



REGULAR BOARD OF EDUCATION MEETING

Monday, October 24, 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. Xinyu Li, Chinese Language Association of Secondary-Elementary Schools (CLASS) 2022 Outstanding Chinese Teacher Award
 - B. Maureen Perkins, Connecticut Field Hockey Hall of Fame Inductee
4. Student Representatives' Report
 - A. Jade Wong, Class of 2023
 - B. Jachimma Anaedo, Class of 2024
5. Information Session for Public Comment
6. Business Requiring Action
 - A. Approval of Submission of the Title IV Grant
 - B. Approval of October Budget Revisions to the Approved 2022-2023 Board of Education Budget
 - C. Approval of the Board of Education Five Year Facilities Plan 2022-2027
 - D. Acceptance for First Reading Capital Improvement Plan 2024-2028
 - E. Approval of Glastonbury High School Student Trip to Hershey, Pennsylvania
 - F. Approval of TEAM Mentors
7. Reports and Discussion
 - A. Program Reports
 1. World Language/Multilingual Learner Program Report
 2. English/Language Arts/Reading Program Report
 3. Library Media Curriculum Review Report/Program Report
 - B. Strategic Action Plans 2022-2023
 - C. Glastonbury Education Foundation
8. Approval of Minutes
 - A. Meeting Minutes of October 3, 2022
9. Committee Reports
10. Chairman's Reports

11. Superintendent's Report
 - A. Self-Insurance Update, September 2022
 - B. School Enrollment Report, October 2022
 - C. Student Suspension Report, September 2022
 - D. Staff Resignation
 1. Andrea Gustafson
 - E. Gideon Welles School After School Activities, Fall 2022
 - F. Smith Middle School Clubs, 2022/2023
 - G. Dates to Remember
12. Discussion and Possible Action Regarding Parental Complaint Concerning Conduct of Central Office Employee
13. 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.
10/23/2022 14:00:06	Heather Simon	807 Main St	<p>In preparation for what could come, I am writing to request preemptive action of the BOE in regards to the recent CDC vote.</p> <p>I, like so many other parents, am opposed to the addition of the COVID-19 vaccination to the CT birth-18 immunization schedule. This is a bold recommendation given what we know. The mRNA vaccines (Pfizer & Moderna) were authorized for general use without the standard long term clinical trials to evaluate safety and efficacy. The most recent booster was approved without the typical human trial. Instead they relied on data from a minuscule animal sample. Data shows that incidence of adverse events is much greater than previously stated. Data also shows little to no evidence that the vaccine prevents infection or the spread of infection. This information, combined with the fact that COVID-19 is typically mild in children results in an unreasonable and unacceptable cost/benefit equation.</p> <p>I am asking that you take action proactively to protect parents and children in our community. The use of this vaccine is a personal health decision that must be left up to parents. I am requesting that our board state a position of opposing COVID-19 mandates and take the lead in informing the State of Connecticut Department of Public Health prior to proposals being made. Thank you.</p>
10/23/2022 14:04:05	Ben Simon	66 Stanley Drive	<p>Given the CDC recommendation regarding the COVID 19 vaccine, please take a preemptive stance on mandates for our school system. Thank you.</p>
10/24/2022 9:40:35	Nicole DiCicco	84 Ridgewood Rd.	<p>Since the CDC has added the Covid shot to the list of recommended immunizations for children, and since the Covid shot does not actually immunize/prevent transmission of Covid, I am very concerned about the possibility of this experimental injection being mandated for our children to go to school, and would like to know what the BOE's position is in protecting children's safety, and parental rights. Like many parents, I understand there are very dangerous risks to all, especially children, from this experimental therapeutic, with little to no health benefit. And like many parents, this is an absolute non-negotiable for our family and we will without hesitation pull our child from school should this dangerous drug become a requirement to attend. Is the Board prepared to stand up for the best interest of students and parents, and reassure those concerned so that we are not facing a mass exodus from our schools should the state attempt to mandate this?</p>
10/24/2022 10:34:25	Elizabeth Welburn	164 Lexington Rd	<p>I stand with the thousands of CT residents who believe that it is the parent's right to decide if their children should be vaccinated, especially when considering a vaccine that is known to not stop transmission of a disease. I am asking this elected board of education to proactively submit a letter to the State of Connecticut Public Health Department, members of the Public Health Committee of the General Assembly, and Governor in opposition to any covid vaccine mandates for students. Regardless of our individual beliefs in regards to the vaccine, it is senseless to have it mandated to a demographic who is at least risk of severe covid. This vaccine also has not yet undergone years of clinical trial studies. As someone who is personally fully vaccinated, I stand with common sense that there is no reason to mandate this vaccine to children. In conclusion, this government and elected board overreach and dismissal of parental rights over our children must end. Thank you.</p>
10/24/2022 11:39:19	Maria Serrambana	44 Edgewood Lane	<p>I am writing in to express my concern over the mandate of the Covid vaccine to children. I have vaccinated my children with vaccines that have been around for centuries and prevent sickness (such as the Polio vaccine or Chicken Pox etc) BUT I am of the belief that any shots that do not prevent sickness on a group of extremely low risk members of the population should not be a mandate but should be an individual decision made by the parents. I fail to understand the reasoning why this is even being considered as a mandated vaccine when it clearly does not prevent transmission - the number of Covid cases in schools is not going to decrease by forcing this vaccine on children. Please stand with us in opposing this mandate to the appropriate government officials, thank you!</p>
10/24/2022 11:50:20	Lisa Rouleau	12 Conestoga Way	<p>I'm writing to let the BOE know that if CT follows the CDC guidelines of making the Covid 19 vaccine mandatory for students, I am in favor of that. I have talked to many parents and they are in agreement that we would like to see Glastonbury follow that recommendation. It is important to keep our children healthy and school should not be a place where they are put at higher risk because of some parents' lack of concern for their child or others.</p> <p>Along the same lines, I want children to be able to have access to all types of books. They should have the freedom to choose books that have topics they may be unfamiliar with or books dealing with topics of things they are experiencing and questioning. I oppose parents determining what books should be offered to my child. I trust the professionals who vetted selections and are thinking of ALL students. Thank you!</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.
10/24/2022 11:57:42	MaryJo Dunn	142 Addison Road ,	<p>I am righting because I am terrified of the recent addition of the Covid Vaccine to the CDC 's list of recommended immunizations for CT Birth through 18. I am in disbelief that this was added based on what we have come to learn about this vaccine . Children are at very low risk and not only have the long term affects of the vaccine not been determined , the vaccine does not prevent the transfer of the virus . We lost our 17 month old son Luke to cancer in 2015. We have almost 5 year old twins who would be starting kindergarten next year and theirs is nothing more important in this world that their health and well being . I have lived my life to go with the flow and avoid conflict and speaking out is not something that comes easy for me but I feel that the stakes are becoming too high. We will not be giving our twins this experimental vaccine not knowing what the detrimental outcome could be . I myself am vaccinated but have determined that the risk/reward of vaccinating our children does not make sense and I know countless other parents who feel the same way my husband and I do . Our children have had all of the other vaccines recommended to them up to date but we will not be adding this one to the list . The potential possibility of the Covid Covid vaccine being added as a mandatory vaccine for our children to be able to attend public schools is outrageous to me . It would break my heart to not be able to send our girls to public school but this is something we feel very strongly that we can't compromise . I pray that you will take what I and so many other parents are asking of you seriously . I believe that this will create more division and a mass exodus of the public school system and I would hate to see that happen . Thank you for your time and consideration. MaryJo Dunn</p>

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

Title of Report: Consolidated Grants - Title IV

Board Meeting Date: October 24, 2022

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

Overview:

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

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

The Connecticut State Department of Education allocates funding based on the Title I funding formula. This year, we expect to receive \$14,319 for this grant. The allocation will be used to support a continued focus on student achievement to meet literacy and math standards and grade level progressions within an engaging learning environment.

A consultant has been working with our LART and PACE educators to increase the capacity of our coaches to support teachers to improve direct instruction in mathematics and literacy. This year, LART and PACE staff are putting those skills to work by implementing student-centered coaching that targets instruction based on performance data from individual classes.

In addition, the consultant is working with our LINKS teachers to implement reading and literacy strategies to meet the needs of students across multiple grade levels.

Submitted By: Matthew Dunbar

Reviewed By: Alan Bookman

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

Title of Report: FY2022-2023 Education Budget Fall Revisions

Board Meeting Date: October 24, 2022

Action: X

Report:

Information:

Discussion:

Overview of Budget Revisions: The FY2022-2023 October Revisions for the Educational Budget are attached for your review and approval.

- The budget revisions focused on salary accounts as they were adjusted to reflect additional staffing needs, retirements, resignations, degree changes, wage increases, and new hires.
- Program 0300 Elementary Education - Magnet school was reduced due to an additional custodian that CREC requested and will be reimbursing us for.
- Program 2100 Operations & Maintenance – Supervision decreased due to the elimination of one position that was no longer needed when shift changes were put in place. A custodian was added for GEHMS at CREC’s request.
- Program 2700 Special Education - Two new teaching positions were added at Gideon and LINKS in June at the Board meeting. Also, a new LINKS teaching position was added in the additional LINKS room when the weight room moved out at the end of the last school year.
- Program 2800 Athletics & Clubs – Leased space was added for the Crew boat storage costs while the boat house was under repair and for the cost of the space leased for the weight room that was relocated from LINKS.
- Program 3400 Fringe Benefits/Substitutes - Health Insurances were adjusted for staff changes and because we don’t have to support health insurance for the School Foods Service Department.

Submitted By: Karen Bonfiglio

Reviewed By: Alan Bookman

2022 - 2023

***BOARD OF EDUCATION
APPROVED BUDGET***

FALL REVISED

October 24, 2022

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

PROGRAM 0200: ART

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	0.80	0.80	0.80	0.80
TEACHERS	11.60	12.20	12.20	14.20
SALARIES				
ADMINISTRATIVE	102,742	106,021	111,484	111,484
TEACHERS	1,054,216	1,113,361	1,146,895	1,303,412
FIELD TRIPS	0	0	500	500
SUBTOTAL	1,156,957	1,219,382	1,258,879	1,415,396
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	74,563	37,562	35,000	35,000
OTHER				
DUES/FEES	435	378	1,600	1,600
TOTAL	1,231,955	1,257,322	1,295,479	1,451,996

PROGRAM 0300: ELEMENTARY EDUCATION K - 6

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	1.80	1.80	1.80	1.80
TEACHERS	148.00	149.00	150.00	152.00
 SALARIES				
ADMINISTRATIVE	292,277	298,123	304,084	304,084
TEACHERS	13,795,548	14,121,237	14,725,954	14,698,709
PARAPROFESSIONALS, P-T, SCIENCE	0	21,986	16,598	22,700
IN-CLASS TUTORS/PARAS	71,208	73,548	168,913	168,913
SUMMER SCHOOL (AE)	3,234	1,378	10,000	10,000
LANG.ARTS/MATH -TUTORS/PARAS	709,968	732,073	662,886	662,886
DRIVERS/EARLY LITERACY PROGRAM (NA)	0	904	3,000	3,000
FIELD TRIPS	0	3,260	15,000	15,000
SUBTOTAL	14,872,235	15,252,509	15,906,435	15,885,292
 PURCHASED SERVICES				
EXPLORING THE ARTS (GW)	7,515	5,515	8,000	8,000
MAGNET SCHOOL	40,824	42,828	60,000	30,000
SUBTOTAL	48,339	48,343	68,000	38,000
 SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	246,015	384,799	329,665	329,665
TECHNOLOGY - SOFTWARE	4,375	9,869	13,000	13,000
SUBTOTAL	250,390	394,668	342,665	342,665
 OTHER				
DUES/FEES	0	1,760	7,200	7,200
TOTAL	15,170,964	15,697,280	16,324,300	16,273,157

**PROGRAM 0400: ENGLISH 7-12/READING & LANGUAGE
ARTS K-12**

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	0.50	0.50	0.50	0.50
TEACHERS (ENGLISH)	29.00	29.00	29.00	28.00
TEACHERS (READING)	13.00	13.00	13.00	13.00
SALARIES				
ADMINISTRATIVE	81,188	241,076	84,468	84,468
TEACHERS (ENGLISH)	2,969,317	2,902,536	3,163,871	3,052,801
TEACHER (READING)	1,350,748	1,379,064	1,408,586	1,408,586
TUTORS	0	0	31,104	31,104
FIELD TRIPS (ENGLISH)	0	183	300	300
SUBTOTAL	4,401,253	4,522,859	4,688,329	4,577,259
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS (ENGLISH)	7,076	5,717	4,000	4,000
INSTRUCTIONAL MATERIALS (READING)	7,880	5,411	4,000	4,000
TESTING MATERIALS (READING)	4,215	0	7,335	7,335
TECHNOLOGY SOFTWARE (ENGLISH)	12,075	11,618	20,000	20,000
SUBTOTAL	31,246	22,746	35,335	35,335
OTHER				
DUES & FEES	0	0	500	500
TOTAL	4,432,499	4,545,605	4,724,164	4,613,094

PROGRAM 0500: MATHEMATICS 7-12

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	0.60	0.60	0.60	0.60
TEACHERS	27.20	27.20	27.20	27.20
SALARIES				
ADMINISTRATIVE	97,426	99,374	101,362	101,362
TEACHERS	2,618,334	2,732,809	2,815,133	2,780,451
TUTORS	36,815	37,520	31,104	31,104
MATH LAB SUPV.	4,500	4,500	4,500	4,500
FIELD TRIPS	0	0	200	200
SUBTOTAL	2,757,075	2,874,203	2,952,299	2,917,617
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	11,553	7,467	6,000	6,000
TECHNOLOGY - SOFTWARE	5,919	3,160	16,000	16,000
SUBTOTAL	17,472	10,627	22,000	22,000
OTHER				
DUES/FEES	1,649	1,905	2,500	2,500
TOTAL	2,776,196	2,886,735	2,976,799	2,942,117

PROGRAM 0600: SCIENCE 7-12

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	0.50	0.50	0.50	0.50
TEACHERS	33.00	32.00	32.00	32.00
PARAPROFESSIONALS	3.00	3.00	3.00	3.00
SALARIES				
ADMINISTRATIVE	81,188	82,812	84,468	84,468
TEACHERS	3,232,363	3,308,244	3,458,994	3,454,053
PARAPROFESSIONALS	94,878	97,549	100,647	90,036
FIELD TRIPS	0	1,279	3,000	3,000
TUTOR CREST LAB	31,544	31,707	31,104	31,104
SUBTOTAL	3,439,973	3,521,591	3,678,213	3,662,661
PURCHASED SERVICES				
TRANSPORTATION/MENTOR PROGRAM	625	5,322	16,000	16,000
PRINTING	695	1,242	800	800
SUBTOTAL	1,320	6,564	16,800	16,800
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	109,367	47,503	55,000	55,000
TECHNOLOGY SOFTWARE	10,260	8,197	10,000	10,000
SUBTOTAL	119,627	55,700	65,000	65,000
OTHER				
DUES/FEES	750	1,055	2,500	2,500
TOTAL	3,561,671	3,584,910	3,762,513	3,746,961

PROGRAM 0700: HISTORY & SOCIAL SCIENCE 7-12

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	0.60	0.60	0.60	0.60
TEACHERS	22.40	22.40	22.40	22.40
SALARIES				
ADMINISTRATIVE	97,426	99,374	101,362	101,362
TEACHERS	2,227,826	2,271,151	2,392,766	2,366,982
FIELD TRIPS	0	0	2,000	2,000
SUBTOTAL	2,325,252	2,370,525	2,496,128	2,470,344
PURCHASED SERVICES				
RESOURCE SPEAKERS	0	0	1,500	1,500
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	5,750	23,617	6,000	6,000
TECHNOLOGY SOFTWARE	9,501	12,468	12,500	12,500
SUBTOTAL	15,251	36,085	18,500	18,500
OTHER				
DUES/FEES	0	0	2,000	2,000
TOTAL	2,340,502	2,406,610	2,518,128	2,492,344

PROGRAM 0900: CAREER & TECHNICAL EDUCATION

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	0.90	0.90	0.90	0.90
TEACHERS	14.20	14.20	14.20	17.20
 SALARIES				
ADMINISTRATIVE	146,138	149,061	152,042	152,042
TEACHERS	1,382,313	1,422,676	1,457,836	1,638,164
TRANSPORT/TECHNICAL SCHOOLS	16,611	28,101	32,310	32,310
FIELD TRIPS	0	111	1,000	1,000
SUBTOTAL	1,545,062	1,599,949	1,643,188	1,823,516
 SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	81,735	62,353	59,500	59,500
TECHNOLOGY SOFTWARE	4,500	5,406	15,000	15,000
SUBTOTAL	86,235	67,759	74,500	74,500
TOTAL	1,631,297	1,667,708	1,717,688	1,898,016

PROGRAM 1000: COMMUNITY SERVICES

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
CUSTODIANS	2.50	2.50	2.50	2.50
SECRETARIAL	0.75	0.75	0.75	0.75
SALARIES				
CUSTODIAL, HIGH SCHOOL	134,094	150,988	137,005	141,158
SECRETARIAL	49,469	50,437	51,419	51,419
PART-TIME/OVER-TIME, SYSTEMWIDE	18,476	98,896	170,197	170,197
AUDIO-VISUAL SERVICES	10,379	17,212	28,526	28,526
SUBTOTAL	212,418	317,533	387,147	391,300
SUPPLIES/MATERIALS				
SUPPLIES	17,235	4,982	16,000	16,000
TOTAL	229,653	322,515	403,147	407,300
CUSTODIAL FEE OFFSET	0	0	(30,000)	(30,000)
BUDGET TOTAL	229,653	322,515	373,147	377,300

PROGRAM 1100: PACE/MATH & SCIENCE RESOURCE

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
TEACHERS	6.00	6.00	6.00	6.00
SALARIES				
TEACHERS	596,257	624,530	637,384	637,384
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	4,933	1,454	2,000	2,000
OTHER				
DUES/FEES	0	1,490	2,000	2,000
TOTAL	601,190	627,474	641,384	641,384

PROGRAM 1300: WORLD LANGUAGES (1-12) & MLL

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	1.00	1.00	1.00	1.00
TEACHERS	40.40	40.60	40.80	40.70
TEACHERS (ELL)	1.40	1.40	1.40	1.40
SALARIES				
ADMINISTRATIVE	162,376	165,624	168,936	139,355
TEACHERS	3,833,024	3,926,858	4,112,148	4,014,540
TEACHERS (MLL)	148,064	151,086	154,068	154,068
FOREIGN LANGUAGE SUPV.	0	3,923	4,007	4,007
TUTORS (MLL)	172,538	155,864	202,176	202,176
FIELD TRIPS	0	142	3,000	3,000
FIELD TRIPS (MLL)	0	0	1,000	1,000
SUBTOTAL	4,316,002	4,403,497	4,645,335	4,518,146
PURCHASED SERVICES				
NATIONAL COMPETITION	5,280	5,165	5,500	5,500
RESOURCE SPEAKERS/ARTISTS	904	438	5,250	5,250
INTERPRETER SERVICES	6,820	6,800	12,000	12,000
SUBTOTAL	13,004	12,403	22,750	22,750
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	37,446	16,598	22,000	22,000
INSTRUCTIONAL MATERIALS/MLL	25,707	19,994	24,000	24,000
TECHNOLOGY SOFTWARE	6,993	3,760	12,000	12,000
SUBTOTAL	70,146	40,352	58,000	58,000
OTHER				
DUES/FEES	32,439	27,448	36,048	36,048
TOTAL	4,431,591	4,483,700	4,762,133	4,634,944

PROGRAM 1400: SCHOOL COUNSELING

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	1.00	1.00	1.00	1.00
COUNSELORS	18.00	18.00	21.00	21.00
PSYCHOLOGISTS	14.00	14.00	14.00	14.00
SECRETARIAL	5.00	5.00	5.00	5.00
PARAPROFESSIONALS	0.00	0.00	3.00	3.00
SALARIES				
ADMINISTRATIVE	162,376	165,624	168,936	168,936
COUNSELORS	1,731,896	1,799,316	2,092,250	2,149,418
PSYCHOLOGISTS	1,306,559	1,299,082	1,392,421	1,371,109
SUMMER HELP, CERTIFIED	54,721	58,921	60,559	60,559
SECRETARIAL	249,641	264,482	270,287	270,287
PARAPROFESSIONALS	0	22,946	63,736	83,042
PARA, P-T/SMITH SCHOOL	11,589	12,015	12,077	12,406
SUBTOTAL	3,516,782	3,622,386	4,060,266	4,115,757
PURCHASED SERVICES				
SCHOLASTIC APTITUDE TEST	3,500	3,500	3,500	3,500
COLLEGE PLANNING PROGRAMS	975	0	5,450	5,450
SUBTOTAL	4,475	3,500	8,950	8,950
SUPPLIES/MATERIALS				
SUPPLIES	5,613	7,412	11,500	11,500
50-YEAR REUNION	0	1,055	1,000	1,000
TECHNOLOGY - SOFTWARE	22,345	25,006	28,034	28,034
SUBTOTAL	27,958	33,473	40,534	40,534
OTHER				
DUES/FEES	0	0	500	500
TOTAL	3,549,215	3,659,359	4,110,250	4,165,741

PROGRAM 1500: HEALTH EDUCATION & PHYSICAL EDUCATION

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	0.80	0.80	0.80	0.80
TEACHERS	21.20	21.20	21.20	21.20
SALARIES				
ADMINISTRATIVE	115,854	132,499	135,149	135,149
TEACHERS	1,944,312	1,982,528	2,077,165	2,080,848
LIFEGUARD	1,610	1,099	2,760	2,760
FIELD TRIPS	0	0	686	686
SUBTOTAL	2,061,776	2,116,126	2,215,760	2,219,443
PURCHASED SERVICES				
HUMAN GROWTH SEMINAR	4,147	4,147	4,147	4,147
RESOURCE SPEAKERS	0	0	1,000	1,000
PRINTING	0	67	500	500
SUBTOTAL	4,147	4,214	5,647	5,647
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	32,020	9,078	14,000	14,000
TECHNOLOGY - SOFTWARE	1,715	900	1,297	1,297
SUBTOTAL	33,735	9,978	15,297	15,297
OTHER				
DUES/FEES	3,488	3,987	4,000	4,000
TOTAL	2,103,146	2,134,305	2,240,704	2,244,387

PROGRAM 1600: HEALTH SERVICES

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
NURSES	12.80	14.80	14.80	14.50
SALARIES				
NURSES	703,775	849,788	868,275	878,401
PARAPROFESSIONAL	11,151	11,322	10,660	10,660
NURSES, P-T	18,933	30,883	20,563	85,400
SUMMER HELP	0	6,992	9,800	9,800
SUBTOTAL	733,860	898,985	909,298	984,261
PURCHASED SERVICES				
MEDICAL ADVISOR	1,000	1,000	1,200	2,000
LIABILITY INSURANCE	741	796	876	876
SUBTOTAL	1,741	1,796	2,076	2,876
SUPPLIES/MATERIALS				
SUPPLIES	6,136	5,743	8,000	8,000
PUBLICATIONS	0	27	225	225
SUBTOTAL	6,136	5,770	8,225	8,225
OTHER				
TRAVEL	0	0	900	900
TOTAL	741,737	906,551	920,499	996,262

PROGRAM 1900: LIBRARIES/MEDIA CENTERS

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
MEDIA SPECIALISTS	7.00	7.00	7.00	7.00
PARAPROFESSIONALS	11.00	11.00	11.00	11.00

SALARIES

LIBRARIANS/MEDIA SPECIALISTS	696,443	709,317	731,200	731,200
PARAPROFESSIONALS	321,140	312,563	320,057	316,403
SUMMER, CERTIFIED/CLASSIFIED	2,969	8,883	5,000	9,576
SUBTOTAL	1,020,551	1,030,763	1,056,257	1,057,179

SUPPLIES/MATERIALS

INSTRUCTIONAL MATERIALS	90,246	45,175	65,000	65,000
TECHNOLOGY - SOFTWARE	38,869	37,038	38,870	38,870
SUBTOTAL	129,115	82,213	103,870	103,870

OTHER

DUES/FEES	660	660	1,000	1,000
TOTAL	1,150,327	1,113,636	1,161,127	1,162,049

PROGRAM 2000: MUSIC

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	0.80	0.80	0.80	0.80
TEACHERS	17.20	17.40	17.40	17.70
SALARIES				
ADMINISTRATIVE	129,901	119,131	135,149	135,149
TEACHERS	1,618,845	1,614,315	1,730,862	1,745,726
FIELD TRIPS	0	1,101	3,600	3,600
SUBTOTAL	1,748,746	1,734,547	1,869,611	1,884,475
PURCHASED SERVICES				
GUEST CONDUCTORS	600	2,500	2,800	2,800
ARTIST IN RESIDENCE	200	1,975	6,500	6,500
SUBTOTAL	800	4,475	9,300	9,300
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	20,362	20,058	18,475	18,475
TECHNOLOGY SOFTWARE	4,662	1,638	4,542	4,542
SUBTOTAL	25,024	21,696	23,017	23,017
OTHER				
ENTRANCE FEES/DUES	490	634	1,610	1,610
EQUIPMENT				
NEW	0	0	11,635	11,635
REPLACEMENT	26,418	14,250	20,674	20,674
SUBTOTAL	26,418	14,250	32,309	32,309
TOTAL	1,801,478	1,775,602	1,935,847	1,950,711

PROGRAM 2100: OPERATIONS & MAINTENANCE

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
SUPERVISION	4.00	4.00	4.00	3.00
SECRETARIAL	1.00	1.00	1.00	1.00
CUSTODIANS	55.50	57.50	57.50	58.50
MAINTAINERS	12.00	12.00	12.00	12.00

SALARIES

SUPERVISION	337,178	349,506	354,212	302,820
SECRETARIAL	54,204	56,898	67,059	72,904
CUSTODIAL	2,979,967	3,136,452	3,210,459	3,362,188
CUSTODIAL, PART-TIME	162,551	125,686	0	0
MAINTENANCE	808,271	826,101	839,442	864,698
SUMMER/ PART-TIME	66,752	54,512	80,000	80,000
COVERAGE	200,103	222,990	170,000	215,000
SUBTOTAL	4,609,027	4,772,145	4,721,172	4,897,610

PURCHASED SERVICES

TESTING/INSPECTION/MONITOR	105,747	116,257	118,780	118,780
CONTRACTED SVCS.-BY BUILDING	433,137	440,806	488,500	488,500
CONTRACTED SVCS.-SYSTEMWIDE	196,939	244,783	228,100	228,100
MAINTENANCE PROJECTS, CONTR.	133,928	45,172	127,000	127,000
INSURANCE-PROPERTY/BOILER	182,695	196,256	215,880	208,712
VEHICLE MAINTENANCE	5,077	4,373	10,000	10,000
LEASED OFFICE SPACE	429,684	220,364	264,992	264,992
SUBTOTAL	1,487,207	1,268,011	1,453,252	1,446,084

SUPPLIES/MATERIALS

CUSTODIAL SUPPLIES	289,982	323,004	196,000	196,000
MAINTENANCE SUPPLIES	145,042	171,891	130,000	130,000
MAINTENANCE PROJECTS, SUPL.	99,595	122,442	90,000	90,000
TECHNOLOGY - SOFTWARE	13,656	15,039	15,100	15,100
SUBTOTAL	548,275	632,376	431,100	431,100

OTHER

TRAVEL REIMBURSEMENT	10,800	10,800	10,800	10,800
SPECIAL PROJECTS	1,413,110	1,006,393	290,000	290,000
DUES/FEES	1,994	1,952	2,000	2,000
SUBTOTAL	1,425,904	1,019,145	302,800	302,800

EQUIPMENT

NEW	22,050	0	45,484	45,484
REPLACEMENT	3,492	86,324	43,600	43,600
SUBTOTAL	25,542	86,324	89,084	89,084

TOTAL 8,095,955 7,778,001 6,997,408 7,166,678

LINKS REVENUE OFFSET 0 0 (50,000) (50,000)

BUDGET TOTAL 8,095,955 7,778,001 6,947,408 7,116,678

PROGRAM 2200: UTILITIES

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
WATER	135,477	151,567	174,734	174,734
SEWER	24,326	23,597	26,945	26,945
POWER	1,301,291	1,300,257	1,596,155	1,596,155
GAS, MISC.	18,512	21,702	24,958	24,958
HEAT (OIL/GAS)	376,214	548,899	624,127	624,127
ENERGY CONSERVATION INITIATIVES	69,621	52,281	67,500	67,500
TELEPHONE	164,795	170,007	167,295	167,295
TELECOMMUNICATIONS	15,584	28,284	45,000	45,000
TELECOM REPAIR/MNTC	13,424	12,536	20,000	20,000
TELECOMMUNICATIONS/NEW EQUIPMENT	0	0	2,000	2,000
TOTAL	2,119,244	2,309,130	2,748,714	2,748,714

PROGRAM 2300: PROGRAM & STAFF DEVELOPMENT

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
PROGRAM DEVELOPMENT				
CURRICULUM DEVELOPMENT	190,807	153,310	125,000	125,000
TEST SCORING	16,428	17,072	38,000	38,000
TESTING SUPPLIES	21,547	12,500	15,000	15,000
INSTRUCTIONAL SUPPLIES	248	166	5,000	5,000
RECRUITMENT	717	739	1,000	1,000
SUBTOTAL	229,746	183,787	184,000	184,000
STAFF DEVELOPMENT				
PROF.MTGS., ADMINISTRATORS	3,688	6,600	6,000	6,000
PROF.MTGS., CERTIFIED	92,915	133,762	140,000	140,000
PROF.MTGS., CLASSIFIED	2,624	2,587	9,000	9,000
TEACHERS COLLEGE PROJECT	62,931	20,231	20,000	20,000
PROFESSIONAL DUES	7,771	8,831	6,500	6,500
TUITION REIM.-TEACHERS	98,823	132,324	187,500	187,500
TUITION REIM.-ADMINS.	16,612	6,645	25,000	25,000
TUITION REIM.-SECY/PARA/NON-CONTRACT	1,050	8,400	7,000	7,000
SUBTOTAL	286,415	319,380	401,000	401,000
OTHER				
PUBLICATIONS	18,270	10,588	10,000	10,000
TOTAL	534,430	513,755	595,000	595,000

PROGRAM 2400: TRANSPORTATION

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
SUPERVISION	1.00	1.00	1.00	1.00
SECRETARIAL	1.00	1.00	1.00	1.00
BUS YARD PERSONNEL	6.00	6.00	6.00	6.00
SALARIES				
SUPERVISION	90,569	92,346	94,159	95,065
SECRETARIAL	56,048	58,186	67,059	49,754
DAY RATE DRIVERS	1,717,530	1,690,762	1,794,598	1,794,598
MISC. DRIVER ACTIVITIES	66,806	47,976	63,990	63,990
OVERTIME	34,046	39,283	28,536	28,536
SCHOOL CROSSING GUARDS	120,563	112,756	120,763	120,763
IN-SERVICE TRAINING	14,137	18,093	35,650	35,650
BUS YARD PERSONNEL	358,547	365,992	363,389	373,468
MAGNET SCHOOL DRIVERS	8,707	17,854	20,321	20,321
SUBTOTAL	2,466,952	2,443,248	2,588,465	2,582,145
PURCHASED SERVICES:				
VEHICLE RENTAL	21,504	46,544	39,890	28,890
MEDICAL ADVISOR	14,379	14,560	14,000	14,000
PUPIL/BUS SAFETY EDUC.	7,584	7,614	7,766	7,766
REPAIRS/PARTS	263,892	337,414	300,000	300,000
MAGNET SCHOOL VEH. RENTAL	11,928	15,774	13,330	20,120
INSURANCE/VEHICLE	121,043	130,027	143,030	138,280
CONTRACTED TRAINING	0	17,659	6,775	6,775
SUBTOTAL	440,330	569,592	524,791	515,831
SUPPLIES/MATERIALS				
FUEL	218,458	456,188	431,200	431,200
MAGNET SCHOOL FUEL	15,062	11,935	15,000	15,000
LUBRICANTS	13,823	24,651	16,790	16,790
TIRES/TUBES	34,300	46,922	48,000	48,000
SUPPLIES/UNIFORMS	20,420	11,321	16,000	16,000
PUBLICATIONS	846	0	200	200
TECHNOLOGY - SOFTWARE	42,211	43,900	57,212	57,212
SUBTOTAL	345,119	594,917	584,402	584,402
OTHER				
TRAVEL	4,409	6,484	7,051	7,051
DUES/FEES	5,179	3,972	6,000	6,000
SUBTOTAL	9,588	10,456	13,051	13,051
EQUIPMENT				
NEW	1,850	2,623	39,545	39,545
REPLACEMENT	426,878	397,674	523,355	523,355
SUBTOTAL	428,728	400,297	562,900	562,900
TOTAL	3,690,717	4,018,510	4,273,609	4,258,329
MAGNET SCHOOL OFFSET			(7,800)	(7,800)
BUDGET TOTAL	3,690,717	4,018,510	4,265,809	4,250,529

PROGRAM 2700: SPECIAL EDUCATION PRE K-12

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	7.60	7.60	7.60	7.60
SPECIAL ED TEACHERS	48.80	49.90	50.90	53.90
SPEECH TEACHERS	9.80	9.80	9.80	9.80
SOCIAL WORKER	0.00	1.00	1.00	2.00
SECRETARIAL	5.00	5.00	5.00	5.00
PARAPROFESSIONALS	38.00	39.00	57.00	62.00
GENERAL SERVICES DRIVERS	2.00	2.00	2.00	2.00
CERTIFIED - IDEA B GRANT	6.00	5.00	5.00	5.00
CLASSIFIED - IDEA B GRANT	10.25	9.50	9.50	9.50
TEACHER - PRE-SCHOOL GRANT	0.50	0.50	0.50	0.50
SALARIES				
ADMINISTRATIVE	1,045,444	1,084,315	1,129,009	1,128,970
TEACHERS (SPECIAL ED)	4,337,176	4,609,940	4,818,785	5,070,215
TEACHERS (SPEECH)	981,616	1,004,075	1,028,861	981,043
SOCIAL WORKER	0	70,581	75,367	134,323
SECRETARIAL	265,920	276,102	281,486	268,891
PARAPROFESSIONALS	1,069,429	1,368,416	1,569,884	1,696,651
TUTORS	627,723	524,483	641,365	544,320
PARAPROFESSIONALS, P-T	917,729	755,002	868,910	850,966
OCCUP./PHYS. THERAPY	493,344	501,276	535,500	535,500
VAN DRIVERS/MONITORS	492,660	560,625	633,984	684,191
DRIVERS(GENERAL SERVICES)	104,108	104,645	108,330	110,582
ALT. AFTER-SCHOOL PROGRAMS	22,908	41,006	60,000	60,000
SUMMER PROGRAMS	151,734	209,544	215,000	215,000
FIELD TRIPS	168	89	10,000	10,000
SUBTOTAL	10,509,958	11,110,099	11,976,481	12,290,652
PURCHASED SERVICES				
VEHICLE RENTAL	157,136	170,765	166,050	180,547
TUITION	3,794,458 ¹	3,707,667 ²	4,543,805 ³	4,543,805 ⁴
AUDIOLOGICAL MNTC.	32,794	1,970	30,000	30,000
COCHLEAR IMPLANT SUPPORT	7,934	8,253	8,000	8,000
INTERPRETER SERVICES	2,026	2,134	4,500	4,500
HEARING IMPAIRED	40,940	35,292	50,000	50,000
EVALUATIONS	179,927	170,136	165,000	165,000
LEGAL FEES	62,049	31,917	200,000	200,000
SUBTOTAL	4,277,264	4,128,134	5,167,355	5,181,852
SUPPLIES/MATERIALS				
SUPPLIES	70,927	75,039	80,000	80,000
OTHER				
DUES & FEES	0	0	1,520	1,520
EXCESS COST OFFSET			(1,690,000)	(1,690,000)
BUDGET TOTAL	14,858,149	15,313,272	15,535,356	15,864,024

Links Revenue Offset:

1. \$888,649
2. \$857,979
3. \$800,000 Projected
4. \$800,000 Projected

PROGRAM 2800: ATHLETICS & CLUBS

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	1.00	1.00	1.00	1.00
SUPPORT STAFF	2.50	2.50	2.50	2.50
SALARIES				
SUPERVISION	162,376	165,624	168,936	168,936
SUPPORT STAFF	124,054	134,939	140,109	157,101
COACHES	661,250	663,191	723,997	723,997
LIFEGUARDS	4,208	9,214	8,000	8,000
INTRAMURALS	4,941	19,977	16,000	16,000
STUDY HALL MONITORS	0	0	1,000	1,000
ACTIVITY ADVISORS	250,986	299,275	308,000	308,000
TRANSPORTATION/ATHLETIC	30,251	49,702	50,000	50,000
TRANSPORTATION/ACTIVITY	17,839	22,680	25,783	25,783
TRANSPORTATION/CLUBS	0	206	2,000	2,000
SUBTOTAL	1,255,905	1,364,808	1,443,825	1,460,817
PURCHASED SERVICES				
PHYSICIAN	0	0	500	500
GAME/PRACTICE EXPENSES	79,626	210,430	195,689	195,689
RECONDITIONING/REPAIRS	10,320	6,278	23,300	23,300
OFFICIALS	36,185	51,259	60,593	60,593
G.H.S. NEWSPAPER	0	1,290	2,500	2,500
LITERARY MAGAZINE	2,965	3,000	3,300	3,300
ATHLETIC TRAINING SERVICES	40,400	41,490	46,000	46,000
MATH LEAGUE	0	0	1,200	1,200
VEHICLE RENTAL	31,840	148,352	55,000	55,000
INSURANCE	23,265	22,729	23,265	23,265
LEASED SPACE	0	0	0	63,000
SUBTOTAL	224,601	484,828	411,347	474,347
SUPPLIES/MATERIALS				
SUPPLIES/UNIFORMS	145,019	93,314	63,776	63,776
TECHNOLOGY - SOFTWARE	26,000	13,000	22,000	22,000
ELEMENTARY ACTIVITY CLUB	746	1,215	1,500	1,500
SMITH MIDDLE ACTIVITY CLUB	138	2,911	4,000	4,000
HIGH SCHOOL ACTIVITY CLUB	1,515	4,933	6,000	6,000
SUBTOTAL	173,418	115,373	97,276	97,276
OTHER				
LEAGUE DUES/EXPENSES	2,405	3,135	3,380	3,380
TOTAL	1,656,329	1,968,144	1,955,828	2,035,820

PROGRAM 3000: AGRISCIENCE & TECHNOLOGY 9-12

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	0.10	0.10	0.10	0.10
TEACHERS	3.00	3.00	3.00	4.00
SALARIES				
SUPERVISION	16,238	16,563	16,894	16,894
TEACHERS	255,912	257,090	279,179	303,371
SECRETARIAL, P-T	14,333	15,208	16,000	16,000
STUDENT HELP, P-T	1,920	2,307	2,500	2,500
FIELD TRIPS	123	268	1,000	1,000
SUBTOTAL	288,526	291,436	315,573	339,765
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	22,072	35,856	24,000	24,000
PRINTING/PUBLICATIONS	330	0	800	800
SUBTOTAL	22,403	35,856	24,800	24,800
OTHER				
STUDENT SUPERVISION	0	0	1,200	1,200
TEACHERS TRAVEL/MEETINGS	0	0	800	800
SUBTOTAL	0	0	2,000	2,000
EQUIPMENT				
NEW/RPLC EQUIPMENT (SYSTEMWIDE)	0	104,248	0	0
TOTAL	310,929	431,540	342,373	366,565

PROGRAM 3100: ELEMENTARY OPERATIONS K-6

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	6.00	6.00	6.00	6.00
SECRETARIAL	6.00	6.00	6.00	6.00
PARAPROFESSIONALS	12.00	12.00	12.00	12.00
SALARIES				
ADMINISTRATIVE	1,008,020	1,028,024	1,048,424	1,048,424
SECRETARIAL	394,630	387,655	394,752	394,752
CLERICAL, P-T	11,302	12,246	21,544	21,544
PARAPROFESSIONALS	298,857	311,167	322,313	309,935
GREETERS	117,202	134,633	144,082	144,082
TEAM LEADERS STIPENDS (GW)	14,750	15,045	15,045	15,345
PARAPROFESSIONALS, P-T	300,354	310,423	259,539	259,539
SUBTOTAL	2,145,116	2,199,193	2,205,699	2,193,621
PURCHASED SERVICES				
PRINTING	0	276	750	750
COPIERS	158,890	186,285	145,000	145,000
SUBTOTAL	158,890	186,561	145,750	145,750
SUPPLIES/MATERIALS				
PUBLICATIONS	232	163	500	500
SUPER STAR PROGRAM (GW)	0	0	500	500
SCHOOL FUNCTION COSTS	1,732	2,318	17,500	17,500
SUBTOTAL	1,964	2,481	18,500	18,500
OTHER				
TRAVEL REIMBURSEMENT	6,209	11,544	18,000	18,000
DUES/FEES	0	0	500	500
SUBTOTAL	6,209	11,544	18,500	18,500
TOTAL	2,312,179	2,399,779	2,388,449	2,376,371

PROGRAM 3200: SECONDARY OPERATIONS 7-12

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	8.00	8.00	8.00	8.00
SECRETARIAL	13.50	13.50	13.50	13.50
PARAPROFESSIONALS	7.00	7.00	7.00	7.00
IN-SCHOOL SUSPENSION MONITOR	1.00	1.00	1.00	1.00
SECONDARY STAFFING	(2.00)	0.00	5.00	0.00
SALARIES				
ADMINISTRATIVE	1,331,566	1,371,494	1,413,218	1,413,218
SECRETARIAL	796,195	818,493	835,788	828,127
PARAPROFESSIONALS	226,605	216,543	206,226	206,226
IN-SCHOOL SUSPENSION MONITOR	0	36,925	38,550	38,935
SATURDAY PROGRAM (GHS)	295	8,124	10,000	10,000
SATURDAY SCHOOL SUPV. (SMITH)	4,425	4,273	3,000	3,000
TEAM LEADERS (SMITH)	26,550	27,081	27,081	27,621
SECONDARY STAFFING	0	0	375,000	0
SUBTOTAL	2,385,636	2,482,933	2,908,863	2,527,127
PURCHASED SERVICES				
PRINTING	0	0	1,500	1,500
MANDATED STUDENT TESTING	0	0	500	500
CULTURAL ARTS - SMS/GHS	73	11,520	5,000	5,000
AWARENESS WEEK/SMITH	1,908	985	1,000	1,000
NEASC EVALUATIONS	0	0	0	0
COPIERS	123,189	136,833	155,000	155,000
SECONDARY MAGNET	102,141	92,910	110,000	110,000
SUBTOTAL	227,311	242,248	273,000	273,000
SUPPLIES/MATERIALS				
SUPPLIES	41,129	98,220	32,000	32,000
PUBLICATIONS	224	300	1,275	1,275
GRADUATION EXPENSES	78,375	68,408	78,000	78,000
SCHOOL FUNCTION COSTS	2,878	9,361	15,500	15,500
SUBTOTAL	122,606	176,289	126,775	126,775
OTHER				
TRAVEL REIMBURSEMENT	7,276	10,912	18,000	18,000
NE & CT ASSOCIATION DUES	9,910	10,005	11,000	11,000
SUBTOTAL	17,186	20,917	29,000	29,000
TOTAL	2,752,740	2,922,387	3,337,638	2,955,902

PROGRAM 3300: SYSTEMWIDE SUPPORT SERVICES

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
ADMINISTRATIVE	5.00	5.00	5.00	5.00
OSHA SAFETY OFFICER	0.32	0.32	0.32	0.32
INFORMATION SPECIALIST	1.00	1.00	1.00	1.00
ADMIN/BUSINESS SUPPORT STAFF	8.00	9.00	9.00	9.00
SECURITY SERVICES	16.00	16.00	16.00	16.00
SALARIES				
ADMINISTRATIVE	992,659	1,143,069	1,093,861	1,101,206
ADMIN/BUSINESS SUPPORT STAFF	603,881	650,383	690,143	706,884
INFORMATION SPECIALIST	88,478	90,230	92,017	111,450
SECURITY SERVICES	589,528	668,846	699,922	785,127
SECRETARIAL, PART-TIME	8,244	8,577	7,000	7,000
SECRETARIAL, OVER-TIME	9,796	9,107	10,000	10,000
SUBTOTAL	2,292,585	2,570,212	2,592,943	2,721,667
PURCHASED SERVICES				
AUDIT	30,797	16,416	35,000	35,000
LEGAL FEES	9,758	53,471	30,000	30,000
EQUIPMENT MAINTENANCE	31,941	22,459	40,000	40,000
COPIERS	50,193	50,458	60,000	60,000
LIABILITY INSURANCE	165,513	178,325	206,124	203,724
FIDELITY BOND	2,803	2,938	3,232	2,494
INSURANCE DEDUCTIBLES	58,471	0	40,000	40,000
PUBLIC INFORMATION	13,261	20,298	14,000	14,000
POSTAGE	47,603	16,996	50,000	50,000
ADVERTISING/RECRUITING	1,124	1,185	3,500	3,500
PRINTING	16,719	14,011	18,000	18,000
ADULT EDUCATION (MANDATED)	86,809	87,372	96,598	91,152
SUBTOTAL	514,990	463,929	596,454	587,870
SUPPLIES/MATERIALS				
PUBLICATIONS	324	324	1,000	1,000
SUPPLIES	21,866	30,497	40,000	40,000
SECURITY SUPPLIES	12,193	6,905	7,000	7,000
SUBTOTAL	34,383	37,726	48,000	48,000
OTHER				
BOARD OF EDUC. EXPENSES	10,910	14,675	14,500	14,500
SUPT. OFFICE EXPENSES	0	0	2,000	2,000
SCHOOL FOODS SERVICE DEPT.	350,000	0	0	0
PROFESSIONAL MEMBERSHIP/SY	9,060	8,275	12,000	12,000
PROFESSIONAL EXPENSES	6,415	6,796	7,500	7,500
TRAVEL	13,580	16,452	20,000	20,000
CABE DUES	23,339	24,123	24,000	24,000
CREC DUES	1,242	1,152	1,750	1,750
SUBTOTAL	414,545	71,473	81,750	81,750
EQUIPMENT				
NEW/RPLC EQUIPMENT (SYSTEMWIDE)	380,679	560,673	40,000	40,000
STEAM	250,296	318,635	300,000	300,000
SUBTOTAL	630,975	879,308	340,000	340,000
TOTAL	3,887,478	4,022,648	3,659,147	3,779,287

PROGRAM 3400: FRINGE BENEFITS/SUBSTITUTES

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
PARAPROFESSIONALS	0.00	0.00	0.00	11.00
SALARIES				
SUBSTITUTES (TEACHER)	486,618	603,157	665,000	665,000
SUBSTITUTES (NURSE)	32,445	36,818	40,000	40,000
CLASSROOM/SUBS (FT PARAS)	0	0	0	244,178
ILLNESS COVERAGE (CLASSIFIED STAFF)	0	0	10,000	10,000
CONTRACTUAL RETIREMENT/RESIGN	117,003	116,136	125,000	125,000
SABBATICAL	0	80,618	0	82,215
NEGOTIATIONS	0	0	171,000	0
DEGREE CHANGES	0 ¹	0 ²	100,000 ³	0
PERSONNEL TURNOVER	0 ⁴	0 ⁵	(310,000) ⁶	0
SUBTOTAL	636,066	836,729	801,000	1,166,393
EMPLOYEE BENEFITS				
DISABILITY INSURANCE	50,630	45,952	53,500	53,500
LIFE INSURANCE	190,764	174,378	198,000	198,000
HEALTH INSURANCE	16,289,133	15,516,165	14,938,000	14,085,817
RETIREMENT/CLASSIFIED	2,610,100	2,832,235	2,739,235	2,739,235
SOCIAL SECURITY/EMPLOYER SHARE	2,345,073	2,497,818	2,555,925	2,555,925
WORKERS COMPENSATION	255,836	267,529	292,816	292,816
UNEMPLOYMENT COMPENSATION	21,823	38,677	50,000	50,000
EMPL. MANDATED SCREENING	0	0	500	500
PROFESSIONAL TECHNICAL SERVICES	39,981	0	0	0
EMPLOYEE RELATIONS	54,497	18,999	28,000	28,000
SUBTOTAL	21,857,838	21,391,753	20,855,976	20,003,793
TOTAL	22,493,904	22,228,482	21,656,976	21,170,186

Footnotes:

Degree Changes

1. \$77,394

2. \$98,979

3. \$95,983

Personnel Turnover

4. (326,135)

5. (316,987)

6. (477,495)

PROGRAM 3600: TECHNOLOGY SUPPORT SERVICES

	ACTUAL 2020-2021	ACTUAL 2021-2022	BOARD APPROVED 2022-2023	FALL REVISED 2022-2023
POSITIONS (FTE)				
COORDINATORS	6.00	6.00	6.00	6.00
TECHNOLOGY SPECIALISTS	15.00	15.00	15.00	15.00
SECRETARIAL	2.00	2.00	2.00	2.00
SALARIES				
COORDINATORS	441,349	391,751	500,105	519,156
TECHNOLOGY SPECIALISTS	852,818	985,026	904,637	921,607
TECHNOLOGY MAINTENANCE, P-T	69,323	121,621	80,000	80,000
SECRETARIAL	81,337	67,004	107,179	118,479
SUBTOTAL	1,444,826	1,565,402	1,591,921	1,639,242
PURCHASED SERVICES				
TECHNOLOGY SUPPORT	178,882	192,135	200,000	200,000
EQUIPMENT MAINTENANCE/AV	40,211	39,186	40,000	40,000
COMPUTER MAINTENANCE	43,678	43,311	45,000	45,000
SUBTOTAL	262,771	274,632	285,000	285,000
SUPPLIES/MATERIALS				
SOFTWARE	561,904	561,217	720,000	720,000
SUPPLIES (SYSTEMWIDE)	52,939	59,332	50,000	50,000
SUBTOTAL	614,843	620,549	770,000	770,000
PROGRAM/STAFF DEVELOPMENT				
IN-SERVICE, CLASSIFIED	0	65	3,000	3,000
PROF. MTGS., CLASSIFIED	1,047	0	3,000	3,000
SUBTOTAL	1,047	65	6,000	6,000
OTHER				
DUES/FEES	1,254	1,155	2,500	2,500
VEHICLE LEASE	0	0	0	0
SUBTOTAL	1,254	1,155	2,500	2,500
EQUIPMENT				
TECHNOLOGY REPLACEMENT PROGRAM	1,349,550	1,270,720	1,200,000	1,200,000
REPLACE/REPAIR	45,117	50,206	47,000	47,000
NEW/AV EQUIPMENT	30,711	30,010	46,000	46,000
NEW TECHNOLOGY RELATED EQUIPMENT	41,175	13,030	42,100	42,100
REPLACEMENT/AV EQUIPMENT	55,953	48,510	50,000	50,000
SUBTOTAL	1,522,506	1,412,476	1,385,100	1,385,100
TOTAL	3,847,246	3,874,279	4,040,521	4,087,842

LICENSE AGREEMENT

This License Agreement is made this 16th day of February, 2022 (this "License") by and between 35-38 Ident Road, LLC, a Connecticut limited liability company ("Licensor"), and Glastonbury Public Schools a school district ("Licensee").

RECITALS

Licensor is the owner of a parcel of land and the building consisting of approximately 15,320 square feet (the "Building") which is located at 38 Ident Road, South Windsor, Connecticut (the "Property"). Licensee desires to use a certain portion of the Building consisting of approximately two garage bays (the "License Area") for general storage of crew shells and related equipment (the "Permitted Use"). The Licensee *will not* have access to the any area other than the Licensed Area such as office areas and restroom facilities. The License Area is outlined in Exhibit A which is attached hereto and made a part hereof.

NOW THEREFORE, for the sum of \$10.00 and other good and valuable consideration, the sufficiency of which and the receipt of which are hereby acknowledged, and the parties intending to be legally bound agree as follows:

1. **License Term.** Pursuant to the terms of this License, Licensor hereby grants Licensee a license to use the License Area for the Permitted Use and the parking area for the period commencing February 19 2022 ("Commencement Date") and ending _____, 2022 (the "License Term"). Licensor or Licensee shall each have the right to terminate the License upon Ten (10) days' written notice to the other party. Licensee shall have access to the License Area via the property owner with 24 hours' notice.

2. **Gross License Fee.** In consideration for such License, Licensee shall pay Licensor the sum of Two Thousand Five Hundred and No/100 Dollars (\$2,500.00) per month gross (the "License Fee") payable in advance of the first day of each month. Such License Fee shall be prorated for any partial month during the term of this License. The License Fee herein is intended to be a gross license fee. Licensor shall be responsible at Licensor's cost and expense for the operation, management, insuring, maintenance, repair and replacement of the Property, Building, License Area, parking areas and all paved areas, and all landscaping. Licensor shall timely pay all real estate taxes and other taxes affecting the Property

3. **Utilities; Repairs and Maintenance; Licensor's Work.** Licensor at its cost and expense shall provide all utilities to the License Area in sufficient amounts for the Permitted Use as required by Licensee including without limitation power, electricity, gas, water and sewer. Licensor shall pay for and perform all maintenance, repairs and replacements to the License Area, common areas, Building (including Building fixtures and equipment) and Property. Licensor shall at its own cost and expense, make the repairs and replacements to maintain the Building in good condition and repair in a good and workmanlike manner, except that subject to the waiver of subrogation set forth in Section 5 below for which Licensee shall not be responsible, Licensee shall be responsible for any damage to the Building or Property to the extent caused by the Licensee or its employees, agents, invitees or guests. This maintenance and repair (replacement) obligation shall include but not be limited to the roof, foundation, exterior walls, interior structural walls, all structural components, and all systems, such as mechanical, electrical, HVAC, and plumbing. Licensor, at its sole cost and expense, shall perform janitorial services on the Property, maintain the paved areas including parking areas, driveways, accessways, sidewalks and walkways free of snow and ice.

Prior to the Commencement Date, Licensor and Licensee shall conduct a walk-thru of the License Area to confirm the condition of the property at the Commencement Date. At the expiration or earlier termination of this License, Licensee shall deliver the License Area to Licensor in a substantially similar condition as on the Commencement Date, reasonable wear and tear, casualty damage and conditions which were not the Licensee's obligation to remedy excepted and Licensee shall remove trash and debris caused by Licensee therefrom. Prior to the expiration of the License, Licensor and Licensee shall conduct a walk-thru of the License Area to confirm that Licensee and/or any of its employees, agents, invitees or guests have not damaged the License Area,

4. **Insurance.** Licensee shall at all times during the License Term carry at its own cost and expense (i) property insurance to insure against fire and other such perils as maybe included in the so called special form fire and extended coverage insurance on the leasehold improvements and Licensee's property in an amount adequate to cover its replacement costs for property at the Property and (ii) comprehensive general liability insurance naming Licensor as additional insured covering the License Area. Such insurance shall insure against any liability for personal injury, bodily injury including death and property damage in an amount not less than one million dollars (\$1,000,000.00) as to injury to person or persons and Five Hundred Thousand Dollars (\$500,000.00) property damage. Prior to any entry on the License Area, Licensee shall forward a certificate of insurance to Licensor evidencing the aforesaid coverage and providing that the policy or policies shall not be canceled without ten (10) days advance notice to Licensor. Licensor and

Licensee each agrees to have all liability property insurance policies which are required to be carried by either of them hereunder endorsed to provide that the insurer waives all rights of subrogation with such insurer.

5. **Property Insurance.** Licenser shall, at all times during the License Term of this License, at its expense, maintain a policy or policies of "special form" or "all-risks" property insurance, insuring the Building against loss or damage by fire, sprinkler leakage, malicious mischief, vandalism and other extended coverage perils, for the full replacement cost of the Building. Notwithstanding anything to the contrary herein, Licenser and Licensee hereby waive each and every claim for recovery from the other for any and all loss of, or damage to, the Building or License Area or to the contents thereof, which loss or damage is covered by the greater of (i) the injured party's insurance, or (ii) the insurance the injured party is required to carry under this License. By this clause, the parties intend and hereby agree that the risk of loss or damage to property shall be borne by the parties' insurance carriers.

6. **License.** This agreement shall be construed as a license and does not convey any real estate interest to Licensee in a lease or leased rea whatsoever. This License is personal to Licensee and may not be assigned or transferred in any manner to any other party.

7. **As-Is; Licensee Indemnity.** Licensee accepts the License Area in its "As-IS, Where-Is with all faults" condition. Licensee shall indemnify, defend Licenser, and hold Licenser harmless from and against any and all liabilities, losses, costs, damages, injuries or expenses, including reasonable attorneys' fees and court costs, caused by claims of injury to and death of persons or damage occurring in the License Area to the extent caused by the activities of Licensee, its employees, and its agents acting within the scope of their agency in the License Area. Licensee shall not be liable for any conditions which are not the express obligation of Licensee to remedy herein.

8. **Notice.** All notices, demands, consents and requests required or permitted hereunder shall be in writing and shall be deemed given when delivered by hand or deposited with the United States Postal Service and sent by prepaid certified mail, return receipt requested, or deposited with United Parcel Service and sent by prepaid UPS Next Day Air® delivery, and if by the United States Postal Service or United Parcel Service, properly addressed to the party to be notified at the address for such party as follows:

Licenser: 35-38 Ident Road, LLC
P.O Box 504
South Glastonbury, CT 06073
Attn: Bradford H. Wainman

Licensee: Glastonbury Public Schools
628 Hebron Avenue
Glastonbury, CT 06033
Attn: Trish Witkin

If any notice mailed or sent by the United States Postal Service or by UPS Next Day Air® delivery service is properly addressed with appropriate charges prepaid but is returned because the intended recipient refuses delivery or can no longer be found at the current notice address, such notice shall be deemed effective notice and to be given on the date such delivery is refused or cannot be accomplished.

9. **Termination Right.** Notwithstanding anything to the contrary herein, Licensee shall have the right to terminate this agreement upon notice to Licenser ("Licensee's Notice") in the event (i) that the Permitted Use, as herein defined, is prohibited, burdened or impaired by any governmental body or agency in any manner; (ii) it should become unlawful or illegal for Licensee to use the License Area or any part thereof for the Permitted Use or otherwise; or (iii) continuous access to or from the License Area from a public road shall be prevented or materially impaired. Upon the termination date set forth in Licensee's Notice, all of the rights, obligations and liabilities between the parties shall be terminated and of no further force and effect.

10. **Counterparts Allowed.** This Agreement may be executed in counterparts, each of which shall be deemed an original, and all of which taken together shall constitute one agreement. To facilitate execution of this Agreement by the parties, pdf signatures shall have the same validity and effect as original signatures.

11. **Waiver of Jury Trial.** To the extent that they may lawfully do so, the parties hereto waive trial by jury in any action or proceeding brought on, under or by virtue of this Agreement.

12. **Authority.** Licenser represents and warrants to Licensee that (i) it has the full right and authority to execute this License and convey the license herein and (ii) this License will not violate any existing agreement or lease.

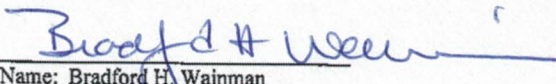
13. **Broker.** The parties represent and warrant to each other that they have dealt with no broker, agent or other person in connection with this transaction, and each party agrees to indemnify and hold the other party harmless from and against any claims by any other broker, agent or other person claiming a commission or other form of compensation by virtue of having dealt with the indemnifying party with regard to this leasing transaction. Licensor shall be responsible to pay to Brokers all commissions or fees pursuant to a separate agreement.

14. **Entire Agreement.** This License sets forth the entire agreement of the parties and may not be modified except by an instrument in writing duly executed by all of the parties hereto. This License shall be governed by the laws of the state in which the Property is located.

IN WITNESS WHEREOF, this License was entered into on the date first above written.

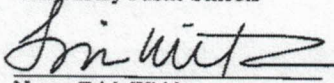
LICENSOR:

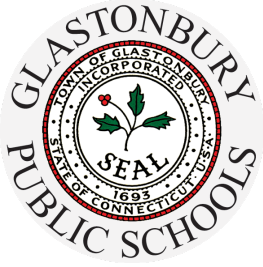
35-38 Ident Road, LLC

 2/16/2022
Name: Bradford H. Wainman
Title: Member

LICENSEE:

Glastonbury Public Schools

 2/16/22
Name: Trish Witkin
Title: Director of Athletics



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.



Capital Improvement Plan

Fiscal Years

2024

2025

2026

2027

2028

BOE Approved: (date)

Capital Improvement Projects (CIP) Form

November 14, 2022

Summary by Fiscal Year			
YR	Location	Description	Est. Cost
Projects for Fiscal Years 2024-2028			
2024	GHS	New Weight Training Facility (Design & Construction)	\$1,200,000
2024	Gideon Welles	Boiler Replacement & Energy Management Controls*	\$800,000
2024	Gideon Welles	Replacement Air Handling Units & Roof Top Exhaust*	\$500,000
2024	GHS	New Synthetic Turf Field-Multi Use	\$1,500,000
2024	GHS	Re-Pavement Parking Surfaces – Area 2 (Junior Lot)	\$200,000
2024	Hebron Ave	Re-Pavement Parking Surfaces	\$290,000
2024	Naubuc	Design Boiler Replacement	\$75,000
		*Funding not acquired in 2023	
Sub Total Year 2024:			\$4,565,000
2025	GHS	New Synthetic Turf Field-Multi Use	\$1,500,000
2025	Gideon Welles	Roof Replacement**(119,000 SF; design completed in 2021)	\$2,380,000
2025	GHS	Design Roof Replacements **(1991 areas) 277,000 SF	\$75,000
2025	Naubuc	Boiler and Heating System Replacement	\$850,000
2025	Various	Refurbish Rubber Gym Floors – HO, HE, BB, EA (\$30K ea.) GW \$32K	\$152,000
2025	Naubuc	New Gymnasium Floor	\$120,000
2025	Naubuc	Replacement Gymnasium Roof Top Ventilation Unit	\$200,000
Sub Total Year 2025:			\$5,277,000
2026	GHS	Chiller Replacement (2)	\$560,000
2026	GHS	Roof Replacement**(1991 areas) (277,000 SF)	\$5,750,000
Sub Total Year 2026:			\$6,310,000
2027	Eastbury	MDC Potable Water Service	\$3,000,000
2027	Naubuc	Design Roof Replacements** (1990 areas) 59,000 SF	\$75,000
2027	GHS	Re-Pavement Parking Surfaces – Area 4 (Baldwin, Front & Rear)	\$200,000
Sub Total Year 2027:			\$3,275,000
2028	GHS	Refurbish Rubber Gym Floor (26,400 sf @\$5/sf)	\$132,000
2028	Smith	Chiller Replacement (2)	\$760,000
2028	Naubuc	Roof Replacement**	\$1,200,000
Sub Total Year 2028:			\$2,092,000
**Roof Replacements >20 years are eligible for State School Construction Grant			

Estimated Costs:

Cost estimates listed are indicative of current market conditions. The construction industry has seen significant material and labor price increases due to global supply shortages, labor shortages and inflation. It is difficult to determine with any accuracy how future construction costs, at the time of bidding, will compare to market costs of today.

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

Department:	Board of Education
Project Title:	Glastonbury High School - A/E Design/Construction Athletic Weight Training Facility
Priority:	Project #1



Project Description and Status

Silver/Petrucci & Associates (SP+A) was retained to provide an architectural and engineering study for Glastonbury High School, evaluating the feasibility of constructing a new, 3,000 square foot weight training facility. The new weight training facility is intended to be a stand-alone structure, constructed in the location of the existing high school practice field, adjacent to the tennis courts and across the parking lot from the field house. The location of the proposed facility was purposeful due to the proximity to existing gas, water, and electric utilities, in an effort to limit site development costs. In order to create a campus feel and maintain standards for the Town and the School District of Glastonbury, it is proposed to construct the new weight facility in a style and with materials consistent with the new field house. As part of this study, SP+A reviewed existing construction documents of the field house.

Additionally, SP+A retained the services of a geotechnical engineer to examine the existing soil conditions in the anticipated area of new construction. Down to Earth, Consulting LLC, was retained to perform site borings and the analysis said borings. To summarize the geotechnical findings, the results were positive, with the majority of borings indicating 24-48” depth of topsoil and fill. One boring at the southwest corner of the proposed building footprint indicated deeper depths of fill. While this is not a significant concern for the proposed facility, the variation in fill depth would be concerning if the location of the weight facility were to change. In the event that the location or size of the facility were to be significantly altered, SP+A recommends that additional soil investigations take place to confirm the viability of the new or expanded site. As stated previously, this is not recommended as the costs for site development and extension of site utilities, would increase exponentially.

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
-	\$1,200,000	-	-	-	-	\$1,200,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

Department:	Board of Education
Project Title:	Gideon Welles School Boiler Replacement & Energy Management Control
Priority:	Project #2



Project Description and Status

Design has been completed in prior years for the boiler replacement at Gideon Welles. This project will consist of the complete replacement of all heating system components, including the original 1967 boilers, piping and energy management controls. The new heating system will provide high efficiency, reduced energy use and updated mechanical infrastructure for long-term life cycle and optimal occupant comfort. This project was not funded in 2023.

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
-	\$800,000	-	-	-	-	\$800,000

Estimated Operating Budget Requirements

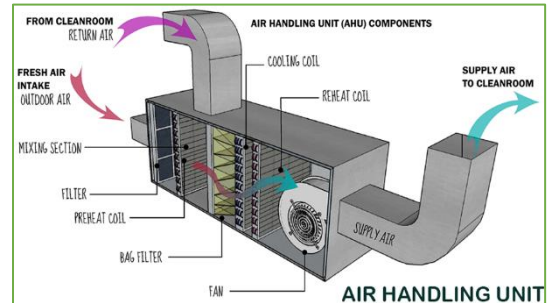
No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

Department:	Board of Education
Project Title:	Gideon Welles School Replacement Interior Air Handling Units and Roof Top Exhaust
Priority:	Project #3



Project Description and Status

This project will consist of the replacement of (11) interior air handling units and (39) roof top exhaust units original to the 1967 building. The units serve to provide heat and fresh air to common areas such as hallways and assembly areas. New units will provide high efficiency, reduced energy use for long-term life cycle and optimal occupant comfort. This project was not funded in 2023.

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
-	\$500,000	-	-	-	-	\$500,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

Department:	Board of Education
Project Title:	High School New Synthetic Turf Field
Priority:	Project #4



Project Description and Status

A new Multi-Purpose Synthetic Field Turf is proposed at fields #12 and #13. These turf structures require specially designed under drains and base material to meet each different manufacturer’s recommended installation requirements. A survey of the locations is being studied. A synthetic turf contractor was contacted for budget numbers. There are many types of grade levels of synthetic fields which impact the cost, i.e. from practice surfaces to the premium turf like at our football complex. A field equal to our existing football field is estimated to be in the range of \$1,500,000. A second field is proposed in 2025.

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
-	\$1,500,000	\$1,500,000	-	-		\$3,000,000

Estimated Operating Budget Requirements

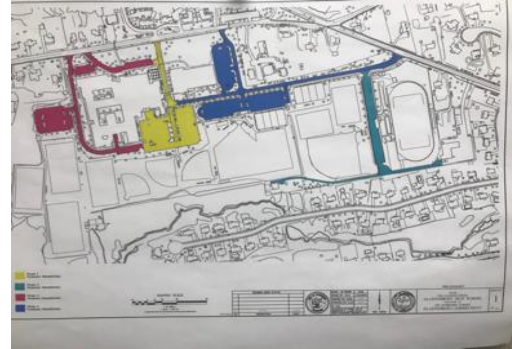
No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

Department:	Board of Education
Project Title:	High School Pavement Rehabilitation
Priority:	Project #5



Project Description and Status

The High School alone has approximately 392,000 square feet of parking. This request will consist of a multi-year overlay or reclamation and re-pave of areas of the parking lot and driveways that need repair or replacement. A multi-year plan is proposed that will address the entirety of the site. In 2019 Phase 1 (Entrance “C” area) was completed. In 2022, the Senior Lot was completed. In 2024, we propose to complete the Junior Lot (*Post Field House constr.*) and finally, in 2027 the Baldwin and front lots.

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
-	\$200,000	\$200,000	-	\$200,000		\$600,000

Estimated Operating Budget Requirements

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

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

Department:	Board of Education
Project Title:	Hebron Ave School Re-Pavement Parking Surfaces
Priority:	Project #6



Project Description and Status

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

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
-	\$290,000	-	-	-		\$290,000

Estimated Operating Budget Requirements

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

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

Department:	Board of Education
Project Title:	Naubuc School Design - Boiler Replacement
Priority:	Project #7



Project Description and Status

The design to be funded in 2024 will consist of engineering plans and specifications for the replacement of all heating systems including the boilers, piping and energy management controls.

The new heating system replacement proposed in 2025, will replace the original 1983 steam heating plant and conversion to a hydronic hot water pipe system. This will provide higher efficiency, reduced energy costs and the modern mechanical infrastructure for a long-term life cycle and optimal occupant comfort.

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
	\$75,000	\$800,000	-	-	-	\$875,000

Estimated Operating Budget Requirements

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

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

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



Project Description and Status

It should be noted that roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Design was completed in 2021 and the roof replacement is recommended in 2025. Due to timelines with the grant process, we are requesting the authorizations by the Town Council to be taken in 2024 so that the grant application can be processed and approved in time for bids and construction to take place in 2025. This timeline factors in local regulatory process for State Grant as well as the School Construction Grant review and plan approval process.

The entire roof surface is comprised of (16) different roof areas totaling 119,000 square feet. All areas were last completed in 1991 with a built-up roof and stone ballasted roof material which is mopped in with hot asphalt. The roof (as of 2022) is 31 years old and the physical appearance is in fair to poor condition. There are multiple signs of erosion of the aggregate surfaces, shrinkage and cracking of the felts, delamination of seams and deterioration of flashing components. Patching has been performed over the years and continues as needed. However, a built up and stone ballasted roof system has a limited-service life due to thermal changes and northeast seasons. A comprehensive preventative maintenance roofing program has been in place for several years which will extend the life cycle of our roofs. A replacement is anticipated on or about 2025 with the recommended system to be an EPDM (ethylene propylene diene monomer) a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof specialist. This roof system provides the longest life cycle in the industry and is the recommended system by SP+A who completed our roof survey back in November 2019.

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
	-	\$2,380,000		-	-	\$2,380,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

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



Project Description and Status

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

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

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

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
-	-	\$75,000	\$5,750,000		-	\$5,615,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 14, 2022

Department:	Board of Education
Project Title:	Refurbish Rubber Gym Floors HO,HE,BB,EA,GW&GHS
Priority:	



Project Description and Status

All Glastonbury Schools have rubberized gym floor surfaces which are widely used twelve months a year. Due to the use, it is important to perform professional gym floor resurfacing services every 10 years to help prolong the life of a gym floor. This is recommended over a complete replacement as it is a significant cost savings as well as environmentally prudent.

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
-	-	\$152,000	-	-	-	\$152,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 14, 2022

Department:	Board of Education
Project Title:	Replacement Gym Floor Naubuc School
Priority:	



Project Description and Status

The Naubuc Gym Floor is a floating floor that is made of interlocking squares and was originally designed for aerobic type uses. The floor is poor condition and not suited for normal daily gym classes or after school basketball events. It is recommended that a rubber gym floor, (as recently installed at Smith Middle School), be considered to replace this existing floor. This type of floor (at SMS) has been used in elementary, middle and high schools as well as colleges and universities. The floor comes with a 25-year warranty and based on our experience with this system recently installed at SMS, it remains in excellent condition with no concerns.

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
	-	\$120,000	-	-	-	\$120,000

Estimated Operating Budget Requirement

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

Department:	Board of Education
Project Title:	Naubuc School Replacement of Gymnasium Roof Top Ventilation Unit
Priority:	



Project Description and Status

The roof top ventilation unit in the gymnasium is original to 1969. This project calls to replace it with a new unit that will provide heat, cooling, improved ventilation and overall air quality for the space.

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
	-	\$200,000	-	-	-	\$200,000

Estimated Operating Budget Requirement

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

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

Department:	Board of Education
Project Title:	Smith and GHS Schools Chiller Replacements
Priority:	



Project Description and Status

This project will consist of engineering plans and specifications to be completed in 2022 for the future replacement of ground mounted and roof mounted Chillers listed below. EUL¹ is 20 years with this type of major equipment. Service, maintenance and repairs have been performed over the years. Some of the major units may be eligible for energy grants through Eversource.

- GHS

 - (2) Pad Mounted Air-Cooled Chillers (2004) 180 Tons Ea. (\$280K Ea.) in 2026
- Smith Middle

 - (2) McQuay Rooftop Air-Cooled Chillers (2000) 300 Tons Ea. (\$380K Ea.) in 2028

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
	-	-	\$560,000	-	\$760,000	\$1,320,000

Estimated Operating Budget Requirement

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

¹ Estimated Useful Life

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

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



Project Description and Status

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

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

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

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
-	-	-	-	\$75,000	\$1,200,000	1,275,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 14, 2022

Overview

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



The Metropolitan District
Hartford, Connecticut

Project Description and Status

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

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

Estimated Capital Costs

2023 Budget	2024	2025	2026	2027	Future	Total
-	-	-	-	\$3,000,000		\$3,000,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Glastonbury Public Schools
TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL _____ US XX CT _____

DESTINATION: Hershey, PA – Music in the Parks Festival

DEPARTURE DATE: Friday, April 21, 2023

RETURN DATE: Sunday, April 23, 2023

ESTIMATED NUMBER OF PARTICIPANTS: 180
2023

WILL ANY SCHOOL TIME BE USED: Friday, April 21,

SPONSORING TEACHER: Nola Campbell & Kacey Howard

COST PER PARTICIPANT: \$550.00

OTHER CHAPERONE(S): Other music teachers and/or parents.

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: EPN Travel

SCHOOL(S) PARTICIPATING: Glastonbury High School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Any student in good standing enrolled in the Glastonbury High School Orchestras and Bands

PURPOSE OF TRIP: To perform in an Adjudication Festival, to receive a ranking and clinic with a judge, and to listen to and evaluate other high school orchestra performances. This is also a bonding experience for the Orchestra and Band ensembles to help encourage participation.

ITINERARY (MAY BE ATTACHED): Please see attached.

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

GHS Orchestra and Band students will be able to perform in a true National Music Festival, featuring adjudicators who are among the very best music educators in the country. We will receive recorded and written notes offering honest and supportive feedback from three distinguished adjudicators followed by an onstage clinic, which will help in building the GHS Orchestra and Band programs.

Travel enhances self-discovery, social growth, and intellectual curiosity. Travel to an adjudication festival helps give us a better understanding of where our programs are compared to others around the country.

APPROVAL:

DIRECTOR: Juli Lopez 10.11.22
(DATE)

PRINCIPAL(S): [Signature] 10/12/22
(of first school where trip is taking place) (DATE) (of second school if applicable) (DATE)

PRINCIPAL(S): _____ (DATE) (of second school if applicable) (DATE)
(of first school where chaperones teach)

SUPERINTENDENT APPROVAL: Alan Booker 10/13/22
(DATE)

GHS Orchestras and Bands Music Festival Trip, April 2023

The tentative itinerary (with events and times subject to change) is as follows:

Friday April 21, 2023

6:30 am Depart from Glastonbury HS
 Time for lunch en route at own expense
1:00 pm Arrive at Hershey Park
2:00 pm Participate in the Festival in the Park at Hershey Park
7:00 pm The buses will arrive at the hotel – Hilton Garden Inn, Hershey, PA
 Enjoy a Pizza Party at the Hotel
10:00 pm Lights Out

Saturday April 22, 2023

8:00 am Breakfast buffet at the hotel - *Included*
9:30 am The buses will depart from the hotel for Hershey Park
10:00 am Admission into Hershey Park
 Meal coupon provided for lunch
 Festival Awards Ceremony in Hershey Park
 Meal coupon provided for dinner
9:30 pm The buses will depart from Hershey Park for the hotel
10:00 pm Lights Out

Sunday April 23, 2023

6:30 am Wake Up and pack
8:00 am Breakfast buffet at the hotel - *Included*
9:00 am The buses will depart from Hershey, PA for Glastonbury, CT
 Time for lunch en route at own expense
3:30 pm Approx. arrival at Glastonbury High School

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

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Title of Report: Teacher Education and Mentor (TEAM) Cooperating Teacher and Mentor Teacher Approval

Board Meeting Date: October 24, 2022

Action: X	Report:	Information:	Discussion:
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TEAM cooperating teachers and mentors are teacher leaders selected by the school district to support student teachers, interns and beginning teachers to Glastonbury Public Schools. Once approved, these teachers must attend a three-day training mandated through State legislation. Since the COVID19 Pandemic, districts have been provided a virtual training option that we are able to facilitate in district for our mentors. This allows for more flexibility and personalization to the needs of Glastonbury Public Schools. As the district facilitator, I attend training with our Regional Education Partners in order to provide this required training to our new mentors.

The following individuals are requesting Board of Education approval to participate in the TEAM Cooperating Teacher and Mentor process:

Laurie Donahue	CTE	Glastonbury High School
Jen Pantazis	Agriscience	Glastonbury High School
Elaine Poblocki	Gr. 5	Buttonball Lane School
Niko LeFebve	Gr. 2	Buttonball Lane School
Rebecca Walter	Music	Gideon Welles School
Arwen Norman	Music	Hopewell Elementary School
Melanie Michaud	Gr. 2	Hebron Avenue School
Sara Poleman	Art	Glastonbury High School
Marissa Gannon	Gr. 2	Naubuc Elementary School
Phoebe Rockholz	Chemistry	Glastonbury High School
Mark Pearsall	WL	Glastonbury High School
Mikayla Glasgow	Gr. 1	Naubuc Elementary School

Thank you for your consideration.

Submitted By:Cheri Burke

Reviewed By: Alan Bookman



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

Program: World Language (WL)/ Multilingual Learner (ML)
Director: Amanda Robustelli-Price
Date: October 24, 2022

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

- Created the school and community calendar “Kaleidoscope of Cultures,” as part of "Lead with Languages Month." There were a variety of activities, recipes, crafts, stories, and more featured each week on our district website with an embedded calendar of activities, and there was a giveaway each week. There were over 800 student/family participants throughout the month.
- Teachers presented at local, state, regional, and national conferences both in-person and via Zoom.
- Teachers published articles or were featured in regional and national publications.
- Teachers acted as advisors to clubs at Gideon Welles, Smith Middle School, and Glastonbury High School.
- Hosted two UCONN student teachers, two UCONN juniors, and a 5th year intern, and two teachers from the UCONN TCPCG program for their clinical experience in our summer camps.
- Teachers served on committees and boards of state, regional, and national language organizations.
- Year 14 of the Multilingual Learner Preschool Storytime, and year 12 of the Parents as Educational Partners program were held at the Welles Village Community Center.
- ML students in grade 11 received NECTFL awards.
- Access to telephone and meeting interpreting, and document translation, across the district.
- Held five sections of ML summer camp available to students in grades K-12.
- One hundred and fifty-one students earned the Seal of Biliteracy distinction on their diplomas across 12 languages.
- 14 students scored I3 or higher on the ALIRA (test of reading comprehension), given to all seniors in Latin. This assessment (with a rating of I3 or above) qualified participating seniors for the Seal of Biliteracy.
- Students received UCONN ECE Credit in Chinese, French, and Spanish.
- In the Advanced Placement exams:
 - **AP Chinese:** 94% achieved a Score of 3 or higher
 - **AP Latin:** 80% achieved a Score of 3 or higher
 - **AP French:** 100% achieved a Score of 3 or higher
 - **AP Russian** (National Examination in World Languages): 85% achieved a Score of 3 or higher
 - **AP Spanish:** 93% earned a Score of 3 or higher
- Over 300 students were inducted into the World Language Honor Societies, and over 500 participated in state, regional, and national language competitions. 250 received awards.

- Continued partnership with World Language Honor Societies and SMS to offer tutoring to SMS world language students virtually. These societies also offered in-person tutoring at GHS.
- Three students won awards in the CT COLT Artwork Contest.
- The Elementary World Language Spelling Bee took place in all 5th grade WL classes.
- Two students won awards in the CT COLT Poetry Contest.
- The CT COLT Student Awards for Excellence were given to 20 GHS students in French, Chinese, and Russian.
- Eighteen students attended our Chinese Summer Camp for 3 weeks at the beginning of summer.
- Glastonbury High School was one of the nine schools selected as a winner in the 2022 Sing with Me Lyric Writing Contest for Chinese Language Students organized by the New American International Culture Corporation (NAIC).
- One student was an ACTR Russian Scholar Laureate.
- Thirty-nine GHS students were National Russian Essay Contest medalists: 8 gold, 15 silver, and 16 bronze.
- Ten eighth grade students participated in the National Russian Essay Contest: 5 silver medals, two bronze medals, and three honorable mentions.
- Russian Day was held successfully at Gideon Welles School to introduce 6th grade students to the opportunity to take Russian at Smith Middle School.
- China Day was also held at Gideon Welles School to give 6th grade students the opportunity to experience some of the Chinese language and culture prior to signing up for classes for Smith Middle School.
- Year-long interdisciplinary virtual art exchange with students from a Russian-speaking school.
- We offered two sections of our virtual “Let’s Talk Spanish” camp for students in grades K-3.
- The Pulsera Project club at SMS organized a school-wide fundraiser for Central American artisans that raised over \$2,500 to send back to Central America. The students were featured in the town newspaper and were recognized by the Pulsera Project.
- Spanish 6 students participated in two pilot projects with Level Up Village (LUV), where they were able to communicate with native speakers of Spanish via the LUV platform.

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

- Teachers participated in different professional development training sessions, with experts in and outside of the district on the UN Sustainable Development Goals, teaching in the block schedule (for the high school teachers), and leveling up proficiency.
- Working collaboratively across languages and levels, teachers supported students in meeting our department learning goals and maintained their laser-like focus on student proficiency, which required adaptation due to the social distancing requirement for part of the school year.
- We continued our focus on equity, diversity, and inclusion within the context of culturally-focused lessons.
- Teachers continued to implement the daily Can Do learning targets with increased opportunities to use the interpersonal mode of communication, an important continuation following the work during the pandemic, which included dual instruction at the secondary levels.
- Teachers incorporated key strategies for the ACTFL Core Practice of “Target Language Use,” engaging students in the target language 90% of the time.

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

- **Formative:** This assessment tool is used for both quick formative assessments and also more detailed summative assessments. Through this software, teachers can track learning in real time and provide personalized feedback. Teachers used a variety of features available, including reading and listening, as well as audio recording and short and long response fields which can include questions with videos, texts, or images.
- **EdPuzzle:** Through this app, teachers are able to attach a variety of question types and tools into videos, allowing students to engage with authentic resources. One of the key features in EdPuzzle is that students are able to replay video excerpts tied to specific questions, giving them the opportunity for in-depth engagement with their listening skills. Teachers gain immediate feedback and are able to adjust instruction based on student strengths and areas of growth. Students can also receive individualized feedback via the app.
- **Flip** (previously Flipgrid): This is an app that allows students to record videos and respond to videos with both written and video comments in a collaborative space. Through this app, students practice all three modes of communication, as they practice listening while viewing their classmates' videos, are able to leave both written and video comments on the work of their peers, and are able to create virtual presentations.
- **RAZ Kids Plus ELL Edition.** Through this app, our ML students are able to practice their English language skills in meaningful ways that are personalized to their specific needs and grade level.

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

ML - Short-Term Goals

- To add in one additional full-time TESOL certified teacher to support our ML population: : .2 Gideon Welles, .3 Hopewell, .5 Buttonball.
- To increase the collaboration between and among teachers and staff providing support services and interventions to MLs.
- To update registration to accurately gather data on parents/guardians who need language assistance.

ML - Long-Term Goals

- To increase the availability of translated documents for students whose parents/caregivers speak languages other than English.
- To add a second additional full-time TESOL certified teacher to support our ML population.

WL - Short-Term Goals

- To review and revise course essential questions through the lens of EDI.
- To develop community service projects as a component of the CT Certificate of Global Engagement.

WL - Long-Term Goals

- To offer Spanish in kindergarten.
- To add a layer of ECE to our existing Spanish 5 Level 1 Class: Perspectives on Latin America and the Caribbean.
- To offer Spanish as part of the LINKS academy.
- To identify and expand on GPS courses that embed global perspectives or focus.
- To promote equitable practices and representation in every classroom.
- To offer Intro Russian in 6th Grade.
- To expand the Chinese program into the elementary grades.
- To offer Advanced Placement Spanish Literature.

- To offer American Sign Language.

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

ML:

- Addition of one full-time TESOL teacher, and additional instructional support, due to increased number of ML students.
- Test of English Language Learning online.
- Expenses for interpreters and translation of documents and district resources.
- Assessment and identification of four-year-old preschool students and support services for those students.

WL:

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

- Maintain support for external assessments: The Oral Proficiency Interview computerized and the Writing Proficiency Test, the AAPPL Interpersonal Listening/Speaking, and the nationwide exam contests for French, Spanish, Latin, and Greek.
- Funding and time for the revision of the K-12 curriculum, including the creation of at-a-glance guides / course unit organizers that have both teacher-facing and student-facing versions. Revise the essential questions as part of this work.
- Work with teachers K-12 to expand intercultural citizenship across the curriculum with cross-disciplinary integration within the units in order to deepen our global education perspective.
- Continued support for departmental tech coach and IT support for ongoing training and support for staff in the use of digital recording, and applications to improve student learning, as well as other online sources in order to build language proficiency, digital class management, grading, and data analysis.
- Continue to support teachers through ongoing professional learning related to the World-Readiness Standards, the UN Sustainable Development Goals, and the modes of communication (interpretive, interpersonal, and presentational).



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: Reading and Language Arts, K-5
Director: Mary Poisson
Date: October 3, 2022

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

Connecticut Writing Project (CWP)/The Connecticut Student Writers Magazine

Contest:

- Glastonbury Public Schools was well represented in the 2022 Connecticut Student Writers Contest Awards. Seventeen students; ranging in grades Kindergarten through fifth; received Platinum, Gold, Silver or Honorable Mention awards for submitting fiction, non-fiction, poetry and artwork selections. Platinum award winners' submissions were published in the 2022 Connecticut Student Writers magazine.
- Seven students received the Platinum award in this state-wide recognition including; two Buttonball Lane Elementary School students in 5th Grade and five Hopewell School students in Grades K, 3rd, 4th and 5th. The winning selections included fiction, non-fiction, poetry and artwork.
- Three students received Gold award recognition for fiction, non-fiction and poetry selections including; Grades 4 and 5 at Buttonball School and Grade 4 at Hopewell School.
- One 5th Grade student from Buttonball School received Silver award recognition for a fiction selection.
- Six students representing Grades 1, 4 and 5, across Hebron Avenue, Hopewell and Buttonball Elementary Schools, received Honorable Mention designation for fiction and artwork selections.
- One Grade 5 Teacher representing Buttonball School received Silver award recognition.

Little People's Little Love Poems:

- Glastonbury Poet Laureate, Andrea Barton, worked in partnership with district Kindergarten teachers, facilitated by the Language Arts Resource Teachers (LARTs), to incorporate poetry writing in conjunction with Valentine's Day. Staff worked with Kindergarten students to develop love poems. At the conclusion of the writing activity, poems were shared with the students' families. In addition, Andrea Barton reviewed and submitted a selection of "Little Bitty People's Little Love Poems" for publication in the *Glastonbury Life* and *Glastonbury Citizen*.

One District One Book (ODOB) Event:

- All Glastonbury elementary students and families participated in a district-wide shared reading of *The World According to Humphrey* by Betty G. Birney. The ODOB initiative was implemented to enhance the development of effective readers and to connect the elementary learning communities. The event kickoff included a ODOB “reveal” video featuring all of the elementary principals, a Family Fun Pack containing read aloud tips and discussion questions, as well as a schedule to support reading frequency and pacing to prepare students for classroom activities and discussions. Students were provided the opportunity to participate in answering daily trivia questions to encourage and reward attentive listening.

Summer Reading Program Partnership with Welles Turner Memorial Library:

- A total of 518 children (*rising Kindergarten through Grade 6*) participated in the “Camp Read S’more” summer reading program. Altogether they read a combined total of 19,659 days and logged 9,145 books.

Summer Literacy Programming:

- **K-2 Early Literacy Program** - The Early Literacy program is a two week in person learning experience designed to continue building upon the development of grade level foundational literacy strategies and skills taught throughout the school year. Students are provided instruction focused on phonological awareness, phonics, fluency, monitoring for meaning and comprehension. A total of 73 students benefited from participating in the program.

EASTCONN Partnership:

- All Kindergarten through Grade two elementary teachers participated in professional development sessions provided by EASTCONN Literacy Specialist, Gary Petersen. The sessions were held in person October 2021 through April 2022.
- During the 2019-2020 academic year Kindergarten staff began the full implementation of the Teachers College Phonics Units of Study. However, due to Covid-19 impacts, staff were unable to receive professional development from March – June 2020. During the 2021-2022 academic year, Kindergarten staff were provided Phonics Units of Study professional development sessions tailored to their classroom needs in an effort to recoup lost training opportunities due to the pandemic.
- The focus of the sessions for staff in Grades 1 & 2 supported the initial implementation of Teachers College Phonics Units of Study including: an orientation to each unit of study, scope and sequence of phonics progressions, and assessment administration and data analysis.
- Language Arts Resource Teachers (LARTs) participated in “student centered coaching” training sessions in collaboration with their PACE peers and building administration. Training included: reading, discussing and applying knowledge gained from *Student-Centered Coaching* and *Student Centered-Coaching - The Moves* by Diane Sweeney, development of a coaching vision and mission statement, and planning a building rollout to be implemented in the fall of 2022.

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

Full implementation district-wide of the following instructional resources:

- Grade 1 – *Hegerty Phonemic Awareness* program
- Grades 3-5 - *Words Their Way*, developmental word study and vocabulary program

3. Provide a few examples of educational apps used to support instruction in your department and the impact on student learning.

- Lexia Core 5 - Grades K-5, an adaptive blended learning program used to accelerate literacy skill development for students receiving intervention services.
- Raz Plus/Reading A-Z - Grades K-5, a digital library of leveled reading resources used to personalize reading instruction to advance literacy skill development.
- Words Their Way - Grades 3-5, an interactive, differentiated approach to word study and vocabulary development that incorporates explicit instruction based upon student development.

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

- Continue to support and develop staff's mastery and fidelity of implementing the Units of Study in Phonics in Grades 1 & 2.
- Ongoing review of K-5 universal screening tools and benchmark assessment data to ensure that students are demonstrating grade level competency in phonemic awareness, phonics, fluency, vocabulary development, and reading fluency inclusive of oral skills and reading comprehension.
- Implement the 2022 revised editions of the Teachers College Reading and Writing Units of Study in Grades K-2.
- Curate and purchase state of the art print and digital resources to support reading and writing instruction; and to address the range of student abilities and interests.

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

To increase student achievement and continue to promote highly-effective instructional practices in accordance with Glastonbury Public Schools' District Strategic Goals and the English Language Arts Department's Action Plan, the following initiatives require financial report:

- Continue to support and promote the use of digital platforms in the classroom with increased technology software budget for English/Language Arts.
- Continue to build teacher capacity with increased budget for instructional resources, professional development, and curriculum hours.
- Continue to provide site-based embedded professional development and coaching through our EASTCONN Partnership to support:
 - Expert delivery of instruction through the reading, writing and phonics workshop model.
 - Full implementation of a Student Centered-Coaching model.
 - Purchase the 2022 revised editions of the Teachers College Reading and Writing Units of Study in Grades K-2.
 - Continue to curate and authentically weave high quality print/digital texts and electronic media into the reading and writing units to enhance instruction and provide responsive learning opportunities.



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: ELA 6-12
Director: Kate Lund
Date: October 3, 2022

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

- In March, 2022, five Glastonbury High School English teachers earned temporary provisional certification from the University of Connecticut's Early College Experience (ECE) office, allowing the English Department to offer UConn's new *Seminar & Studio in Academic Writing & Multimodal Composition* course as part of all level 1 *English 11* classes in the 2022-2023.
- The GHS English Department extended its partnership with *The Globe Reads* organization to pilot a year-long experience with students in one GHS *English 10* class and one sophomore English class in Zimbabwe; the students engaged in three virtual discussions throughout the school year.
- 151 GHS seniors earned the state's "Seal of Biliteracy," indicating their successful completion of the district's English / language arts requirement and proficiency in at least one other language.

Celebrations & Recognitions in Writing, Literacy, and Scholastic Journalism:

- Glastonbury High School's Chapter of Quill & Scroll National Honor Society inducted eight seniors and two juniors, who demonstrated initiative and achievement in scholastic journalism through participation in the school newspaper, literary magazine, yearbook, or TV morning show.
- A Glastonbury High School junior received Honorable Mention for her submission to *The New York Time's* National "Invent a Word" Competition, an extension opportunity for students in *English 11*.
- Smith Middle School's 2021-2022 literary magazine publication, *The Cosmic Chronicle*, met the criteria for award recognition to the *National Council of Teachers of English* (NCTE); formal announcement of awarded level to be released in January, 2023.
- Two GWS students received the GOLD award; one GWS student and one GHS student received the SILVER award; one GW student and one GHS student received the PLATINUM

award in *Connecticut Writing Project (CWP)/ The Connecticut Student Writers Magazine Contest*

- The work of four students, three at Gideon Welles School and one at Glastonbury High School, received honorable mention designations.
- Multiple GHS students were published in the *Glastonbury Citizen's* "Poetry Here and Now" column and *Glastonbury Life's* "Student Voices" section.

SAT Results:

- **Evidenced-Based Reading/Writing:**
 - Average score for students: 564 (CT average score: 501)
- **Advanced Placement (AP) Test Results:**
 - *AP Language & Composition*
 - 92% (71/77 students) achieved a score of 3 or higher
 - Average score: 3.82 (CT average score: 3.12)
 - 16 students achieved the highest possible score of 5
 - *AP Literature and Composition*
 - 95% (18/19 students) achieved a score of 3 or higher
 - Average score: 3.54 (CT average score: 3.50)
 - 2 students achieved the highest possible score of 5.

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

- *The University of Connecticut* eliminated two ECE courses from their Program of Studies, resulting in the discontinuation of ECE opportunities through *AP Language & Composition* and *AP Literature & Composition*, effective for the 2022-2023 school year. Instead, students may enroll in level 1 *English 11* to participate in UConn's new *Seminar & Studio in Academic Writing & Multimodal Composition* course.
- Thematic units in *English 10* were grouped by semester, allowing for guaranteed skills and concepts to be commonly assessed by all students in January and June.
- A renewed emphasis has been placed on choice-based independent reading in the middle school English/Language Arts classrooms. All students and English/Language Arts teachers engage in 100 minutes of guaranteed independent reading time each month.
- To create culturally responsive, learning experiences for all students, opportunities to evaluate texts as "windows" and/or "mirrors" have been built into English classes in grades 7-11.
- Through the support of a literacy consultant, English and Special Education teachers at GHS and SMS are using shared engagement and acceleration strategies to support student achievement with grade level standards.
- Writing Units in Grade 6 have been revised to include priority skills and concepts, common end-of-unit assessments; reading skills progressions have been crafted to support students' ownership of learning targets.

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

- Through the use of *Actively Learn* via the iPad, students have access to thousands of copyrighted texts, audiobooks, and informational articles to support both curriculum-based text requirements and independent reading interests.
- The interactive and customizable features of *Actively Learn* allow teachers to:
 - embed formative assessments to check student understanding.
 - provide annotations, highlights, and voice recordings within a text.
 - respond to students' annotations in real time.
 - track students' "time on text" along with their "most frequently defined words."
 - activate accommodations for those students whose learning styles require changes or enhancements, such as text-to-speech.
 - collaborate with Special Education teachers or other colleagues to ensure content is modified as/if necessary.
- Students in grades 6-11 demonstrate their understanding of grammar and conventions using the *NoRedInk* platform on the iPad. Matched with grade level concepts, *NoRedInk* offers adaptive practice and assessment opportunities that adjust based on a student's rate of proficiency. All data is accessible by teachers, allowing for responsive, individualized instruction.

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

- Course offerings for grade 12 will be refined and consolidated for course selection in Spring of 2024. Instead of fourteen semester course options, seniors will select from 2-3 courses for Semester 1 and 2-3 courses for Semester 2. Seniors will still have the option of enrolling in *AP Composition & Literature*, which is a full-year course.
- Student-friendly Learning Guides will be created for all units of study for courses in Grades 6-12 to promote greater transparency of intended learning outcomes for all students.
- Course curricula, particularly curriculum-based texts in *English 9* and *English 10*, will be examined for racial biases, and alternative and/or additional titles will be incorporated in order to create culturally responsive, learning experiences for all students.

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

To increase student achievement and continue to promote highly-effective instructional practices in accordance with Glastonbury Public Schools' District Strategic Goals and the English Language Arts Department's Action Plan, the following initiatives require financial report:

- Continue to support and promote the use of digital platforms in the classroom by funding the technology software budget for English/Language Arts in order to:
- Maintain the *Actively Learn Premium* subscription for grades 7-12.
- Maintain *NoRedInk Premium* access to grade 11.

- Continue to grow teacher capacity with increased budget for instructional resources, professional development, and curriculum hours.
- Continue partnership with literacy consultants in grades 6-8
- Procure related instructional resources (e.g. leveled texts, select print texts) to support intended outcomes
- Create instructional resources and assessments through guided curriculum development

Glastonbury Public Schools
Glastonbury, CT



Library Media Department
Curriculum Review Report
2021-2022



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Presented to the Board of Education October 24, 2022

Library Media Curriculum Review Committee

Kristen Brennan

*Gideon Welles School
Library Media Specialist*

Kate Butler

*Hebron Avenue/Naubuc/ Nayaug Schools
Library Media Specialist*

Kelly Celio

*Hebron Avenue/Hopewell School
Library Media Specialist*

Carol Cholewa

*Nayaug School
Language Arts Resource Specialist*

Rebecca Comenale

*Glastonbury High School
Assistant Principal*

Brenda Gregorski

Director of Mathematics K-12

Judy Harding

*Glastonbury High School
Library Media Paraprofessional*

Jeffrey Jacobsen

*Smith Middle School
History/Social Sciences*

John Landry

*Smith Middle School
Library Media Specialist*

Leslie Lopez

Director of Music

Kate Lund

*Supervisor of Secondary English/Language
Arts and Library Media (6-12)*

Chris Macca

GPS Chief Technology Officer

Isabel Meagher

*Glastonbury High School
Library Media Specialist*

Mary Metheny

*Glastonbury High School
Library Media Specialist*

Mary Poisson

*Director of English/Language Arts and
Library Media (K-5)*

Denise Proffer

*Buttonball Lane School
Assistant Principal
Special Education Supervisor*

Robert Rose

*Smith Middle School
English/Language Arts*

Christine Tedisky

Director of Science K-12

Christina Vemuri

*Glastonbury High School
English Language Arts*

Julianne Veschi

*Buttonball Lane/Naubuc School
Library Media Specialist*

Ilene Viner

Director of History/Social Sciences K-12

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Grades K-12 Library Media Curriculum Review Committee

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Introduction & Thank you

We would like to take this opportunity to thank the entire Library Media department for their work on the Curriculum Review from Fall 2019 through Spring 2022, a process that was prolonged as a result of the Covid-19 pandemic.

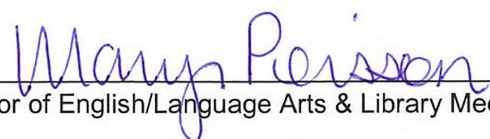
The members of the Library Media Curriculum Review Committee were instrumental in contributing to this evaluation, representing a wide range of experiences and personal knowledge of the curriculum and all its complexities. In addition, our committee members brought unique perspectives to this process as parents and as professionals.

We offer our deepest gratitude and respect to our seven Library Media Specialists, who maintained the rigor and high-expectations for which the district's Library Media Program is so well known, despite the challenges that came with the reduction of two full-time library media specialists during the global pandemic. Without their unwavering commitment to students and staff, the students of Glastonbury would not have had access to the many print and digital resources necessary to advance their learning throughout quarantine, hybrid, eLearning, and in-person instruction.

We would also like to extend a special note of thanks to Cheri Burke, Assistant Superintendent of Curriculum and Instruction. Her vision and guidance have greatly supported our program and this review study.

We are appreciative of the Glastonbury Board of Education for its steadfast support of the Library Media Program and its commitment to ensuring our school libraries offer meaningful, current, and high-quality resources for all students across all grade levels.


 Director of English/Language Arts & Library Media; 6-12


 Director of English/Language Arts & Library Media; K-5

Purpose

The Library Media Curriculum Review (CR) process is ongoing. We update our “living” documents through different lenses: curriculum, alignment, instruction, and assessment. The department's staff work tirelessly to deliver a rigorous, high-quality program that prepares students to be globally competent citizens.

Every five years, a committee convenes in order to:

- Examine and assess the direction, actions, and outcomes of the current curriculum against relevant standards and research.
- Develop shared understanding and collective ownership of the curriculum by the Glastonbury community to ensure ongoing support of practice and resources.
- Determine broad goals and action plans that drive strategic planning for the next five years.

Library Media Goals align to District Goals

Foster High Expectations of All Students

- Teach a guaranteed standards-based curriculum aligned across grades and disciplines.
- Support students' academic, social and emotional development through tiered instructional conditions.

Maintain Safe and Supportive Learning Environments

- Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.
- Engage in practices that promote equity, diversity and inclusion.

Model a Learning Environment that Prepares Students for their Futures

- Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.

Library Media Mission Statement (approved/updated by the department on 09.25.19)

The Glastonbury Public Schools Library Media Department is committed to teaching the skills and providing the resources necessary for meeting the informational literacy needs of students and staff. The Library Media program develops effective and responsible users of ideas and information while promoting the enjoyment and importance of reading.

Department InformationStaffing

- Seven Library Media Specialists - (3 Elementary, 1 GW, 1 SMS, 2 GHS)
- Twelve Library paras - (5 Elementary, 1 GW, 2 SMS, 3.5 GHS)

Facilities

- Eight Library Media Centers - (5 Elementary, 1 GW, 1 SMS, 1 GHS)

Summary of Curriculum Review Process

The Library Media Curriculum Review (CR) process began with a kick-off meeting during a K-12 library media department meeting in September of 2019. The library department affirmed the mission statement, identified the various roles and responsibilities of the library media specialist, and determined which resources would best support the curriculum review process. From there, an official CR committee was formed, composed of the library media department staff, teachers, and administrators representing the range of community stakeholders and experiences in library media education, K-12. The efforts of the library media department in September were used to welcome and orient the members of the CR committee during the first formal committee meeting on October 30, 2019.

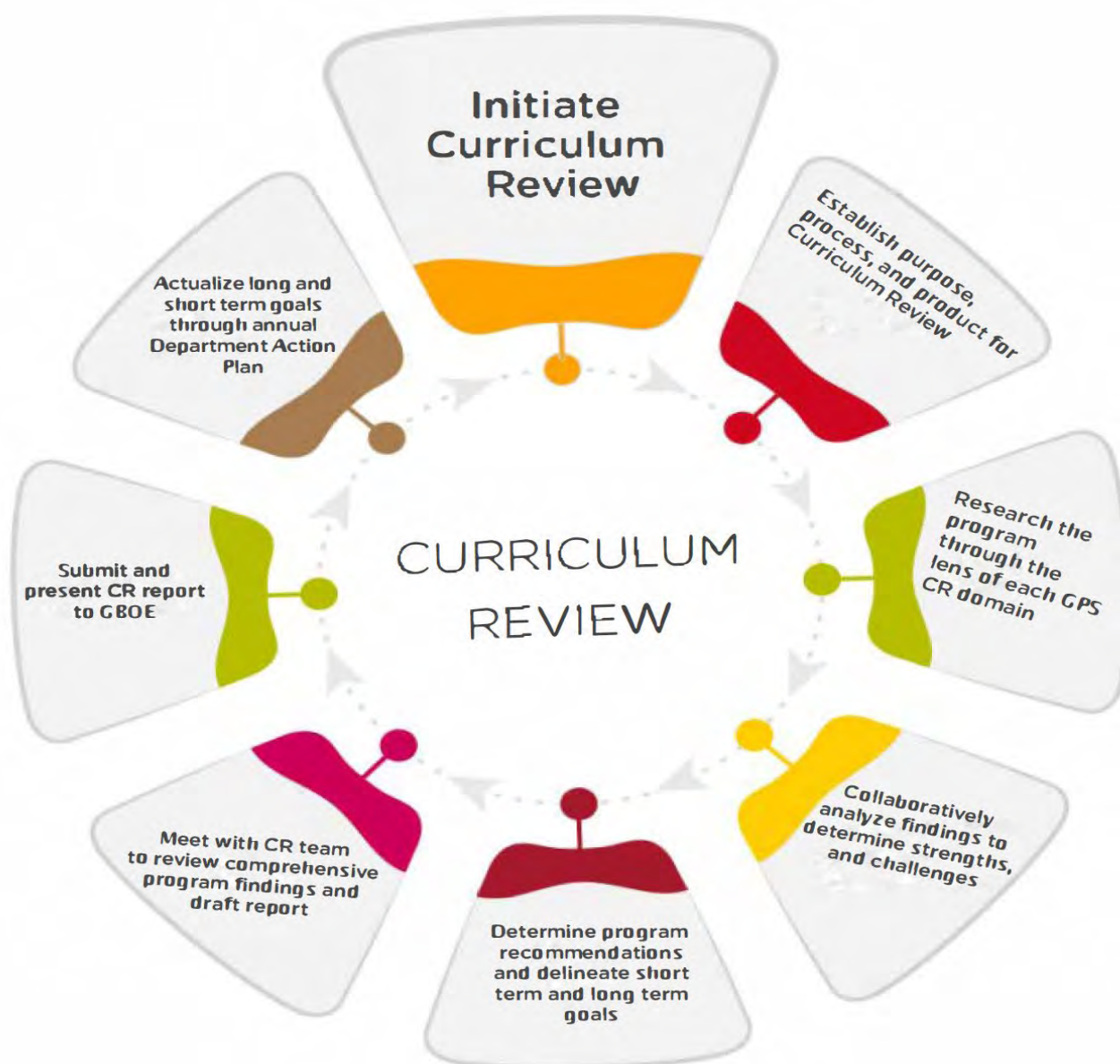
Interrupted by the Covid-19 pandemic, this CR process spanned over two years, officially beginning in fall of 2019 and concluding in the spring of 2022. The CR committee convened via Zoom almost exclusively in order to maintain safe distance and efficiency, and unexpectedly, the Zoom platform was highly effective in supporting the collaborative, research-based practice required by the CR process. The creation of the [Glastonbury Public Schools Library Media Curriculum Review website](#) allowed for easy access to all relevant information and resources. These materials provided committee members with department information and current curricular documents as well as references to the newest national library media resources and initiatives, which guide district work. For each meeting, CR members joined virtually, working collaboratively within domain-specific Google Docs to contribute findings.

The Library Media Curriculum Review followed the protocols set forth by the GPS curriculum review process. As a committee, the library media department was evaluated through the lens of seven different domains. Each domain included guiding questions and information sources through which the program was assessed; committee members were assigned to two different domains and worked collaboratively to examine the curriculum documents, data sources, and relevant supplemental resources to each domain. Through this systemic process, committee members identified

relative strengths and challenges, ultimately determining recommendations for the library media program across all seven domains.

Once the strengths, challenges, and recommendations were determined for all seven domains, CR committee members were “scrambled” during the last CR meeting on March 16, 2022 to review those domains on which they had not yet previously worked. Similarly, library media department meetings were used to provide library media specialists with access to all seven domains, allowing the additional feedback and contributions by those professionals closest to the work.

On May 11, 2022, the K-12 library media specialists convened for the last department meeting of the year. During this time, a draft of all completed domains, along with short and long term goals, was presented to the department for review. Library Media Specialists made final suggestions and edits to their respective elementary or secondary levels. Through conversation at this meeting, LMSs expressed affirmation and appreciation for the consistency in recommendations across domains, validating the findings of the process.



This comprehensive study of the Library Media Program was undertaken by individuals committed to representing the department and supporting its future, to working collaboratively with their colleagues, and to supporting the diverse learning needs of all of our students. To complete this study, these educators relied on the expertise, the input, and feedback of their colleagues and other stakeholders. In doing so, they demonstrated a special commitment to bringing the best possible library media program to our students.

Product

- Strengths
- Areas for Growth (see Appendix by level)
- Recommendations and Action Plans

Findings support the department's work over the next five years in the following ways:

- Curriculum changes and development
- Rationale for professional development
- Annual Department Strategic Action Plans
- Annual budget needs
- Annual Program Reports
- Continual analysis and refinement of practices related to student learning

Summary of Findings

This CR process yielded a comprehensive list of domain-specific commendations, challenges, and recommendations related to the continued advancement of Glastonbury Public Schools Library Media Program. When looking across domains, we identified consistencies in strengths, challenges, and recommendations. The Curriculum Review findings affirmed the need for the Glastonbury Board of Education's support for the following: increased personnel; funding to enhance curriculum; access to professional learning opportunities; and future-ready instructional technology and library media centers.

Department Strengths

Foster High Expectations of All Students

- The K-12 Library Media curriculum is rigorous, inclusive of the effective use of database resources and technology apps to instruct and support curriculum and digital literacy lessons.
- Library Media Specialists align lessons and purchase print and digital resources to support district curriculum and student interests. The library collections provide fiction and nonfiction texts, audiobooks, databases, and related content across reading levels for all students.
- Library Media Specialists implement instruction through a variety of instructional settings, methods, and strategies to accommodate all learning needs.

Maintain Safe and Supportive Learning Environments

- The Library Media Centers provide students with access to diverse print and digital resources to meet personal interests and curricular goals, such as print materials, databases, on-line subscriptions to reading resources, e-books, audiobooks, and website recommendations. Student accessibility of database resources transcend the boundaries of the school library.
- Library Media Specialists collaborate with and provide differentiated resources to classroom teachers and support staff: ELL (English Language Learners), Special Education (SPED)/Providing Resources for Individual Development in Education (PRIDE), Reading/Language Arts Resource Teacher (LART), Program for Academic Challenge and Excellence (PACE), English/Language Arts (ELA) Department, History/Social Sciences Department, Health/Physical Education(HPE) Department.
- K-12 Library Media Centers are accessible and well utilized by students and staff alike.
- Full-time Library Media paraprofessionals across all K-12 schools assist student and staff needs.

- K-12 students are invited to participate in summer reading programs in partnership with Welles-Turner Library and River Bend Book Shop.

Model a Learning Environment that Prepares Students for their Futures

- Library Media Specialists are provided release time to engage in targeted professional development. (i.e. participation in Capital Region Education Council (CREC) Regional Library Media Specialist Council)
- Library Media Specialists leverage school-wide events, such as Open House, book fairs, and author visits, to engage with and inform parents.
- Parent Teacher Organizations (PTO) support building libraries through book fairs, author visits, Birthday Book Programs, print resources, technology purchases, and unique furniture and rugs to create engaging sitting areas.
- Website design and format is consistent across schools, enabling students, parents, and community members access to extensive information regarding research, independent reading, and instructional units.

Priority Recommendations

Increase the number of full time elementary Library Media Specialist district positions from three to five to ensure:

- Guaranteed grade level curriculum is implemented with fidelity to decrease the need for reteaching and/or compacting in Grades 6-12.
- Consistency and equity of student access to Library Media research instruction. Collaboration with classroom teachers to co-plan learning experiences and opportunities for research.
- Access to support and guidance in choosing appropriately matched independent reading selections.
- Effective integration of instructional technology resources across all elementary schools.

Provide funding for interdisciplinary professional development and curriculum writing opportunities to:

- Support revisions to the scope and sequence and build capacity of engagement strategies for teaching within the block schedule.
- Evaluate the “written” versus “taught” curriculum from 2019-2022, specifically to address the effects of the reduction in elementary Library Media Specialists as well as the compacted and skipped curriculum as a result of the Covid-19 pandemic.
- Align ISTE and American Association of School Librarians (AASL) standards, identify learning gaps, and adjust curriculum.
- Participate in STEAM-related PD to support the actualization of ISTE standards through the Library Media program at the elementary and middle levels.

Work together with the facilities and technology departments along with individual building administration to:

- Properly equip the SMS Library Media Center with an interactive projector and designated classroom space to support in-LMC teaching and learning.
- Update instructional technology resources in the Naubuc School library to effectively implement curriculum instruction.
- Consider implementing a Print Management System to support students’ measured use of school printers for academic purposes.
- Develop a replacement plan to update shelving units at Buttonball, Hopewell, Gideon Welles and Naubuc Schools to increase student access to resources and improve safety through greater visibility of the learning space.
- At GHS, consider reassignment of students to elective classes OR alternative spaces for study hall to reduce disruption to library space and atmosphere and limit supervision requirements of support staff during the school day.

Assure ongoing opportunities for collaboration and communication between Library Media Specialists and Special Education teachers to:

- Create a protocol for communication of special education plans to inform staff of service changes in order to guarantee responsive instruction of all students.
- Support responsive instruction for all students.

- Guarantee communication of Individual Education Plans (IEPs) and 504 Plans to Library Media Specialists at the building level through meetings and/or access to *Connecticut Special Education Data Systems* (CT-SEDS) to support responsive instruction for all students.

Consider the development and pilot implementation of a universal elementary master schedule to provide:

- Consistency and equity of student access to Library Media instruction and resources across all schools.
- Reduce/eliminate the overlap of support services and/or instrumental lessons impacting the fidelity of student access to library media curriculum and instruction.
- Calibration of classroom teachers' roles and responsibilities during scheduled Library Media curriculum lessons.

Grade	Digital Citizenship Curriculum
Grade 1	<p><u>Digital Citizenship: My Creative Work</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -define the term creative. -identify reasons why credit is important for an artist. -give themselves proper credit for their own work.
Grade 2	<p><u>Digital Citizenship: Going Places Safely</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -compare how staying safe online is similar to staying safe in the real world. -explain rules for traveling safely on the Internet. -understand that the Internet can be used to visit far-away places and learn new things. <p><u>Digital Citizenship: Staying Safe Online</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -understand how being safe when they visit websites is similar to staying safe in real life. -recognize websites that are appropriate to visit. -recognize that they must ask an adult they trust before visiting websites.
Grade 3	<p><u>Digital Citizenship: Rings of Responsibility</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -identify that a digital citizen is someone who uses technology responsibly to learn, create and participate. -understand that as digital citizens they have responsibilities to themselves, their communities, and the world as they learn, create and participate on the internet. -understand the importance of keeping personal information about themselves, friends and family members private. <p><u>Digital Citizenship: Digital Citizenship Pledge</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -understand that community norms are agreed upon ways of acting that help the group to achieve their shared goals. -establish norms for the group related to appropriate online behavior. -participate responsibly and respectfully in an online community.
Grade 4	<p><u>Digital Citizenship: Superdigital Citizen</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -understand that cyberbullying is the act of using digital devices, sites or apps to intimidate, harm or upset someone. -reflect on the characteristics that make someone an upstanding citizen. -devise resolutions to digital dilemmas.
Grade 5	<p><u>Digital Citizenship: Whose is it Anyway? Copyright, Plagiarism and Works Cited Lists</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -define plagiarism and describe its consequences. -explain how giving credit follows the law. -articulate when it is appropriate to cite work and create a citation.

Scope & Sequence of Digital Citizenship Instruction

Appendix A

Grade 6	<p><u>Information Literacy/Digital Literacy: Digital Etiquette</u> Students will be able to:</p> <ul style="list-style-type: none"> -write an effective and professional email. -utilize the features on Google Docs to format a paper to their teacher's expectations. <p><u>Information Literacy/Digital Literacy: Strategic Searching</u> Students will be able to:</p> <ul style="list-style-type: none"> -conduct effective and efficient online searches, using a variety of searching strategies. <p><u>Information Literacy/Digital Literacy: Safe Image Search & Citation</u> Students will be able to:</p> <ul style="list-style-type: none"> -effectively, efficiently, and safely search for images that are free of copyright or have a Creative Commons license. <p><u>Information Literacy/Digital Literacy: Website Evaluation</u> Students will be able to:</p> <ul style="list-style-type: none"> -understand anyone can publish on the Web, so students must have tools to evaluate websites for credibility, accuracy, authority, relevance and more. -distinguish between quality, vetted information vs. biased opinion and viral content. <p><u>Information Literacy/Digital Literacy: Fair Use & Copyright</u> Students will be able to:</p> <ul style="list-style-type: none"> -understand the concept of fair use and copyright.
Grade 7	<p><u>Information Literacy/Digital Literacy: Digital Etiquette</u> Students will be able to:</p> <ul style="list-style-type: none"> -demonstrate understanding of learned digital etiquette concepts through oral and written communication <p><u>Information Literacy/Digital Literacy: Fair Use & Copyright</u> Students will be able to:</p> <ul style="list-style-type: none"> -apply the concept of fair use and copyright in their research. <p><u>Information Literacy/Digital Literacy: Strategic Searching</u> Students will be able to:</p> <ul style="list-style-type: none"> -conduct effective and efficient online searches, using a variety of searching strategies.
Grade 8	<p><u>Information Literacy/Digital Literacy: Source Credibility</u> Students will be able to:</p> <ul style="list-style-type: none"> -apply the C.R.A.P. source credibility evaluation tool to determine value of researched information <p><u>Information Literacy/Digital Literacy: Information Zones/Types</u> Students will be able to:</p> <ul style="list-style-type: none"> -understand the various infozones and types, distinguishing between the primary and subtle purposes for they reader/consumer
Grade 9	<p><u>Information Literacy/Digital Literacy</u> Students will be able to:</p> <ul style="list-style-type: none"> -define and apply understanding of digital literacy -define and apply the L.E.A.V.E source credibility evaluation tool to determine value of researched information <p>Students will use <i>News Literacy Project's Checkology Classroom</i> to:</p> <ul style="list-style-type: none"> -review news infozones -understand viral content and rumors as virology -connect the First Amendment Rights and their limitations with regards to digital citizenship -understand the role of algorithms, filter bubbles, and confirmation bias online -distinguish between native and transparent advertisements and between native ads and credible content -detect fake and bias news -learn about the seven standards of quality journalism
Grades 10 - 12	<p><u>Information Literacy/Digital Literacy</u> Students will be able to:</p> <ul style="list-style-type: none"> -demonstrate understanding of cumulative information literacy and digital literacy concepts and skills through the completion of research-based interdisciplinary performance tasks in: <i>English 10, US History, Current Issues, and Advanced Research Mentorship</i> courses

The Glastonbury Public Schools Library Media Department is committed to teaching the skills and providing the resources necessary for meeting the informational literacy needs of students and staff. The Library Media program develops effective and responsible users of ideas and information while promoting the enjoyment and importance of reading. Lessons link to classroom curriculum and regularly integrate current technologies to reinforce and enhance student learning. Curriculum-related lessons support classroom instruction and promote an appreciation of the diverse types of literature.

Elementary Library Program Overview	
<p>At the elementary level, students in Kindergarten through Grade 5 participate in weekly book selection and check out. Students in Kindergarten receive weekly instruction, while Grades 1-5 visit the library media center on a flexible schedule for lessons that coordinate with curricular studies in the classroom.</p>	
K	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ● learn library procedures and organization ● experience quality literature in many formats and genres including fiction, nonfiction, humor and Caldecott Award-winning books ● participate by listening, viewing, responding, and discussing ● begin to distinguish between fiction and nonfiction and their locations in the library ● begin to learn to select appropriate books independently ● are introduced to PebbleGo, an age-appropriate nonfiction database
1	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ● demonstrate a growing understanding of locating and selecting “just right” books for personal enjoyment and information ● hear, view, respond, and discuss literature in a variety of formats and genres such as fiction, nonfiction, and poetry ● begin to learn about the research process, including print and non-print resources ● begin to learn about receiving credit for their creative work and recognizing the creative work of others as a foundational understanding for digital citizenship
2	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ● learn to use information tools to find answers to their questions ● continue to learn about the research process and begin to learn note-taking strategies ● learn about using other people’s information and how to do a simple citation ● continue to develop their skills to find a “just right” book and start exploring the library materials through various genres, authors and illustrators ● learn about finding materials using the online catalog or “browsers” to aid in their search for a good book or appropriate resource ● understand and follow rules to remain safe while using district online databases that are available at school and at home

Elementary Library Program Overview	
3	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ● become increasingly independent users of the library by practicing their skills with the online library catalog that they learned about in Second Grade ● continue to locate and select “just right books” for personal enjoyment and information ● locate books for genre studies on biography, nonfiction, and traditional literature (fairy tales, folktales, and myths) ● use district databases such as: CultureGrams, Britannica, and World Book ● learn and practice respectful and responsible norms of digital citizenship
4	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ● continue to practice solving problems and conducting research by identifying their information needs, locating and evaluating appropriate print and non-print materials and determining and using relevant information in an ethical manner ● receive instruction in the various types of genres such as social awareness and historical fiction ● develop an appreciation of diverse types of literature; including the Connecticut Nutmeg titles ● learn to make safe and effective choices as responsible digital citizens when working online
5	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ● are exposed to quality literature such as the Connecticut Nutmeg Award books ● receive instruction in the various types of genres such as historical fiction and fantasy ● continue to develop the process and application of research skills to support curriculum research ● continue to identify, locate, use, cite, and evaluate resources appropriate for their needs ● continue to operate as responsible digital citizens when working on the digital platform

Secondary Library Program Overview	
<p>In secondary school, our library media specialists collaborate with classroom teachers on a variety of research, literacy, and media projects. The list below includes projects and units that all students will experience in particular grades:</p>	
6	<ul style="list-style-type: none"> ● Research Strategies ● Safety and Website Evaluation ● Literature Appreciation ● Information Literacy/Digital Literacy ● Digital Citizenship
7 & 8	<ul style="list-style-type: none"> ● Research Strategies & Citations: <ul style="list-style-type: none"> ● Health Research Project (7) ● US History Paper (8) ● Social Change Letter (8) ● Academic Integrity ● Copyright and Plagiarism ● Independent Reading Unit (7 & 8) ● Information Literacy/Digital Literacy ● Digital Citizenship
9 - 12	<ul style="list-style-type: none"> ● Research Strategies & Citations: <ul style="list-style-type: none"> ● Freshman Research Experience (9) ● Sophomore Research Paper (10) ● US History Term Paper (11) ● Information Literacy/Digital Literacy <ul style="list-style-type: none"> ● Freshman Orientation (9) ● Digital Citizenship

	K-12 Strengths	K-12 Challenges
<p>Domain #1 <i>Alignment with District Goals</i></p> <p>How strong is the alignment between district and curricular goals?</p>	<ul style="list-style-type: none"> ● Digital Literacy instruction and support. ● The collegiality and desire to collaborate with classroom teachers. ● A Library Media Standards Crosswalk was drafted in 2019, aligning our GPS standards with the American Association of School Libraries (AASL) and International Society for Technology in Education (ISTE) Standards. 	<p>Due to the reduction of two Library Media Specialist positions:</p> <ul style="list-style-type: none"> ● The number of student lessons in the Library Media Centers have decreased significantly. Direct instruction by Library Media Specialists has been reduced, impacting the degree to which lessons are guaranteed for all students in K-5. Consequently, reteaching and/or compacting is necessary in grades 6-12. ● Research instruction that has primarily been provided by the Library Media Specialist, is now being conducted by the grade level teachers and supported by the Library Media Specialists. <p>Due to the Covid-19 pandemic:</p> <ul style="list-style-type: none"> ● K-5 and 7-8 Library Media Specialists were reassigned to classroom teaching positions for the 2020-2021 school year, resulting in library closures and suspension of library media instruction for students in grades K-5 and 7-8. ● Research and digital literacy lessons were not taught or not taught with fidelity, which will require adjustments to the scope and sequence for years to come. ● Library standards crosswalk refinement and development of formal content standards was halted.

	K-12 Strengths	K-12 Challenges
<p>Domain #2 <i>Students</i></p> <p>Are all students' needs addressed through the curricular offerings?</p>	<ul style="list-style-type: none"> ● Curricular offerings in 6-12 address the required digital, media, and research skills for all students. ● Library Media Specialists align lessons and purchase print and digital resources to support district curriculum and student needs. Our library collections provide fiction and nonfiction texts, audiobooks, and related content across reading levels for all students. ● The Library Media Centers provide students with access to diverse print and digital resources to meet personal interests and curricular goals. Resources include print materials, databases, on-line subscriptions to reading resources, e-books, audiobooks, and website recommendations. ● Library Media Specialists collaborate with and provide differentiated resources to classroom teachers and support staff: Multilingual Learners (ML), Special Education (SPED), Providing Resources for Individual Development in Education (PRIDE), Reading/Language Arts Resource Teacher (LART), Program for Academic Challenge and Excellence (PACE), English/Language Arts (ELA) Department, History/Social Sciences Department, Health/Physical Education Department. ● Students have multiple instructional opportunities with Library Media Specialists to apply skills and concepts across academic disciplines. ● When teaching, Library Media Specialists use a variety of instructional settings, methods, and strategies to accommodate all learning needs. ● Full-time Library Media paraprofessionals across all K-12 schools assist student and staff needs. ● Participation in the Nutmeg Reading Program to expose students to a contemporary variety of literary genres. ● K-12 students are invited to participate in summer reading programs in partnership with Welles-Turner Library and River Bend Book Shop. ● Parent Teacher Organizations (PTO) support building libraries through book fairs, author visits, Birthday Book Programs, print resources, technology purchases, and unique furniture and rugs to create engaging sitting areas. 	<ul style="list-style-type: none"> ● With a rapidly changing digital environment, Library Media Specialists are challenged to identify, learn, and subsequently provide students access to the most current forms of and trends in electronic media. ● There is a need to refine the communication process of special education plans to guarantee responsive instruction for all students. ● Some database subscriptions and online publications are cost prohibitive, making it challenging to provide access to select resources for all students.

	K-12 Strengths	K-12 Challenges
<p>Domain #3 <i>Curriculum Design</i></p> <p>Is the curriculum comprehensive, rigorous, and based on relevant standards?</p>	<ul style="list-style-type: none"> ● Rigorous K-12 Library Media curriculum. ● K-12 Library Media Centers are accessible and well utilized by students and staff alike. ● Effective use of database resources to enhance K-12 curriculum instruction. 	<ul style="list-style-type: none"> ● Until December 1, 2021, the CT State Department of Education had yet to adopt common standards for public school libraries; as a result, the GPS Library Media Department has not had uniform standards to inform its written curriculum. ● A lack of common planning time hinders Library Media Specialists from effectively collaborating with their teacher colleagues to plan lessons. <p>Due to the Covid-19 Pandemic:</p> <ul style="list-style-type: none"> ● Research and digital literacy lessons were not taught or not taught with fidelity, which will require adjustments to the scope and sequence for years to come.
<p>Domain #4 <i>Professional Development</i></p> <p>How relevant and effective are professional development (PD) opportunities?</p>	<ul style="list-style-type: none"> ● Library Media Specialists are provided release time to engage in targeted professional development. (i.e. participation in Capital Region Education Council (CREC) Regional Library Media Specialist Council) ● Direct feedback and requests from Library Media Specialists are used to inform topics offered during department-based PD sessions. ● Curriculum directors strongly advocate for the continued development and enhancement of the K-12 Library Media program. ● Library paraprofessionals visit other Library Media Centers to support on-boarding and cross-training of new Library Media Staff. 	<ul style="list-style-type: none"> ● Limited opportunities to engage in professional growth and learning experiences to advance students' exposure and practice of 21st-century digital, media, and literacy skills. ● It is difficult to provide professional learning opportunities that are responsive to the expansive role and responsibilities of the Library Media Specialist necessary to keep them current in their skill and content knowledge to effectively instruct students and manage the library program. ● Opportunities for development in the area of instructional technology are limited to the district-supported devices and programs. ● Despite national library science trends leaning toward collaboration and STEAM, there are few professional growth opportunities to support the development of library media-based STEAM experience for students in grades K-12.

	K-12 Strengths	K-12 Challenges
<p>Domain #5 <i>Communication</i></p> <p>How effective are department communications with the Glastonbury community?</p> <p>How effective are department communications within the Glastonbury School community?</p>	<ul style="list-style-type: none"> • Website design and format is consistent across schools, enabling students, parents, and community members access to extensive information regarding research, independent reading, and instructional units. • Library Media Specialists leverage school-wide events, such as Open House, book fairs, and author visits, to engage with and inform parents. 	<ul style="list-style-type: none"> • Limited opportunities to communicate with colleagues to plan responsive instruction and discuss student needs. • Despite the public-facing website, it is challenging to engage parents with critical information regarding the Library Media Program’s role in teaching digital citizenship and media literacy and the many supplemental resources and tips that parents may find as helpful reinforcements at home. • Limited opportunities to meet K-12 with all department members for vertical alignment, district planning, and revisions to parent and community communications.
<p>Domain #6 <i>Technology</i></p> <p>What is the impact of technology integration on the curriculum?</p>	<ul style="list-style-type: none"> • Students receive direct instruction on how to access and effectively search databases. • Research databases and the Destiny Online Library Catalog are accessible by students from school and home. • Effective use of technology apps to instruct and support curriculum and digital literacy lessons. 	<ul style="list-style-type: none"> • Printers are not accessible to students through the library. • To manage costs, updating hardware is contingent on the district budget and calendar for technology refresh by building, resulting in staggered access to updated devices. • The cost of subscriptions for online databases increases annually; however, the Library Media Program budget has declined steadily since the last Library Media Curriculum Review completed in 2015. • Training for technology applications and software is hard to schedule and guarantee for non-certified staff, who often require proficiency to support library responsibilities.

	K-12 Strengths	K-12 Challenges
<p>Domain #7 <i>Operational Considerations</i></p> <p>What operational considerations and challenges impact the continued development of this curriculum?</p>	<ul style="list-style-type: none"> ● Paraprofessional support in each school library throughout the district. ● Support and collaboration for curricular integration at district level, with the support of administration across disciplines and Library Media Specialists. ● K-12 Library Media Specialists are entrusted to allocate department budget funds to support the specific needs of each school. ● Curriculum directors strongly advocate for the operational needs of the Library Media Centers. ● Student accessibility of database resources transcend the boundaries of the school library. 	<ul style="list-style-type: none"> ● The roles and responsibilities of a Library Media Specialist are vast and competing, at times. It is difficult to balance the managerial tasks of ordering, cataloging, weeding, and budgeting against the critical time needed for teaching and learning. ● Library shelving is not conducive to teacher supervision and student browsing in K-6 schools. ● The current design, decor, and configuration of K-12 Library Media Centers are not conducive to effective instruction by Library Media Specialists or collaboration among students and technology access by students. ● Library paraprofessionals are often assigned building duties and pulled to provide substitute coverage in the absence of a classroom teacher, affecting: <ul style="list-style-type: none"> ● Daily access to the Library Media Centers by staff and students. ● Fulfillment of program responsibilities.

	K-5 Strengths	K-5 Challenges
<p>Domain #1 <i>Alignment with District Goals</i></p> <p>How strong is the alignment between district and curricular goals?</p>	<ul style="list-style-type: none"> • The library is integrated into applicable History/Social Science units as a resource for research lessons. • Collection development is based on curricular standards for all content areas. 	<ul style="list-style-type: none"> • The K-5 Library Media curriculum does not guarantee STEAM-related learning experiences for students across all grade levels.
<p>Domain #2 <i>Students</i></p> <p>Are all students' needs addressed through the curricular offerings?</p>	<ul style="list-style-type: none"> • Work in partnership with the Welles-Turner Memorial Library staff to provide a Summer Reading Program kick off assembly in all elementary buildings at the end of the school year. 	<ul style="list-style-type: none"> • Inconsistent scheduling parameters across buildings and grade levels result in varied Library Media experiences. • Inadequate quantities of: <ul style="list-style-type: none"> • Genre resources needed to provide all grade levels equal access throughout the implementation of a district-wide unit of instruction. • Summer reading program resources across grade levels district-wide. • Limited opportunities for Library Media Paraprofessionals to meet together for training updates, tips to help each other, and comradery to keep up with the changes in technology, equipment, forms, and policies to better serve students. <p>Due to the reduction of two Library Media Specialist positions:</p> <ul style="list-style-type: none"> • Library Media Specialists lack sufficient direct contact with students, thus resulting in the need to communicate information to students through their classroom teacher. • Students in grades 1-5 do not have access to Library Media Specialists during weekly scheduled book checkout selections, resulting in lack of guidance in selection of "just right" books.

	K-5 Strengths	K-5 Challenges
<p>Domain #3 <i>Curriculum Design</i></p> <p>Is the curriculum comprehensive, rigorous, and based on relevant standards?</p>	<ul style="list-style-type: none"> • All elementary Library Media Centers support grade level curriculum with research and literature based lessons that integrate technology and library skills. • Library Media Centers support elementary classrooms by purchasing relevant print and digital resources that support curriculum needs; which has led to increased student and staff circulation in the last two years. • Libraries use technology to integrate their instruction including: iPad, laptops, apps, online databases and resources. • All students in grades 2-5 participate in the annual “Hour of Code,” guaranteed computer science and programming experience, held during the month of December. • All elementary Library Media Centers provide students and staff access to effective resources including databases, computers and print collections that support grade level curriculum. • All elementary libraries support lifelong love of reading and research skills for students. • Effective 2021-22 school year, all elementary schools implemented a flexible Library Media schedule. 	<p>Due to the reduction of two Library Media Specialist positions:</p> <ul style="list-style-type: none"> • The number of student lessons in the library media centers have decreased significantly. Direct instruction by Library Media Specialists has been reduced, impacting the degree to which lessons are guaranteed for all students in K-5. Consequently, reteaching and/or compacting is necessary in grades 6-12. • Revisions to and implementation of the 5th grade information literacy assessment has been delayed. • Research instruction conducted by the elementary Library Media Specialists in grades 2-5 has been reduced significantly, if not fully removed from guaranteed experiences.
<p>Domain #4 <i>Professional</i></p> <p>How relevant and effective are professional development opportunities?</p>	<ul style="list-style-type: none"> • Effective 2021-22, the K-5 department meets weekly to collaborate, plan instruction, and co-manage multiple Library Media Centers across the district. • Library Media Specialists are invited to participate in relevant building/department based PD sessions provided to classroom teachers on early release days. 	<p>Due to the reduction of two Library Media Specialist positions:</p> <ul style="list-style-type: none"> • Library Media Specialists no longer have the flexibility to participate in grade level EastCONN literacy PD sessions. • There is a limited ability to connect with the Glastonbury community through co-planned events with the Welles Turner Memorial Public Library.

	K-5 Strengths	K-5 Challenges
<p>Domain #5 <i>Communication</i></p> <p>How effective are department communications with the Glastonbury community?</p> <p>How effective are department communications within the Glastonbury School community?</p>	<ul style="list-style-type: none"> ● Information about library resources is provided via pamphlets offered at open house nights. ● Volunteers get a firsthand view of library lessons, resources and procedures while helping Library Media Specialists with a variety of tasks. 	<p>Due to the reduction of two Library Media Specialist positions:</p> <ul style="list-style-type: none"> ● Difficulty establishing relationships with students, teachers and families due to limited time in each school. Library Media Specialist support ranges between 2.5-3.5 days per week in elementary schools. ● Communication with students is sporadic due to the reduced service schedule. ● Timely delivery of embedded curriculum instruction and research is impacted because of Library Media Specialist restricted accessibility. ● Inadequate time and opportunity to effectively maintain and manage Library Media Center websites and develop monthly newsletter articles for multiple schools. <p>Due to the Covid-19 pandemic:</p> <ul style="list-style-type: none"> ● Limited opportunities to connect with school families and community members because in-person events such as Open House have been conducted virtually, and volunteers have not been permitted in schools.

	K-5 Strengths	K-5 Challenges
<p>Domain #6 <i>Technology</i></p> <p>What is the impact of technology integration on the curriculum?</p>	<ul style="list-style-type: none"> • Student access to and instruction on multiple technology platforms/devices, including iPad and laptop. • 5th Grade end of year electronic post-assessment to evaluate Library Media skill development. 	<p>Due to the reduction of two Library Media Specialist positions:</p> <ul style="list-style-type: none"> • Minimal integration of STEAM experiences across elementary grades.
<p>Domain #7 <i>Operational Considerations</i></p> <p>What operational considerations and challenges impact the continued development of this curriculum?</p>	<ul style="list-style-type: none"> • Library Media Center collections are developed to support curriculum, reader interest and engagement of all learners. • Library Media Specialists create open and welcoming learning environments for all stakeholders. 	<ul style="list-style-type: none"> • Library Media Specialists are exempt from substitute coverage resulting in the loss of contractual planning time for Kindergarten teachers when a Library Media Specialist is absent. • The book collections vary across elementary schools. <p>Due to the reduction of two Library Media Specialist positions:</p> <ul style="list-style-type: none"> • Library Media Specialists are assigned to multiple buildings in a week, resulting in less time for them to effectively collaborate with classroom teachers, Special Education teachers, and content specialists to co-plan learning experiences. • Enrichment opportunities, such as author studies that coincide with a visit from an author in an assembly or as a leader of a writing seminar with small groups, are limited or nonexistent.

	6-12 Strengths	6-12 Challenges
<p>Domain #1 <i>Alignment with District Goals</i></p> <p>How strong is the alignment between district and curricular goals?</p>	<ul style="list-style-type: none"> ● Students work collaboratively with technology to create and problem solve. ● In grades 6-8, there are guaranteed research and digital literacy lessons taught to all students through Health, English/Language Arts (ELA), and History/Social Science classes. ● All students in grade 9 complete a Digital Literacy Unit through a series of lessons in English and Health classes. ● In 9-12, the Library Media Specialists partner with select teachers of ELA, Health, and History/Social Science and require every student to complete a research project/paper in each grade, allowing students' choice in their topics to increase the authenticity and relevance of the research process. 	<ul style="list-style-type: none"> ● The grade 6 Library Media curriculum and schedule for instruction does not adequately reflect STEAM-related learning opportunities for students.
<p>Domain #2 <i>Students</i></p> <p>Are all students' needs addressed through the curricular offerings?</p>	<ul style="list-style-type: none"> ● Library Media Center staff work directly with content staff to develop lessons that meet student needs: <ul style="list-style-type: none"> ● Research skills ● Digital media/thinking/analysis skills ● Copyright/plagiarism ● Citation—understanding and purpose of citing resources. ● Funding through Glastonbury Free Academy (GFA) allows for access to robust print and electronic resources by students at Glastonbury High School. 	<ul style="list-style-type: none"> ● The Smith Middle School (SMS) Library Media Center does not have a classroom for instruction, and the current technology does not support lesson delivery to students in the Library Media Center; all instruction by the Library Media Specialist takes place in regular classrooms. ● Student access to the SMS LMC before and after school is limited to the availability of the library media specialist. ● Master building and student schedules limit students' flexible access to the Library Media Specialists unless a formal lesson is planned or a student is assigned to the Library Media Center for study hall. ● Despite a recent increase in post-pandemic restrictions, circulation data at SMS and GHS reveals a downward trend in book check-outs by students. ● As a result of the removal of printers from the SMS and GHS Library Media Center, students are no longer able to print academic materials.

	6-12 Strengths	6-12 Challenges
<p>Domain #3 <i>Curriculum Design</i></p> <p>Is the curriculum comprehensive, rigorous, and based on relevant standards?</p>	<ul style="list-style-type: none"> ● Formative and summative assessments are embedded within all research experiences to guarantee feedback to students as the progress towards the learning goals. ● For every research assignment, tasks are inherently differentiated for students, allowing for choice in topic and/or product; instruction is also differentiated to accommodate the pace at which students are expected to demonstrate mastery. ● Library Media Specialists have flexible schedules, which allow for consistent curricular skills to be taught and addressed through collaboration with various departments. ● Library Media Specialists have access to quality tools and resources, such as NoodleTools and Checkology, which are essential for instruction. ● Students have access to a rich collection of high-quality databases to support research; at GHS, while engaged in LMS-taught research lessons, students have the ability to print articles, which allow the effective synthesis of information when completing rigorous and complex research tasks. 	<ul style="list-style-type: none"> ● The master schedule at GW prevents many students from receiving assured lessons, unless lessons are linked to content area units. ● The emphasis on research, digital, and media literacy skills limits the opportunities for Library Media Specialists to work directly with students to promote reading for pleasure. ● Adjusting scope and sequence of lessons to ensure adequate coverage of all digital, media, and research skills as well as accommodate the new block schedule at GHS and still engage students in that extended teaching window. ● Currently, there is no 12th grade research experience overseen by the Library Media Specialists, resulting in no direct instruction or feedback from Library Media Specialists to senior students.

	6-12 Strengths	6-12 Challenges
<p>Domain #4 <i>Professional Development</i></p> <p>How relevant and effective are professional development opportunities?</p>	<ul style="list-style-type: none"> • Interdisciplinary professional development sessions are offered for Library Media Specialists to collaborate with teachers of English/Language Arts, Science, and History/Social Science. • Library Media Specialists are invited to design and lead professional development sessions that have relevance to classroom teachers across content areas. 	<ul style="list-style-type: none"> • Despite the national push for Science, Technology, Engineering, Art, and Mathematics (STEAM) concepts within library media programs, library media specialists have not participated in STEAM-related professional learning opportunities to support potential STEAM experiences for students in grades 6-12.
<p>Domain #5 <i>Communication</i></p> <p>How effective are department communications with the Glastonbury community?</p>	<ul style="list-style-type: none"> • We help promote the Summer Reading initiatives via school news each spring, often reaching out to the teen librarian at Welles-Turner to promote town resources as well. • Students and parents have access to all of library resources, handouts, slideshows, and tutorials via the website. • Google Classroom is frequently and effectively used with classes in grades 9-12. • The GHS Library Media Specialists promote library resources to staff with a “pop-up library” cart, which is showcased during faculty meetings for staff to peruse and borrow from. • The GHS Library Media Specialists have offered training and how-to resources to faculty to support their use of library-based resources, such as NoodleTools, <i>The New York Times Academic</i>, Turnitin.com, etc. 	<ul style="list-style-type: none"> • There is no guaranteed time to initiate or maintain connections with the town library or the local bookstore, which is critical as we look to engage community partners in our independent reading and author visit initiatives. • Student access to social media accounts, such as Instagram, is blocked on the district network, so efforts to engage students through platforms with which they use most is impossible during the school day. <p>Due to the Covid-19 pandemic:</p> <ul style="list-style-type: none"> • The GHS Library Media Specialists were unable to convene a student advisory group, which was intended to inform initiatives, purchases, and displays reflective of student voice.

	6-12 Strengths	6-12 Challenges
<p>Domain #6 <i>Technology</i></p> <p>What is the impact of technology integration on the curriculum?</p>	<ul style="list-style-type: none"> • There is a comprehensive collection of non-fiction & reference e-books available to students through Destiny and Sora at GW, SMS, and GHS. • Beginning at SMS, students learn how to accurately cite sources using NoodleTools, a citation builder platform. • Checkology is used in grades 8 & 9 to support students' understanding of concepts in digital citizenship and media literacy. • Research tutorials are available for student reference on the GW, SMS, and GHS library websites. • The GHS LMC website houses comprehensive online tutorials, screencasts, and supplemental resources to support student research. • The GHS Library Media Center offers students access to a computer lab with mobile furniture, designed to support the complex research tasks in grades 9, 10, and 11. 	<ul style="list-style-type: none"> • The complexities of the research processes required by GHS/SMS students do not work well on the iPad, necessitating students' access to desktop or laptop computers. • The SMS Library Media Center is not equipped with the necessary technology required for teaching and learning; there is no projector or classroom space to support Library Media Center-based direct instruction.
<p>Domain #7 <i>Operational Considerations</i></p> <p>What operational considerations and challenges impact the continued development of this curriculum?</p>	<ul style="list-style-type: none"> • Flexible schedules allow Library Media Specialists to teach, plan for, and support students. • Library Media Specialists collaborate with content area teachers to schedule and teach guaranteed media and digital literacy lessons and research experiences for all students in multiple disciplines. • The Glastonbury High School Library Media Center functions as a quality community resource space for school and town groups, clubs, and organizations. 	<ul style="list-style-type: none"> • Existing 9-12 lessons were designed to be taught in 45 min instructional periods. With the implementation of block scheduling at GHS, the existing 9-12 scope and sequence of digital, media, and research lessons require revision. • The GHS library is used to house study halls during each period of the day, requiring extensive supervision and management of students by library staff, impacting their ability to fulfill library responsibilities.

	Short Term (1-2 years)	Long Term (3-5 years)
<p>Domain #1 <i>Alignment with District Goals</i></p> <p>How strong is the alignment between district and curricular goals?</p>	<p>District K-12</p> <ul style="list-style-type: none"> • Increase the number of full time elementary Library Media Specialist district positions from three to five, to ensure equity for and access by all students. • Develop formal learning experiences connected to science, technology, engineering, art, and mathematics to promote and enhance the Glastonbury Public Schools Science, Technology, Engineering, Arts, & Mathematics (GPS STEAM) initiative, beginning at the elementary level. <p>K-5</p> <ul style="list-style-type: none"> • Consider the development and pilot implementation of a universal elementary master schedule to provide consistency and increase student access to Library Media instruction and resources within all grade levels across all schools. <p>6-12</p> <ul style="list-style-type: none"> • Continue to provide funding for interdisciplinary professional development and curriculum writing opportunities to support revisions to the scope and sequence and build capacity of engagement strategies for teaching within the block schedule. 	<p>District K-12</p> <ul style="list-style-type: none"> • Provide guaranteed opportunities for Library Media Specialists to meet vertically to align ISTE and American Association of School Librarians (AASL) standards, identify learning gaps, and adjust curriculum. • Collaborate with directors to expand partnerships across content areas to create meaningful collaborations and in-context application of skills and concepts. <p>K-5</p> <ul style="list-style-type: none"> • Continue to provide budget funding to support the development of K-5 Library Media lessons that incorporate the use of instructional technology within the context of research, digital, and media literacy. <p>6-12</p> <ul style="list-style-type: none"> • Develop a 21st-century Makerspace in the Gideon Welles Library Media Center to support the GPS STEAM initiative.

	Short Term (1-2 years)	Long Term (3-5 years)
<p>Domain #2 <i>Students</i></p> <p>Are all students' needs addressed through the curricular offerings?</p>	<p>District K-12</p> <ul style="list-style-type: none"> ● Assure ongoing opportunities for collaboration and communication between Library Media Specialists and Special Education teachers to support responsive instruction for all students. ● Revise the communication process of special education plans to inform staff of service changes in order to guarantee responsive instruction of all students. <p>K-5</p> <ul style="list-style-type: none"> ● Increase the number of full time elementary Library Media Specialist district positions from three to five, to allow direct contact and support for students, as well as collaborative opportunities for classroom teachers, Special Education teachers and content specialists. ● Consider the development and pilot implementation of a universal elementary master schedule to provide: <ul style="list-style-type: none"> ● Consistency of student access to Library Media instruction and resources across all schools. ● Reduce/eliminate the overlap of support services and/or instrumental lessons impacting the fidelity of student access to library media curriculum and instruction. 	<p>District K-12</p> <ul style="list-style-type: none"> ● Provide professional development and capacity building of Library Media Specialists and Library Media support staff related to training and use of instructional technology to meet the needs of all students. ● Increase K-12 Library Media budget in order to procure current digital and print resources that support the needs of students, curriculum, and instruction. <p>K-5</p> <ul style="list-style-type: none"> ● Allot budget funds for the purpose of increasing quantities of: <ul style="list-style-type: none"> ● Genre resources to support all grade levels equal access to district-wide units of instruction. ● Summer reading program resources across all grade levels district-wide. ● Develop a schedule of guaranteed opportunities for Library Media Paraprofessionals to meet together to collaborate, and participate in training sessions focused on technology, equipment, forms, and policies to better serve students.

	Short Term (1-2 years)	Long Term (3-5 years)
<p>Domain #2 <i>Students</i></p> <p>Are all students' needs addressed through the curricular offerings?</p>	<p>6-12</p> <ul style="list-style-type: none"> ● Work in partnership with the technology department and SMS building administration to address design concerns and technology limitations in order to reconfigure and improve the Library Media Center for instructional use of the space by students. ● Consider creating flexible opportunities for students in grades 6-8 to visit the Library Media Center during homeroom and/or during class periods when access to the Library Media Specialist and/or related library resources is relevant. ● Increase student motivation for pleasure reading through creative incentives in all secondary Library Media Centers (e.g. Teacher Championed Reads, contests, "Fun Fridays," trivia, etc.) 	<p>6-12</p> <ul style="list-style-type: none"> ● Significantly reduce the number of study halls assigned to the Library Media Center. ● Examine staffing of GW and SMS libraries in order to expand student access to the Library Media Centers before, during, and after school, comparable to the opportunity afforded to students at GHS. ● Consider implementing a Print Management System to support students' measured use of school printers for academic purposes.

	Short Term (1-2 years)	Long Term (3-5 years)
<p>Domain #3 <i>Curriculum Design</i></p> <p>Is the curriculum comprehensive, rigorous, and based on relevant standards?</p>	<p>District K-12</p> <ul style="list-style-type: none"> ● Allocate time to interpret the newly-adopted AASL standards by the CT SDE in order to develop a clear, updated K-12 standards map, inclusive of ISTE and GPS language and expectations. ● Evaluate the “written” versus “taught” curriculum from 2019-2022, specifically to address the effects of the reduction in elementary Library Media Specialists as well as the compacted and skipped curriculum as a result of the Covid-19 pandemic. ● Make sure the most updated version of the written curriculum lives in a place that is known by and easily accessible to all stakeholders (e.g. AO Docs, etc.). <p>K-5</p> <ul style="list-style-type: none"> ● Increase the number of full time elementary Library Media Specialist district positions from three to five to ensure: <ul style="list-style-type: none"> ● Guaranteed grade level curriculum is implemented with fidelity to decrease the need for reteaching and/or compacting in grades 6-12. ● Guaranteed interdisciplinary coding lessons for students in grades 1, 2, 4, & 5. ● Consistency of student access to Library Media research instruction. ● Collaboration with classroom teachers to co-plan learning experiences and opportunities for research. ● Access to support and guidance in choosing appropriately matched independent reading selections. 	<p>District K-12</p> <ul style="list-style-type: none"> ● Create opportunities for communication between Library Media Specialists and curriculum directors to ensure adequate resources necessary to support interdisciplinary connections. ● Continue to assess the fidelity of curriculum implementation and student progress in grades K-12, adjusting and revising grade-level curricular objectives in response to student mastery of library media skills ● Expand opportunities for Library Media Specialists to meet with curriculum directors and their respective departments to develop interdisciplinary learning experiences across subject areas.

	Short Term (1-2 years)	Long Term (3-5 years)
<p>Domain #3 <i>Curriculum Design</i></p> <p>Is the curriculum comprehensive, rigorous, and based on relevant standards?</p>	<p>6-12</p> <ul style="list-style-type: none"> Develop video tutorials to support students' completion of the guaranteed research experience in the <i>Current Issues</i> course, allowing greater support and access to scaffolds by students enrolled in <i>Current Issues Tutorial</i> class. 	<p>6-12</p> <ul style="list-style-type: none"> Reevaluate the distribution of guaranteed research experiences in grades 9-12 to provide greater flexibility to library media specialists at GHS.
<p>Domain #4 <i>Professional Development</i></p> <p>How relevant and effective are professional development opportunities?</p>	<p>District K-12</p> <ul style="list-style-type: none"> Administer a "needs assessment" on a routine basis to determine areas for growth and/or professional learning topics related to Library Media curriculum, programming, and the interdisciplinary connections between English/Language Arts, Science, History/Social Science, and Mathematics departments. Schedule annual spring meetings with curriculum directors and Library Media Specialists in order to communicate curriculum updates necessary for planning lessons and purchasing resources. Approve Library Media Specialists participation in free, in-district or regional professional learning opportunities in the areas of EdTech and STEAM, including coding (AR/VR, 3-D printing, Tinkercad, etc.) 	<p>District K-12</p> <ul style="list-style-type: none"> Support participation by Library Media Specialists in STEAM-related PD in order to support the actualization of ISTE standards through the Library Media program.

	Short Term (1-2 years)	Long Term (3-5 years)
<p>Domain #5 <i>Communication</i></p> <p>How effective are department communications with the Glastonbury community?</p> <p>How effective are department communications within the Glastonbury community?</p>	<p>District K-12</p> <ul style="list-style-type: none"> Improve communication of Individual Education Plans (IEPs) and 504 Plans to Library Media Specialists at the building level through meetings and/or access to <i>Connecticut Special Education Data Systems</i> (CT-SEDS) to support responsive instruction for all students. Align monthly meeting times for K-5 and 6-12 Library Media staff to allow for K-12 collaboration. <p>K-5</p> <ul style="list-style-type: none"> Utilize the expertise of the Director of Communication to support uniform monthly newsletter articles, website content. As safety protocols allow, reinstate volunteer support and in-person events, allowing Library Media Specialists opportunities to connect with the school community. <p>6-12</p> <ul style="list-style-type: none"> Convene student advisory group at GHS to reflect student input in initiatives, purchases, and displays. 	<p>District K-12</p> <ul style="list-style-type: none"> Consider expanding communication methods to include social media, webinars, or video messages to engage parents in critical resources to support and promote digital citizenship and media literacy at home. Utilize the expertise of the Director of Communication to support uniform monthly newsletter articles and website content. Increase summer curriculum hours to allow for the development of a district-wide infographic/newsletter template for K-12 Library Media Specialists to provide library news throughout the academic year. <p>6-12</p> <p>Create recurring opportunities during department meetings and/or professional development for Library Media Specialists to correspond with local librarians and book shop owners in order to support schools' independent reading initiatives and author visits.</p>

	Short Term (1-2 years)	Long Term (3-5 years)
<p>Domain #6 <i>Technology</i></p> <p>What is the impact of technology integration on the curriculum?</p>	<p>District K-12</p> <ul style="list-style-type: none"> Consider implementing a Print Management System to support students' measured use of school printers for academic purposes to guarantee equity and access by all students. Annually evaluate online subscriptions, databases and apps to procure high-quality, affordable resources. <p>K-5</p> <ul style="list-style-type: none"> Increase the number of full time elementary Library Media Specialist district positions from three to five to increase effective integration of instructional technology resources across all elementary schools. <p>6-12</p> <ul style="list-style-type: none"> Properly equip the SMS Library Media Center with an interactive projector and designated classroom space to support in-LMC teaching and learning. 	<p>District K-12</p> <ul style="list-style-type: none"> Provide instructional technology training for Library Media Paraprofessionals. <p>K-5</p> <ul style="list-style-type: none"> Increase budget funding to purchase additional technology resources to ensure equity across elementary schools. <p>6-12</p> <ul style="list-style-type: none"> Explore alternate technology platforms and/or procure additional laptops to account for the limitations of the iPad.
<p>Domain #7 <i>Operational Considerations</i></p> <p>What operational considerations and challenges impact the continued development of this curriculum?</p>	<p>District K-12</p> <p>Work together with the facilities department and individual building administration to:</p> <ul style="list-style-type: none"> Develop a replacement plan to update shelving units at Buttonball, Hopewell, Gideon Welles, and Naubuc Schools to increase student access to resources and improve safety through greater visibility of the learning space. Limit the use of library paraprofessionals for daily duties and classroom coverage, providing advance notice whenever possible. 	<p>District K-12</p> <ul style="list-style-type: none"> Reevaluate the distribution of instructional and managerial responsibilities in grades K-12 to provide greater flexibility to Library Media Specialists. Work together with the facilities department and individual building administration to: <ul style="list-style-type: none"> Update K-12 library media centers to 21st century learning spaces that are engaging environments that include: collaborative/flexible work spaces (ex. Makerspace), modular furniture, and technology access (ex. printers and charging stations).

	Short Term (1-2 years)	Long Term (3-5 years)
<p>Domain #7 <i>Operational Considerations</i></p> <p>What operational considerations and challenges impact the continued development of this curriculum?</p>	<p>K-5</p> <ul style="list-style-type: none"> ● Increase the number of full time elementary Library Media Specialist district positions from three to five, to ensure guaranteed grade level curriculum is implemented with fidelity to decrease the need for reteaching and/or compacting in Grades 6-12 and to ensure enrichment opportunities are guaranteed across all schools. ● Consider the development and pilot implementation of a universal elementary master schedule to provide consistency of student access to Library Media instruction and resources across all schools. <p>6-12</p> <ul style="list-style-type: none"> ● Consider reassignment of students to elective classes OR alternative spaces for study hall to reduce disruption to library space and atmosphere and limit supervision requirements of support staff during the school day. 	<p>K-5</p> <ul style="list-style-type: none"> ● Increase consistency of universal access to print and digital resources across all elementary schools.



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: Library Media, K-5

Director: Mary Poisson

Date: October 3, 2022

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

- All K-12 Library Media Specialists, in partnership with district administrators and teachers, completed the Curriculum Review process for the K-12 Library Media Program.
- The return of the following programming impacted by Covid-19 during the 2020-21 academic year:
 - Hour of Code; Grades 2-5 – An annual program, conducted during Computer Science Education Week, designed to introduce students to computer science, provide a basic understanding of how technology works and the ways it impacts daily life. Students participate in tutorials and activities that are highly engaging and provide hands on experience with coding.
 - Nutmeg Books Reading Program; Grades 4-5 – Provides access to award winning, quality literature; engaging students in pleasure reading and building school community.
 - After School/Summer Coding Clubs; Grades 3-5 – Develops students’ knowledge of coding, application of skills; including problem-solving and critical thinking, increases awareness of coding connections to everyday life, and generates interest in computer science/STEAM occupations.
- Library Media Center operational updates at Buttonball Lane and Hebron Avenue Schools include new chairs and tables, allowing for enhanced student engagement and collaboration; as well as effective use of instructional space.
- A total of 518 children (*rising Kindergarten through Grade 6*) participated in the Welles Turner Memorial Library “Camp Read S’more” summer reading program. Altogether, they read a combined total of 19,659 days and logged 9,145 books.

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

- The Library Media Specialists developed and implemented a Kindergarten parent page to assist families in understanding:
- How students utilize the Library Media Center; including an overview of instructional content
- Media center policies
- Procedures for lost books
- Book care tips

- Embedded links to literature-based websites such as Storyline Online, Brightly and PebbleGo research database. The parent page is linked on the Library Media landing page for all elementary schools. The content is comprehensive, written in parent friendly terms and easy to navigate.
- The addition of eBooks and audiobooks through OverDrive Education, a digital library accessible to students through the Sora app on the iPad. The K-5 Library Media Specialists worked in partnership to create genre collections that included; Historical Fiction, Fantasy and Nutmeg selections for students in Grades 4-5. Lessons were developed to provide students an overview of the Sora platform; including genre collections, how to loan books, placing a hold on books, and creating a wish list. The Sora app not only allows students access throughout the year; including the summer months, it also provides audio and digital accommodations for students to access grade level curriculum.
- The Library Media Specialists worked in collaboration with the Math and Science curriculum directors and PACE staff to develop guaranteed interdisciplinary coding lessons for students in Kindergarten and Grade 3. The lessons incorporate standards from the following content areas: Library Media, Mathematics, Science and Computer Science. The pilot implementation of the curriculum across all elementary schools is planned for the current academic year.

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

- *Sora* – Students have access to eBooks and audiobooks to support both research and independent reading interests; the app allows for very user-friendly experiences with digital content.

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

- Reinstate full time Library Media Specialist positions at Hebron Avenue Elementary and Naubuc Elementary Schools to provide K-5 students with daily access to curriculum resources and direct instruction of 21st Century information literacy skills.
- Develop a comprehensive, updated K-12 standards map, inclusive of the 2021-adopted AASL standards by the CT SDE, as well as ISTE and GPS language and expectations.
- Continue to guarantee responsive education and celebration of diversity and culture through instructional activities and opportunities led by Library Media Specialists in Grades K-5.
- Expand formal learning experiences in Grades K-5 to promote and enhance the Glastonbury Public Schools Science, Technology, Engineering, Arts, & Mathematics (STEAM) initiative.
- Consider expanding communication methods to include social media, webinars, or video messages to engage parents in critical resources to support and promote digital citizenship and media literacy at home.

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

To implement highly-effective instruction and provide accessibility of the resources required to meet the informational and digital literacy needs of students and staff in accordance with

Glastonbury Public Schools' District Strategic Goals and the Library Media Department's Action Plan, the following require financial support:

- Increase the number of full-time elementary Library Media Specialist district positions from three to five, to ensure:
 - Guaranteed grade level curriculum is implemented with fidelity
 - Consistency of student access to Library Media research instruction
 - Collaboration with classroom teachers to co-plan learning experiences to support curriculum and research expectations
 - Student guidance in selecting appropriately matched independent reading selections
 - Integration of district wide guaranteed STEAM learning experiences in grade K-5.

- Increase technology software, equipment, and instructional materials budgets in order to:
 - Maintain database collections in Grades K-5
 - Expand eBook and audiobook collections
 - Procure culturally responsive and diverse print and digital resources that support the needs of students, curriculum, and instruction.
 - Develop a replacement plan to update shelving units at Buttonball, Hopewell, and Naubuc Schools to increase student access to resources and improve safety through greater visibility of the learning space.

- Increase curriculum hours to allow for:
 - Development of a district-wide infographic/newsletter template for K-12 Library Media Specialists to provide library news throughout the academic year.
 - Interpretation of the newly-adopted AASL standards by the CT SDE and development of a comprehensive, updated K-12 standards map, inclusive of ISTE and GPS language and expectations.
 - Review and revise information literacy pre/post assessments in Grades 4 and 5 to help make informed curricular and instructional decisions.
 - Collaboration with the Math and Science curriculum directors and PACE staff to develop guaranteed interdisciplinary coding lessons for students in Grades 1, 2, 4 & 5; allowing for a cohesive continuum of STEAM curriculum across the elementary level.



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: Library Media 6-12

Director: Kate Lund

Date: October 3, 2022

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

- All K-12 Library Media Specialists, in partnership with district administrators and teachers, completed the Curriculum Review process for the K-12 Library Media Program.
- Our circulation statistics have increased across all secondary schools, with increases up to 475% in just one year!
- The Glastonbury High School library program was awarded a PTSO mini-grant to support the creation of culturally responsive displays to be showcased throughout the building and LMC.
- The Gideon Welles library received a refresh! The walls and trim were painted, and new age-appropriate shelving was installed allowing for the genrefication of select collections and updated book displays.

Gideon Welles:

- All students and staff participated in a One-School, One-Book shared reading experience of Sarah Weeks' *Save Me a Seat*. As a culminating experience, students joined the author in a live virtual visit for discussion, reflection, and Q&A.
- The Library Media Specialist coordinated 16 authors from all over the country to Zoom with every English class in Grade 6 in celebration of *World Read Aloud Day!*
- Kristen Brennan, Gideon Welles Library Media Specialist, was awarded a substantial travel grant as a first-time attendee to the American Association of School Libraries annual convention in Salt Lake City, UT in November of 2021. Through participation, Kristen acquired valuable knowledge related to improved weeding processes, digital citizenship lessons, and educational technology.

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

- At Smith Middle School, all students participated in a universal library orientation for the first time in two years. As a result, students were taught critical skills and information related to database access, book borrowing, and available resources, ensuring student preparedness for guaranteed research tasks in Health, U.S. History and English/Language Arts courses.
- To address skill gaps from previous years, Gr. 9 research lessons were moved to the early weeks of the school year in an effort to front-load students with critical skills.
- GHS library media specialists returned to U.S. History classes to provide direct instruction on APA-style citation for the in-depth research paper.
- In grades 6-12, library media specialists continued to utilize EdPuzzle, FlipGrid, Padlet, and Loom to support video tutorials and infographics as a supplement to direct, live instruction.

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

- Through the use of *Sora* and *Flipster* via the iPad, students have access to thousands of eBooks, audiobooks, and magazine publications to support both research and independent reading interests; both apps allow for very user-friendly experiences with digital content.
- The digital add-on of *BreakoutEdu* is used in Gr. 6 library media experiences to emphasize the 4Cs – Creativity, Collaboration, Communication, Critical Thinking – of problem-solving. Students solve digital puzzles on the iPad to demonstrate their understanding of various information literacy concepts.
- *Peardeck* and *Nearpod* are used by Library Media Specialist to create interactive learning opportunities for students within Google Slide presentations; students are able to engage with the content and demonstrate and share their thinking with both the teacher and peers in real-time.
- Students in Gr. 8 and Gr. 9 access library media specialist-guided digital citizenship and media literacy modules within the *Checkology* platform. The content is timely and engaging, allowing students to apply understanding of information literacy to real-world headlines and issues.

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

- To promote independent reading, all rising 6th graders will engage in a shared reading experience of *Save Me a Seat* during Summer 2023 to culminate in a One School, One Book celebration at the start of the 2023-2024 school year.
- Complete the GHS Research Handbook iBook to support all interdisciplinary research-based tasks for grades 9-12 by the end of 2022-2023 (Phase 2).

- Develop a comprehensive, updated K-12 standards map, inclusive of the 2021-adopted AASL standards by the CT SDE, as well as ISTE and GPS language and expectations.
- Continue to guarantee responsive education and celebration of diversity and culture through instructional activities and voluntary reading opportunities led by Library Media Specialists in grades 6-12.
- Expand formal learning experiences in grades 6-12 to promote and enhance the Glastonbury Public Schools Science, Technology, Engineering, Arts, & Mathematics (GPS STEAM) initiative.
- Consider expanding communication methods to include social media, webinars, or video messages to engage parents in critical resources to support and promote digital citizenship and media literacy at home.

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

To increase student achievement and continue to promote highly effective instructional practices in accordance with Glastonbury Public Schools' District Strategic Goals and the Library Media Department's Action Plan, the following initiatives require financial report:

Increase technology software, equipment, and instructional materials budgets in order to:

- Properly equip the SMS Library Media Center with an interactive projector
- Maintain database collections in 6-12
- Expand eBook and audiobook collections and newspaper and magazine publications
- Procure culturally responsive and diverse print and digital fiction

Increase curriculum hours to allow for:

- Development of a district-wide infographic/newsletter template for K-12 Library Media Specialists to provide library news throughout the academic year.
- Development of video tutorials to support students' completion of the guaranteed research experience in the *Current Issues* course, allowing greater support and access to scaffolds by students enrolled in *Current Issues Tutorial* class.
- Interpretation of the newly adopted AASL standards by the CT SDE and development of a comprehensive, updated K-12 standards map, inclusive of ISTE and GPS language and expectations.

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

Title of Report: Strategic Action Plans 2022-2023

Board Meeting Date: October 24, 2022

Action: Report: X Information: Discussion:

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

Each year, the district, schools and departments align objectives with the overall goals. Annual plans reflect our developmental work toward achievement of three overarching goals and support our values and mission statement. The plans provide us with purposeful direction and identify associated budgetary/resource needs. A sampling of the 2022-2023 action plans are attached. The following areas of focus are evidenced throughout our plans:

Goal 1: Foster High Expectations of All Students

- Standards based units and lessons with an emphasis on interdisciplinary and literacy connections
- Use of evidence-based instructional practices
- Enhance authentic technology integration strategies
- Closely monitor tiered interventions and academic and social supports

Goal 2: Maintain Safe and Supportive Learning Environments

- Coordinate safety and security plans with state and local health officials
- Monitor and implement local and state safety guidelines related to COVID19
- Engage in practices that promote equity, diversity, and inclusion
- Support student’s social and emotional wellness

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

- Use blended learning and technology integration techniques to personalize learning
- Integrate technology to conduct formative and summative assessments and increase student engagement
- Implementation of STEAM equipment and technologies across the district

Submitted By: Cheri Burke

Reviewed By: Alan Bookman



Fifth Generation Strategic Plan

DISTRICT ACTION PLAN

2022-2023

GOAL 1: Foster High Expectations for All Students

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

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

Fifth Generation Strategic Plan

DISTRICT ACTION PLAN

2022-2023

GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Maintain a safer physical environment through adherence to CDC guidelines, in collaboration with local and state health officials, during changing pandemic conditions.</p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines, the well-being of all school community members, during the COVID19 pandemic, will be maintained.</i></p>	<ol style="list-style-type: none"> 1. Coordinate with State and local health officials, as needed. 2. Continue training for all staff on COVID19 safety protocols, as needed. 3. Communicate changing guidelines with all stakeholders, as needed. 4. Resume filed experiences, visitors, and in-person experiences 	<p># 1-4:</p> <ul style="list-style-type: none"> • Adherence to mandated PD schedule • Monitor signage and PPE needs • Site evaluations 	<ul style="list-style-type: none"> • Local, state and regional health agencies • Mandated PD schedule
<p>B. Engage in practices that promote equity, diversity and inclusion.</p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will feel valued, seen, heard, and demonstrate cultural competence that prepares them to be global citizens.</i></p>	<ol style="list-style-type: none"> 1. Utilize District level Equity, Diversity, and Inclusion Committee to inform work. 2. Identify and expand on GPS courses that embed global perspectives or focus. 3. Identify and conduct service learning or inquiry action projects that address social and civic contemporary issues. 4. Teach social pragmatic skills and support friendship groups. 5. Promote equitable practices and representation in every classroom. 	<p>#1-5:</p> <ul style="list-style-type: none"> • Post members, goals and meeting notes from the District Equity, Diversity and Inclusion Committee on the GPS website • Program of Studies reflects global perspectives • PBIS SET review (building-level) • Classroom observations 	<ul style="list-style-type: none"> • Professional Library • EDI Council • Director of EDI

**Fifth Generation Strategic Plan
DISTRICT ACTION PLAN
2022-2023**

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

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



Fifth Generation Strategic Plan HEBRON AVENUE SCHOOL ACTION PLAN 2022-2023

GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> 1. Using Connecticut Core standards, we will provide a balanced literacy program that includes reading and writing workshops. 2. Students will increase stamina in authentic writing and reading activities. 3. Students will improve reading and writing skills through individual goal setting, self-assessment and conferring through a workshop model. 4. Continue implementation of all new curriculum as designated by the district. 5. Use universal assessments to monitor student progress. 	<p>#1-5:</p> <ul style="list-style-type: none"> • Observe teachers while teaching lessons to encourage and coach teachers along the new initiatives as well as give feedback • Analyze all data that is collected and reflect on data to inform feedback for instructional purposes • Meet weekly with LART/PACE to discuss data, plan PD, support SRBI process and coaching in best practices • Provide sample SLOs for teachers in targeted areas • Participate in Professional Development opportunities • Meet twice per month with grade level teams to analyze data, discuss student progress, and talk about instructional strategies or topics to improve 	<ul style="list-style-type: none"> • District wide resources provided to teachers • PD Opportunities • Access to reading and math coaches • Reading and Writing Units of Study • Universal Assessments

<p>B. Support students' academic, social and emotional development through tiered instructional conditions.</p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<p>Academic:</p> <ol style="list-style-type: none"> 1. Strengthen tier 1 instruction and provide intervention as necessary through our SRBI model. 2. Review and analyze data to support the progress of our students. 3. Provide support both in and out of the classroom to help students achieve as needed. 4. Provide targeted push-in support during the reader's workshop to provide tier 2 instruction within the classroom. 5. Implement Lexia and Heggerty programs as a focused strategy for tiered instructional support. 6. "Sacred" time at each grade level so as to preserve the tier one instruction with no pull outs during this time. <p>Social/Emotional:</p> <ol style="list-style-type: none"> 7. The Second Step Program will be utilized at each grade level to support the emotional needs of the students. 8. Utilize the Gizmo program to promote mental health. (Gr. 3) 9. Second Step Bully unit will be utilized by all teachers. 10. A PBIS plan will be in place for the school-year developed by the PBIS Team. <p>PBIS Action Plan for 2022-2023</p> <ol style="list-style-type: none"> 11. Focus on mental health and wellness and boosting the social/emotional intelligence of all students. 12. Monthly themes <ul style="list-style-type: none"> o Sept/Oct - Setting the Stage; Self-Awareness o Nov/Dec - Skills for Learning; Self-Control o Jan - Self-Motivation o Feb/March - Empathy o April-June - Emotion Management; Problem Solving; Relationship Skills <p>Themes will be addressed through morning announcements, classroom discussion/lessons and shared with families.</p> <ol style="list-style-type: none"> 13. Implement monthly "Caring Calendars" that are shared with students and families with a daily social challenge around the monthly themes. These calendars will help to put what our students learn into practice each day in authentic ways. 14. Develop new ideas for school wide rewards. 15. Provide opportunities for students to participate in community service projects throughout the year. 16. Provide opportunities for fifth graders to act as leaders for the student body. 	<p>Academic</p> <ul style="list-style-type: none"> • Develop targeted, measurable objectives that address learning needs, and accelerate learning where appropriate • Monitor tiered students within the google drive and shared forms • Interventionists will share learning goals and encourage students to monitor their own progress and self-assess • Support team will meet regularly to discuss student progress <p>Social/Emotional:</p> <ul style="list-style-type: none"> • PBIS posters will be refreshed throughout the building in the fall • Meet with individual classrooms K-5 to review rules and show a video the first few weeks of school • Monthly themes/calendars • PBIS team will monitor progress • Behavioral data will be analyzed and shared throughout the year • Community Service projects will be planned for all students • Programs, both during school and before and after school will be planned to support the academic, physical, social, emotional, and creative growth of our students. They may include Jump Team, Running Club, Unified Sports, Jazz Cats, various sports, LEGO Club, Crazy 8 Math Club, etc. • Building Buddies will be paired up; one older grade to one 	<ul style="list-style-type: none"> • Access to qualified personnel to deliver interventions • Access to resources to provide interventions • Funding for rewards and program implementation • Dependent on volunteers and/or funding • Funding for CPS leaflets for staff
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	<ol style="list-style-type: none"> 17. Provide opportunities for students to participate socially outside of the school day. 18. Provide tiered interventions to support the emotional health of students as necessary. Explore the Assessment of Lagging Skills and Unsolved Problems as a discussion guide for targeted problem solving behaviors. 19. Utilize Collaborative Problem Solving - the work of J. Stuart Ablon and Ross Green; work of Think:Kids; Rethinking challenging kids from Mass General Hospital. 20. "Paws and Care" individual and school-wide rewards will be implemented. 21. The "Friendship" award will be implemented as a monthly student recognition program. 22. Provide opportunities for students to connect with other students and staff. 23. Continue to use the concept of restorative practices, growth mindset and zones of regulation and gain helpful tools and techniques to use. 24. Relationship building will be emphasized with all staff including non-certified staff. 	<p>younger grade to increase positive connections for students in the school</p> <ul style="list-style-type: none"> • PTO enrichment may offer various programs after school such as tennis, hip hop, art, karate, drama, etc. • Progress will be monitored through regular PBIS meetings, SET Evaluations, data analysis, parent survey, and feedback from the school community 	
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Fifth Generation Strategic Plan
HEBRON AVENUE SCHOOL ACTION PLAN
2022-2023

GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Maintain a safer physical environment through adherence to CDC guidelines, in collaboration with local and state health officials, during changing pandemic conditions.</p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines, the well-being of all school community members, during the COVID19 pandemic, will be maintained.</i></p>	<ol style="list-style-type: none"> 1. Implement all plans that are developed in collaboration with GPS and health officials. 2. Continue training for all staff on COVID 19 safety protocols, as needed. 3. Implement the Standard Response Protocol provided by the district. 4. Resume field experiences, visitors, and in-person experiences as directed by the district. 5. Construct and share the building protocol for standard responses. 6. Implement district policies on safety. 7. Utilize the GPD Youth Officer and HAS Security Guard to promote safety. 8. Oversee the overall maintenance of the building for safety. 	<p>#1-8:</p> <ul style="list-style-type: none"> • Meet regularly with the School Security and Safety/Health Committee to monitor progress • Conduct evacuation, lock down, and lock out drills as instructed by the district to monitor progress 	<ul style="list-style-type: none"> • Access to district wide protocol, GPD Youth Officer, and HAS Security Guard • Regular checks by maintenance department
<p>B. Engage in practices that promote equity, diversity and inclusion.</p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> 1. Teach social skills through the Second Step curriculum. Please refer to the PBIS plan above in item 1B. 2. Utilize staff such as the School Psychologist and teachers to teach active listening, empathy, conflict resolution, ethical decision making, and responsibility. 3. Deliver the GPS Social Studies curriculum to all students with fidelity. 4. Create and participate in a Veteran’s Day experience which will include classroom discussions and a ceremony. 5. Promote equity, diversity and inclusion through read aloud experiences and school-wide events and activities. 	<p>#1-6:</p> <ul style="list-style-type: none"> • Monitor progress through the PBIS system • Anecdotal observations • Veteran’s Day week • Utilize feedback from staff and guests to assess the program and reflect on revisions to the program 	<ul style="list-style-type: none"> • Resources such as read alouds and book club book • Funding for programs

	6. Participate in PD opportunities to promote equity, diversity and inclusion.	<ul style="list-style-type: none">• Share resources with teachers to promote equity, diversity and inclusion	
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**Fifth Generation Strategic Plan
HEBRON AVENUE SCHOOL ACTION PLAN
2022-2023**

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

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Optimize instructional technology to personalize student learning and foster engagement and innovation.</p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning, our students will be engaged in the learning process.</i></p>	<ol style="list-style-type: none"> 1. Utilize one to one technology and other technologies for intended instructional outcomes. 2. Utilize See Saw as an e-learning class platform and Zoom for teaching and conferencing. 3. Use of Padlet to organize priority documents for easy access. 4. Continue use of video conferencing tools (zoom) to support communication and collaboration with and between students, parents/guardians, larger communities, as appropriate. 	<p>#1-4</p> <ul style="list-style-type: none"> • Progress will be monitored through individual teacher meetings and classroom observations • Encourage and promote the use of technology • Promote school wide learning and sharing throughout the year • Promote electronic portfolios, electronic projects, electronic presentations, and experimenting with new applications 	<ul style="list-style-type: none"> • Access to technologies and internet • Access to technology professionals and PD



Fifth Generation Strategic Plan
GLASTONBURY HIGH SCHOOL ACTION PLAN
2022-2023
GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</p> <p><i>Theory of Action:</i> <i>If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> Continue to implement newly updated learning expectations with an emphasis on equity, diversity, and inclusion. Continue to utilize block scheduling to enhance student learning and social-emotional wellness. Continue to strengthen the connection between GHS Core Values, Behaviors of Grace & Grit and Expectations for Student Learning. Continue to provide opportunities for sharing as it relates to the school-wide rubrics. Utilize professional time, professional development, department meetings, and faculty meetings to authentically implement block teaching strategies, share best practices, and suggestions throughout the process. 	<p>#1-5</p> <ul style="list-style-type: none"> Ongoing throughout the year Curriculum Directors, Building Administration, Director of Equity, Diversity and Inclusion Agendas for professional time, professional development, department meetings, and faculty meetings 	<ul style="list-style-type: none"> CSDE website PDCC and Department meetings Resources for Learning Expectations generated by teachers Block Scheduling Resources folder Administrative meetings with Curriculum Directors and Director of Equity, Diversity and Inclusion Learning Expectations, Core Values and Beliefs, and Behavioral Expectations in all classrooms PT time
<p>B. Support students' academic, social and emotional development through tiered instructional conditions.</p> <p><i>Theory of Action:</i> <i>If we support the use of high quality and purposeful</i></p>	<ol style="list-style-type: none"> SRBI Data Team will meet to review struggling and/or at-risk students and recommend school/systems intervention strategies. Tier I interventions developed collaboratively by administrators, counselors, teachers and support staff/personnel to create tailored plans to meet student needs. Utilize Reading and Writing Center, Math Center, CREST Lab, World Language Multimedia Center, and Student 	<p>#1-6</p> <ul style="list-style-type: none"> Building Administration, Special Education Supervisors, Director of School Counseling Meetings at mid-marking and end of quarter between 	<ul style="list-style-type: none"> District SRBI team Department and faculty meetings SRBI Resource materials Admin meetings

<p><i>instructional practices, all students will grow both academically and socially.</i></p>	<p>Support Center to provide extra support and enrichment opportunities.</p> <ol style="list-style-type: none"> 3. Continue to develop resources based on student need- i.e. (mentors, afterschool support, and upperclassman study). 4. Continue to implement Mentor Program and Supervised Study Halls whereby an adult volunteer is paired with a student at greater risk to provide additional support and assistance. 5. Utilize block scheduling to enhance student learning and social-emotional wellness. 6. Utilize Student Support Center to provide students with support in addition to their school counselor and/or school psychologist. 	<p>administrators and school counselors to review individual progress and determine further interventions as needed</p> <ul style="list-style-type: none"> • Departmental data collection and analysis 	<ul style="list-style-type: none"> • Mentor Program volunteers • Data from Student Support Center
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**Fifth Generation Strategic Plan
GLASTONBURY HIGH SCHOOL ACTION PLAN
2022-2023**

GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Maintain a safer physical environment through adherence to CDC guidelines, in collaboration with local and state health officials, during changing pandemic conditions.</p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines, the well-being of all school community members, during the COVID19 pandemic, will be maintained.</i></p>	<ol style="list-style-type: none"> 1. Continue to train faculty and staff on Emergency Management and crisis intervention training, drills, assessment to emphasize shared responsibility of safety. 2. Ensure building cleanliness and organization. 3. Provide adequate resources/personnel. 4. Coordination with local, regional and state agencies. 5. Professional development for certified and classified staff. 6. Continue to provide initial and refresher Psychological Management Training (PMT). 	<p>#1-6</p> <ul style="list-style-type: none"> • Ongoing throughout the year • Building Administrators, Director of School Counseling, Special Education Supervisors, Security • Data collection and feedback from fire and lockdown drills • Feedback from Health and Safety meetings 	<ul style="list-style-type: none"> • Director of Safety Management, Building Administration, Director of School Counseling, Maintenance, Custodial, Central Office, Director of Safety Management, Pupil Services, Special Education Supervisors, School Resource Officer, Glastonbury Police Department
<p>B. Engage in practices that promote equity, diversity and inclusion.</p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our</i></p>	<ol style="list-style-type: none"> 1. Safe School Climate Committee will explore various topics through a lens of EDI 2. Peer Tutoring, Essence Awards, Clubs, and Health and Physical Education Curriculum. 3. Ongoing analysis of curriculum through a lens of EDI 4. Continuation of vaping education sessions provided by Youth and Family Services for students caught vaping or 	<p>#1-5</p> <ul style="list-style-type: none"> • Ongoing throughout the year • Building Administrators, School Counselors, School Psychologist, Director of Special Education, Director of School Counseling, Director of Equity, Diversity and 	<ul style="list-style-type: none"> • Building Administrators, School Counselors, School Psychologist, Director of Special Education, Director of School Counseling,

<p><i>students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<p>in possession of vaping supplies.</p> <p>5. Vaping cessation support groups provided by GHS School Counseling.</p>	<p>Inclusion</p> <ul style="list-style-type: none"> • Feedback from Safe School Climate Committee • Professional Development for Equity and Social Justice 	<p>Director of Equity, Diversity and Inclusion Faculty, Youth and Family Services</p> <ul style="list-style-type: none"> • <u><i>Troublemakers</i></u> by Carla Shalaby
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Fifth Generation Strategic Plan
GLASTONBURY HIGH SCHOOL ACTION PLAN
2022-2023

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

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Optimize instructional technology to personalize student learning and foster engagement and innovation.</p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will be engaged in the learning process.</i></p>	<ol style="list-style-type: none"> 1. Continue implementation of Block Scheduling to enhance student learning and strengthen social-emotional wellness. 2. Launch of STEAM (Science, Technology, Engineering, Arts, and Mathematics) space to provide more STEM opportunities through an interdisciplinary approach. 3. Continuation of 1:1 iPad program. 4. Continue to provide time and opportunities for faculty to explore the use of the iPad as a personalized learning tool. 5. Provide time and opportunity for discipline specific applications. 6. Continue to provide support and professional development on transformative learning and the shift to digital learning and assessment. 	<p>#1-6</p> <ul style="list-style-type: none"> • Ongoing throughout the year • Tech coaches, K-12 Directors, Special Education Supervisors • Feedback from Professional Development 	<ul style="list-style-type: none"> • Technology and information services • Tech Coaches • K-12 Directors • Professional Development (department and building based) • Block Scheduling Resources folder • <i><u>Differentiated Instructional Strategies for the Block Schedule</u></i> by Gayle H. Gregory



Fifth Generation Strategic Plan SCIENCE ACTION PLAN 2022-2023

GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> 1. Continue alignment of appropriate science content, instructional strategies, and assessments with the <i>Next Generation Science Standards</i> (NGSS) including embedded engineering design processes, inquiry, reasoning based on evidence, and scientific argumentation. 2. Use embedded formative assessments, common summative and performance-based assessments including virtual options. 3. Increase STEAM interdisciplinary approaches to learning through revised curriculum and development of new course(s). 4. Strengthen teacher knowledge of equity, diversity, and inclusion in instructional practices. 	<p>#1-4:</p> <ul style="list-style-type: none"> • Student performance data from common assessments and learning experiences • Analysis of curriculum implementation using random sampling/rubrics • Observations of teaching practices • Teacher feedback from content/department-based professional development 	<ul style="list-style-type: none"> • GPS Curriculum in EduPlanet/Google • Curriculum development rubrics • CREST lab • Look-for tools • Instructional coaching • Collaboration with CTE/Math/Art departments • Collaboration with EDI Director • NGSS and NSTA Learning Center • College Board
<p>B. Support students' academic, social and emotional development through tiered instructional conditions.</p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> 1. Continue to implement instructional strategies that foster student-centered learning experiences, differentiated opportunities to apply learning, and appropriate scaffolding. 2. Incorporate more student choice and independence in learning. 3. Monitor student progress through assessment. 4. Provide professional development and training on student-centered coaching models for PACE teachers in collaboration with elementary principals and ELA/Math staff. 	<p>#1-4:</p> <ul style="list-style-type: none"> • Observations of teaching practices • Teacher feedback from content/department-based professional development • Student performance data • Participation in professional development; Coaching Labs 	<ul style="list-style-type: none"> • GPS Curriculum in EduPlanet/Google • PACE Resource Teachers; LARTs • Special educators • District processes (SRBI, PBIS, etc.)

Fifth Generation Strategic Plan

SCIENCE ACTION PLAN

2022-2023

GOAL 2: Maintain Safe and Supportive Learning Environments

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

Fifth Generation Strategic Plan
SCIENCE ACTION PLAN
2022-2023

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

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



Fifth Generation Strategic Plan

ART ACTION PLAN

2022-2023

GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> 1. Align curriculum with State and National Visual Art and Media Standards using UBD organizational structure to develop and refine units and courses. 2. Map learning progression across grade levels, schools, and elective course areas. 3. Offer unique experiences to prepare students for college and/or career opportunities. 4. Provide all students opportunities for choice, personal expression, and exploration in meaningful, relevant, and rigorous learning experiences to develop artistic literacy. 5. Use embedded formative assessments, common summative and performance-based assessments including virtual options. 6. Strengthen teacher knowledge through discipline-specific PD and collaborative work time to support development, sharing, and implementation of: <ul style="list-style-type: none"> • Continued development of curriculum to align with NCAS and common assessment across K-12 • Strengthen knowledge of culturally responsive pedagogy and instructional practice. • Further develop STEAM interdisciplinary approaches to learning across curriculums. • Strengthen civic, real world, and interdisciplinary opportunities in curriculum. 	<p>#1-5:</p> <ul style="list-style-type: none"> • Analysis of written curriculum, 2-D maps, flexible pacing guides, curriculum outlines, unit outlines, assessments, and shared resources (Seesaw lessons, videos, and rubrics) • Observation of teacher practice • Continued PD on Technology <p>#6:</p> <ul style="list-style-type: none"> • Meetings and/or PD sessions with Teams. • Teacher feedback on PD to determine future work to improve student learning. • STEAM meetings with Director of Science, Math, CTE, and Technology for continued collaboration and development of STEAM program. • Development of Art and STEAM curriculum in shared Drive. • Offer real world connection opportunities 	<ul style="list-style-type: none"> • National Visual & Media Art Standards • CT State Department of Education • Collaboration with STEAM Administrators • UConn ECE • EDI Director • EduPlanet/Seesaw, Google Classroom, Zoom, Adobe Creative Suite, Shared Drive, and art specific Apps • Collaborative Curriculum Teams • Look For Tools • Department Meetings and Professional Development • GHS Instructional Tech coaches and Technology virtual library • Vignone Gallery

Objectives	Strategies	Timeline/Accountability	Resources
<p>B. Support students' academic, social and emotional development through tiered instructional conditions.</p> <p><i>Theory of Action:</i> <i>If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> 1. Continue to implement and reassess current GPS Art curriculum to promote differentiated learning opportunities and scaffolding. 2. Analyze and review student growth through systematic assessment and feedback to inform and adapt future instruction. 3. Collaborate and communicate with school administration, staff, and student to support the academic, social, emotional, physical and creative needs of students. 4. Collaborative opportunities to develop strategies supports, and intervention processes, resources and protocols that support teachers' practice (TEAM) and students' growth. 5. Provide opportunities for students to excel and celebrate through periodic art exhibits and presentation opportunities. 	<p>#1:</p> <ul style="list-style-type: none"> • PD and collaboration opportunities to develop tiered instruction <p>#2:</p> <ul style="list-style-type: none"> • Collaboratively analyze assessment data to determine student success/needs for future growth <p>#3:</p> <ul style="list-style-type: none"> • Collaborate with School Administration, Pupil Services, Special Education and School Counseling staff <p>#4:</p> <ul style="list-style-type: none"> • PD focused on improving teaching practices, SEL practices, and student engagement and learning <p>#5:</p> <ul style="list-style-type: none"> • Virtual and in person art exhibit opportunities 	<ul style="list-style-type: none"> • Shared curriculum folder, pacing guides, and resources • Seesaw, Google Classroom, and other assessment apps • Collaborative conversations, PD/level meetings • PowerSchool • PBIS/SRBI district processes and resource platforms • TEAM website • Scholastics Art & Writing Contest, SeeSaw, ArtSteps.com, and other online apps for presentation

Fifth Generation Strategic Plan

ART ACTION PLAN

2022-2023

GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Maintain a safer physical environment through adherence to CDC guidelines, in collaboration with local and state health officials, during changing pandemic conditions.</p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines, the well-being of all school community members, during the COVID19 pandemic, will be maintained.</i></p>	<ol style="list-style-type: none"> 1. Continue to adhere to GPS safety guidelines and protocols for art classrooms across levels. Communicate to teachers, students, and families through meetings, PD sessions, and written communications. 2. Support and communicate building, Department and District protocols that promote a COVID 19 safe learning environment for everyone involved. 3. Collaborate with district facilities to determine necessary improvements, updates, and PD/ training for environmental safety mandates per GPS and CDC. 4. Resume in-person experiences and field trips across K-12 curriculum. 	<p>#1-3:</p> <ul style="list-style-type: none"> • Adherence to mandated PD schedule • Use of virtual library and PD sessions • Department, course, and grade level specific training and information that aligns with the GPS and CDC guidelines • Site evaluations <p>#4:</p> <ul style="list-style-type: none"> • Offering of in-person field trips and artist opportunities 	<ul style="list-style-type: none"> • Local, state and regional health agencies • District Facilities • Director of Environmental Health and Chemical Safety • PD Schedule • GHS/CDC COVID-19 requirements • Vignone Gallery • NBMAA
<p>B. Engage in practices that promote equity, diversity and inclusion.</p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> 1. Identify and expand on Department resources, courses and curriculum that embed global perspectives, inclusivity, and diversity. 2. Identify/conduct/embed curriculum based classroom or school-level opportunities that develop local, regional or global competencies, including interdisciplinary collaborations to increase student awareness of social and civic issues and global perspectives. 3. Continuation of groups/clubs, such as National Art Honor Society, school art clubs that focus on social acceptance and community service. 	<p>#1-2:</p> <ul style="list-style-type: none"> • Collaborative meetings and PD to develop curriculum <ul style="list-style-type: none"> - Fostering a shared Equity & Social Justice Folder in shared resources (AO Docs) - Vignone Gallery focuses on artists that promote and speak to equity, diversity, and inclusion 	<ul style="list-style-type: none"> • School-based PBIS goals • Director of EDI & other Administration • EDI Council • Vignone Gallery • Professional Library • Teaching Tolerance Social Justice Standards

	<p>4. Teach social pragmatic skills and support positive social engagement and friendships during the creative and collaborative art making processes.</p>	<p>#2:</p> <ul style="list-style-type: none"> • Art collaboration options: <ul style="list-style-type: none"> - Art Link Creative Connections interdisciplinary project - Empty Bowls Project - Veterans Day Celebration GHS <p>#3:</p> <ul style="list-style-type: none"> • Collaborative Conversations to identify need, feasibility of organizing social/civic service groups <p>#4:</p> <ul style="list-style-type: none"> • Collaboration and development of strategies, materials, resources, and curriculum • Classroom observations 	<ul style="list-style-type: none"> • CSDE Components or Social, Emotional, and Intellectual Habits
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Fifth Generation Strategic Plan

ART ACTION PLAN

2022-2023

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

Objectives	Strategies	Timeline/Accountability	Resources
<p>A. Optimize instructional technology to personalize student learning and foster engagement and innovation.</p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will be engaged in the learning process.</i></p>	<ol style="list-style-type: none"> 1. Continue to explore, develop, and integrate K-12 technology use for lessons, instructional opportunities, collaboration, and assessments based on current-year and future needs. 2. Use SAMR Model levels in planning and implementing instruction. 3. Continue and expand use of Seesaw, Google Classroom, and Zoom as modes of instruction, feedback, and communication with students, parents/guardians, larger communities, as applicable, to support purposeful instruction. 4. PD to support new learning of Adobe Creative Suite, curriculum specific apps, STEAM Lab technology, and technologies that impact learning at all levels. 5. Review/revise course offerings at SMS & GHS to align with current trends that support college and career readiness. 	<p>#1:</p> <ul style="list-style-type: none"> • Observation of Teaching practices • Opportunities for students to virtually record, present, and assess their work: <ul style="list-style-type: none"> -ongoing review/revision of current apps used at all levels -Collaborative development of technology integration in the current-year and in the future <p>#2-3:</p> <ul style="list-style-type: none"> • Shared technology integration strategies of Seesaw, Google Classroom, Adobe Creative Suite, STEAM Lab technology, and other curriculum specific apps at PD and meetings K-12 <p>#4-5:</p> <ul style="list-style-type: none"> • Meeting/PD to determine strengths and areas for revision in technology across K-12 curriculum • Ongoing technology training and support 	<ul style="list-style-type: none"> • Dept. and school goals • Collaborative PD/Team meetings on technology • GPS virtual PD • Instructional Technology Coaches • SAMR Model • Technology PD and virtual library • Look for Tools

Regular Board of Education Meeting

Monday, October 3, 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:	Absent
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 7:01 pm. He asked for a moment of silence, followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Maintenance Department

Dr. Foyle recognized the GPS Maintenance Department for all of their efforts in helping to maintain all of the buildings in the school system. Al Costa, Director of Operations and Maintenance, introduced the maintainers to the Board and accepted a plaque on behalf of his department.

4. Student Representatives' Report

4.A. Jade Wong, Class of 2023

4.B. Jachimma Anaedo, Class of 2024

Student representative Jachimma Aneado provided the Board with an update on activities at GHS.

5. Information Session for Public Comment

Paige Marquis, 42 Cider Mill Road, addressed the Board regarding her experience at Smith Middle School and a gifted and talented program for Glastonbury.

Robin Marquis, 42 Cider Mill Road, addressed the Board regarding a gifted and talented

program for Glastonbury.

Roger Marquis, 42 Cider Mill Road, addressed the Board regarding a gifted and talented program for Glastonbury.

Holly Hageman, 79 Marilyn Drive, addressed the Board and expressed her appreciation for the positive experience her children are having at GHS.

Igor Fuksman, 134 Highwood Drive, addressed the Board and asked for information about how he could visit GHS.

6. Reports and Discussion

6.A. Program Reports

6.A.1. Mathematics/PACE Program Report

Brenda Gregorski, Director of Mathematics and Christine Tedisky, Director of Science, introduced three Buttonball Lane students who demonstrated their coding skills for the Board. Mrs. Gregorski shared highlights from the Mathematics/PACE Program Report for the Board.

6.A.2. Science/PACE Program Report

Christine Tedisky, Director of Science, shared highlights from the Science/PACE program report for the Board.

6.A.3. Health and Physical Education Program Report

Jennifer Spring, Director of Health and Physical Education, shared her program report with the Board.

6.B. Glastonbury Education Foundation

Mrs. Thompson noted for the Board that the Glastonbury Education Foundation Gala will be held on November 18, 2022. Tickets are available online.

7. Business Requiring Action

7.A. Acceptance of the Board of Education Five Year Facilities Plan 2022-2027

Dr. Foyle provided an overview of this plan for the Board. Matt Dunbar provided an overview of the projects that are contained in the five-year plan presented for first reading.

Board accepts the Board of Education Five Year Facilities Plan 2022-2027. 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

Ms. Julie Thompson: Yea

7.B. Approval of Submission of the HVAC and Indoor Air Quality Grants for Public Schools
Al Costa, Director of Operations and Maintenance, provided an overview of this grant application process for the Board.

Board approves submission of the HVAC and Indoor Air Quality Grants for Public Schools. 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
Ms. Julie Thompson: Yea

7.C. Approval of Submission of the District Consolidated Application for Federal Grants
Matthew Dunbar provided a summary of the grant amounts and the proposed use of the funds included in the Title I and Title II grants for the Board.

Board approves the submission of the District Consolidated Application for Federal Grants. 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
Ms. Julie Thompson: Yea

7.D. Approval of Submission of the State Bilingual Grant
Matt Dunbar provided an overview of this grant request for the Board.

Board approves the submission of the State Bilingual Grant. 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

Ms. Julie Thompson: Yea

7.E. Approval of Submission of the Multilingual Learner Title III Grant

Matt Dunbar provided an overview of this grant submission request for the Board.

Board approves the submission of the Multilingual Learner Title III Grant. 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

Ms. Julie Thompson: Yea

7.F. Establish Date for Graduation, Class of 2023

Dr. Bookman provided information on setting the graduation date for the Class of 2023.

Board approves the Glastonbury High School Graduation to be held on June 5, 2023. 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

Ms. Julie Thompson: Yea

7.G. Approval of Revisions to the 2022-2023 School Calendar

Board approves revisions to the 2022-2023 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
Ms. Julie Thompson: Yea

8. Approval of Minutes

8.A. Meeting Minutes of September 12, 2022

Motion to approve the minutes of the September 12, 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
Ms. Julie Thompson: Yea

9. Committee Reports

Budget Committee will meet on October 19, 2022.

Curriculum Committee will meet on October 20, 2022.

10. Chairman's Reports

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

11. Superintendent's Report

11.A. Student Suspension Report, August 2022

11.B. Dates to Remember

Dr. Bookman provided his Superintendent's report for the Board.

12. Adjournment

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

The Board entered into executive session at 9:21 pm.

The Board returned to their meeting at 9:23 pm. The meeting adjourned at 9:23 pm.

Motion to enter into executive session to discuss legal matters. 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
Ms. Julie Thompson: Yea

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
Ms. Julie Thompson: Yea

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, Finance/Budget Analyst

DATE: October 4, 2022

SUBJECT: Self Insurance Reserve Update September 2022

The attached report summarizes the Self Insurance Reserve fund through September 30, 2022. The total reserve is \$14,458,411 allocated \$4,643,397 and \$9,815,014 between Town and Board of Education, respectively. As of September the fund is experiencing a \$1,609,665 loss for the fiscal year. This large loss is related to the Board of Education's significantly lower contribution for July and August than other months of the year due to faculty summer vacation.

As of September 30, we are expecting to receive reimbursement of \$438,096 from CT Prime for FY2022 large loss claims (\$361,888.89 for BOE and \$76,207 for the Town). This balance due is not reflected in the financial summary.

There are currently no large loss claims for FY2022/2023, which are defined as any claims that exceed \$50,000.

Enc.

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

SELF INSURANCE RESERVE FUND

YTD Balances As of: September 30, 2022

	Town	Education	Total
Contributions			
Employer	\$1,554,142	\$1,303,474	\$2,857,616
Employee	342,413	475,986	818,398
Stop Loss Reimbursement	-	4,563	4,563
Total Revenues	\$1,896,555	\$1,784,023	\$3,680,578
Expenditures			
Anthem			
ASO Fees	\$30,716	\$114,831	\$145,547
Claims	899,642	3,200,777	4,100,419
	\$930,358	\$3,315,608	\$4,245,966
Delta Dental			
ASO Fees	\$4,230	-	\$4,230
Claims	45,789	-	45,789
	\$50,019	-	\$50,019
Bank Fees/PCORI Fee	\$1,146	\$4,014	\$5,160
CT Prime	256,637	709,960	\$966,597
OneDigital Consultant Fees	4,500	18,000	22,500
	\$262,284	\$731,974	\$994,258
Total Expenditures	\$1,242,661	\$4,047,583	\$5,290,243
Current Year Revenues Less Expenses	\$653,894	(\$2,263,559)	(\$1,609,665)
Reserve July 1, 2022	\$3,989,503	\$12,078,573	\$16,068,076
Reserve at end of month	\$4,643,397	\$9,815,014	\$14,458,411

	Town		BOE		Total
Reserve at end of month	\$ 4,643,397	\$	9,815,014	\$	14,458,411
Recommended Minimum Reserve ^A	\$ 1,212,871	\$	4,095,088	\$	5,307,959
Variance Over/(Under) Reserved	\$ 3,430,526	\$	5,719,926	\$	9,150,452

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

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT October 3, 2022

	Pre-K = 76	K	1	2	3	4	5	6	Total
Elementary									
Buttonball		85	62	71	60	85	81		444
Hebron Ave.		73	82	70	77	79	79		460
Hopewell		84	80	107	109	90			470
Naubuc		64	72	69	77	81	72		435
Naugaug		108	71	90	80	80	88		517
Elementary Subtotal		414	367	407	403	415	320	0	2326
Gideon Welles							99	411	510
K-6 Totals									2836
Elementary Total		414	367	407	403	415	419	411	2836
Middle			7	8					Total
Smith Middle			424	430					854
Middle Subtotal			424	430					854
Middle Total			424	430					854
Secondary			9	10	11	12			Total
Glastonbury High			427	463	446	466			1802
Secondary Subtotal			427	463	446	466			1802
Secondary Total			427	463	446	466			1802
								TOTAL	5492
								PRE-K	76
								OUT OF DISTRICT (31 & GHS ALTERNATIVE PROGRAM (0))	31
								GRAND TOTAL	5599

RECAPITULATION

GRADE	10/1/2021	10/3/2022	Change Over Previous Years Enrollment All
	Enrollment All <i>Without M</i>	Enrollment All <i>Without M</i>	
Pre-K	64	76	12
K	359	414	55
1	403	367	-36
2	391	407	16
3	402	403	1
4	421	415	-6
5	408	419	11
6	419	411	-8
Subtotal Elementary	2867	2912	45
7	431	424	-7
8	434	430	-4
9	465	427	-38
10	456	463	7
11	466	446	-20
12	483	466	-17
Subtotal Secondary	2735	2656	-79
TOTAL	5602	5568	-34
OUT OF DISTRICT & GHS ALTERNATE	36	31	-5
GRAND TOTAL	5638	5599	-39

ELEMENTARY ENROLLMENT BY SCHOOL/BY GRADE/BY CLASS
October 3, 2022

				GRADE K			TOTAL	
Buttonball	17	17	17	17	17	=	85	
Hebron	19	18	18	18		=	73	
Hopewell	18	17	17	17	15	=	84	
Naubuc	16	16	16	16		=	64	
Nayaug	18	18	18	18	18	18	=	108
							<u>414</u>	
				GRADE 1				
Buttonball	16	16	15	15		=	62	
Hebron	21	21	20	20		=	82	
Hopewell	21	21	19	19		=	80	
Naubuc	18	18	18	18		=	72	
Nayaug	19	18	18	16		=	71	
							<u>367</u>	
				GRADE 2				
Buttonball	18	18	18	17		=	71	
Hebron	18	18	17	17		=	70	
Hopewell	23	22	22	21	19	=	107	
Naubuc	18	18	17	16		=	69	
Nayaug	23	23	22	22		=	90	
							<u>407</u>	
				GRADE 3				
Buttonball	20	20	20			=	60	
Hebron	20	19	19	19		=	77	
Hopewell	22	22	22	22	21	=	109	
Naubuc	20	19	19	19		=	77	
Nayaug	20	20	20	20		=	80	
							<u>403</u>	
				GRADE 4				
Buttonball	22	22	21	20		=	85	
Hebron	20	20	20	19		=	79	
Hopewell	19	18	18	18	17	=	90	
Naubuc	21	21	20	19		=	81	
Nayaug	21	21	20	18		=	80	
							<u>415</u>	
				GRADE 5				
Buttonball	21	21	20	19		=	81	
Gideon Welles	21	20	20	19	19	=	99	
Hebron	20	20	20	19		=	79	
Naubuc	18	18	18	18		=	72	
Nayaug	23	22	22	21		=	88	
							<u>419</u>	

1. Total Number of Suspensions by Month	1	12										
In-School	1	12										
Out-of-School												
2. No. of 1 Day Suspensions	0	0										
3. No. of 2-4 Day Suspensions	1	7										
4. No. of 5-10 Day Suspensions	0	5										
5. * No. of Different Students Suspended for the Month	1	12										
6. * No. of Different Students Suspended this Year (Cumulative)	1	12										
7. * No. of Different Students Suspended More than Once this Month	0	0										
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0										

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.

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

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.

After School Activities



Fall Session: October 3, 2022 – December 16, 2022

Gideon Welles School – After School Activities

- After School Activities are open to all Gideon Welles Grade 5 and 6 students.
- Activities start at 2:50 p.m. and end at 3:50 p.m.
- Students are dismissed directly to After School Activities.
- Some activities require signing up in advance; others allow students to attend without prior notice.

Please read the descriptions carefully and keep this packet for your reference.

AFTER SCHOOL ACTIVITY GUIDELINES

- Appropriate behavior is a requirement for all activities. Students who do not meet this requirement will not be able to continue to participate in the activities.
- Students will require permission from their parents prior to coming to school on the days they plan to participate; **they may not call from school to get permission to stay for After School Activities. It is not necessary to bring a note from home to stay for After School Activities.**
- If the leader is unable to meet with the group on a given day, the activity will be cancelled for the day. There may be occasions when the cancellation announcement will not be made prior to the day of the activity. **Please check the GWS Daily Student Bulletin on our website for cancellations.**

Transportation

- All participants must be picked up at the front of the school **no later than 3:50 p.m. We have no provision for supervision of students after that time.**
- All participants may ride the activity bus home. This bus leaves Gideon Welles at 3:55 pm and goes to the high school where the students board another bus that takes them to their home area. **There is no activity bus on Thursday or on a Friday before a Monday holiday.**
- The activity bus routes are on the last page of this brochure. **Students should determine which activity bus is the appropriate one for them to take before they stay for an activity.**
- **Traffic Pattern:** As after school activities begin, we ask that all families use the entrance closest to **Strickland St. as the Entrance for Pickups.** Pickups will be in front of the building. We reserve the driveway adjacent to the front circle of the school for **Exit Only** to facilitate a timely dismissal process.

Homework Help

Get your homework done with us!



Join your teachers and support staff for help after school. Students are supported in the completion of their homework and/or learning study strategies for upcoming tests and quizzes.

No sign up required for this club. Just come to the Library Media Center after dismissal on Mondays, Tuesdays, and Wednesdays!

Grade: 5 & 6

Leaders: GW Faculty/Staff

Dates: Mondays, Tuesdays, and Wednesdays following the school calendar, beginning October 3, 2022 – May 19, 2023

Place: Library Media Center

FRENCH CLUB



Join French Club to discover more about the French language and Francophone cultures! French club is open to all students interested in the French language and culture. Typical activities will include: learning about food, music, games, movies, holidays, and other cultural celebrations!

Please sign up via email to [Mme Eaton Graupner](#)

Grade: 6

Leaders: Mme. Eaton Graupner and Mme. Borsotti

Dates: Wednesdays: Oct. 26th, Nov. 16th, Dec. 7th

Place: Room 216

Participation Limit: 15 students



GWS Student Council



Representatives from each homeroom as well as one executive board member from each team are elected to Student Council. STUCO will also include a representative and an alternate from each Grade 5 class. Alternates will only attend if the classroom representative is not able to. Meetings will be held on a bi-monthly basis.

Grade: 5 & 6

Leaders: Mrs. Ferraiolo and Mrs. Brennan

Dates: Every other Tuesday: Oct. 11, 2022 – May 2022

Place: Executive Board- Room 214. STUCO - Lower Level of LMC

Participation Limit: 29 representatives (total for Gr 5 and 6) chosen by election

Board Game Club

Do you enjoy playing board games with your friends? Then Board Game Club is for you!

Board Game Club is a club where you can build cooperation and problem solving skills, practice your creativity, and take part in some friendly competition.

So join us after school for time to play your favorite board and card games. Bring a buddy or come on your own to make a new friend.



Interested members can sign up outside of Room 214.

Grade: 6

Leaders: Mrs. Ferraiolo

Dates: One Monday a month, beginning October 24th

Place: Room 214

Participation limit: 20

6th Grade Jazz Band



The Jazz Band is an auditioned group of band students who perform songs in the genres of jazz, pop, and rock!

Grade: 6
Leader: Mrs. Rinaudo and Mr. Studenski
Dates: Tuesdays
Place: Band Rm. 132
Participation Limit: 40 students

Interested students can sign up outside the Band Room #132

Gideon Welles Chamber Ensemble



The Gideon Welles Chamber Ensemble is offered for advanced string players who are seeking additional musical challenges in a smaller ensemble setting. Students will learn to play many different musical styles including Classical, Rock, Pop, Fiddle, and Jazz. Numerous special performance opportunities are available at Gideon Welles and in the community. *Advanced string students may sign up to audition during the week of September 19 on the orchestra bulletin board.* Students will be evaluated by Mr. Wood to determine whether each student is at the appropriate playing level. Rehearsals will be held every Thursday after school in the Orchestra Room until 4:00 PM. Transportation home must be provided by parents because there is no Activity Bus on Thursdays.

Grade: 6
Leader: Mr. Wood
Dates: Thursdays: 9/29, 10/6, 10/13, 10/20, 10/28, 11/3, 11/10, 12/2, 12/8, 12/15
Place: Orchestra Rm. 133
Participation Limit: 25 students



Readers' Advisory-

Join the Library Squad

Do you LOVE to read? Do you always have a book recommendation for a friend? Do you love spending time in the library? If you answered yes to any of these questions, join Readers' Advisory and let your voice be heard! Readers' Advisory is a year-long club that participates in a variety of literary and library activities. As a member of Readers' Advisory, you might create book trailers, book displays, and bulletin boards. You might participate in Adopt-a-shelf and help keep our library organized and inviting. You may work on a book-related activity just for fun...the opportunities are endless! Come give a voice to your library!

Sign-up sheets are posted in the library.

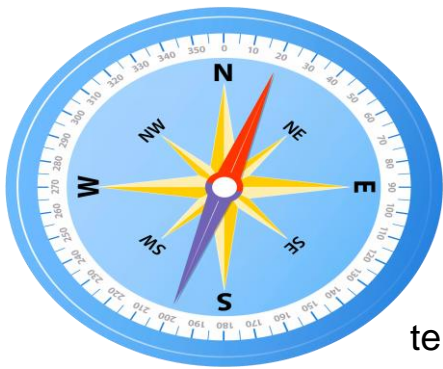
Grade: 5 & 6

Leaders: Mrs. Brennan

Dates: Mondays: 11/7, 12/5, 2/6, 3/6, 5/8 Tuesdays: 10/3, 1/10, 4/4

Place: Lower Level of LMC

Participation Limit: 20



Hiking/Orienteering Club

Members of this club will experience **orienteering**, which involves using a map and compass to find checkpoints. We will hike in the surrounding woods around Gideon Welles and examine land features and terrain as well. If you love being outdoors and trying new things, this club is one to consider - no prior experience is necessary!

Please sign up via email to [Mr. Hurlburt](#).

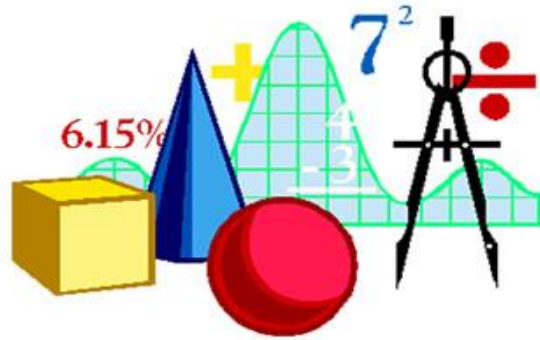
Grade: 5 & 6

Leaders: Mr. Hurlburt and Mrs. Herwerth

Dates: Fridays, 10/7, 10/21, 11/4, 11/18

Place: Outside/Teacher's Lounge

Participation Limit: 12



Math Center

The Gideon Welles after school Math Center will take place on Mondays, Tuesdays and Wednesdays from 2:50 - 3:50, in room 115, starting the week of October 3rd. This math session will give all Gideon Welles 6th grade students the opportunity to practice and strengthen their skills while also receiving extra support and guidance with assignments. Students will learn test taking strategies and gain a better understanding of how to be successful in their math classes.

There is no need to sign up each day or each week. We will have an open door policy. All are welcome. We are excited to offer a time for students to ask questions, and build a love of math.

Grade: 5 & 6

Leader: GWS Math Faculty and Staff

Dates: Mondays, Tuesdays, Wednesdays

Place: Room 115

Asian Culture Club

In the Asian Culture Club we will learn Asian cultures, play games, and practice dragon dance!

Grade: 5 & 6

Leader: Mrs. Chang

Dates: Every other Wednesday: 10/12, 10/26, 11/9, 11/30, 12/14

Room: 106



Interested students can email [Mrs. Chang](mailto:Mrs.Chang) to sign up!



The Enharmonics-- Gideon Welles Select Chorus

If you are interested in learning to sing in a small select ensemble, singing intricate harmonics, or just cannot get enough of singing, then THE ENHARMONICS is for you! Not only will we learn to sing in different languages and different styles of music, but we will also learn to sing independently and reach the full potential of our beautiful voices. Members will perform in conjunction with the Gideon Welles Chorus as well as special school-wide events. There will also be field trip opportunities.

Please note that this ensemble is open to chorus members and by audition only. We rehearse EVERY FRIDAY after school. Please also note that The Enharmonics is a year-long commitment. Sign up for auditions via Google Form in Chorus Google Classroom. Auditions are held during the last two weeks of September. Member list will be posted outside the music room on Thursday, September 29th and our first meeting is held on Friday, September 30.

Grade: 6
Leader: Mrs. Grant
Dates: Fridays
Place: Chorus/Music Room 130
Participation limit: 22 to 24 Students



Relaxing Art

Do you like to draw or paint? In this club, Gideon's artists will bring their own projects and have an hour dedicated to creativity. You will need your own materials: drawing pad, colored pencils, aquarelas. Spend your time practicing Manga style, drawing animals, painting a landscape, coloring a sneaker, designing clothing...etc. The idea is to relax as you create your own art!

Grade: 6
Leader: Mrs. Juan
Dates: Mondays: 10/24, 11/21, 12/19
Place: Room 104
Participation limit: 12 Students

Students Helping Our Community (SHOC)



Students Helping Our Community, or SHOC, is a year-long community service club. As a member of SHOC, you will have the opportunity to participate in several projects to help better our school, town, state, national, and world communities. Some projects we will work on this year include cutting fabric shoe parts for people in Uganda, making cards for service members, and selling keychains for Breast Cancer Awareness. If you are interested in making your world a better place, then SHOC is for you!

Interested members can sign up outside of Room 214

Grade: 6
Leader: Mrs. Ferraiolo
Dates: Every other Wednesday, beginning October 12th
Place: Room 214
Participation Limit: 20 students



Greenhouse Growers

In the Greenhouse Growers club, students grow and care for a variety of plants, including succulents, herbs, flowering plants and more! This club also works to maintain the butterfly garden and other plantings around the schoolyard. If you would like to nurture your green thumb (or get one), this club is for you!

[Greenhouse Growers Sign up](#)

Note: Only students have access to the sign-up link and must log into their Glastonbury student accounts to access the form.

Grade: 5 & 6
Leaders: Mrs. Ames, Ms. Juan, Mrs. Willen, Mrs. Hoskins, Mrs. McGillivray
Dates: Tuesdays beginning October 11th
Place: Room 120
Participation Limit: 24

Makerspace and Chill



Need a break from screen time? Love to work with your hands? Does spending time creating help you relieve stress? Then come join us to create, imagine, innovate and relax in our developing library low-tech makerspace. We will start off with the Cardboard Challenge, creating something new out of cardboard and recycled materials with Makedo tools. Future activities may include Keva Planks, mandala coloring, sticker mosaics, giant collaborative coloring mats, duct tape, Strawbees, fuse beads, puzzles, origami, legos, and more! You help decide!

Sign-up sheets are posted in the library.

Grade: 5 & 6

Leaders: Mrs. Brennan

Dates: Mondays: 10/17, 10/24, 11/21, 11/28 & Tuesdays: 11/1, 12/6

Place: Lower Level of the library

Participation Limit: 10

Navegadores



Who are Navegadores? They are GW students excited about exploring Spanish language and culture! We will play games, watch videos, listen to music, make some arts and crafts and discover fun facts about Spanish speaking countries from around the world. We hope to have you on board!

If you are interested in joining, sign up outside of Room 111.

Grade: 6

Leaders: Señorita Efthimiou and Señora Juan

Dates: Wednesdays: October 12th, November 16th, and December 7th

Place: 111

Participation Limit: 25

No Place for Hate Committee

Students in 5th and 6th grade are encouraged to fill out an application in order to be a part of Gideon's No Place for Hate Committee. Students work together throughout the year to plan three school-wide activities promoting a respectful and equitable community where all students can be successful and thrive.

Although there is an application process, the activity will be open to students who sign up to participate in various activities after school with the selected committee members.

The Gideon Welles School *No Place for Hate Committee* works together to:

- Build an inclusive and safe community in which respect and equity are the goals and where all students can thrive.
- Empower students, faculty, administration and family members to take a stand against bias and bullying by incorporating new and existing programs under one message.
- Sending clear, unified messages that all students have a place where they belong.

Students will need to complete an application and submit teacher recommendations in order to be selected to participate on this committee. Please listen to the announcements for more information!

Grade: 5 & 6

Leaders: Miss Efthimiou and Mrs. Ginman

Dates: Tuesdays: 2-3 times a month

Place: Room 111

Participation Limit: 8-10 students



BONKERS

Bonkers is a before school sports activity being held from 7:30 - 7:50 AM on Wednesday mornings. All interested students must sign up with Mr. Gaudreau during PE classes before the first start date. First start date is November 16th.

Grade: 5 & 6

Leaders: Mr. Gaudreau

Dates: Wednesdays: 11/16, 11/23, 11/30, 12/7, 12/14, 12/21

Place: GYM

Participation Limit: 60



Donuts & Discussion

Are you an avid reader who loves to discuss books with others? If so, this club is for you! During our first meeting, we will select a 2023 Nutmeg book for each meeting date. Simply read the book and come ready to talk

about it with your Gideon classmates! This is a great way to meet new friends who also love to read. Also, free donuts. Students will need to borrow or purchase their own copies of the Nutmeg books. Students provide their own transportation and are dropped off at the front entrance of Gideon by 7:15 sharp, Mrs. Lips will meet you there!

Email [Mrs. Lips](#) to sign up – Include your name, team and homeroom teacher.

Grade: 5 & 6

Leader: Mrs. Lips

Dates: Fridays, 7:15 AM – 7:45 AM: October 7th, October 28th, November 18th, December 16th, January 13th, February 10th, March 17th, April 21st, May 19th.

Place: Room 116

Participation Limit: 20

Rubik's Cube Club

The Rubik's Cube Club will provide opportunities for boys and girls to engage in challenging exercises that will help stimulate their brain. Students will work together to discover and teach each other new algorithm and logical problem solving strategies. Research also shows that Rubik's cube can provide students with stress relief. We also have Chess sets that students could work on during this time.

Email [Mrs. McGillivray](#) or visit Room 224 to sign up!

Grade: 5 & 6

Leader: Mrs. McGillivray

Dates: Tuesdays 7:00 - 7:30 AM

Place: Room 224

Participation Limit: 10 students





Echo in the Morning

Echo is a team gecko that students enjoy learning about and interacting with. Students have requested extra time and the opportunity to help with feeding and caring for Echo. This club will meet in the morning from 7:00 am – 7:30 am. During this time, they will help clean, feed and handle Echo as well as learn about Leopard Geckos as well as other types of Geckos. Students from different teams would be able to interact in a way that builds collaboration and responsibility.

Email [Mrs. McGillivray](#) or visit Room 224 to sign up!

Grade: 5 & 6
Leader: Mrs. McGillivray
Dates: Thursdays 7:00 - 7:30 AM
Place: Room 224
Participation Limit: 12 students

Yearbook Committee

If you love design and have a creative mind- this is the club for you. In this club you will learn photography and design skills to aid in creating a memorable book for GWS students. The yearbook here at GWS is special because it captures a milestone, a transitional year filled with so many memories. We will begin meeting once a week, however as we begin designing, the club will often meet multiple times during the week to meet deadlines. It requires dedication and hard work!



If you are interested, sign-ups will be outside the office during the week of Sept 27-30. There will only be 20 spots available.

Grade: 6
Leader: Miss Cerasani
Dates: Tuesdays: Beginning October 4th
Place: Art Room 131
Participation Limit: 20 students

ACTIVITY ROUTES

NORTH

R - Hubbard Street, L - New London Turnpike, to - Naubuc Avenue, R - Parker Terrace, L - Naubuc Avenue, L - Main Street, R - Griswold Street, L - Harris Street, L - Prospect Street, R - Long Hill Drive, R - Candlewood Road, L - Griswold Street, L - Addison Road, R - Great Swamp Road, R - Wesleyan Road, R - Trinity Avenue, L - Cambridge Drive, L - Oxford Drive, R - Worthington Road, L - Addison Road

SOUTH

L - Hubbard Street, L - Main Street, L - Chestnut Hill Road, L - Northview Drive, R - Chestnut Hill Road, L - Main Street (if student is on the bus for this area), R - Water Street, L - Tryon Street, as far as Dug Road & turn around, R - Water Street, R - Main Street, R - Great Pond Road(if anyone is on the bus for the area) R - Main Street, R - Glastonbury Hunt Lane & return, L - Main Street, R - Kimberly Lane, L - Dayton Road, R - Main Street, R - Foote Road, R - Matson Hill Road, L - Woodland Street, L - Hopewell Road & return to Main Street

EAST - 1

R - Hubbard Street, L - New London Turnpike, R - Oak Street, R - Hebron Avenue, R - Marlborough Road, to Arbor Acres and turn around, L - Diamond Lake Road, R - Ash Swamp Road, L - Weir Street, R - Shoddy Mill Road, R - Manchester Road, L - Brook Street to Neipsic Road

Revised 11/7/14

EAST - 2

R - Hubbard Street across to Neipsic Road, L - Wickham Road, R - Candlelight Drive, L - Strickland Street, R - Hebron Avenue, R - Chalker Hill Road, R - Stanley Drive, R - Hurlburt Street, R - Manchester Road, L - Forest Lane, R - Thompson Street, R - Tollgate Road, R - Wassuc Road, R - Manchester Road, R - Chimney Sweep Hill, L - John Marshall Drive, L - Eastbury Hill Road, R - Manchester Road, L - Quarry Road, R - New London Turnpike

SOUTHEAST

L - Hubbard Street, L - Buttonball Lane, L - Farmstead Lane, R - Founders Road to Coleman Road, L - Chestnut Hill Road, R - Sunset Drive, R - Hopewell Road, R - Heather Glen, R - Leighgate Road, L - Stonepost Road, R - Olde Wood Road, R - Chestnut Hill Road, R - Hopewell Road, L - Woodland Street, L - Coldbrook Road to Mott Hill Road as far as Country Lane & return, R - Country Club Road, L - Wassuc Road, L - New London Turnpike

NORTHEAST

Bell Street at Hebron Ave, R - Bush Hill Road, R - Keeney Street, L - Howe Road, R - Manchester Road, L - Shady Hill Lane, L - Knollwood Drive to end & return (if STUDENT is on bus FOR THIS AREA, R - Woodhaven Road, L - Natchaug Drive, L - Minnechaug Drive, L - Mountain Road, R - Manchester Road, L - Shallowbrook Lane, L - Pane Drive, L - Indian Hill Trail, R - Manchester Road, L - Cedar Ridge Terrace, L - Manchester Road

**Gideon Welles School
1029 Neipsic Road
Glastonbury, CT 06033**

Phone: 860-652-7800

Fax: 860-652-7825

Mr. Kent Hurlburt, *Principal*

Mrs. Kimberly Herwerth, *Assistant Principal/Special Education Supervisor*



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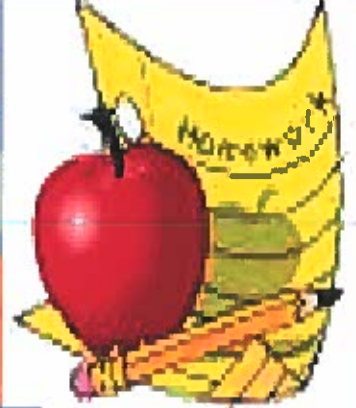
Evan Seretan

CENTRAL OFFICE ADMINISTRATION

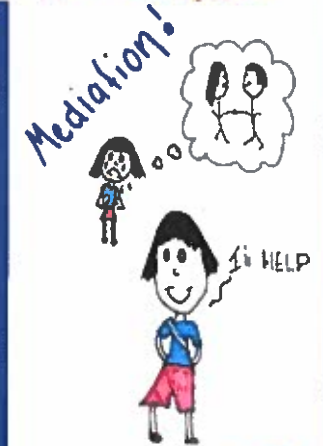
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SMS CLUBS 2022-2023



Smith After School Clubs 2022-2023

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
Art Club	DelCoro	Tuesday	Every Tuesday through the entire school year	Art 3
Asian Culture Club	Bursztyn	Rotates btwn M, W & F	<p>Weds. Oct. 12th 2:50-3:35 PM Introduction to Korea and Hangeul Day</p> <p>Fri. Nov. 10th 2:50-3:35 PM Introduction to Cambodia and the Water Festival</p> <p>Mon. Dec. 12th 2:50-3:35 PM Introduction to Malaysia and unique Malaysian Christmas traditions</p> <p>Weds. Jan. 11th 2:50-3:35 PM Introduction to China and Chinese New Year Celebration</p> <p>Fri. Feb. 10th 2:50-3:35 PM Introduction to Thailand and Makha Bucha Day</p> <p>Mon. March 6th 2:50-3:35 PM Introduction to India and the Holi celebration</p> <p>Weds. April 5th 2:50-3:35 PM Introduction to Japan and the Cherry Blossom Festival</p> <p>Mon. May 8th 2:50-3:35 PM Introduction to Vietnam and the Hung Kings Festival</p>	1201
Baking Club	Dominoni	Wednesday	<p>Wednesdays Starting Sept 21</p> <p>September: 21, 28 October: 12, 19, 26</p> <p>November: 2, 9, 16 December: 7, 14, 21</p> <p>January: 11, 18, 25 February: 1, 8, 15</p> <p>March: 15, 22, 29 April: 5, 12, 19</p> <p>May: 10, 17, 24, 31</p>	FCS 3
Chamber Orchestra	Wood	Wednesday	Weekly until 4:15. Students need transportation home.	Music 1
Chess Club	Gowdy	Tuesday	1 st meeting in the café on Tuesday, Oct. 11th	cafe
Classics Club	de Koning	Wednesday	Meets once a month	1310
Creative Studio	Suwala	Wednesdays - Bi-Weekly	<p>September 28, 2022, October 12, 2022, October 26, 2022, November 9, 2022, November 23, 2022, December 7, 2022, December 21, 2022, January 4th, 2023</p> <p>January 18th, 2023 Etc.</p>	Art 1
Cross Country	Gemske/Cieslowski	M-F (min 3x)	6 weeks = 9/6 - 11/20	School Grounds & Adjacent Streets
Debate Club	Rook	Tuesday	<p>1st Informational Meeting – Tuesday, 9/22/2022. Final Meeting Date: 5/24/2023.</p> <p>1 Saturday scrimmage + 3 formal tournaments – 1 State Championship (8 hours each, 2 SMS staff required)</p> <p>NOTE: In addition, there will be 1 Saturday scrimmage and 3 formal debate tournaments and 1 championship.</p>	1101
Discovery Math Club	Florer	M & T	Mondays and Tuesdays 2:40-3:40. Come every week or come as needed	2104
Disney Movie and Coloring Club	Colapinto	M	First Meeting will be October 3. Meets Mondays until 12/19/22	1213
Drama Club	Klin & Ingram	M,T,W	<p>3 days/week Jan 3 - Feb 28</p> <p>4 days/week for all of March</p>	Auditorium
Drama Club - Tech Crew	Nichols	M-F Saturday Production	March 1 – April 1	Auditorium
Experience Spain	Kisluk	Monday	October thru February – 15 meetings	1110
French Club	de Koning	Wednesday	Meets once a month	2110

Smith After School Clubs 2022-2023

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
Games Club	Giudice, White	Tuesday	Sept 20, 27 Oct 4,11,18,25 Nov 1,15,29 Dec 6,13 Jan 10,17,24 Feb 7,14,28 March 7,14,21,28 April 4,18,25 May 2,9,16,23	Tech 1 (2 if needed)
Gay Straight Alliance	Broggini/Wengell	Tuesday	Twice Per Month, TBD	1106
Key Club Tutoring	Wakim-Thompson	Monday & Tuesday	TBD	2311
Jazz Band	Gowdy	Monday	Auditions = 9/12 & 9/13 1 st rehearsal is Monday, Sept. 19th	Band room
Model UN Club	Rook	Wednesday	1 st Meeting = Wednesday, September 21, 2022 Final Meeting = Wednesday, May 17, 2023. 1 or 2 Model UN Conferences ONLINE ONLY.	1101
Quebec Club	Minnick	Wednesday	5 times after school, plus trip to Quebec	1310
Russian Culture Club	Rook	Monday	1 st Meeting – Monday, September 19, 2022 2X per month. Notice will be provided to Main Office about specific dates prior to club meeting for each month. Final club meeting date: Monday, 5/22/2023	1101, café, FCS room, gym, courtyard, outside
Science Bowl	Nichols	Tuesday	10/11, 10/18,10/25, 11/1, 11/8, 11/15, 12/6, 12/13,1/10,1/17, 1/24, 1/31, 2/7,2/14, feb.18 events	1105
Select Chorus	Ingram	Tuesday	1-2 times per week every Tuesday with some added Wednesdays, also including auditions Sep 8th and 9th	Music 2
SMS Ski Club	Giudice/Lefkowitz	Monday	January and February. 3 trips total – dates TBD	Off Site. Mt. Southington
Spanish Club	Kisluk	Tuesday	Alternating Tuesdays October - May	1110
Student Council	Coburn	Alternate Tuesdays	Sept 6 & 20, Oct 4 & 18, Nov 1, 15 & 29, Dec 6 & 20, Jan 10 & 24, Feb 7 & 28, Mar 14 & 28, April 18, May 2 & 16	2306
Time Traveling Techies	Neville	Tuesday	Once per week or bi-weekly from September through the end of May.	2103
Unified Basketball	Macchi/Trenholm		Season January – March 2023	Main Gym
Unified Theater	GY&FS-Stankowski		Beginning in December	Auditorium
Voyager Science Extra Help	Haddock	Monday &/or Tuesday	All school year	2106
Walkin' & Talkin' Club	DePeau	Wednesday	Every Wednesday unless otherwise noted.	Meet in 2102 then TBD
Wilderness Explorers	Wengell	Tuesday	2 times a month (except for February) <i>Weather Permitting...</i> October 4, 18 November 1, 15 December 6, 20 In 2023... January 3, 17 <i>February- NO MEETINGS</i> March 7, 21 April 4, 18 and May 2, 16	Meet in the back of the entrance of Smith Middle School
World Language Tutoring Club	Kisluk	Wednesday	October - May	1110
Yearbook	Nichols & Klin	Monday	Meetings held once a month.	1105
Activity Bus By Street Listing				

Join the SMS ART CLUB

Tuesdays 2:40-3:40
with Mr. Del Coro

Artistic exploration, planning and creation of ceramic garden totem sculptures that represent our school community and enhance the beauty of the SMS courtyard.

Be a part of the history of SMS!

(Opportunity for individual clay pieces to keep will also be explored)

There will be a 1st semester and a 2nd semester session and space is limited to 10 students per session.



Sign up on Mr. Del Coro's door (Art Room 3) for the 1st Semester session











Advisor: Jessica Bursztyn, GW and SMS Chinese Teacher,
bursztynj@glastonburyus.org

Where: Room 1201, Chinese Classroom (sign-up sheet is on the classroom door)

What: Activities will include short intro videos about important holidays in different Asian countries and important intro phrases of the respective languages of those countries, as well as related crafts, decorations, poems, stories, music, and snack samples. Students who have experience with any of the cultures and/or holidays that we will be learning about are encouraged to contact me ahead of time and to share their own knowledge and experiences.

Schedule

- 
Weds. Oct. 12th 2:50-3:35 PM Intro to Korea and Hangeul Day
- 
Fri. Nov. 11th 2:50-3:35 PM Intro to Cambodia and the Water Festival
- 
Mon. Dec. 12th 2:50-3:35 PM Intro to Malaysia and unique Christmas traditions
- 
Weds. Jan. 11th 2:50-3:35 PM Intro to China and Chinese New Year
- 
Fri. Feb. 10th 2:50-3:35 PM Intro to Thailand and Makha Bucha Day
- 
Mon. March 6th 2:50-3:35 PM Intro to India and the Holi Celebration
- 
Weds. April 5th 2:50-3:35 PM Intro to Japan and the Cherry Blossom Festival
- 
Mon. May 8th 2:50-3:35 PM Intro to Vietnam and the Hung Kings Festival



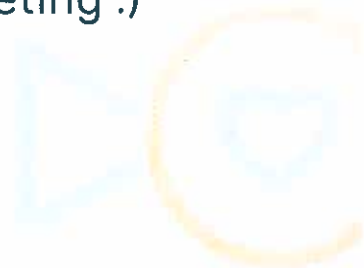
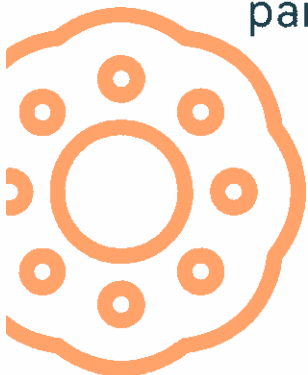
BAKING CLUB!

Come bake some seasonal treats on Wednesdays in FCS 3 with Ms. Dominioni!

Bring your friends! We are limited to 16 students per meeting!

Sign ups will be outside of room FCS 3. Join the Baking Club Google Classroom for updates, signups and recipes! Use code **sknwsxa**

Feel free to stop by with any questions! The first meeting will be informational and A signed safety form will be needed to participate after the first meeting :)





Are you a motivated and advanced string player seeking additional musical challenges? If so, consider joining the

Smith Middle School Chamber Orchestra

Mr. Stephen Wood, Director



Rehearsals are held weekly on Wednesdays
right after school until 4:15 pm in
Music 1

Learn to play diverse musical styles including:



- Classical
- Rock
- Pop
- Jazz



*****Audition sign ups can be found on the orchestra bulletin board*****



Check.....Mate!



The **fame**, the **glory**, it could
all be yours...

Come be a part of **CHESSE CLUB!!**

All are welcome! Any skill level! It's FUN!

*It's a LOT of fun,
and the chess boards
are provided!*

*Play with friends!
And make new friends!*

Sign up for the Chess Google Classroom

<https://classroom.google.com/c/NTQ2MjMoNDY0MTUw?cjc=ldpqxan>

Code: ldpqxa



Our first meeting will be Tuesday, Oct 11th in the Cafe (2:45-3:40pm)

Other Dates we'll meet this year: 10/25, 11/15, 12/13, 12/19 (Monday), 1/10, 1/24, 2/7, 3/7, 3/21, 4/4, 4/18, 5/16

Come to SMS Classics Club!

Open to all Smith students

Meetings once a month on Wednesday

from 2:40-3:40pm in room 1310

Interested? E-mail the advisor Mrs. de Koning:

dekoninga@glastonburyus.org



Learn about classical topics, such as:
mythology, ancient Roman and
Greek culture and history,
the Latin and Greek languages.

And how does it all relate to us?

SMITH MIDDLE SCHOOL

CREATIVE STUDIOS

CLUB



EVERY OTHER WEDNESDAY- 2:45-3:45
ART CLASSROOM #1

Registration is OPEN - Sign Up - ONLINE!

All Sign up information and links are on the Smith Cross Country Web site – The link is on Clubs and Activities page

You can use this direct link if you wish:

<https://sites.google.com/glastonburyus.org/sms-xc/home>



CROSS COUNTRY

This year the club meets on Monday-Friday out on the track and surrounding grounds. It is not necessary to attend all 5 days of the week, but encouraged to attend a minimum of 3 days each week.

1st practice is Sept 6th and will run to 1st week of Nov

Late registration will be allowed to Sept 30



This is a learning and participation running club for students to have fun and improve their running skills and endurance. All levels of runners are welcome from the beginner to more advanced runner.

We hope that you will join us.

ONLINE Registration including Physical must be completed before a student can practice



SMS Debate Team

with Mr. Rook (2022-2023 Season)

- Learn to *research significant & contemporary issues* facing our society, community, country and world. 😊
- Learn how to *formulate and argue a position* on any given issue or topic. 😊
- Engage in *intellectual debate* with your peers and improve your *public speaking skills*. 😊
- Compete with other CT middle school debaters - at debates! 😊
 - 1st Scrimmage is Oct. 22-2022 - Actual motion is TBD but will concern zoo's.

😊 **1st DEBATE CLUB MEETING** 😊

• **Tuesday, September 20, 2022**
in Room 1101.



DISCOVERY MATH STARS

a Team Discovery afterschool club
designed to help you SOAR in your Math class

Who? Students on Team Discovery

When? Mondays and Tuesdays 2:40-3:40
Come every week or come as needed

Where? Room 2104

What? Work with student math tutors and Mrs. Florer
TO:

- Complete homework together
- Practice and relearn any concepts that need revisiting
- Prepare for upcoming assessments
- Retake formative assessments as needed
- Pre-learn upcoming concepts

Why? Practice + Preparation = Confidence + Success



MOVIE AND COLORING CLUB

**DO YOU LOVE DISNEY MOVIES? LIKE TO COLOR DISNEY
PICTURES? THIS CLUB IS FOR YOU!!**

COME AND ENJOY - ALL ARE WELCOME

**OUR FIRST MEETING WILL BE OCTOBER 3 IN ROOM
1213 FROM 2:45 - 3:40 PM**

WE'LL MEET ON MONDAYS UNTIL 12/19/22

INTERESTED? PLEASE EMAIL MS. COLAPINTO:

COLAPINTOH@GLASTONBURYVS.ORG



Drama Club



Come be a star!

SMS Drama Club will hold a pre-audition meeting in November.

Dates will be announced later.

Auditions will be December 9 or 12 depending on the role you are auditioning for.

Tech Crew not needed until March.

Our spring production is March 31 and April 1.

Please see Mrs. Klin (2101), Mrs. Ingram (Music 2) or the drama club website for more information starting in November.

Drama Club

TECH CREW

Looking for interested students to
help behind the scenes:

Lighting

Sound

Props

Curtains

Costumes

Set designers

Artists

Coming this March- april

Applications will be required since we only
have 25 positions available

Experience **Spain** Club



See what it is like to walk the cobblestone streets, sample traditional tapas, dance the flamenco, and explore cathedrals of Salamanca, Spain!



Here is a peek at what you'll see...

- Traveling
- Food
- Cultural Activities
- History of Salamanca
- Literature
- Host Families
- Spanish Immersion Classes

For more information visit the Glastonbury Foreign Language Website at <https://www.glastonburyforeignlanguage.org/exchanges/spanish-immersion> and click on Exchanges. Or contact : Sra. Kisluk at kisluka@glastonburyus.org



This club is open to 8th grade students participating in the Spanish Immersion Program in Salamanca, Spain, February 17-25, 2023

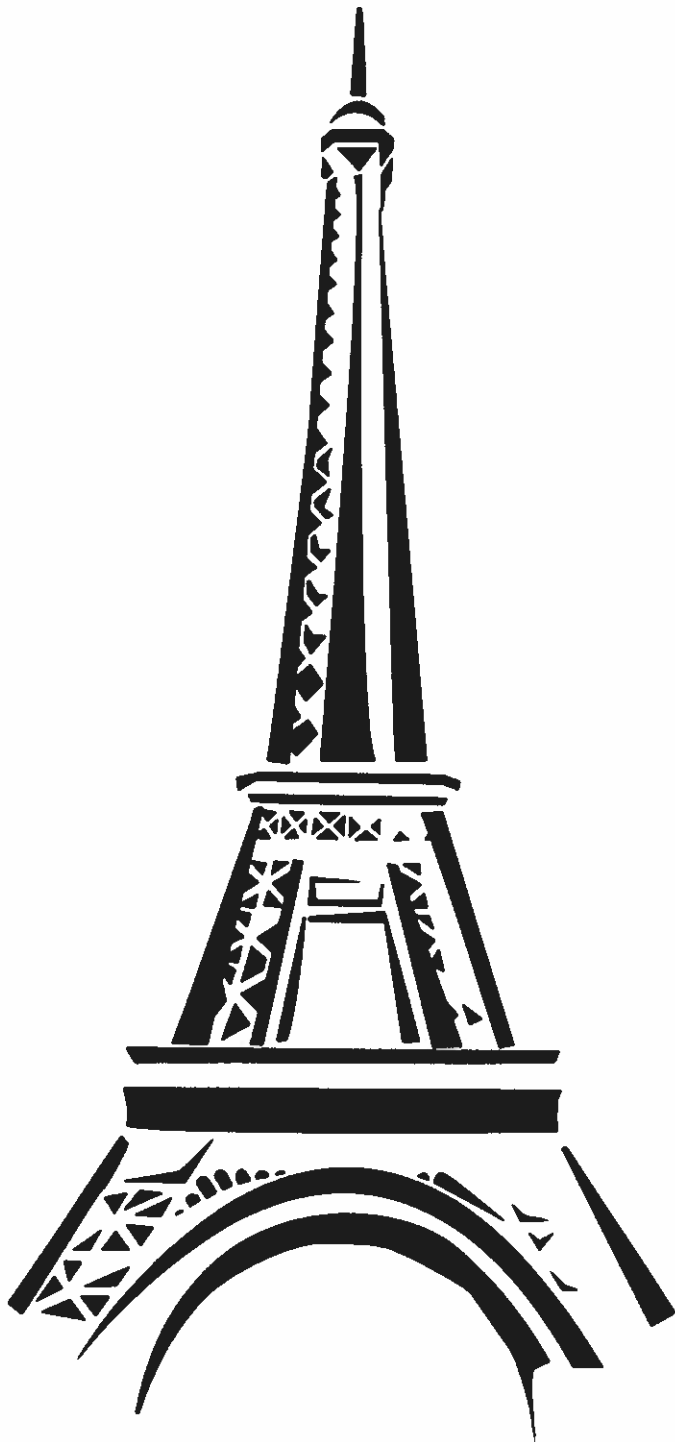
Learn more about the
culture of the French speaking world...

*join the
FRENCH CLUB!*

Interested?

E-mail Madame de Koning at
dekoninga@glastonburyus.org

or Madame Perraud at
perraudc@glastonburyus.org



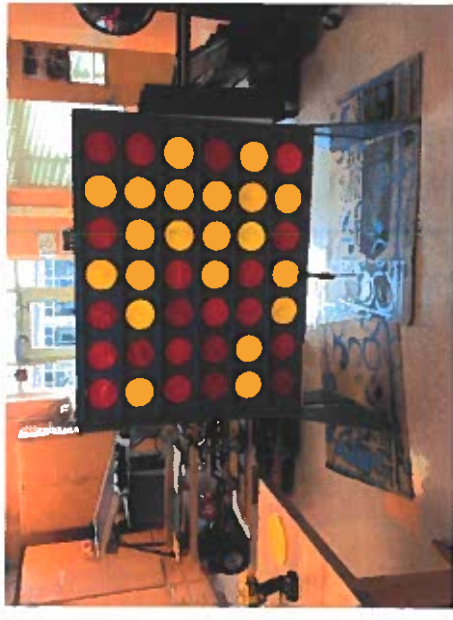
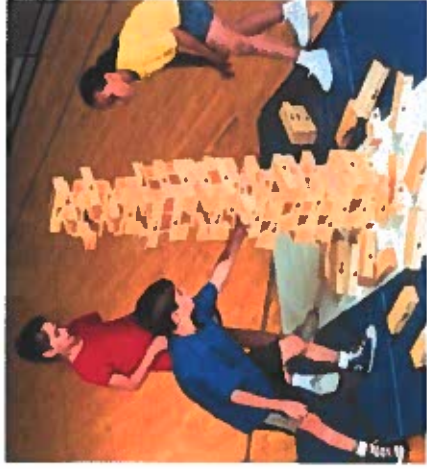
**The club is open to all
Smith students, even if you
do not take French!
Meetings will be held once a
month on Wednesday in
room 2110 after school.
Meeting dates and sign-ups
will be announced on the
student bulletin**

Looking for something fun and exciting to do after school?

Come to The Games Club!

Bring some friends and make new ones as you enjoy great activities including:

Giant Jenga, Penny Hockey, Corn Hole, Giant Connect Four, Plunger Toss, and traditional board games too!



MEETS MOST TUESDAYS IN TECH ROOM 1

COME JOIN US! ALL ARE WELCOME!

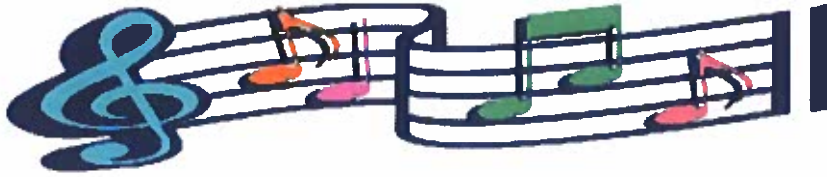


The Gay-Straight Alliance will meet monthly. Our first meeting is Tuesday, September 27th in Dr. Broggini's room (1106). All are welcome to attend and bring a friend! The Gay-Straight Alliance will do fun activities, discuss social issues and school climate, and plan events.

Stop by for a meeting to see what we're about!

Hope to see you there!





SMITH MIDDLE SCHOOL

Galaxy Fall Jazz Band

Do you love playing jazz, rock, blues, and other styles of music on your instrument? Yes?! Then come be a part of our Galaxy Jazz Band!

Who Can Join? Any band instrumentalist can join...that's right, ANY instrument! ...We are also looking for guitar, bass guitar, and piano players as well, by audition only! Sign up by September 13th online at <https://forms.gle/BCrMoRTTBYJZqaH67>

When are auditions? Auditions are only for drums, piano, guitar, and bass guitar. Please sign up for an audition slot outside the band room (music can be found there as well) Auditions take place on September 12th & 13th after school.

Rehearsals: After school on most Mondays from 2:45-3:40pm. Our FIRST rehearsal with everyone is Monday, **September 19th**

Performances: We will perform at the November 29th instrumental concert.

Questions? Stop by the band room and ask Mr. Gowdy or email him at gowdym@glastonburyus.org





Model
United
Nations

MODEL UN CLUB

with Mr. Rook

- Participate in academic competitions with students from around the US and abroad!
- Learn about significant world issues and affairs!
- Learn about the United Nations, diplomacy and international relations!
- Learn how to formulate a position on an issue and argue it.
- Engage in intellectual debate and practice your public speaking skills.



FIRST MEETING



Wednesday, 9/21/2022 Room 1101



Québec Club

*Learn about Quebecois culture, history, and language
with*

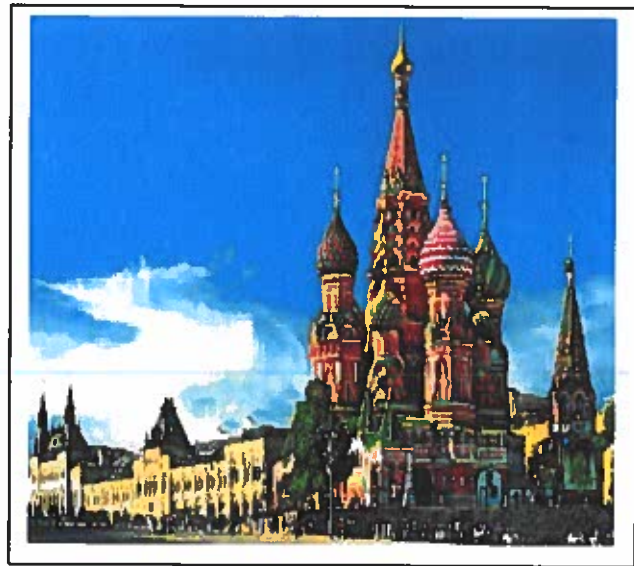
Monsieur Minnick in room 1310

(open to all students)

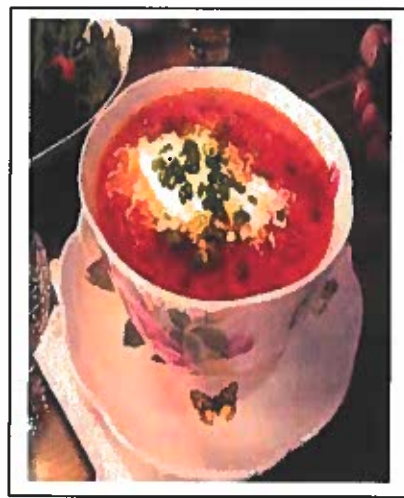
Club Meeting Dates and Activities:

- December – Watch a Quebecois film!
- January – Train to be a tourist!
- February – Quebec Trip Reunion Party (travelers only)
- March – Play a trivia game!

Russian Culture Club



2022-2023



- **Cooking**
- **Crafts**
- **Games**

2X / Month - Monday after school
with Ivan Ivanovich (Mr. Rook)
1st Meeting - 9/19/2022 - Room 1101



SCIENCE BOWL



Do you like science? Are you good at math? We have the club for you! The **National Middle School Science Bowl** is an event that encourages students to get involved in science and math activities. We will help provide enrichment in both areas so that we can compete against other middle schools in the area.

The competition is academic based and each team of 4 students answer questions as fast as they can (like Jeopardy). We can only register 2 teams, so you **MUST** commit to weekly meetings. At each meeting, we will review concepts, provide study material and sometimes give quizzes on a given topic. Weekly statistics will be recorded to assist with selecting team members for competition. Since the competition is in February, we will meet each Tuesday after school in room 1105, there is no sign up, just show up.

Email Mrs. Nichols if you have any questions
nicholss@glastonburyus.org

Tuesday
October - February
Room 1105

Love to sing?



Select Chorus

Select Chorus is an auditioned group that meets every Tuesday from 2:35-3:40 to rehearse advanced repertoire. Select chorus performs at several "gigs", including the Yard Goats, a 6 Flags vocal competition, Veterans Day Ceremony, and a Gideon Welles tour, to name a few.

**Students must be registered for chorus in order to participate in Select Chorus.*





The Smith Ski Club is fun and exciting!



The SMS ski club is planning trips after school this winter in January and February.

Be sure to listen to the AM/PM announcements for our late fall meetings where you will learn about:

- *All of the dates and locations of our trips
- *Club rules and requirements
- *Equipment and skill requirements

Have other questions?

Feel free to email Mr. Giudice or Mr. Lefkowitz anytime.

Spanish Club



We will meet on alternating Tuesdays in room 1110.

We will be learning about Spanish/Latin American culture through craft making, cooking, and music.

Advisor Sra. Kisluk

Show your school spirit...come join...

SMS STUDENT COUNCIL!!!



First Meeting: September 20th

Location 2306

2:45 PM – 3:30 PM

Who: 7th and 8th Graders

What: Develop Leadership Skills
Promote School Spirit
Work as Part of a Team

When: Sept 20, Oct 14, 18; Nov 1, 15,
29; Dec 6, 20; Jan 10, 24; Feb
7, 28; Mar 14, 28; Apr 18;
May 2, 16.

Where: Room 2306

Why: It's Fun!



Any Questions, please contact Ms. Coburn at: coburnm@glastonburyus.org



TIME TRAVELING TECHIES

Help bring the 18th century into the 21st century by joining the Time Traveling Techies!

- ◆ **Receive training to become a tour guide at the Welles Shipman Ward House and the Green Cemetery**
- ◆ **Participate as an assistant tour guide during the 5th grade tours at the Welles Shipman Ward House and the Green Cemetery**
- ◆ **Use iPads to create interactive content showcasing life in the 18th century.**
- ◆ **Help create a virtual tour of the Welles Shipman Ward House.**
- ◆ **Participate in important events at the Welles Shipman Ward House.**

The club will meet on Tuesdays in Mr. Neville's room 2103. If you are interested or would like more info, please stop by or email Mr. Neville.

Unified Basketball

Dear Athletes and Partners,

Thank you for your interest in **Unified Basketball!** We are very excited for a great season. The season begins in January 2023 - March 2023. We are looking for partners and athletes who will be dedicated to practicing with the team on a weekly basis. Your attendance will determine your participation in the end of season tournament in March, 2023.

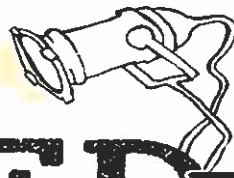
We look forward to seeing you on the court!

Thank you,

Mr. Macchi and Mrs. Trenholm



{spotlight on ability}



UNIFIED theater[®]

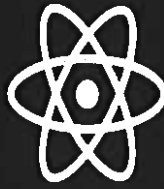
Come join the Unified Theater Club
where the spotlight is on Ability.

Meetings will be after school beginning
in December

Club Advisor: Jason Stankowski

Final Performance: February, 2023

Voyager Science Extra Help



Need A little boost with your science concepts?
Want help organizing your binder and homework?
Come after school Monday or Tuesday for extra help!
From 2:45 - 3:35 Voyager Science Lab 2106

The Walkin 'n Talkin Club



Walking and talking are two great ways to unwind after a long day!

Join us after school each Wednesday for some fresh air outside on the walking path, or for some laps indoors through the halls of green, purple and orange! Talk about your day, meet some new friends, or just listen to your music as you enjoy a brisk walk. Meet in Mrs. DePeau's room (2102) and bring your walking shoes. All are welcome!



Wilderness Explorers Club

What: Hike the trails in the back of Smith Middle School!

When:

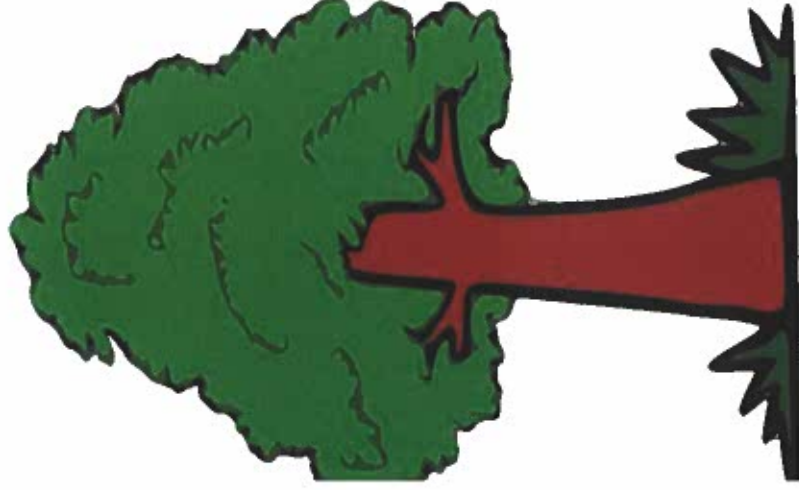
SESSION 1: October 4, 18, November 1, 15, December 6, 20, January 3, 17

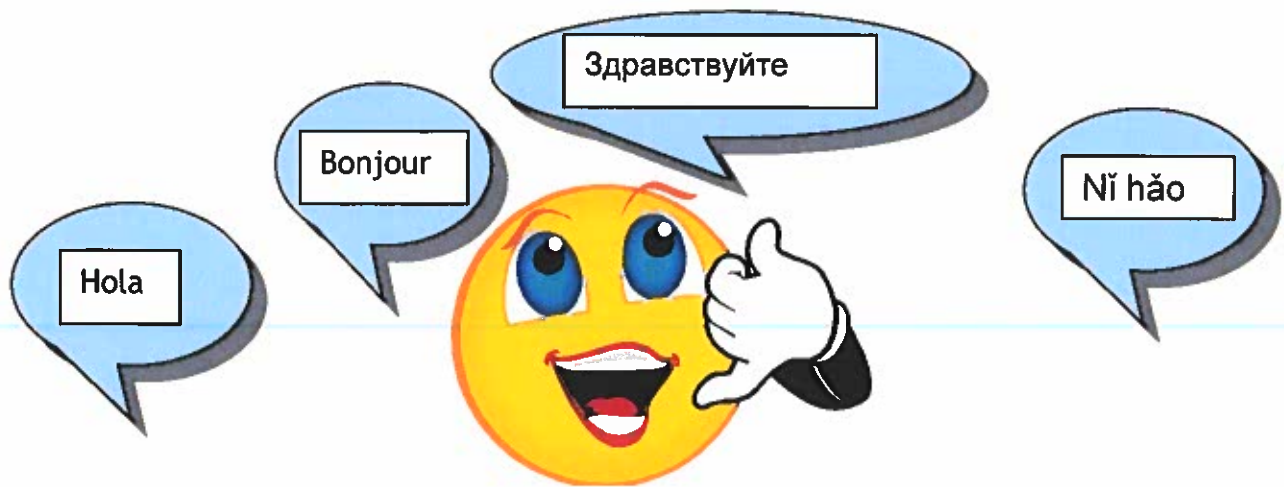
SESSION 2: March 7, 21, April 4, 18, May 2, 16

Where: Meet at the back entrance of the school.

Why: Because spending time in nature is AWESOME!

Advisor: Mrs. Wengell (*Health & PE teacher*)





WORLD LANGUAGE TUTORING CLUB



*WHO: SMS Students of Spanish, French,
Russian and Chinese*

WHAT: Extra help in the target language

WHERE: Room 1110

WHEN: Wednesdays - October through May

*WHY: To get homework help and improve your language
skills*

ADVISOR: Mrs. Kistak

SMS Yearbook Club



**Do you enjoy taking photos? Graphic Design?
Being creative?**

Come be a part of the SMS Yearbook Club!!

**Meetings will be held in room 1105 after
school once a month with Mrs. Nichols and
Mrs. Klin.**

**Stay tuned for specific meeting dates on
Mondays after school!**

Activity Bus by Street

Acorn Ridge Road 6073	South	
Addison Pond Road 6033	North	
Addison Road 6033	North	
Applewood Lane 6033	Southeast	East 2
April Drive 6033	North	
Arbutus Trail 6033	East 1	
Arrowhead Drive 6033	South	
Ash Swamp Road 6033	East 1	
Aspen Drive 6073	East 2	
Augusta National 6033	Northeast	
Autumn Lane 6033	East 2	
Azalea Way 6033	East 2	
Backland Road 6073	South	
Bader Lane 6033	Northeast	
Bailey Street 6033	East 1	
Baldwin Lane 6033	Southeast	East 2
Bantle Road 6033	North	
Barrington Way 6033	North	
Barry Lane 6033	North	
Bates Lane 6033	North	
Bayberry Road 6033	Northeast	
Beechwood Lane 6073	South	
Bell Street 6033	Northeast	
Belle Woods Drive 6033	Northeast	
Bellridge Road 6033	Northeast	
Belltown Road 6073	South	
Benton Lane 6033	East 1	
Bidwell Street 6033	East 2	
Birch Mountain Road 6033	East 1	
Birch Trail 6033	East 1	
Bittersweet Lane 6073	South	
Blue Hills Trail 6033	East 1	
Blueberry Lane 6073	South	
Bluff Point Road 6073	South	
Boulder Circle 6033	Southeast	
Boxwood Lane 6033	North	
Braeburn 6033	Northeast	
Breeds Hill Road 6033	Southeast	

Activity Bus by Street

Brentwood Drive 6033	East 1	
Brewster Road 6033	North	
Briarwood Drive 6033	Northeast	
Bridlepath Lane 6033	East 2	
Brittany Road 6033	Southeast	
Broad Moor 6033	Northeast	
Broadleaf Circle 6033	East 2	
Brook Street 6033	East 1	
Brookfield Drive 6033	South	
Brookhaven Drive 6033	Northeast	
Brookview Drive 6033	Northeast	
Buckingham Drive 6033	East 1	
Bunker Hill Road 6033	Southeast	
Burning Tree 6033	Northeast	
Butler Drive 6033	East 1	East 2
Butternut Drive 6033	North	
Buttonball Lane 6033	Southeast	
Cambridge Drive 6033	North	
Candlelight Drive 6033	East 2	
Candlewood Road 6033	North	
Canione Road 6033	South	
Cardinal Lane 6033	Northeast	
Carini Road 6073	South	
Carriage Drive 6033	Southeast	
Carriage Drive, East 6033	Southeast	
Cart Road 6033	Southeast	
Carter Lane 6033	North	
Cattail Road 6033	North	
Cavan Lane 6033	East 1	
Cedar Ridge Drive 6033	Northeast	
Cedar Ridge Terrace 6033	Northeast	
Chalker Hill 6033	East 2	
Chamberlain Lane 6073	South	
Chapman Drive 6033	East 1	
Charlton Drive 6073	East 2	
Chase Hollow Lane 6033	East 1	
Chatham Hill Road 6073	South	
Checkerberry Drive 6033	North	
Chelsea Road 6073	East 2	

Activity Bus by Street

Chestnut Hill Road 226-end	Southeast	
Chestnut Hill Road 0-225	South	
Chestnut Hill Terrace 6033	Southeast	
Chimney Sweep Hill Road 6033	East 2	
Church Hill Road 6033	East 1	Northeast
Cider Mill Road 6033	East 2	Southeast
Citizens Drive 6033	East 1	Northeast
Clark Hill Road 6073	South	
Clinton Street 6033	North	
Clove Hill Road 6033	Northeast	
Coach Road 6033	Southeast	
Cobblestone Road 6033	East 2	
Coldbrook Road 6073	Southeast	
Coldspring Xing 6073	Southeast	
Coleman Road 6033	Southeast	
Colony Circle 6033	East 2	
Colton Road 6033	East 2	
Coltsfoot Circle 6033	North	
Concord Street 6033	North	
Conestoga Way 6033	East 2	Southeast
Coop Road 6033	East 2	
Cooper Drive 6033	North	
Capley Road 6073	Southeast	
Coralberry Lane 6033	North	
Cortland Lane 6033	East 2	Southeast
Cotswold Close 6033	Southeast	
Cotton Hollow Road 6073	South	
Country Club Road 0-220	Southeast	
Country Club Road 221-end	South	
Country Lane 6073	Southeast	
Courtney Circle 6033	East 2	Southeast
Cranesbill Drive 6033	East 1	
Crescent Road 6033	East 2	Southeast
Crestdale Road 6033	East 1	
Cricket Lane 6033	East 1	
Crosby Road 6033	East 2	
Crossroads Lane 6033	North	
Crystal Ridge 6073	South	
Curtis Road 6033	South	

Activity Bus by Street

Cutter Lane 6033	Southeast	
Dayton Road 6073	South	
Dean Drive 6073	South	
Deerfield Drive 6033	North	
Delmar Road 6033	East 2	
Deming Road 6033	North	
Denslow Road 6033	North	
Di Bella Lane 6033	South	
Diamond Lake Road 6033	East 1	
Dickau Court 6033	North	
Dickinson Road 6073	East 2	
Dogwood Lane 6033	Northeast	
Douglas Road 6033	North	
Drumlin Road 6073	South	
Duck Pond Road 6033	North	
Dug Road 6073	South	
Dutton Place Way 6033	East 1	
Duxbury Lane 6033	North	
E Carriage Drive 6033	East 2	Southeast
E Chimney Sweep Hill Road 6033	East 2	
E Lake Shore Trail 6033	East 1	
E Opal Drive 6033	North	
Eastbury Hill Road 6033	East 2	
Eastern Boulevard 6033	East 1	North
Echo Lane 6073	South	
Edgewood Lane 6033	East 2	
Elm Tree Road 6033	South	
Empress Lane 6033	East 1	
Evergreen Lane 6033	Southeast	
Fairfield Lane 6033	East 1	
Fairlawn Road 6033	East 2	
Fairview Terrace 6073	South	
Fairway Xing 6033	Northeast	
Falcon Lane 6033	East 1	
Fallview Drive 6033	South	
Farmcliff Drive 6033	Southeast	
Farmstead Lane 6033	Southeast	
Fawn Run 6033	Southeast	
Feldspar Ridge 6033	East 2	Southeast

Activity Bus by Street

Fern Street 6033	East 1
Ferry Lane 6073	South
Fieldstone Drive 6073	Southeast
Firethorn Drive 6033	North
Fisher Hill Road 6033	North
Foote Road 6073	South
Forest Lane 6033	East 2
Founders Road 6033	Southeast
Fox Den Road 6033	Southeast
Francis Drive 6033	East 1
Franklin Lane 6033	East 2
Freedom Way 6033	East 1
Full Circle 6033	North
Garland Drive 6033	North
Gates Farm Road 6033	Southeast
Gayfeather Lane 6033	North
Georgetown Drive 6033	East 2
Gideon Lane 6033	Northeast
Glastonbury Boulevard 6033	North
Glastonbury Hunt Lane 6073	South
Glazier Drive 6073	South
Glenwood Road 6033	East 1
Goodale Hill Road 6033	East 2
Goodrich Road 6033	East 2
Grandview Drive 6033	East 2
Granite Road 6033	East 2
Great Pond Road 6073	South
Great Swamp Road 6033	North
Green Briar 6033	Northeast
Green Cemetery Road 6033	South
Greenwood Place 6073	East 2
Greentree Drive 6033	East 2
Gregory Hill Drive 6033	East 2
Grey Rocks Court 6033	East 2
Grindle Brook Road 6073	South
Grist Mill Road 6033	East 2
Grist Mill Road 6033	North
Griswold Street 6033	North
Grouse Hill Road 6033	East 2

Activity Bus by Street

Grove Street 6033	North	
Hale Road 6033	East 2	Southeast
Hampshire Drive 6033	East 2	Southeast
Hampton Court 6073	South	
Hanover Fields Road 6033	Southeast	
Hardin Lane 6033	South	
Harris Street 6033	North	
Harvest Lane 6033	East 1	
Hawthorne Mead Dr.	East 1	
Heather Glen Road 6033	East 2	
Hebron Avenue 6033	East 1	
Hemlock Hill Drive 6033	East 1	
Heritage Drive 6033	Northeast	
Heywood Drive 6033	North	
Hi-Gate Farms Road 6073	South	
Hickory Drive 6073	South	
High Street 6073	South	
High Wood Drive 6073	East 2	
Highmead Trail 6033	Southeast	
Highridge Road 6073	South	
Hill Street 6033	East 1	
Hillcrest Road 6033	South	
Hillstown Road 6033	North	
Hilltop Trail 6033	East 1	
Hitching Post Lane 6033	East 2	Southeast
Hollis Lndg 6033	East 2	Southeast
Hollister Way N 6033	South	
Hollister Way S 6033	South	
Hollister Way W 6033	South	
Holly Lane 6033	North	
Holmes Road 6033	South	
Homestead Drive 6073	East 2	Southeast
Hope Lane 6033	Northeast	
Hopewell Hts 6073	South	
Hopewell Road 6073	South	
Horizon Lane 6033	East 1	
House Street 6033	North	
Howe Road 6033	Northeast	
Hubbard Drive 6033	South	

Activity Bus by Street

Hubbard Run 6033	South	
Hubbard Street 6033	South	
Hunter Lane 6033	Northeast	
Huntingridge Drive 6073	Southeast	
Hurlburt Street 6033	East 2	
Imperial Drive 6033	East 2	
Indian Hill Trail 6033	Northeast	
Island Green 6033	Northeast	
Jacques Lane 6073	East 2	
Jamestown Court 6033	East 2	
Jasmine Rd 6033	East 1	
Jeremiah's Way 6073	Southeast	
John Marshall Drive 6033	East 2	
Johnny Cake Lane 6033	East 2	
Jonathan Trail 6033	East 2	
Juniper Lane 6033	East 2	
Juniper Lane W 6033	East 2	
Karen Lee Road 6033	East 2	
Keeney Street 6033	Northeast	
Kelsey Lane 6033	East 1	
Kenneth Drive 6033	North	
Kettle Pond Drive 6073	South	
Kimberly Lane 6073	South	
Kingsbury Lane 6033	North	
Kingswood Drive 6073	East 2	
Kinne Road 6033	East 2	Southeast
Knob Hill Road 6033	Southeast	
Knollwood Drive 6033	Northeast	
Kongscut Valley Trail 6033	East 1	
Kreiger Lane 6033	East 1	
Laddyslipper Lane 6033	South	
Lake Shore Trail 6033	East 1	
Lakewood Circle 6073	South	
Lakewood Road 6073	South	
Larkspur Lane 6033	North	
Laurel Trail 6033	East 1	
Lazy Valley Road 6033	East 2	
Ledgewood Drive 6033	Southeast	
Leigh Gate Road 6033	Southeast	

Activity Bus by Street

Lenox Drive 6033	East 2	
Lenti Terrace 6033	Southeast	
Lexington Road 6033	North	
Liberty Drive 6073	East 2	
Lincoln Drive 6033	Northeast	
Linden Street 6033	North	
Lindsay Lane 6033	North	
Line Street 6033	North	
Little Acres Road 6033	South	Southeast
Long Hill Drive 6033	North	
Lookout Lndg 6033	East 1	
Macintosh Lane 6033	East 1	
Madison Road 6033	North	
Main Street 6073	South	North
Mallard Drive 6033	South	
Manchester Road 6033	East 2	Northeast
Maple Street 6033	South	
Margaret Lane 6033	Northeast	
Marilyn Drive 6033	Southeast	
Mark Drive 6033	Southeast	East 2
Marlborough Road 6033	East 1	
Martin Terrace 6033	East 1	
Matson Hill Road 6073	South	
Meadow Road 6033	South	
Meadowrue Drive 6033	North	
Medford Street 6033	North	
Melrose Street 6033	North	
Milestone Drive 6033	North	
Mill Street 6033	North	
Miller Road 6033	East 2	
Millstone Road 6033	East 2	
Minnechaug Drive 6033	Northeast	
Mockingbird Lane 6033	Northeast	
Monaco Lane 6033	East 2	
Montano Road 6033	Southeast	East 2
Morgan Drive 6033	South	
Moseley Terrace 6033	Southeast	
Mott Hill Road 6073	Southeast	
Mountain Road 6033	Northeast	

Activity Bus by Street

Mountain View Road 6033	East 1	
Murray Drive 6073	South	
Nanel Drive 6033	North	
Natchaug Drive 6033	Northeast	
National Drive 6033	Northeast	
Naubuc Avenue 6033	North	
Needletree Lane 6033	East 2	
Neipsic Road 6033	East 2	
New London Tpke 6033 0-999	North	
New London Tpke 6073 1000-end	Southeast	East 2
Newberry Lane 6033	North	
Newell Lane 6033	Southeast	
Newgate Drive 6033	East 2	
Nicole Drive 6073	Southeast	
Norman Drive 6033	North	
Northview Drive 6033	South	
Nuthatch Knob 6033	North	
Nutmeg Lane 6033	North	
Nye Road 6033	North	
Oak Street 6033	East 1	
Oakwood Drive 6033 off Neipsic	East 2	
Old Farms Road 6073	Southeast	
Old Hebron Road 6033	East 1	
Old Maids Lane 6073	South	
Old Manchester Road 6033	East 2	
Old Musket Road 6033	Southeast	
Old Reservoir Road 6033	Northeast	
Old Trail Road 6033	North	
Olde Stage Road 6033	Southeast	
Olde Village Road 6033	Southeast	
Olde Wood Road 6033	Southeast	
Opal Drive 6033	North	
Orchard Lane 6033	South	
Orchard St	South	
Overlook Road 6033	South	
Overshot Drive 6073	South	
Owens Lane 6033	East 1	
Oxbow Drive 6033	East 2	
Oxford Drive 6033	North	

Activity Bus by Street

Paddock Lane 6073	Southeast	
Palisade Terrace 6033	South	
Pane Drive 6033	Northeast	
Park Place 6073	South	
Parker Ter Exd 6033	North	
Parker Terrace 6033	North	
Partridge Lndg 6033	East 1	
Pasture Ia 6073	South	
Paxton Way 6033	Southeast	East 2
Peach Tree Lane 6033	South	
Peach Tree Road 6033	South	
Pearl Street 6033	North	
Pease Lane 6073	South	
Pebble Bch 6033	Northeast	
Pennywise Lane 6033	Southeast	
Penwood Xing 6033	East 1	
Pepperbush Lane 6033	North	
Periwinkle Lane	North	
Persimmon Lane 6033	North	
Pheasant Xing 6033	East 1	
Pilgard Lane 6033	Southeast	East 2
Pine Hurst 6033	Northeast	
Pine Tree Lane 6033	South	
Pinemeadow Drive 6033	East 2	
Pinnacle Rd 6033	East 1	
Pippin Drive E 6033	Southeast	East 2
Pippin Drive W 6033	Southeast	East 2
Plank Lane 6033	East 1	
Point Road 6033	Northeast	
Pond Circle 6033	East 1	
Pound Foolish Lane 6033	Southeast	
Pratt Street 6033	North	
Princeton Lane 6033	North	
Prospect Street 6033	North	
Purtill Street 6073	South	Southeast
Pyquag Lane 6033	Northeast	
Quail Run 6033	Northeast	
Quarry Road 6033	East 2	
Querido Drive 6033	North	

Activity Bus by Street

Quincy Road 6033	East 2	
Rambling Brook Lane 6033	East 1	
Rampart Drive 6033	Southeast	
Randolph Drive 6033	Southeast	
Rankin Road 6033	North	
Raymond Road 6073	South	
Red Hill Drive 6033	South	
Redbud Lane 6033	North	
Redwood Lane 6073	East 2	
Revere Lane 6033	Southeast	
Ridge Road 6033	East 1	
Ridgecrest Road 6033	Northeast	
Ridgewood Road 6033	South	
Ripley Road 6033	North	
Risley Road 6033	North	
Riverview Road 6033	South	
Robin Road 6033	Southeast	
Rolling Hills Drive 6033	East 2	
Roser Road 6033	East 2	
Rosewood Drive 6033	East 2	
Ruff Circle 6033	North	
Russet Road 6033	Southeast	East 2
Sachem Drive 6033	East 2	
Saddle Ridge Road 6033	East 2	Northeast
Salem Court 6033	North	
Salmon Brook Drive 6033	North	
Sand Hill Lane 6033	East 2	
Saw Mill Road 6073	South	
School Street 6033	North	
Sea Is 6033	Northeast	
Sequin Drive 6033	East 1	
Shady Hill Lane 6033	Northeast	
Shagbark Road 6033	Northeast	
Shallowbrook Lane 6033	Northeast	
Shelburne Way 6033	East 1	
Shelly Lane 6033	North	
Sherman Road 6033	South	
Sherwood Drive 6033	Southeast	
Shipman Drive 6033	Southeast	

Activity Bus by Street

Shoddy Mill Road 6033	East 1	
Short Circle 6033	North	
Skyview Drive 6033	North	
Slater Road 6033	East 1	
Smithbrook Terrace 6033	East 2	Southeast
Snowberry Lane 6033	North	
Somerset Road 6033	Northeast	
Southgate Drive 6073	South	
Southpond Road 6073	South	
Spring Street 6033	North	
Spring Street Ext 6033	North	
Springbrook Drive 6033	North	
Springside Trail 6033	East 1	
Spruce Lane 6033	Northeast	
St Andrews 6033	Northeast	
Stancliff Road 6033	South	Southeast
Stanley Drive 6033	East 2	
Staples Lane 6033	East 2	
Staples Road 6033	East 2	
Starview Drive 6033	East 1	
Steep Hollow Drive 6033	Southeast	
Stevens Lane 6033	South	
Stockade Road 6073	South	
Stonecress Lane 6033	North	
Stonepost Road 6033	Southeast	
Stoney Brook Drive 6033	East 1	
Stratton Road 6073	South	
Strickland 6033	East 2	East 1
Sturgeon River Road 6033	East 1	
Sulky Lane 6033	Southeast	
Summersweet Drive 6033	North	
Summit Crest Drive 6073	East 2	
Sunny Slope Drive 6033	East 2	
Sunrise Drive 6033	East 1	
Sunset Drive 6033	Southeast	
Surrey Lane 6033	Southeast	
Sycamore Street 6033	North	
Talcott Road 6033	South	
Tall Timbers Drive 6033	Southeast	

Activity Bus by Street

Tall Timbers Lane 6033	Southeast	
Tall Timbers Road 6033	Southeast	
Tanglewood Drive 6033	East 2	
Tannery Court 6033	East 2	
Tara Drive 6033	East 1	
Tarrybrook Drive 6033	North	
Taylor Town Road 6073	South	
Thompson Street 6033	North	
Three Mile Road 6033	East 2	
Timrod Trail 6033	Northeast	
Toll Gate Road 6073	East 2	
Towhee Lane 6033	North	
Treat Road 6033	East 1	
Trifiro Circle 6033	East 2	
Trinity Avenue 6033	North	
Trymbulak Lane 6033	East 1	
Tryon Street 6073	South	
Twelve Acre Lane 6033	North	
Uconn Avenue 6033	North	
Uplands Way 6033	East 2	Southeast
Urbanec Ave	North	
Valley View Road 6033	Southeast	
Village Place 6033	Southeast	
Vista Lane 6033	North	
Westledge Road 6033	Southeast	East 2
Wadsworth Street 6033	East 2	
Wagon Road 6033	Southeast	
Warner Court 6033	East 2	
Washington Street 6033	North	
Wassuc Road 6073	East 2	
Water Street 6073	South	
Webster Lane 6033	North	
Weir Street 6033	East 1	
Welles Street 6033	North	
Wesleyan Road 6033	North	
Western Boulevard 6033	North	
Westview Lane 6033	South	
Whapley Road 6033	South	
Whitney Lane 6033	North	

Activity Bus by Street

Wittles Way 6033	East 2
Wickham Road 6033	East 2
Wickham Road Exn 6033	East 2
Williams Glen Way 6033	North
Williams Street E 6033	South
Williams Street W 6033	South
Willieb Street 6033	South
Willow Brook Road 6033	North
Willow Green Lane 6033	South
Willow Green Way 6033	South
Windwood Drive 6033	North
Winterberry Lane 6033	North
Winthrop Dr.	North
Wood Pond Road 6033	Southeast
Woodbridge Road 6033	South
Woodfield Xing 6033	Northeast
Woodhaven Road 6033	Northeast
Woodland Street 6073	South
Worthington Road 6033	North
Wren Hollow 6033	East 1
Wrights Lane 6033	North
Wyllys Street 6033	North
Zenith Lane 6033	East 1