



REGULAR BOARD OF EDUCATION MEETING

Monday, October 3, 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. Maintenance Department
4. Student Representatives' Report
 - A. Jade Wong, Class of 2023
 - B. Jachimma Anaedo, Class of 2024
5. Information Session for Public Comment
6. Reports and Discussion
 - A. Program Reports
 1. Mathematics/PACE Program Report
 2. Science/PACE Program Report
 3. Health and Physical Education Program Report
 - B. Glastonbury Education Foundation
7. Business Requiring Action
 - A. Acceptance of the Board of Education Five Year Facilities Plan 2022-2027
 - B. Approval of Submission of the HVAC and Indoor Air Quality Grants for Public Schools
 - C. Approval of Submission of the District Consolidated Application for Federal Grants
 - D. Approval of Submission of the State Bilingual Grant
 - E. Approval of Submission of the Multilingual Learner Title III Grant
 - F. Establish Date for Graduation, Class of 2023
 - G. Approval of Revisions to the 2022-2023 School Calendar
8. Approval of Minutes
 - A. Meeting Minutes of September 12, 2022
9. Committee Reports
10. Chairman's Reports
11. Superintendent's Report
 - A. Student Suspension Report, August 2022

B. Dates to Remember

12. Adjournment

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

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. 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.
10/2/2022 10:33:15	Heather Simon	807 Main St	<p>“Continued funding for: Update curriculum K-12, specifically skills based Health Education and provide ongoing quality professional development related to current and future teaching.” (From Health & PE report)</p> <p>Is this referring to an update that has already taken place or a future update? How will the curriculum change?</p> <p>In regards to the facilities plan, what is being proposed for 5th graders across the district? It is touched upon very lightly but not clear. I think parents will be concerned if all 5th grade ends up going to another school. Is this one option? What are the others? How and when will this be decided and will parents be informed prior to a decision being made?</p> <p>Thank you!</p>
10/3/2022 11:47:47	Lisa Rouleau	12 Conestoga Way	<p>I'm writing to let the Board know that not all community members are unhappy with the school system and the Board. I'd like to thank you for your dedication to making our schools one of the best in the state. Our test scores are consistently higher than most CT districts and our children excel in AP courses and the SAT. This is a result of the wonderful teachers, administrators and department heads you hire and the commitment you have made to be a forerunner in curriculum and the well being of our students.</p> <p>Please continue on this path of success. Don't let a small group of citizens derail what has been built in our schools. Students need resources when they have mental health concerns and talking to their parents does not work for everyone. Students need access to a variety of books for many reasons, not just for a curriculum topic. Students need to feel safe when they are at school and need to know where those places are. Students need to learn about our country's history even if it's ugly. Students need a variety of clubs, sports and activities in order to find their niche.</p> <p>Keep up the good work and know that not everyone in town is looking to catch the Board doing something wrong.</p>



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: Mathematics/PACE
Director: Brenda M. Gregorski
Date: October 3, 2022

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

Computer Science

- Three students entered and won the Congressional App Challenge and were honored at a reception with Congressman John Larson. Their app is currently featured on the Capital website and in our Student Support Centers as well.
- Two students were honored and awarded by the National Center for Women and Information Technology (NCWIT). They received the Connecticut Honorable Mention for Aspirations in Computing and the Connecticut Rising Star for Aspirations in Computing.
- Team of students competed in the ***CyberPatriot*** State Competition and came in 2nd place, receiving the Silver Tier Award.
- ***The Coding Club*** scored a perfect score in the second round and only missed one point in the third round of competitions in the American Computer Science League (ACSL). The Coding Club also participated in the CodeQuest Competition and had a sophomore team win 1st place in the division.

SAT Score

- The mean SAT score for mathematics in 2022 was 565. The state average was 485. We ranked 4th in our DRG for both the SAT and SBAC math data this year.

Advanced Placement Test Results

- **AP Calculus AB:**
 - 80% achieved a score of 3 or higher
 - Average score: 3.74 (CT average score: 2.99)
- **AP Calculus BC:**
 - 82% achieved a score of 3 or higher
 - 14 students (out of 22) achieved the highest possible score of 5.
 - Average score: 4.23 (CT average score: 3.84)
- **AP Statistics:**
 - 87% achieved a score of 3 or higher
 - Average score: 3.87 (CT average score: 3.01)
- **AP Computer Science A**
 - 95% achieved a score of 3 or higher
 - 9 students (out of a possible 19) achieved the highest possible score of 5
 - Average score: 4.21 (CT average score: 3.36)
- **AP Computer Science Principles**

- 100% achieved a score of 3 or higher
- 13 students (out of a possible 33) achieved the highest possible score of 5
- Average score: 4.06 (CT average score: 3.20)

Mu Alpha Theta (Math National Honor Society)

- Glastonbury High School's *Mu Alpha Theta* chapter, the National High School and Two-Year College Mathematics Honor Society is now in its 13th year with over 100 members. This year we inducted 38 new members.

GHS Math Team

- The GHS Math Team competed in the Capital Area Mathematics League and finished 4th as a Team. We had one of our seniors rank 3rd among all seniors and one of the underclassmen ranks 4th among all underclassmen in the state with a perfect score!

We also had a student make the CT ARML (Connecticut American Regions Mathematics League) Team.

American Mathematics Competition

- Glastonbury students were able to participate in the American Mathematics Competitions, national mathematics contests offered to students, virtually. At GHS, we had 70 students take this challenging exam.

Smith Middle School Math Counts

- Fifteen students participated in the Hartford Chapter MATHCOUNTS Competition. The Team placed 3rd out of a possible 29 teams. We also had two students place within the top 15 (9th and 11th) and competed in the State Competition.

American Mathematics Competition

- Glastonbury students were able to participate in the American Mathematics Competitions, national mathematics contests offered to students in Grades 6 - 8, virtually. We had 50 students take the AMC 8.

Stock Market Game by SIMFA

- In the fall, students at Gideon Welles School in our CHIME program placed first, second and third in the state stock market game. Each student is "given" \$100,000 to invest, using real-time data to buy and sell.

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

- Every year and at every grade level and course, data and teacher reflection continues to guide the monitoring and adjusting of the curriculum in order to provide continuous improvement in student learning. This year we again took the time to work in more of the unfinished learning from previous grade levels into subsequent curricular units and readjust the scope and sequence based on data.
- Working collaboratively as a team, our Integrated Algebra and Geometry teachers continued to create Project Based Lessons to help engage students in learning. Students developed projects using different technology platforms such as Sketchup for Schools and the Gloforge, to see some of their mathematics designs come to life.
- Continuing to develop our Introduction to Data Science courses, we were able to incorporate more Excel Skills into this course, this year with a hope of offering students Microsoft Excel Certification.
- Using the San Francisco Resource in the Elementary Grades 1 – 4 and the Graham Fletcher Fluency Resource in Grade K to help promote productive struggle leading to conceptual understanding as well as consistently implementing math talks into the elementary classroom to build math vocabulary and reinforcing unfinished learning.

3. Provide a few examples of educational apps used by teachers in your department and the impact on student learning.

- GoFormative: This assessment tool is used for both quick formative assessment for student learning, so teachers can adjust lessons and planning quickly, since program helps to grade questions in seconds as well as assessment of learning, which gives easy access to district wide percentages and data for long-term planning.
- Classkick: This tool is used for students to create a digital notebook, also allowing teachers to give real time feedback on practice, both in and out of the classroom.
- Codio: This platform is used for our Computer Science Courses to allow for teachers to collaborate and students to keep a record of all their programs and codes for all their courses, district wide.
- Educreations: This platform allows teachers to create videos for flipped classroom lessons or to add to our Video Library for students to review previous skills or preview skills to help access grade level content. The video library will be available to all students on our Math Center Website as well as used in our Math by Design course.
- Zearn: This platform also our Elementary students to access content from previous grade levels or current grade level, when needing extra support or reinforcement and practice on current materials, giving students conceptual understanding feedback to help them learn.
- Stats Medic: This platform allows our Statistic students to access different lessons and College Board problems to help with the understanding and application of Statistics.

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

- Coding Lessons for our Elementary Students in Grades K and 3, implemented by our Library Media Specialists, to help build the momentum and excitement for STEAM in our Elementary Schools.
- Increasing the variety of classes in our Computer Programming/ Science pathway at Glastonbury High School to create more opportunity for students and their growing interest in this STEAM course.
- Continue to develop the Data Science pathway for STEAM by adding in experiences for students to analyze data over many different platforms in subsequent courses after our Introduction to Data Science Course.
- Anchor lessons, problems, and learning tasks continue to be added to each course in order to guarantee consistent opportunities across classes and schools at all levels. All students have access to challenging problems and content within the classroom.
- Continued evaluation of current curriculum and resequencing of the courses based on the “story” of the course, with each new content being taught in the curriculum when the need arises – helps students make sense of the mathematics beyond procedural and understand the big ideas of the course.
- At the Elementary Level, exploring enrichment opportunities for all students in grades 3 – 5, by offering weekly challenges and CML problems for all. Using the CHIME model in Grade 6 to help develop units and more enrichment opportunities.
- Continuing to explore the San Francisco Resource in Elementary Schools, to allow for more consistency across the district.
- Add in the practices for *Building Thinking Classrooms* into our 6 – 12 classrooms, which also includes the need for flexible seating and white board surfaces around the classrooms.

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

- Support curriculum-writing resources and associated professional development opportunities that enhance and align rigorous mathematical learning opportunities and expand enrichment opportunities for all students.
Continuing to reevaluate and develop our resources that support our Elementary Curriculum as well as refining our sequence, assessments and resources for our curriculum in grades 6 - 12.
- Continue to support and promote the use of digital platforms in the classroom for immediate formative feedback to check for student understanding and drive instruction by increasing the software budget for mathematics.
Engaging in online platforms has been beneficial to students learning and growth in the mathematics course. To continue to use these platforms (Educreations, GoFormative and Classkick) for lesson delivery during a flipped classroom experience as well as quick formative assessment will allow teachers to provide immediate feedback and allow the classroom to focus more on problem-solving.
- Continued support for new initiatives to keep students engaged in mathematics.
Support the Professional Development speakers as well as furniture, technology, and materials to help to continue to transform our classrooms in Thinking Classrooms.
- Continue to provide support for the expansion of Science, Technology, Engineering, the Arts, and Mathematics (STEAM) experiences for all students in our state-of-the-art STEAM Lab facility. With the lab opening for the 2022-2023 school year, the support for future new courses, curriculum writing resources, and professional development opportunities for teachers that enhance and align with the mathematics curriculum learning opportunities, including computer science and data science, is critical to being able to offer these experiences to students. In addition, increasing STEAM support at the elementary level will be crucial to begin to build foundational interest in conjunction with our district wide coding and computer science curriculum and pathway. Support for curriculum development and staffing to facilitate the interdisciplinary opportunities will be necessary for this initiative's success across the district.
- Continued support for our elementary students in math and science in various buildings.
With more Grade 5 students being placed at Gideon Welles school, having a PACE teacher to support our students in both SRBI and Excel Lessons for Gideon Welles Grade 5, as well as support all the teachers in both the implementation of the mathematics and science curriculum is important to the success of our Gideon Welles Grade 5 students.



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: Science/PACE
Director: Christine Tedisky
Date: October 3, 2022

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

Advanced Placement Examinations

Glastonbury High School student participation and achievement on 2022 Advanced Placement Science Examinations was excellent.

- For each AP science exam, GHS student average exam scores continue to exceed the state and global averages and percentages of test takers scoring a 3 or higher.
- The AP Biology scores are the highest that they have ever been!
- AP Biology and AP Physics 1 led the way with the number of students taking exams (137 and 99, respectively).
- AP Physics 1&2 and AP Physics C (Electricity/Magnetism and Mechanics) each consist of two exams – students elect to take one exam or both exams for each of these courses.

Subject	# of students enrolled	# of exams taken	Percent of test takers scoring 3 or higher	Average Exam Score
AP Biology	144	137	97.1%	3.94
AP Physics 1&2*	120	99	77.8%	3.44
		78	82.1%	3.17
AP Chemistry	52	43	76.7%	3.16
AP Environ. Sci.	117	34	73.5%	3.44
AP Physics C*	16	14	71.4%	3.64
		15	100.0%	4.33
Total Science	449	420		

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

Next Generation Science Standards Assessments

The CSDE Next Generation Science Standards Assessments were administered in Spring 2022 in grades 5, 8, and 11. These assessments were not administered in Spring 2020, and the Spring 2019 administration was the first time this assessment was given to students.

Administration Year	% Proficient (Level 3 & 4)
Grade 5	
Spring 2022	73%
Spring 2021	71%
Grade 8	
Spring 2022	65%
Spring 2021	71%
Grade 11	
Spring 2022	65%
Spring 2021	71%

ACS Chemistry Olympiad

The U.S. National Chemistry Olympiad, sponsored by the American Chemical Society, is a chemistry competition for high school students. The purpose of the competition is to stimulate young people to achieve excellence in chemistry. Eleven GHS students participated on the Chemistry Olympiad Team this year.

Advanced Research Mentorship (ARM)

Approximately 3500 hours of independent research was logged by 35 students during the 2021-2022 school year. We were fortunate to return to an in-person STEMposium, and added live-streaming webinar capabilities, along with our website, to showcase our students' projects. Students also published the eleventh annual *Journal of Advanced Research Mentorship*.

Connecticut Science & Engineering Fair

The Connecticut Science & Engineering Fair is a yearly, statewide science and engineering fair open to all 7th through 12th grade students. Seven GHS students participated in the CT Science & Engineering Fair, with one student earning PepsiCo Life Sciences Awards - Finalist, Life Science Senior High - CSF Medallion, and Pfizer Computational Biology and Bioinformatics Awards - 2nd Place High School.

The Annual Biomedical Research Conference for Minority Students (ABRCMS)

For 20 years, the Annual Biomedical Research Conference for Minority Students (ABRCMS) has been the go-to conference for underrepresented community college, undergraduate, and post-baccalaureate students in science, technology, engineering and mathematics. This year, one GHS student was selected to present a poster at the Spring Symposium for Emerging Scientists.

UCONN Computer Science & Engineering High School Research Experience Symposium

During the academic year of 2021-2022, high school students from across the state of Connecticut participated in research projects with faculty from the Computer Science and Engineering

Department. Four GHS students presented their research at the inaugural UConn CSE High School Research Experience Symposium.

The Jackson Laboratories Symposium for Academic Year Fellows

Jackson Laboratory Fellowships are highly competitive placements where students join a Jackson Laboratory research group and learn and practice the technical skills necessary to become a productive member of the research team. Working with their mentor, students design an independent research project within the scope of the lab's ongoing research program. Over the course of the fellowship, students experience all aspects of research, from experimental design, to data analysis, to reporting results. Students present their results in a symposium at the end of the year. One GHS student was selected for this fellowship for 2021-2022.

FIRST Robotics

High school-aged teams compete head to head on a special playing field with robots they have designed, built, and programmed. Under strict rules, limited resources, and the guidance of volunteer mentors including engineers, teachers, business professionals, parents, alumni, and others, teams of students build and program robots to perform challenging tasks against a field of competitors. The GHS FIRST Robotics team was one of 40 teams to compete in local competitions this year and the team won the Jack Kamen Imagery Award, which celebrates attractiveness in engineering and outstanding visual aesthetic integration of machine and team appearance.

National Science Bowl

The National Science Bowl is a nationwide academic competition that tests students' knowledge in all areas of science and mathematics. High school teams face-off in a fast-paced question-and-answer format. Thirty-six teams from 20 schools around Connecticut and Rhode Island competed in a modified online version of the science bowl competition. Glastonbury had ten students represent the school in two teams. Both teams competed valiantly with one of the two teams making it through the preliminary round.

Science Olympiad

The Science Olympiad consists of 23 events covering a wide range of topics in the sciences and engineering. Each team is composed of 15 students, each of whom typically enters 2-4 events, competing with one or two teammates in each. Events may focus on academic knowledge, practical or laboratory skills, or ability to engineer devices to accomplish specific tasks. While the competition normally takes place at a single location on a single day, this year's competition was held virtually due to the ongoing pandemic. Glastonbury placed 10th out of 39 teams and earned its most medals ever in the competition - three gold medals, three silver medals, and one bronze medal!

USA Biology Olympiad

USA Biology Olympiad is a competition that enriches life science education and provides the motivation, resources, and skills for students beyond their classroom experience to the level of international competitiveness. Three GHS students competed in the USA Biology Olympiad this year.

New Clubs Started at GHS

This year, two new student-driven clubs were added to the list of extracurricular offerings at GHS: **Team STEAM** and a **Forensic Science** club. Both clubs were advised by science teachers and recruit participants on an ongoing basis.

Center for Robotics, Engineering, Science and Technology (CREST)

Since its opening in 2017, CREST has continued to grow and expand opportunities and experiences for all GHS students. In the 2021-2022 school year over 170 students requested tutoring support from our tutors in chemistry, integrated science, biology and anatomy. Over 30 different labs were

conducted in the lab across the school year (multiple classes and teachers conducted the same lab). In addition, equipment was signed-out of CREST for use in regular science classrooms.

Elementary STEAM Celebration

During the month of March, elementary schools celebrated STEAM in lieu of our traditional science fairs. Each student was provided a calendar full of STEAM-related activities that they could choose from to complete outside of school. Students submitted a photograph of their project/activity and PACE teachers created video slideshows of all the student work.

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

During 2021-2022:

- In grades K-5, NGSS-aligned units of study in life, physical, and earth/space sciences were supported with hands-on and digital resources. One unit, grade 4 life science, was revised to include additional learning experiences that compare plants and animals structures and functions.
- In grades 6-8, common assessments were revised based upon student performance data from 2020-2021, and we expanded our design and use of formative assessments. Many assessments were converted to, or designed in, digital platforms. In grade 7, we began the development of digital text resources to support our curriculum.
- In grades 9-12, courses continued to expand the integration of digital text resources (iBook/eBook) and simulated, virtual laboratory experiences. We also expanded our use of digital common assessments.
- Instructional technology integration continued to be at the forefront in all science courses through the use of Google Suite, Apple resources, and various content-specific simulations.

3. Provide a few examples of educational apps used by teachers in your department and the impact on student learning.

- Mystery Science (K-5): For each unit in K-5, Mystery Science lessons have been selected and aligned to our units to enrich our science curriculum. These lessons include highly engaging, short videos and prompts to foster student discussion and pique curiosity. Many videos serve as the phenomenon to introduce a unit or lesson.
- Gizmos (7-8): These simulations make visible things we cannot see in science, such as atoms and molecules, and outer space. They are used to introduce new topics at the beginning of a unit to engage students, throughout a unit to reinforce concepts and skills and provide extra practice, and at the end of a unit to review. The simulations are modifiable by teachers to meet the needs of the lesson and students' understanding.
- Pivot Interactives (9-12): Students interact with real world lab activities through short videos and are able to manipulate and collect data from the video demonstration. Data can then be used to make broader connections to science content and generate discourse around relationships of variables and evidence-based argumentation. Students also get to interact with long-term scientific studies that they would not have time to complete in a hands-on lab activity.
- Vernier Graphical Analysis and Spectral Analysis (9-12): These apps allow for real-time data collection from bluetooth experimental probes directly to students' iPads. The graphical analysis app also allows students to visualize and analyze data, and the spectral analysis app allows for multiple modes of data collection including absorption, transmission, and fluorescence spectroscopy. With both apps, students can collect and analyze experimental data on their iPads.

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

The long-term planning for the GPS science program continues to be driven by the *Next Generation Science Standards* (NGSS) as well as our STEAM initiative to provide interdisciplinary opportunities in the exploration and application of science and engineering concepts and skills. Our areas of focus remain on continued teaching and learning of content related to life science, physical science, and earth and space science, with expanded opportunities for students to engage in scientific inquiry, problem solving, modeling, argumentation, computational thinking, collaboration, and communication, and embedding the engineering design process in all grade levels, across all science disciplines.

In grades K-12, we will:

- Continue to implement science curriculum and assessments with fidelity to ensure consistency and continuity for our students, with a focus on embedding experimental tasks and engineering design challenges.
- Continue to supply all classrooms/laboratories with appropriate technologies and scientific equipment that will provide students with the opportunities to deepen understanding of concepts and engage in hands-on, discovery-based experiences.
- Continue to increase the utilization of the Center for Robotics, Engineering, Science, and Technology (CREST) at GHS, designed to support authentic science research and engineering for all students.
- Continue to develop Science, Technology, Engineering, the Arts, and Mathematics (STEAM) experiences for all students through the opening of a new state-of-the-art facility at GHS and to explore opportunities for new STEAM course development.
- Expand opportunities for interdisciplinary STEAM experiences through our library media program, including coding, programming, and robotics.

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

In order to continue growth and improvement relative to Departmental and District Strategic Goals, resources and support will be important to develop and implement these varied initiatives.

- Provide additional K-12 equipment and materials needed to support science experimentation and engineering design tasks, including digital resources.
- Provide support for the expansion of Science, Technology, Engineering, the Arts, and Mathematics (STEAM) experiences for all students in our state-of-the-art STEAM Lab facility. With the lab opening for the 2022-2023 school year, the support for future new courses, curriculum writing resources, and professional development opportunities for teachers that enhance and align with the science learning opportunities, including engineering and robotics, is critical to being able to offer these experiences to students. In addition, increasing STEAM support at the elementary level will be crucial to begin to build foundational interest in conjunction with our elementary science and engineering curriculum. Support for curriculum development and staffing to facilitate the interdisciplinary opportunities will be necessary for this initiative's success across the district.



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: Health and Physical Education
Director: Jennifer Spring
Date: October 3, 2022

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

Staff Achievements:

Health and Physical Education teachers K-12 have continued to remain flexible, adapting and creating safe, active options in our outdoor and alternative spaces with many lessons created and modified. This year, we continued to resume with an adapted pacing guide achieving our Department's main goal of maintaining consistency for the students during Physical Education classes. Several instructional videos, creative challenges/experiences and family friendly opportunities were created through the use of technology. Teachers were given appropriate time to collaborate and problem solve to develop safe content/activities for our PE and Health classes. All gymnasiums were opened back up to PE classes in April, 2022!

K-5 HPE Staff Achievements:

- Ms. Janice Skene, our Health and Physical Education teacher at Buttonball Lane School, was named Teacher of the Year for the 2022-2023 school year. Additionally, she was also selected as a semifinalist for the Connecticut State Teacher of the Year.
- Planned and implemented five incredibly successful elementary school field days in the Spring
- Many schools were able to creatively support school-wide activities following protocols and modifying to fit within the school day or after school. A few examples of enriching wellness events offered:
 - Moving in the New Year Take Home Fitness Challenge, Fourth Grade Jog a Thon, and Fourth Grade Before School Wiffle Ball, "Bring PE to Your Family Week", Juvenile Diabetes School Walk, Breast Cancer Awareness "Get Your Pink On" staff initiative, World Kindness Day "Sock Hop", Turkey Trot/Turkey Drive, Winter Walks, Project Zero Weight Management staff initiative, SOUP-erbowl, Yoga, Bicycle Safety/Bike to School Day, Project ACES, BBL Running Club, Unified Sports
- K-5 HPE staff CPR/First Aid Recertification

Secondary HPE Achievements:

- Project Adventure Recertification - Ropes Course Specific
- Lifeguard Recertification for all GHS HPE staff
- Successfully collaborated with Glastonbury Police Department's Community Outreach Officer to co-teach Self Defense in Lifetime Activities
- Lifetime Activities course piloted a "dry land" water safety course
- Alternative Environment course piloted bike safety 101 lessons focusing on tire changing, brake checks, etc.

- HPE 10 and Alternative Environment courses were able to reenter the pool in May
- Successfully ran: Bowling Club, smoothie Fridays and mindful minute/activities in health class, after school weight room opportunities were offered
- Unified Basketball
- CCSU mentoring/student teaching opportunities
- The evening parent and child Human Growth and Development Program continues to remain an important program for parents and students within and outside of our district. The virtual option was developed in October, 2020 and will continue to be offered in the future.

Student Achievements

- American Red Cross: 117 students will have taken a certification exam
- 67 students became certified in Adult, Pediatric CPR (Infant & Child), AED and First Aid (the full course load) (more than 55% of the students in the course)
- 111 students became certified in the new FAST (First Aid for Severe Trauma) Bleeding course. (95% of students in the course!)
- For the first, time every single student walked away with a certification upon completion of the course.
- Successful collaboration with Glastonbury Police Department allowed our Lifetime Activities' students to explore and practice self-defense techniques.
- Addition of two new 2022 Concept 2 rowers were used by students in many fitness units and courses at GHS provided relevant cardiorespiratory options
- Alternative Environment Activities' students participated in a walking "field trip" to Hubbard Green and were involved in a culminating activity for our Geocaching unit.
- Ability to participate in before and after school and intramural sports programs offered

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

The Health and Physical Education Department successfully continued with several changes in our program due to the pandemic. The 2021-2022 school year was one of the most challenging for our program. Our Department goals align with the District Strategic Plan and continues to anchor all teaching and learning opportunities for students and staff. To maintain a physically safe learning environment for students and teachers

- To prioritize social and emotional wellness of students and teachers that allow for deeper engagement and relationship building

In addition, the following changes were necessary due to the pandemic:

- Fitness Test administered later than usual (when appropriate space was available)
- GHS: adjusting pacing units to the block schedule, successfully moved all NASP Archery Equipment from indoor to outdoor for unit to continue, Project Adventure high elements were on pause this year while lunches were still in the gymnasium, pool units significantly modified due to pool opening in Spring
- SMS: Project Adventure high elements on pause this year while lunches were in Auxiliary Gym
- For the 22-23 school year we will resume use of the gyms

3. Provide a few examples of educational apps used by teachers in your department and the impact on student learning.

- FEMA app: Emergency Preparedness GHS to foster student empowerment and readiness for any situation.
- Exercise Buddy: visual and inclusive exercise system for our Adaptive Physical education students. This app works to develop a visual exercise system that challenges and supports the students. It offers four unique benefits for children with diverse learning needs, such as: communication, exercise enhancement, assessments and progress monitoring.
- Breakout Edu: problem solving, puzzle based learning app to engage students in teamwork, collaboration
- Outdoor Pursuits Unit: Pure GPS (integrates learned waypoints using latitude and longitude coordinates for Geocaching unit), Leaf ID (program that helps students identify trees and leaves during the Leaf ID unit), Google Lens, Audubon Bird (helps students identify birds during the bird watching/identification unit)
- IOS Health App (used in health education and physical education classes for tracking, monitoring and assessing movement, heart rate, etc.)

4. What are the long-term plans for change and direction in accordance with the current curriculum/program review? Increase time for health education:

- Time and staffing is necessary to improve health education programming at the K-6 level. Exploration of the current scheduling process and options to increase instructional time for health education is recommended.
- Health education is minimally embedded into the 11th grade Physical Education units; therefore, a health specific course offering would benefit our juniors and seniors.

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

Continued funding for:

- Update curriculum K-12, specifically skills based Health Education and provide ongoing quality professional development related to current and future teaching.
- Quality professional development opportunities for teachers (in and out of district)
- Purchase new and replace old equipment and supplies to successfully teach all lessons and units (outdoor learning, functional fitness, group dynamics, etc.)
- Continue to hire and support highly qualified and certified Health and Physical Education professionals across all schools K-12.

Request/Need:

- Hire a certified Physical Education and Health teacher to support the Adaptive Physical Education requirements across the district.



GLASTONBURY BOARD OF EDUCATION FIVE-YEAR FACILITIES PLAN 2022 – 2027

INTRODUCTION

The Board of Education develops a five-year facility plan to ensure school district facilities appropriately support student learning and growth and do so at a reasonable cost to taxpayers. The plan consists of a list of items the Board will consider in more detail in the future. The Board considers facility projects in the context of the district's existing strategic plan and goals. Over the coming years, some items on the list may be modified and some may drop off the list.

The funding process for facility projects starts with the Board evaluating and vetting potential projects. The Board requests funding from the Town Council for specific projects it has prioritized. The Town Council determines what projects will be supported and how to fund them.

LOOKING BACK

The previous (2016-2021) District Facilities Plan included six objectives that were pursued during this time period.

1. Provide Air Conditioning to Buttonball School, Hebron Avenue School, Hopewell School, Naubuc School, and Gideon Welles School.

Status: Work on all of these schools (Elementary \$1.9M, Gideon \$1.25M) was completed by 2018. All Glastonbury Schools are now equipped with air conditioning to help ensure optimal learning conditions.

2. Provide Appropriate Locker Room Space and a Weight Room for the Athletic Complex

Status: The field house was completed in 2022. The final costs have not been determined. This modern facility will serve our student-athletes, coaches, visiting teams, officials, and fans for years to come. The weight room was eliminated from this project due to cost concerns. It is proposed for the upcoming five-year plan.

3. Install a Turf Field on the Baldwin Fields at Glastonbury High School.

Status: Hartwell Soccer Club originally proposed a new turf field facility that was supported by the Board of Education but did not involve public funding. The plans

stalled and the pandemic occurred. Additional turf fields are proposed in the new five-year plan.

4. Develop and Implement a Plan for the Reconfiguration of Naubuc School's open classroom space.

Status: Funding (\$3.2 million) has been approved by the town and construction on the second floor is slated to begin Summer of 2023. It is expected to take one year to complete. Enhancements to close open instructional spaces on the first floor were completed in the summer of 2022 for \$5,000.

5. Upgrade Softball and Baseball Fields at Glastonbury High School.

Status: Softball field upgrades have been completed and were funded through fundraising by town softball programs. At this time, the varsity baseball team is playing most home games at Riverfront Park. The GHS Athletic Department continues to evaluate the field needs of the program.

6. Consider Construction of an Auxiliary Gymnasium at Glastonbury High School

Status: This project was not pursued given costs and other priorities.

MOVING FORWARD

In April 2022, the BOE Facilities Committee began discussions on a new five-year facilities plan. The district's previous facilities plan (2016–2021) was reviewed. School administrators then gathered input from building-level staff, maintenance staff, athletics staff, and Town of Glastonbury staff. After several more committee meetings and discussions at regular Board meetings, a list of potential items was developed. The district held a public hearing on the five-year facilities plan on September 12, 2022.

Based on feedback from stakeholders, and in further consultation with the administration, the Facilities Committee established the following goals for district educational facilities for 2022-2027.

2022–2027 Board of Education Facilities Projects

Projects Ready for Town Consideration

Strength and Conditioning Facility at GHS

Strength and conditioning is an essential program for our GHS athletic teams. Our current leased, off-site location is difficult for student-athletes to access on a regular basis. It is not a long-term solution. Based on initial feasibility information, a location adjacent to GHS Field House is currently under consideration.

Additional Turf Fields at GHS

Turf fields offer better training options and greater flexibility in scheduling both practices and games in a variety of weather conditions. Rectangular, multi-use fields would serve both GHS student-athletes and youth teams. Our soccer, field hockey, and lacrosse teams prefer turf for practices and games as our opponents use this surface. A feasibility study will consider the Baldwin fields (#12 and #13) as a potential site for this project.

BOE Study Planned

Environmental Sustainability

Glastonbury Public Schools will work to reduce the environmental footprint of our operations. In particular, we will collaborate with facilities and food services to identify best practices and possible grants. We will begin our transition to an electric bus fleet per state law and have applied for available grants.

Elementary School Space

In 2021, Hopewell School 5th grade was relocated to Gideon Welles School. We continue to carefully track enrollment and space needs at each of our elementary schools, particularly Hebron Avenue and Buttonball. Long-term options for elementary space need to be developed. The Board does not intend to propose the construction of a new elementary school. Expansion of Gideon Welles for additional sections of grade five is possible. A feasibility/cost study is needed.

Additional Restrooms at GHS Fields

At this time Glastonbury High School has permanent restrooms located only at the fieldhouse. Portable toilets service other fields. This project proposes additional restroom facilities at athletic fields located further from the fieldhouse. The project will require a study of existing sewer lines, water lines, ongoing maintenance, and costs.

Athletic Field Accessibility at GHS

While our facilities are in compliance with applicable codes, handicap accessibility could be improved. This could include ramps and/or additional pathways dependent upon field layout. Some of this project will be dependent on the location of potential additional turf fields and the potential relocation of the graduation site.

Future BOE Consideration

Elementary Improvements/Standardization

Each of our elementary school buildings is different. We will evaluate potential facility improvements and look to standardize where possible. This could include small instructional spaces, storage spaces, flooring, lighting, and exterior enhancements such as outdoor learning spaces, landscaping, walkways, and signage.

Other District (Non-Classroom) Space

We will collaborate with the Town of Glastonbury on the following facility needs.

- Our Facilities Department has outgrown its current space at Glastonbury High School. We will consider alternative locations for our custodial and maintenance operations. Relocation of the Facilities Department would also free up additional and much-needed storage space for the district.
- The current lease for our Central Office ends in 2026. Options for a permanent location will continue to be considered.

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

Title of Report: To Approve the Educational Specifications Required by the HVAC & Indoor Air Quality Grant Program - Project for Consideration: Replacement of Air Handling Equipment - Gideon Welles School

Board Meeting Date: October 3, 2022

Action: X

Report: X

Information:

Discussion:

We have received direction regarding the grant application for funding to schools under the CGA Public Act 22-118, HVAC & Indoor Air Quality Improvements to Public Schools. Grants, must be submitted via same process under the provisions of Chapter 173 of the C.G.S and will be managed by the State Department of Administrative Services, Office of School Construction (DAS/OSC). This grant, if awarded, will reimburse the cost of the project at the Town's current reimbursement rate which is approximately 33%. The steps to be taken per the grant process is as follows:

1. Board of Education Action:

The Board of Education must approve the "Education Specifications" which serves as 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 on-line submission of the formal grant application, the Town Council must take the 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 requirements. The wording below is required in the TC motion.

- a. To authorize the funding for the project in the amount of:
- 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.

Once the actions are taken by the Board and the Town Council, we will need to submit the certified meeting minutes from the Board Clerk and the Town Clerk Offices.

The recommended motion for the Board's consideration: *"To approve the Educational Specifications for the Gideon Welles School HVAC-IAQ project as outlined in the Educational Specifications and refer the project to the Town Council for the required authorizations (listed above) in order to meet with the initial grant application process per the State DAS School Construction Grant regulations"*.

Submitted By: Al Costa

Reviewed By: Alan Bookman



EDUCATIONAL SPECIFICATIONS
Public Act 22-118
HVAC & Indoor Air Quality Grants for Public Schools

GRANT APPLICATION
GIDEON WELLES SCHOOL
REPLACEMENT OF AIR HANDLING EQUIPMENT

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

Board of Education Approval: (date)

EDUCATIONAL SPECIFICATIONS
Replacement of Air Handling Equipment
Gideon Welles School
1029 Neipsic Road, Glastonbury, CT 06033

1. **PREFACE AND PROJECT RATIONALE:**

The Glastonbury Public Schools have the highest priority for health and safety to its students, staff and the public. The district master plan for capital improvement projects is evaluated and updated annually with a focus on healthy, well-maintained and physical improvements to our schools.

Gideon Welles School is one of six elementary schools in Glastonbury. The school was built in 1967 and currently serves 5th and 6th grade students. The mechanical systems have been upgraded recently in all classrooms under a previous project. In the next phase, the district is looking to replace all the existing ventilation, heating and exhaust units in various locations of the building as they serve to provide heat and fresh air to common areas, such as hallways and areas of assembly. There are eleven (11) "air handling units" (AHU) and thirty-nine (39) "exhaust fans" (EF) that are included in this HVAC-IAQ grant application. The replacement of the AHU will provide the highest level of air filtration, improved ventilation, control of relative humidity, while providing the greatest energy efficiency. The estimated cost for this project is \$500,000. A list of the equipment and areas served is located at the end of this report. Design status is pending grant approval.

2. **LONG-RANGE PLAN**

The district plans to continue to utilize Gideon Welles 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 5-6, 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:	Not applicable.
Fire Alarms:	Connect to mechanicals.
Fire Sprinklers:	Not applicable.
Public Address:	Not applicable.
Technology:	Not applicable.
Phone System:	Not applicable.
Clocks:	Not applicable.

EDUCATIONAL SPECIFICATIONS
Replacement of Air Handling Equipment
Gideon Welles School
1029 Neipsic Road, Glastonbury, CT 06033

5. **INTERIOR BUILDING ENVIRONMENT**

Acoustics:	Not applicable.
Ceilings:	Not applicable.
Lighting:	Not applicable.
HVAC:	Part of design plan
Plumbing:	Not applicable.
Fire Sprinklers:	Not applicable.
Electrical & Controls:	Part of design plan
Boilers:	Under a Separate project.
FFE:	Not applicable.
Windows/Doors:	Not applicable.

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**

Gideon Welles School does not house any of the following.

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)--Not applicable.
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**

Gideon Welles 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.

EDUCATIONAL SPECIFICATIONS
 Replacement of Air Handling Equipment
 Gideon Welles School
 1029 Neipsic Road, Glastonbury, CT 06033

Schedule of AHU and EF	
Equipment	Area Served
AHU-1	Library
AHU-2	Band
AHU-3	Choral
AHU-4	Graphic Arts
AHU-5	Metals & Power
AHU-6	Cafeteria
AHU-7	Auditorium
AHU-8	Gym
AHU-9	Boys Locker
AHU-10	Girls Locker
AHU-11	Gym
ACU-1	Office/Guidance/Faculty
Roof-Top Exhaust Fans (EF)	(39) units that serve all bathrooms and all areas listed above.

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

Title of Report: Consolidated Grant Application

Board Meeting Date: October 3, 2022

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

Overview:

Each year, the Connecticut State Department of Education requires districts to complete the District Consolidated Application for Federal Grants. This year, all expenditures must be used to:

- narrow the achievement gap and create academic excellence for all students;
- prepare students for success in college and careers;
- support district and school improvement efforts;
- support effective teaching and leadership.

The consolidated grants are awarded as entitlements to the state’s school districts. The amounts are based on a formula that includes enrollment and other demographic data.

A summary of the grant amounts and the proposed uses for the funds is provided below as well as the monies received for the previous four years as a means of comparison.

Title I, Part A – Improving Basic Programs **\$ 193,944**

- Intervention materials for students to supplement reading and math instruction
- Supplement programs and tutorial services in early literacy and numeracy
- Purchase assessment tools and instructional materials for support programs
- Tutor support for literacy and math instruction

NOTE: Only Naubuc School is eligible for Title I funding

Title II, Part A – Teacher and Principal Training and Recruitment **\$ 81,708**

- Enhance teacher and administrator understanding and implementation of differentiated instruction to support students
- Deepen teacher and administrator understanding and application of the reading and writing workshop and acceleration strategies to address learning loss.

TOTAL \$ 275,652

	Title I	Title II	Total
2018/2019	\$ 168,046	\$ 82,702	\$ 250,748
2019/2020	\$ 183,769	\$ 84,510	\$ 268,279
2020/2021	\$ 187,414	\$ 80,012	\$ 267,426
2021/2022	\$ 191,741	\$ 79,624	\$ 271,365
2022/2023	\$ 193,944	\$ 81,708	\$ 275,652

Submitted By: Matthew Dunbar

Reviewed By: Alan Bookman

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

Title of Report: State Bilingual Grant

Board Meeting Date: October 3, 2022

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

Purpose: To educate children identified as English Learners in schools where 20 or more students are of the same language group.

Overview: A bilingual education program makes instructional use of both English and an eligible student's home language. This program helps students to achieve English proficiency, academic mastery of subject matter content, and higher order skills to meet appropriate grade promotion and graduation requirements.

Based on the number of students reported to the Connecticut State Department of Education (CSDE) on October 1, 2021, Naubuc Elementary School met the state requirements of a language cohort larger than 20 to offer a Bilingual Program in Spanish. The program will provide families the opportunity for additional Spanish language support. Parents have the choice to continue our Multilingual Learner (ML) Program aimed at developing English proficiency, to add Spanish language support in addition to the ML program, or to decline support services. We expect a small number of families to request additional Spanish language support.

The grant amount of \$2,748.00 is based on student enrollment on October 1, 2021. We will use the Bilingual Grant funds to purchase additional Spanish language books and support materials.

Submitted By: Amanda Robustelli-Price

Reviewed By: Alan B. Bookman

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

Title of Report: Title III Grant

Board Meeting Date: October 3, 2022

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

Overview: Federal funds from the Title III Grant, *English Language Acquisition and Enhancement*, must be used to reach the following federal goal: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics. The Title III grant is meant to supplement, not supplant, district funds for multilingual learning (ML) programs. There are two required uses of the funds: developing and conducting language instruction educational programs and providing professional development opportunities. In addition, Title III requires that the LEA will promote parental and community participation in programs for multilingual learning (ML) students.

The grant amount of \$20,274.00 is based on student enrollment on October 1, 2021. Glastonbury will use this year's Title III funds for the following programs:

- To fund the instructor for our Parents as Educational Partners (PEP) program that provides English language instruction for parents through a school-based curriculum. Classes are held October through May with two, two-hour classes in the morning at Welles Turner Village Community Center.
- To fund the instructor for our Multilingual Preschool Story Time which provides English language instruction and school-readiness skills for three and four-year-olds who speak a language other than English. We also provide information to parents regarding how to prepare their children for kindergarten. This program will be held from November through May.
- To fund instructors for five ML summer camps. The camps will be held at Glastonbury High School and will begin in June. The camps run daily from 9-12 for three weeks. Students in grades K-12 are eligible to participate.
- To fund expenses to allow the ML Program Coordinator to attend the National Teachers of English to Speakers of Other Languages (TESOL) conference.

Submitted By: Amanda Robustelli-Price

Reviewed By: Alan B. Bookman

GLASTONBURY HIGH SCHOOL

330 Hubbard Street, Glastonbury, Connecticut 06033

Tel. 860.652.7200

www.glastonburyus.org

Fax 860.652.7267

Dr. Nancy E. Bean, Principal

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

September 6, 2022

TO: Alan B. Bookman

FROM: Nancy Bean

RE: Graduation Date

I am requesting the graduation date be set by the Board of Education for Monday, June 5, 2023 regardless of cancelled days for snow or any other reason.

SCHOOL YEAR AT A GLANCE



2022

2023

SCHOOL BEGINS: AUG 24th Gr.7-12
SCHOOL BEGINS: AUG 25th Gr.K-6

GHS Graduation-June 5, 2023
Projected Last Day Grades K-11 June 5, 2023

M	T	W	TH	F
AUGUST 2022 6 Days Gr. 7-12 5 Days Gr.K-6				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER 2022 20 DAYS				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER 2022 19 DAYS				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER 2022 19 DAYS				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER 2022 17 DAYS				
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY 2023 Gr 7-12 19 DAYS Gr. K-6 20				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

AUG 22	Teacher Work Day-Convocation
AUG 23	Teacher Professional Development
AUG 24	FIRST DAY OF SCHOOL, GRADES 7-12 Teacher Work Day, Grades K-6
AUG 25	FIRST DAY OF SCHOOL, GRADES K-6 FULL DAY
SEPT 5	Labor Day
SEPT 26	Rosh Hashanah
OCT 5	Yom Kippur
OCT 10	Columbus Day
NOV 8	Election Day - No School for Students
NOV 23	Early Dismissal
NOV 24-25	Thanksgiving Recess
DEC 26- JAN 2	Holiday Recess (Includes New Year's Day)
JAN 16	Martin Luther King Day
JAN 12-18	Grades 7-12: Mid-Term Exams (Early Dismissal Grades 9-12 only)
JAN 19	Gr. 7-12 No School for Students Teacher Work Day, Grades 7-12
FEB 20-21	Winter Recess (includes Presidents' Day)
APR 7-14	Spring Recess (includes Good Friday)
MAY 29	Memorial Day
May 26-June 1	Grade 12 ONLY-Final Exams (Early Dismissal)
Last 4 Days Grades K-11	Final Exams, Grades 7-11 (Early Dismissal Grades 7-11)
JUNE 5	GHS Graduation
Last Day Grades K-11	Projected Last Day – June 5 Early Dismissal Grades K-11
	Projected Teacher Work Day – June 6 Teacher Work Day will be the first work day following the last day for students grades K-11.
	SCHOOL CLOSED

M	T	W	TH	F
18 DAYS FEBRUARY 2023				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

23 DAYS MARCH 2023				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

14 DAYS APRIL 2023				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

22 DAYS MAY 2023				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

3 DAYS JUNE 2023				
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

***SCHOOL ENDS JUNE 5**
Grades K-11
*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June up to 14 days.
If additional days are needed, they will be taken from the Spring Recess, beginning April 10.

Regular Board of Education Meeting
Monday, September 12, 2022 7:00 PM
Town Council Chambers
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

Mrs. Alison Couture: Present
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:
Matthew Dunbar, Assistant Superintendent
Cheri Burke, Assistant Superintendent
Citizens and Staff Members, representatives of the press

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

2. Pledge of Allegiance

3. Awards and Recognition
3.A. Teacher of the Year - Janice Skene
Dr. Foyle introduced Janice Skene, Teacher of the Year, to the Board.
Ms. Skene addressed the Board and thanked them for this honor.

4. Student Representatives' Report
4.A. Jade Wong, Class of 2023
4.B. Jachimma Anaedo, Class of 2024
Student representatives Jade Wong and Jachimma Anaedo updated the Board on events at GHS.

5. Public Hearing-Five Year Facilities Plan 2022-2027 (7:30PM)
The public hearing opened at 7:30 pm. Dr. Foyle provided an overview of this public comment session for the Board. Ray McFall outlined this process of soliciting opinions for the Board. Matt Dunbar provided a PowerPoint presentation of possible projects up for consideration.

Shawnee Baldwin, 57 Nut Hutch Nob, addressed the Board regarding initiating a composting program in our schools. She spoke in support of education regarding reducing waste.

Jenn Jennings, 34 Cranesbill Drive, addressed the Board regarding the Facilities Plan and project management for future needs.

Casey Warren, 173 Tall Timbers Road, addressed the Board and spoke in support of turf fields and the weight room.

James Walsh, 507 Country Club Road, addressed the Board and spoke in support of turf fields.

Lisa Eldridge, 108 South Mill Drive, addressed the Board regarding environmental sustainability, recycling education and composting.

Rick Eldridge, 108 South Mill Drive, addressed the Board regarding composting and recycling.

Frank Pannacchione, 207 Bluff Point Road, addressed the Board regarding support of turf fields and sidewalks.

Kelly Handrahan, 410 Georgetown Drive, addressed the Board regarding improving basketball courts as there are currently no wood courts in our schools.

Christine O'Hare 125 Farmstead Lane, addressed the Board regarding school facility and athletic facility design.

Kelsey Landers, 22 Carriage Drive, addressed the Board and spoke in support of the turf fields.

Riley Carroll, 106 Clark Hill Road, addressed the Board and spoke in support of turf fields.

Mackenzie Landers, 22 Carriage Drive, addressed the Board and spoke in support of turf fields.

Mark Landers, 22 Carriage Drive, addressed the Board and spoke in support of turf fields.

Peter McClusky 113 Sherman Road, addressed the Board regarding the health concerns and cleanliness of turf fields.

6. Information Session for Public Comment

Jenn Jennings, 34 Cranesbill Drive, addressed the Board regarding centering board decisions on the students of Glastonbury and reasons why staff may be leaving Glastonbury.

Igor Fuksman, 134 Highwood Drive, addressed the Board regarding observations he made at a visit to the middle school and the differing views of the community.

7. Business Requiring Action

7.A. Approval of Board of Education Policy #1312 Public Complaints

The Policy Committee reviewed this policy. The policy was accepted for first reading on 8/29/2022. Matt Saunig provided an overview for the Board. Changes to the policy are being made at the recommendation of the attorney.

Board approves Board of Education Policy #1312 Public Complaints. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Ms. Jenn Jennings: Nay

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

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

7.B. Approval of Board of Education Policy #6163.1 Library Media Center Selection of Resources
This policy was accepted for first reading at the 8/29/2022 Board meeting. Dr. Foyle provided an overview for the Board.

Board approves Board of Education Policy #6163.1 Library Media Center Selection of Resources. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.C. Approval of Board of Education Policy #1313 Complaints Regarding Educational Materials
Board approves Board of Education Policy #1313 Complaints Regarding Educational Materials. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.D. Approval of Board of Education Policy #4112.6/4212.6 Personnel Records
This policy was accepted for first reading at the 8/29/2022 Board meeting.

Board approves Board of Education Policy #4112.6/4212.6 Personnel Records. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.E. Approval of New Board of Education Policy #4117.2/4217.2 Acceptance of Resignations
The policy was accepted for first reading on 8/29/2022.

Board approves New Board of Education Policy #4117.2/4217.2 Acceptance of Resignations.
This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.F. Approval of New Board of Education Policy #5144.4 Physical Exercise and Discipline of Students
This policy was accepted for first reading at the 8/29/2022 Board meeting. The policy is being implemented to comply with state law.

Board approves New Board of Education Policy #5144.4 Physical Exercise and Discipline of Students. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.G. Approval of Board of Education Policy # 6111 School Calendar
This policy was accepted for first reading at the 8/29/2022 Board meeting.

Board approves Board of Education Policy # 6111 School Calendar. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea

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.H. Approval of New Board of Education Policy #6141.51 Advanced Courses or Programs, Eligibility Criteria for Enrollment

This policy was accepted for first reading at the 8/29/2022 Board meeting. The policy is being implemented to comply with state law.

Board approves New Board of Education Policy #6141.51 Advanced Courses or Programs, Eligibility Criteria for Enrollment. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.I. Approval of New Board of Education Policy # 6141.52 Challenging Curriculum Policy

This policy was accepted for first reading at the 8/29/2022 Board meeting. The policy is being implemented to comply with state law.

Board approves New Board of Education Policy # 6141.52 Challenging Curriculum Policy. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.J. Approval of Board of Education Policy #6144.1 Curricular Exemptions

This policy was accepted for first reading at the 8/29/2022 Board meeting. The policy is being implemented to comply with state law.

Board approves Board of Education Policy #6144.1 Curricular Exemptions. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.K. Approval of New Board of Education Policy #6172.1 Gifted and Talented Students Program

This policy was accepted for first reading at the 8/29/2022 Board meeting. The policy is being implemented to comply with state law.

Board approves New Board of Education Policy #6172.1 Gifted and Talented Students Program. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.L. Approval of Board of Education Policy #9321 Meetings (Kind, Time, Place, Notification of Meetings)

This policy was accepted for first reading at the 8/29/2022 Board meeting. The policy is being implemented to comply with state law.

Board approves Board of Education Policy #9321 Meetings (Kind, Time, Place, Notification of Meetings). This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.M. Approval of New Board of Education Policy #9321.2 Electronic Board of Education Meetings

This policy was accepted for first reading at the 8/29/2022 Board meeting. The policy is being implemented to comply with state law.

Board approves New Board of Education Policy #9321.2 Electronic Board of Education Meetings. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.N. Approval of Board of Education Policy #9322 Public and Executive Session

This policy was accepted for first reading at the 8/29/2022 Board meeting. The policy is being revised to comply with state law.

Board approves Board of Education Policy #9322 Public and Executive Session. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.O. Approval of Board of Education Policy #6114 Fire Emergencies, Disaster Preparedness, and Crisis Response

This policy was accepted for first reading at the 8/29/2022 Board meeting. The policy is being revised to comply with state law. Mr. Dunbar provided an overview of the policy for the Board.

Board approves Board of Education Policy #6114 Fire Emergencies, Disaster Preparedness, and Crisis Response. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

7.P. Approval of Smith Middle School Student Trip to Quebec City, Quebec
Matt Dunbar provided an overview of this trip for the Board. No Board funds will be expended on this trip.

Board approves the Smith Middle School student trip to Quebec City, Quebec reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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.Q. Approval of Submission of CABA Board of Education Recognition Award Application
Dr. Foyle provided an overview of this motion for the Board.

Board approves the submission of CABA Board of Education Recognition Award Application. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
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. Reports and Discussion

8.A. Program Reports

8.A.1. School Counseling Program Report

Ted Gregorski, Director of School Counseling, provided an overview of the School Counseling Program Report for the Board.

8.B. Scholastic Aptitude Test (SAT) and Advanced Placement (AP) Report

Ted Gregorski, Director of School Counseling, provided an overview of the SAT and AP report for the Board.

8.C. Post-Secondary Plan Report Class of 2022

Ted Gregorski, Director of School Counseling, provided an overview of the Post-Secondary Plan Report Class of 2022 for the Board.

8.D. Glastonbury Education Foundation

Mrs. Thompson reported the Gala is November 18, 2022 and tickets are available for purchase.

9. Approval of Minutes

9.A. Meeting Minutes of August 29, 2022

Motion to approve the minutes of the August 29, 2022 meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea

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

10. Committee Reports

11. Chairman's Reports

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

12. Superintendent's Report

12.A. Self-Insurance Update - August

12.B. Staff Appointments

- 12.B.1. Bonnie Nietupski - Glastonbury High School/Gideon Welles School, World Language Teacher
- 12.C. Student Enrollment
- 12.D. Dates to Remember

Mr. Dunbar provided the Superintendent's report for the Board. He provided an overview of the self-insurance reserve fund for the Board.

13. Adjournment

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

- Mrs. Alison Couture: Yea
- 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 meeting adjourned at 9:17 pm.

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

Respectfully Submitted,

Ray McFall, Secretary

Approved:

7. * No. of Different Students Suspended More than Once this Month												
8. * No. of Students Suspended More than Once this Year (Cumulative)												

Revised 11.15.05

***See Reverse Side**

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

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

7. * No. of Different Students Suspended More than Once this Month	0										
8. * No. of Students Suspended More than Once this Year (Cumulative)	0										

Revised & Corrected 9/02

*See Reverse Side

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

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