.
Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown.
One of your devices should be your iPad.***

These Are the Breaks: Brain Breaks and Energizers for the Block Scheduling Classroom

Presenter: Joey Meyer

After struggling mightily with the transition from 44 to 88-minute periods, I took inspiration from my colleague Amanda Robustelli-Price's Election Day PD presentation on block scheduling and scoured the internet for effective brain break activities and movement break ideas to use in my own classes. In this workshop, I will review the pedagogical justification for these types of activities, and will share some of the highlights from my research, namely the activities that not only supported and enhanced student learning, but often make a looooooong 88-minute period feel like a breeze.

WHEN:

Thursday, July 21, 2022
10:00 am - 11:28 am

WHO:

All Grade 9-12
Teachers

**LEARNING
OUTCOMES:**

Participants will explore a wide range of low-prep, movement-based activities, games, and strategies designed to promote student engagement and concentration.

**WORKSHOP
LOCATION:**

Glastonbury High School
Room C206

Participants should bring either their laptop or iPad to this workshop.

Using iMovie to Create Podcasts

Presenter: Laura Haddad

In this workshop, students will learn how to use the various components of iMovie to make and share a podcast. I will model a sample and then we will work to create your own.

WHEN:

Tuesday, June 21, 2022
11:00 am - 12:00 pm

WHO:

All Staff

LEARNING OUTCOMES:

Participants will gain an understanding of how to use iMovie. Staff will create podcasts with iMovie and understand how to share podcasts from iMovie.

ZOOM INFORMATION:

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown.

**Weekly Affirmations:
A Reflective Journey
of Planting Seeds**
Presenter: Marta Krzemien

In this session we will engage in a conversation about practices that promote reflection and mindfulness. I will share my journey of sharing weekly affirmations with students since October 2020 and the evolution of this routine. Participants will be able to ask questions, brainstorm a list of terms for their own affirmations and look for resources.

WHEN:

**Wednesday, July 27, 2022
11:00 am - 12:00 pm**

WHO:

All Staff

**LEARNING
OUTCOMES:**

Participants will examine their own classroom practices related to reflection, inspiration and motivation. Ideas of how to incorporate affirmations and words of wisdom will be shared along with examples and feedback from students.

**ZOOM
INFORMATION:**

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown.

Writing for Professional Publication

Presenter: David Polochanin

In this workshop, participants will review print and online platforms of academic-oriented journals and less informal publications. We will also spend time discussing specific angles to potential articles, essays, or creative writing. Writing for publication is an excellent form of professional development and showcases the outstanding talent of our school district. If there is interest, this group may arrange to meet during the 2022-23 school year to share work in progress and offer feedback.

WHEN:

Friday, July 8, 2022
2:00 pm - 5:00 pm

WHO:

All Certified Staff PreK-12

LEARNING OUTCOMES:

Participants will explore publishing markets aligned with their curricular interests and receive a framework for developing a plan and drafting a professional article. Many publishing markets exist for educators to express their ideas and share instructional strategies. Some include *Education Week*, *Educational Leadership*, *English Journal*, *Journal of Mathematics Education*, *Middle School Journal*, *the Hartford Courant*, and many others.

WORKSHOP LOCATION:

Gideon Welles School
Library Media Center

ZipGrade - Zip through Grading!

Presenter: Anagha Sabnis-Sambo

WHEN:

Monday, June 27, 2022
9:30 am - 10:30 am
OR
Tuesday, July 12, 2022
9:30 am - 10:30 am

WHO:

All Staff

LEARNING OUTCOMES:

Participants will:

- ❖ Learn how to use the ZipGrade app
- ❖ Learn how to analyze data provided
- ❖ Discuss strategies on using multiple-choice or free response answer sheets in data gathering
- ❖ Create customized answer sheets based on subject/grade level need
- ❖ Learn how to automatically import student names and class section from PowerTeacher into ZipGrade

ZipGrade, is a scantron style app – but much more than just using it for grading multiple-choice style questions, it is a powerful tool for gathering and storing data, as well as running statistical analyses on the data. Participants will learn how to integrate ZipGrade across teams of teachers, create customized answer sheets, share data with other teachers, as well as the basics on how to use the app to its fullest potential.

ZipGrade app is a free download

WORKSHOP LOCATION:

Glastonbury High School
Room A111

*Participants should bring their iPad/cell phone, the ZipGrade app,
and have access to a laptop or computer.*

Regular Board of Education Meeting

Monday, May 23, 2022 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Alison Couture:	Absent
Dr. Douglas Foyle:	Present
Ms. Jenn Jennings:	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.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. CAFE Student Leadership Awards

3.A.1. Nadine Noaman-Glastonbury High School

3.A.2. John McCarthy-Glastonbury High School

3.A.3. Emilia Cernatescu-Smith Middle School

3.A.4. Mace Beckius-Smith Middle School

CABE Executive Director Robert Radar presented CABE Leadership Awards to the following students:

GHS: Nadine Moaman, John McCarthy

SMS: Emilia Cernatescu, Mace Beckius

Dr. Foyle acknowledged Mr. Rader on his retirement from the Connecticut Association of Boards of Education and presented a plaque on behalf of the Board.

3.B. West Point Appointment

3.B.1. William Christopher Haddad

Dr. Foyle introduced Major Nancy Bates who presented a West Point Appointment Citation to William Haddad.

4. Student Representatives' Report

4.A. Jade Wong, Class of 2023

4.B. Jachimma Anaedo, Class of 2024

Student representative Jachimma Anaedo updated the Board on events at Glastonbury High School.

5. Informal Session for Public Comment

Jenn Jennings, 34 Cranesbill Drive, addressed the Board regarding agenda requests and the agenda-setting committee, book review/audit,

Jacqueline Weiss, 25 Lazy Valley Road, addressed the Board regarding BOE policy 5114, section 2, part C, and available book selections in school libraries and the selection process of books for school libraries

Elizabeth Walter, no address given, addressed the Board regarding book selection for school libraries, book review/audit of school libraries, EDI,

Laura Hancock, 255 Weir Street, addressed the Board regarding a book ban and a particular graphic novel relating to BOE policy 5114. .

Stephen Michaels. 225 Grandview Drive, addressed the Board regarding respect and trust with regard to the Board of Education.

Lisa Rouleau, 12 Conestoga Way, addressed the Board regarding the treatment of the Board by some members of the community, book bans and book content in school libraries.

Nicole Hankard, 17 Kettle Pond Drive, addressed the Board regarding content in school libraries and urged the Board to consider more diverse perspectives.

Sean Ring, 157 Deerfield Drive, addressed the Board regarding book content in the high school library and book audits.

Igor Fuksman, 134 Highwood Drive, addressed the Board regarding content in school libraries.

Chris Delisle, 75 Churchill Road, addressed the Board, regarding content in school libraries.

6. Business Requiring Action

6.A. Approval to Participate in the Healthy Foods Certification Standard

Matt Dunbar provided an overview of these motions for the Board.

Pursuant of C.G.S. Section 10-215f the Board certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education will comply with the Connecticut Nutrition Standards during the period of July 1, 2022 through June 30, 2023. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school

premises sponsored by the school or non-school organizations and groups. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

The Board will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food sale. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

The Board will allow the sale to students of beverages not listed in Section 10-221g of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the beverage sales. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. David Peniston, Jr.: Yea

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

6.B. Approval of Compensation for Non-Affiliated Employees 2022-2023

Motion to enter into Executive Session to discuss the salary increase and wage adjustment for non-affiliated employees. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

Board approves a salary increase of 3% for non-affiliated employees as well as a wage adjustment for eight of these employees. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

7. Reports and Discussion

7.A. Facilities Committee Update

The BOE Facilities Committee met on Thursday, May 19, 2022. The Plan for Consideration List was updated at this meeting. Ray McFall provided an overview of this meeting, and the updated list was reviewed by the Board.

7.B. Glastonbury Education Foundation

8. Approval of Minutes

8.A. Meeting Minutes of April 25, 2022

Motion to approve the minutes of the meeting of April 25, 2022. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Mr. Evan Seretan: Yea
Ms. Julie Thompson: Yea

8.B. Special Meeting Minutes of May 16, 2022

Motion to approve the Special Meeting minutes of May 16, 2022. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mr. Evan Seretan: Abstain
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

9. Committee Reports

10. Chairman's Reports

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

11. Superintendent's Report

11.A. School Suspension Report, April 2022

11.B. Staff Appointments

11.B.1. Alexanddra Cascio- Naubuc, School Psychologist

11.B.2. Nicholas Girouard-Glastonbury High School, Business Education Teacher

11.B.3. Marquis Johnson-Glastonbury High School, Biology Science Teacher

11.B.4. Jamie Lang-Glastonbury High School, Career Tech Ed/STEAM Teacher

11.B.5. Steven Montgomery-Glastonbury High School, Special Education

11.B.6. Connor Spencer-Glastonbury High School, Career Tech Ed/STEAM teacher

11.B.7. Kirby Turner-Smith Middle School, Family and Consumer Science

11.B.8. Kalila Zullo-Gideon Welles, English/Language Arts

11.C. Dates to Remember

12. Adjournment

The meeting adjourned at 8:33 pm.

Motion to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Mr. Evan Seretan: Yea
Ms. Julie Thompson: Yea

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

Respectfully Submitted,

Ray McFall, Secretary
Approved:

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

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

FROM: MD Melissa Dionne, Budget/Finance Analyst
DATE: June 3, 2022
SUBJECT: Self Insurance Reserve Update May 2022

The attached report summarizes the Self Insurance Reserve fund through May 31, 2022. The total reserve is \$17,061,699 allocated \$4,118,392 and \$12,943,307 between Town and Board of Education, respectively. As of May the fund is experiencing a \$2,582,944 gain for the fiscal year.

There are 15 large loss claims which are defined as any claims that exceed \$50,000. BOE has 11 while the Town has 4 large loss claims. There are 4, 3 for BOE and 1 for the Town, that have exceeded the individual Stop Loss limit. The Individual Stop Loss limit is \$200,000 for BOE and \$150,000 for the Town.

Enc.

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

SELF INSURANCE RESERVE FUND

YTD Balances As of: May 31, 2022

	Town	Education	Total
Contributions			
Employer	\$4,582,944	\$12,855,621	\$17,438,566
Employee	1,219,525	3,288,268	4,507,794
Stop Loss Reimbursement	63,056	90,043	153,099
Total Revenues	\$5,865,526	\$16,233,933	\$22,099,459
Expenditures			
Anthem			
ASO Fees	\$111,954	\$426,597	\$538,551
Claims	3,301,004	13,324,475	16,625,480
	\$3,412,958	\$13,751,073	\$17,164,031
CTCare			
ASO Fees	-	-	-
Claims	24,052	239,252	263,303
	24,051.96	\$239,252	\$263,303
Delta Dental			
ASO Fees	\$15,610	-	\$15,610
Claims	166,407	-	166,407
	\$182,017	-	\$182,017
Bank Fees/PCORI Fee	\$1,168	\$3,815	\$4,983
CT Prime	471,796	1,340,385	\$1,812,181
OneDigital Consultant Fees	18,000	72,000	90,000
	\$490,964	\$1,416,200	\$1,907,164
Total Expenditures	\$4,109,991	\$15,406,524	\$19,516,515
Current Year Revenues Less Expenses	\$1,755,535	\$827,409	\$2,582,944
Reserve July 1, 2021	\$2,362,857	\$12,115,899	\$14,478,755
Reserve at end of month	\$4,118,392	\$12,943,307	\$17,061,699

	Town	BOE	Total
Reserve at end of month	\$ 4,118,392	\$ 12,943,307	\$ 17,061,699
Recommended Minimum Reserve ^A	\$ 1,223,700	\$ 4,116,956	\$ 5,340,656
Variance Over/(Under) Reserved	\$ 2,894,692	\$ 8,826,351	\$ 11,721,043

A. As of May 2022. The next update will be provided in August 2022.

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT JUNE 1, 2022

Elementary	Pre-K= 80	K	1	2	3	4	5	6	Total
Buttonball		62	69	62	80	83	72		428
Hebron Ave.		76	71	76	76	82	76		457
Hopewell		82	108	102	90	96	0		478
Naubuc		76	65	72	74	72	74		433
Naugaug		69	88	81	83	87	99		507
Elementary Subtotal		365	401	393	403	420	321		2303
Gideon Welles							92	421	513
	K-6 Totals								2816
Elementary Total		365	401	393	403	420	413	421	2815

Middle	7	8	Total
Smith Middle	430	431	861
Middle Total	430	431	861

Secondary	9	10	11	12	Total
Glastonbury High	467	446	465	481	1859
Secondary Total	467	446	465	481	1859

TOTAL	5536
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PRE-K	80
OUT OF DISTRICT (41 & GHS ALTERNATE PROGRAM 0)	41
GRAND TOTAL	5657

RECAPITULATION

GRADE	6/2/2021	6/1/2022	Change Over Previous Years Enrollment All
	Enrollment All <i>Without M</i>	Enrollment All <i>Without M</i>	
Pre-K	55	80	25
K	392	365	-27
1	380	401	21
2	391	393	2
3	418	403	-15
4	401	420	19
5	406	413	7
6	423	421	-2
Subtotal Elementary	2866	2896	30
7	433	430	-3
8	475	431	-44
9	460	467	7
10	478	446	-32
11	490	465	-25
12	485	481	-4
Subtotal Secondary	2821	2720	-101
TOTAL	5687	5616	-71
OUT OF DISTRICT & GHS ALTERNATE	39	41	2
GRAND TOTAL	5726	5657	-69

ELEMENTARY ENROLLMENT BY SCHOOL/BY GRADE/BY CLASS
June 1, 2022

				GRADE K		TOTAL
Buttonball	15	15	16	16	=	62
Hebron	19	19	19	19	=	76
Hopewell	16	16	16	17	17	= 82
Naubuc	19	19	19	19	=	76
Nayaug	17	17	17	18	=	69
					=	365
				GRADE 1		
Buttonball	17	17	17	18	=	69
Hebron	17	18	18	18	=	71
Hopewell	21	21	22	22	22	= 108
Naubuc	16	16	16	17	=	65
Nayaug	21	22	22	23	=	88
					=	401
				GRADE 2		
Buttonball	20	21	21		=	62
Hebron	18	19	19	20	=	76
Hopewell	20	20	20	21	21	= 102
Naubuc	18	18	18	18	=	72
Nayaug	19	20	21	21	=	81
					=	393
				GRADE 3		
Buttonball	20	20	20	20	=	80
Hebron	18	19	19	20	=	76
Hopewell	22	22	23	23	=	90
Naubuc	17	18	19	20	=	74
Nayaug	20	21	21	21	=	83
					=	403
				GRADE 4		
Buttonball	20	20	21	22	=	83
Hebron	20	20	20	22	=	82
Hopewell	19	19	19	19	20	= 96
Naubuc	17	18	18	19	=	72
Nayaug	21	21	22	23	=	87
					=	420
				GRADE 5		
Buttonball	18	18	18	18	=	72
Gideon Welles	22	22	23	25	=	92
Hebron	18	19	19	20	=	76
Naubuc	18	18	19	19	=	74
Nayaug	19	19	20	20	21	= 99
					=	413