



## REGULAR BOARD OF EDUCATION MEETING

Monday, November 14, 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. Dr. Michael Litke, Naubuc Elementary School Principal, 40th President of the Connecticut Association of Schools (CAS)
  - B. Glastonbury High School Girls' Cross Country Team, 2022 Class LL Champions, 2022 State Open Champions, 2022 New England Champions
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 Capital Improvement Plan 2024-2028
  - B. Approval of Submission of Perkins V Grant
  - C. Approval of the Board of Education Budget 2023-2024 Workshop Dates, Tuesday, January 3, 2023, Wednesday, January 4, 2023, and Thursday, January 5, 2023
7. Reports and Discussion
  - A. Program Reports
    1. Athletics Program Report
    2. AgriScience and Career Technical Education Program Report
    3. Special Education Program Report
  - B. Strategic Action Plans 2022-2023
  - C. Fall Professional Development
  - D. Election Day Professional Development
  - E. Veterans Day Celebrations
  - F. Glastonbury Education Foundation
8. Approval of Minutes
  - A. Meeting Minutes of October 24, 2022

9. Committee Reports
10. Chairman's Reports
11. Superintendent's Report
  - A. Self Insurance Reserve Update, October 2022
  - B. School Enrollment Report, November 2022
  - C. Dates to Remember
12. Adjournment
  - A. Please note: It is possible that the Board of Education may go into Executive Session

## **How to Participate in Board of Education Meeting Public Comments**

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

### **1) In-Person Comment.**

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

### **2) Written Comment.**

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

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

Public Comments for BOE Meeting (Responses) 2022

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
11/14/2022 10:05:56	Jean wong	87 Jeremiah's way glastonbury	I stand in support of members of our community who would like to have the holiday of Diwali considered a school holiday.
11/14/2022 10:09:00	Manelly Capriles	215 penwood xing	Make Diwali an official holiday
11/14/2022 10:32:49	Alok Devtale	192 fairway crossing	I support the idea of Diwali being declared as a holiday. Glastonbury has a sizeable population that celebrates Diwali and this is an important holiday for that group.
11/14/2022 10:33:19	Divya Kestur	273 fairway crossing Glastonbury	Please consider making Diwali as a public holiday in Glastonbury starting in year 2023
11/14/2022 10:37:36	Shailza Shukla	177 Fairway Xing	Request to declare Diwali as school holiday
11/14/2022 10:40:11	Sarads Nori	24 Sea Is	We have a vibrant and diverse community at Glastonbury, that is growing each year. As a person of Indian origin it is lovely to see more people of Indian origin in Glastonbury today. Celebrating Diwali- the festival of lights , our most important festival, with our family and friends helps us pass on traditions and expand our roots . It would be great to have a school holiday on this day each year!
11/14/2022 10:43:37	Vishwas Rao	177 Fairway Crossing, Glastonbury	Would request the Board to consider Diwali as. Holiday for the school kids. As this is thr biggest festival in India, the kids deserve the day off to celebrate with their family snd friends and understand their culture better.
11/14/2022 10:53:57	Debal Biswas	145 Fairway Xing, Glastonbury CT - 06033	Dear Sirs/Madam,  As you may be aware, Diwali is one of the most commonly celebrated festivals among the Indians. This festival also known as Deepavali, (the "festival of lights") is an ancient Indian festival celebrated in autumn (northern hemisphere) every year. Diwali is the biggest and the brightest festival in India. The festival spiritually signifies the victory of light over darkness.  Diwali for Indians has always been something empowering: a time to reflect on all of the positives within our lives -- our loving friends and family, our good health, and prosperity -- and realize what it is truly important. As Diwali approaches, never lose faith in the fact that the narrative will continue to play itself out -- that the good and virtuous shall always triumph over the evil and spiteful. That within each ourselves, our best, virtuous self will defeat the impulses of ego and tyranny. And for each Diwali that passes by, that in the loud noises and flashy lights, that we never forget why we celebrate this festival in the first place.  We believe that given the number of Indian students in the school district, it will be a great gesture to allow them to have the most important festival declared as an official school holiday. A day where the family can come together and celebrate the victory of good over evil in continuation with our tradition.  Once again, by way of this request, I would like to put forward my & on behalf of my family - a formal request to consider Diwali as an official school holiday for the district.  Thanking You! Debal Biswas & Family
11/14/2022 10:57:03	Priya Bakaya	89 Drumlin Road South Glastonbury	I am in support of making Diwali a holiday for the town schools
11/14/2022 11:16:36	Vidya Nadig	96, Dogwood Lane	Diwali is an important holiday for Hindus. The holiday traditionally spans 3 days but the main celebrations happen on one of the the three days. It is important for the children to be able to observe this holiday, to be able to connect with their religion and family. However, they are currently unable to given that school is on session that day and staying home means missing out on education.
11/14/2022 11:40:33	Suyog Bidkar	48 Burning tree, Glastonbury, CT 06033	Many of our neighborhood schools have now incorporated Diwali as a holiday. Looking at diversity of our school, I will request this to be considered.
11/14/2022 11:50:40	Anusha Rodriguez	438 Thompson Street	I am writing in support of making Diwali a school holiday. It is very hard to celebrate a holiday that is so important for our culture when we do not have the day off from school. This year I went into the school and did a program for the 2 classes my kids are in - it was wonderful, but many of the other classes did not get to experience that culture immersion.

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

---

---

**Title of Report: Approval of CIP 2024-2028**

**Board Meeting Date: November 14, 2022**

**Action: X**

**Report:**

**Information:**

**Discussion:**

---

---

Each year, the Board prioritizes the CIP requests as they vote on final approval. Each year, I provide recommendations from staff before the Board votes on their priorities.

This year, we separated CIP projects into three categories. Within each category, we are recommending the priority order.

**Programmatic Needs**

1. Weight Room
2. Turf Field

**Critical Infrastructure Needs**

1. GW Boiler
2. GW Air Handling Units
3. Boiler Design for Naubuc

**Town Projects**

1. Paving at GHS Junior Parking Lot
2. Paving at Hebron Ave.

**Submitted By: Alan Bookman**



# 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
<b>Projects for Fiscal Years 2024-2028</b>			
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	
<b>Sub Total Year 2024:</b>			<b>\$4,565,000</b>
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
<b>Sub Total Year 2025:</b>			<b>\$5,277,000</b>
2026	GHS	Chiller Replacement (2)	\$560,000
2026	GHS	Roof Replacement**(1991 areas) (277,000 SF)	\$5,750,000
<b>Sub Total Year 2026:</b>			<b>\$6,310,000</b>
2027	Eastbury	MDC Potable Water Service	\$3,000,000
2027	Naubuc	Design Roof Replacements** (1990 areas) 59,000 SF	\$75,000
2027	GHS	Re-Pavement Parking Surfaces – Area 4 (Baldwin, Front & Rear)	\$200,000
<b>Sub Total Year 2027:</b>			<b>\$3,275,000</b>
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
<b>Sub Total Year 2028:</b>			<b>\$2,092,000</b>
**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

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

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

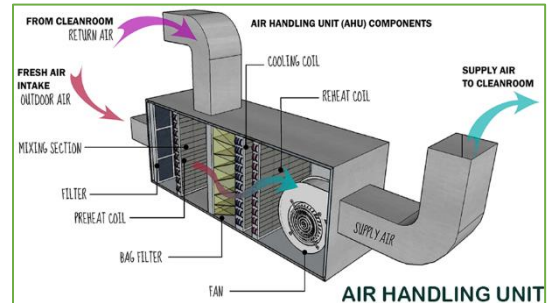
No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 14, 2022

## Overview

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Gideon Welles School Replacement Interior Air Handling Units and Roof Top Exhaust
<b>Priority:</b>	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

<b>Department:</b>	Board of Education
<b>Project Title:</b>	High School New Synthetic Turf Field
<b>Priority:</b>	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

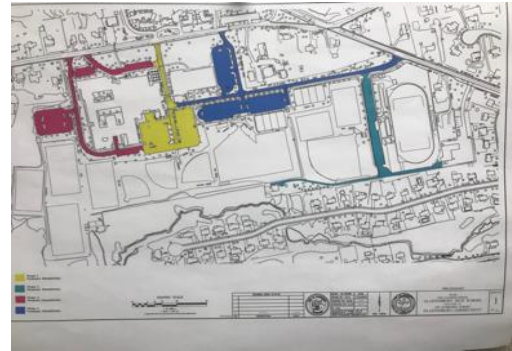
No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 14, 2022

## Overview

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

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Hebron Ave School Re-Pavement Parking Surfaces
<b>Priority:</b>	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

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

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



## 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

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



## 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

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



## 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

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



## 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

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



## 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

<b>Department:</b>	<b>Board of Education</b>
<b>Project Title:</b>	Smith and GHS Schools Chiller Replacements
<b>Priority:</b>	



## 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. EUL<sup>1</sup> 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.

---

<sup>1</sup> Estimated Useful Life

# Capital Improvement Projects (CIP) Form

November 14, 2022

## Overview

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



## 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

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



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 BOARD OF EDUCATION  
EXECUTIVE SUMMARY REPORT FORM**

---

---

**Title of Report: Perkins V**

**Board Meeting Date: November 14, 2022**

**Action: X**

**Report:**

**Information:**

**Discussion:**

---

---

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

“Today’s Skills, Tomorrow’s Careers” (Perkins V) is organized into sixteen Clusters at the national level, twelve of which have been designated by Connecticut as “best fit” for the needs of our state. These twelve clusters will drive the pathways and programs (or programs of study) which can be funded, supported, developed, or improved at the State and local levels under Perkins V.

Glastonbury Public Schools currently offers programming/courses in 9 of these 12 clusters: Agriculture, Food & Natural Resources, Architecture and Construction, Business Management and Administration, Education and Training, Finance, Hospitality & Tourism, Information Technology, Manufacturing, and STEM.

Perkins funding for this school year will be requested to continue to support our STEAM initiative across grades 7-12, further develop our Early Childhood Education and pre-Educator programming, and support professional learning for our AgriScience, Computer Science, and CTE teachers. Some examples of what Perkins V funding will allow us to do this year include: incorporation of additional equipment components for the STEAM lab and associated courses at GHS, initial STEAM equipment for Smith, Real-Care Baby simulators for the Early Childhood program and culinary equipment for Smith.

Perkins funding for the 2022-23 school year is \$51,828.

**Submitted By:** Elizabeth Cole

**Reviewed By:** Alan Bookman



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

**Program:** Athletics  
**Director:** Trish Witkin, CMAA  
**Date:** November 14, 2022

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

- 3 State Champions
- 9 Central Connecticut Conference Champions
- 695 varsity student-athletes earned All-Academic Honors
- 601 sub-varsity student-athletes earned Guardians Achievement recognition
- 118 student-athletes earned All-Conference Honors
- 56 student-athletes earned All-State Honors
- 15 student-athletes earned All-New England Honors
- 5 student-athletes earned All-American Honors

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

- Transitioned fully to online ticketing for athletic contests.
- Created an action plan to address issues that arise at athletic contests/practices.
- Continue to monitor student athlete's return to play after COVID diagnosis.
- Implemented expanded Emergency Action Plan (EAP) and provided education to staff.
- New fieldhouse facility opened with a training room, restroom facilities and locker room facilities equipped with teaching and meeting spaces for coaches and athletes.
- Relocation and enhancement of strength and conditioning program.

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

- Athlete Intelligence- A leading head impact monitoring and performance tracking system used by our football program. The value of this product is multi-faceted. Tracking shows the location of head impact which identifies where adjustments to technique are needed. Data collected can help reduce unnecessary head-impacts by identifying impact trends and outliers by position or athlete. Less head contact lowers the risk of head-related injuries.
- HUDL- A subscription-based program utilized by approximately twelve of our athletic programs. This tool allows coaches to review and breakdown and review game film and utilize that film as a training tool. This program is also used for highlight reels, stats, and creating film athletes can use for college recruitment.
- Glide- Emergency Action Plan- The Athletic Department imported the recently updated EAP into the Glide app, allowing coaches and staff to have the plan on hand at all

times. The app was uploaded at the pre-season meeting prior to the review and practice of the plan. The EAP is given to each team in a flip-chart format. Having it accessible on a smart phone or tablet is convenient and efficient.

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

- Expand participation in character education programming for student-athletes, coaches and programs.
- Seeking out and offering programming specific to social and emotional development and wellness of student-athletes
- Providing curriculum-based leadership training for captains and prospective team/program leavers.
- Offering additional education opportunities and resources for coaches to attend and explore clinics, workshops and/or programming where the focus is on the whole student-athlete.

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

- Reestablish the Student-Athlete Leadership Team (SALT) to support statewide Class Act Sportsmanship Initiative.
- Establishing an EDI Athletics Council



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

**Program:** AgriScience and Career Technical Education  
**Director:** Elizabeth Cole  
**Date:** November 14, 2022

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

We were so excited for the return of many (but not all) of our in-person events and competitions last year. A few highlights include:

- AgriScience
  - 1<sup>st</sup> place at the Big E for landscape design
  - 2nd place for Extemporaneous Speaking at District Public Speaking
  - 3rd place Nursery Landscape Team at UCONN Competitions
  - One student was appointed District III President for the State FFA team
  - All students continued their Supervised Agricultural Experience independent research and experiential learning hours
  - Two teachers completed CASE certification Training
  - Additional ECE course certification awarded in Animal Science for Behavior and Training of Domestic Animals
  - Completion of the new Augmented Reality/Virtual Reality Training Center
  - Completion of professional recruitment videos
  - Worked with Communications Director to redo website and materials; won the CABA communication award for our AgriScience posters
- Business
  - 1<sup>st</sup> and 3<sup>rd</sup> place in the State of CT Fall 2020 Stock Market Challenge
  - 18 students inducted into the National Business Honor Society
  - 3 students earned 3 college credits each through MCC program (9 total college credits in Business Department)
  - Integration of Social Media Certification into Marketing - 1 student received certification
- FCS
  - All students incorporated Food Science principals in their projects at Smith
  - Fashion students at GHS created a class quilt to be donated to a local charity
  - 15 students earned 3 college credits each through MCC program (total of 45 college credits earned in Hospitality Management department)
  - Staff 7-12 attended the Culinary Institute of America's professional development day in NYC
- Technology Education
  - Hartford Home Builders Association Student Design Contest

- 2nd overall
- Won- "Thinking outside the box"
- Won- "Green Building Concepts"
- Won- "CAPS" *Certified Aging-in-Place Specialist*
- Staff 7-12 participated in several trainings on equipment for STEAM
- Successful running of new PARE course at GHS
- Incorporation of incoming STEAM equipment during the second semester

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

- During the 2021-22 school year:
  - At the beginning of the school year, many of our labs and activities were still highly modified due to the COVID guidance at the time. For example, we focused heavily on the science of foods and food chemistry when unable to do some of the traditional experiences in family consumer science courses at Smith. As the guidance changed, we were able to return to more of our regular programming.
  - Principles of Applied Robotics and Engineering ran for the first time. The course incorporated many new learning and experiential opportunities for students including building and coding robotic hands to perform sign language, building and flying drones, hydroponic agriculture techniques, and various applications of computer science and coding in technology.
  - An increased focus on production tools and techniques continues to evolve for the Graphics Communications courses with the addition of new equipment such as the Roland printer. Students can now design various products on the computer software and now produce the product on site with materials and equipment we now have.
  - The AgriScience program completed year two of a four-year plan to evaluate and redesign our programming components by responding to our State ASTE recommendations which include increasing Level 1 and ECE opportunities for students, creating distinct specialized pathways of study and increasing credit requirements for students in the four AgriScience program areas to meet state requirements around minimum hours of programmatic instruction. We ran the first ECE Companion Animals course and began researching resources and requirements around ECE and certification opportunities for students in other courses. Additionally, students and staff worked to improve and reimagine our recruitment practices, which resulted in the highest application numbers seen in the last 5 years.
  - Business education piloted a Social Media Certification opportunity into the Marketing course, which was successful and well received by students.

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

- Edpuzzle, Nearpod and Stukent; these apps allow students to preview/review/explore material on their own and at their own pace.
- Kahoot for formative assessment of student knowledge, content review and/or prior knowledge activation.
- The VEXCode app is used in Robocode (Smith Middle School) as it has a good variety of entry-level starter programs to get the students up and running, plus a suite of more challenging programs. For example, it can take students from a drag and drop coding environment to learning some general Python coding.

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

- AgriScience
  - We are in year three of a four-year plan to evaluate and redesign our programming. Components of that redesign include responding to our State ASTE recommendations, which include increasing Level 1 and ECE opportunities for students, creating distinct specialized pathways of study and increasing credit requirements for students in the AgriScience program.
  - As student and staff proficiency with and demand for the AR/VR experience, computer software, and collaborative meeting space grows there may be a need to reinstate the tutors to staff the space, be trained on the specialty equipment and support students with their independent research projects.
  - The Supervised AgriScience Experience for students is a 12-month, 4-year requirement of all enrolled program students. This is in addition to the daily-curricular requirements for students and teachers. Strong consideration should be given to reinstating the two-part time tutors that previously supported students across this important research and site-based experience. These tutors could be the same positions that support the AR/VR Technology lab
- CTE
  - At this time, we are engaging in our curriculum program review self-study. Currently we are reviewing our programs' specialization pathways for students that lead to high-level college and high demand career opportunities for students. We are looking at both college credit potential and industry certification potential in our courses for students.
  - The Business education computer labs are out of date and need new computers and software updates.
  - The Family Consumer Science kitchens at both Smith and GHS are in need up updates and equipment replacements soon.
  - Continued collaboration with the Early Learning Center for Child development courses at Smith and GHS as well as exploring early educator experiences for GHS students.
- STEAM
  - Elevating our current courses and design of new courses, which meet the needs of the modern and future world for our students and articulating those opportunities in grades 7-12.
  - Two part-time tutors in the STEAM Lab to support students across departments and grade levels, maintain specialty equipment and supplies, coordinate use of space outside of scheduled course times, preparing and breaking down labs, etc.
  - Middle School program alignment with high school STEAM and CTE courses and opportunities. This will necessitate curricular, material, space and equipment considerations moving forward.
  - K-5 opportunities and support for all students in interdisciplinary STEAM opportunities across school and grades inclusive of computer science, robotics, technology and applied arts.

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

- Continued support for curricular and professional development.
- Continued support for equipment, materials and consumable supplies.

- Increase in software and technology needs to support AgriScience, CTE and STEAM programming.
- Support staff in CTE/STEAM labs.



---

---

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

**Program:** Special Education  
**Director:** Jolene Piscetello  
**Date:** November 14, 2022

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

- Special Education staff supported many students across district that returned to school after being home since the pandemic closure
- Six Special Education teachers across the district completed Orton Gillingham Training. Orton Gillingham is a highly structured reading approach that special education teachers can use to address reading goals and objectives.
- Expanded Intensive programming Pre-K-8th grade for students with multiple disabilities, Autism, and emotional disabilities. We are proud to be able to provide in-district services for students with a range of disabilities.
- Glastonbury Transition Academy students enrolled in more college courses and obtained employment after completion of the program. There has been a steady increase of students not only enrolled in one course but also continuing to enroll full time. At present time we have five students enrolled in college courses; in 2019 we only had one.
- Implemented calming areas in many of our elementary schools. Calming spaces are available for students that need to take a break from class or social situations when they are feeling overwhelmed to allow time to self-regulate their emotions or behaviors. These spaces are created within special education resource classrooms, OT/PT space or other creative locations in the buildings.
- Three new special education courses were implemented at GHS-Math by Design, Human Relations and Techniques of Reading and Writing. These courses are aligned to general education standards and social-emotional learning competencies. Students receive direct instruction related to their goals and objectives in these content areas as well as opportunities for practice and generalization.
- GHS and SMS special education teachers in collaboration with the English department participated in professional learning in the areas of acceleration and writing techniques.
- Our specialized programs, such as LINKS and PRIDE, continue to provide students with highly specialized programming within our school district rather than being placed in an out-of-district placement.
- Increased Para educator support across the district, with an emphasis on providing support at the elementary level to assist with increased social/behavioral needs.

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

- Our department continues to individualize programs to meet the unique needs of students with IEPs; therefore, our programs are ever changing to meet those needs.

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

- Actively Learn- Students can access text at their Lexile level
- Kahoot- Engages student in fun way to review already taught content
- Classkick- teachers can see student work and provide support and feedback in real time
- Edpuzzle- teachers can upload videos and systematically share with students to review and check for understanding, collects data points
- Pearson digital assessment library- utilized to conduct educational evaluations

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

- Special Education regularly assesses the needs of our students and adjusts programming to meet those needs. Additionally, we align supports so that students can access the general education curriculum to the greatest extent possible. We are dedicated to providing a continuum of services for all of our students. We strive to develop programs that offer students opportunities to receive instruction in the least restrictive environment and have access to peers within their school community.

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

- To meet the unique individual needs of our students with disabilities in the areas of social, emotional, behavioral, academic and functional performance our department must be flexible. Sometimes responding to needs has a financial impact. Other times we can rethink the way we are using our current resources and adjust. In special education, there are sometimes surprises; when these surprises arise, we respond as quickly and as efficiently as we can. We appreciate the ongoing support from the Board of Education to our department that allows us to meet student needs so well.
- We continue to see an increase of the number of students being referred and the level of needs with our prekindergarten aged students. These referrals are coming from community daycares, birth to three, and parent referrals. With the increase of students with special education needs we may need to increase staffing for our youngest learners. As they age into kindergarten we will see an increase of staffing needs at that level as well.
- Some unexpected needs can be related to staffing needs and if a PPT determines an out of district placement is required to implement the student's IEP.
- PPTs may determine that specialized evaluations and/or consultations are required for students.
- Additional needs for software licenses for assessment and specialized instruction can arise.
- Legal fees can vary greatly year to year



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

---

---

**Title of Report: Strategic Action Plans 2022-2023**

**Board Meeting Date: November 14, 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><b>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</b></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"> <li>1. Align curriculum with CCSS and other disciplinary standards.</li> <li>2. Use Understanding by Design (UBD) organizational structure to develop/refine units and courses.</li> <li>3. Map learning progressions across grade levels and content areas.</li> <li>4. Include STEAM, civic and interdisciplinary connections in curriculum.</li> <li>5. Use embedded formative assessments, common summative and performance-based assessments options to inform instruction.</li> <li>6. Include resources that address district commitment to Equity, Diversity, and Inclusion.</li> <li>7. Connect major content concepts throughout deliberate instructional practices using unit/course organizers.</li> </ol>	<p>#1-6:</p> <ul style="list-style-type: none"> <li>• Assess application and quality of each strategy through analysis of curriculum developed in the 2018-19 school year in each discipline (random sampling/rubric)</li> </ul> <p>#4-7:</p> <ul style="list-style-type: none"> <li>• Observation of teaching practices (Look-for checklists)</li> <li>• Teacher feedback on documented professional development (PD Committee and session evaluations)</li> </ul>	<ul style="list-style-type: none"> <li>• EduPlanet/Google</li> <li>• Collaborative Inquiry Teams</li> <li>• Professional Development: Directors, LARTS, PACE, Eastconn Consultant, EDI Director</li> <li>• Department Meetings</li> </ul>

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

# Fifth Generation Strategic Plan

## DISTRICT ACTION PLAN

### 2022-2023

## GOAL 2: Maintain Safe and Supportive Learning Environments

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

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

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

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



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

<p><b>B. Support students' academic, social and emotional development through tiered instructional conditions.</b></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><b>Academic:</b></p> <ol style="list-style-type: none"> <li>1. Strengthen tier 1 instruction and provide intervention as necessary through our SRBI model.</li> <li>2. Review and analyze data to support the progress of our students.</li> <li>3. Provide support both in and out of the classroom to help students achieve as needed.</li> <li>4. Provide targeted push-in support during the reader's workshop to provide tier 2 instruction within the classroom.</li> <li>5. Implement Lexia and Heggerty programs as a focused strategy for tiered instructional support.</li> <li>6. "Sacred" time at each grade level so as to preserve the tier one instruction with no pull outs during this time.</li> </ol> <p><b>Social/Emotional:</b></p> <ol style="list-style-type: none"> <li>7. The Second Step Program will be utilized at each grade level to support the emotional needs of the students.</li> <li>8. Utilize the Gizmo program to promote mental health. (Gr. 3)</li> <li>9. Second Step Bully unit will be utilized by all teachers.</li> <li>10. A PBIS plan will be in place for the school-year developed by the PBIS Team.</li> </ol> <p><b>PBIS Action Plan for 2022-2023</b></p> <ol style="list-style-type: none"> <li>11. Focus on mental health and wellness and boosting the social/emotional intelligence of all students.</li> <li>12. Monthly themes <ul style="list-style-type: none"> <li>o Sept/Oct - Setting the Stage; Self-Awareness</li> <li>o Nov/Dec - Skills for Learning; Self-Control</li> <li>o Jan - Self-Motivation</li> <li>o Feb/March - Empathy</li> <li>o April-June - Emotion Management; Problem Solving; Relationship Skills</li> </ul> </li> </ol> <p>Themes will be addressed through morning announcements, classroom discussion/lessons and shared with families.</p> <ol style="list-style-type: none"> <li>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.</li> <li>14. Develop new ideas for school wide rewards.</li> <li>15. Provide opportunities for students to participate in community service projects throughout the year.</li> <li>16. Provide opportunities for fifth graders to act as leaders for the student body.</li> </ol>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Develop targeted, measurable objectives that address learning needs, and accelerate learning where appropriate</li> <li>• Monitor tiered students within the google drive and shared forms</li> <li>• Interventionists will share learning goals and encourage students to monitor their own progress and self-assess</li> <li>• Support team will meet regularly to discuss student progress</li> </ul> <p><b>Social/Emotional:</b></p> <ul style="list-style-type: none"> <li>• PBIS posters will be refreshed throughout the building in the fall</li> <li>• Meet with individual classrooms K-5 to review rules and show a video the first few weeks of school</li> <li>• Monthly themes/calendars</li> <li>• PBIS team will monitor progress</li> <li>• Behavioral data will be analyzed and shared throughout the year</li> <li>• Community Service projects will be planned for all students</li> <li>• 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.</li> <li>• Building Buddies will be paired up; one older grade to one</li> </ul>	<ul style="list-style-type: none"> <li>• Access to qualified personnel to deliver interventions</li> <li>• Access to resources to provide interventions</li> <li>• Funding for rewards and program implementation</li> <li>• Dependent on volunteers and/or funding</li> <li>• Funding for CPS leaflets for staff</li> </ul>
---	--	---	--

	<ol style="list-style-type: none"> <li>17. Provide opportunities for students to participate socially outside of the school day.</li> <li>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.</li> <li>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.</li> <li>20. "Paws and Care" individual and school-wide rewards will be implemented.</li> <li>21. The "Friendship" award will be implemented as a monthly student recognition program.</li> <li>22. Provide opportunities for students to connect with other students and staff.</li> <li>23. Continue to use the concept of restorative practices, growth mindset and zones of regulation and gain helpful tools and techniques to use.</li> <li>24. Relationship building will be emphasized with all staff including non-certified staff.</li> </ol>	<p>younger grade to increase positive connections for students in the school</p> <ul style="list-style-type: none"> <li>• PTO enrichment may offer various programs after school such as tennis, hip hop, art, karate, drama, etc.</li> <li>• Progress will be monitored through regular PBIS meetings, SET Evaluations, data analysis, parent survey, and feedback from the school community</li> </ul>	
--	--	--	--

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

	6. Participate in PD opportunities to promote equity, diversity and inclusion.	<ul style="list-style-type: none"><li>• Share resources with teachers to promote equity, diversity and inclusion</li></ul>	
--	--	--	--

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



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

<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"> <li>3. Continue to develop resources based on student need- i.e. (mentors, afterschool support, and upperclassman study).</li> <li>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.</li> <li>5. Utilize block scheduling to enhance student learning and social-emotional wellness.</li> <li>6. Utilize Student Support Center to provide students with support in addition to their school counselor and/or school psychologist.</li> </ol>	<p>administrators and school counselors to review individual progress and determine further interventions as needed</p> <ul style="list-style-type: none"> <li>• Departmental data collection and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor Program volunteers</li> <li>• Data from Student Support Center</li> </ul>
---	--	---	---

**Fifth Generation Strategic Plan  
GLASTONBURY HIGH SCHOOL ACTION PLAN  
2022-2023**

**GOAL 2: Maintain Safe and Supportive Learning Environments**

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

<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"> <li>• Feedback from Safe School Climate Committee</li> <li>• Professional Development for Equity and Social Justice</li> </ul>	<p>Director of Equity, Diversity and Inclusion Faculty, Youth and Family Services</p> <ul style="list-style-type: none"> <li>• <u><i>Troublemakers</i></u> by Carla Shalaby</li> </ul>
--	---	--	--

**Fifth Generation Strategic Plan  
GLASTONBURY HIGH SCHOOL ACTION PLAN  
2022-2023**

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

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



# Fifth Generation Strategic Plan

## SCIENCE ACTION PLAN

### 2022-2023

## GOAL 1: Foster High Expectations for All Students

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

# Fifth Generation Strategic Plan

## SCIENCE ACTION PLAN

### 2022-2023

## GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Maintain a safer physical environment through adherence to CDC guidelines, in collaboration with local and state health officials, during changing pandemic conditions.</b></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"> <li>1. 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.</li> <li>2. Continue to provide annual training to all science teachers on laboratory safety standards, including additional COVID-19 health and safety protocols.</li> </ol>	<p>#1-2:</p> <ul style="list-style-type: none"> <li>• Review, and addition of COVID-19 lab protocols, to Chemical Hygiene Plan and Lab Safety Handbook</li> <li>• Distribution of lab safety procedures to all students and parents, including COVID-19 lab safety addendum</li> <li>• Adherence to mandated professional development schedule, including annual lab safety training</li> <li>• Teacher feedback from content/department-based professional development</li> </ul>	<ul style="list-style-type: none"> <li>• District Chemical Hygiene Plan</li> <li>• Laboratory Safety Handbook</li> <li>• NSTA Learning Center</li> <li>• Mandated PD schedule</li> <li>• Director of Environmental Health and Chemical Safety and Safety Compliance</li> <li>• Virtual PD Library</li> </ul>
<p><b>B. Engage in practices that promote equity, diversity and inclusion.</b></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"> <li>1. Support and encourage positive interpersonal relationships with and among students within the context of course curriculum.</li> <li>2. Support and encourage extracurricular clubs and activities within science connected to human impact on society.</li> <li>3. Examine course curricula to ensure inclusion of local, regional, and global perspectives, and real-world issues.</li> <li>4. Promote equitable practices and representation in science classrooms.</li> </ol>	<p>#1-4:</p> <ul style="list-style-type: none"> <li>• Annual science accomplishments from related teams/clubs</li> <li>• Curricular components related to human impact, science, technology, diversity, and society</li> <li>• Observations of teaching practices (look-for tools)</li> </ul>	<ul style="list-style-type: none"> <li>• GW, SMS, and GHS clubs/activities lists</li> <li>• GPS Curriculum in EduPlanet/Google</li> <li>• EDI Council/EDI Director</li> </ul>

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



# Fifth Generation Strategic Plan

## ART ACTION PLAN

### 2022-2023

## GOAL 1: Foster High Expectations for All Students

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

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

# Fifth Generation Strategic Plan

## ART ACTION PLAN

### 2022-2023

## GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Maintain a safer physical environment through adherence to CDC guidelines, in collaboration with local and state health officials, during changing pandemic conditions.</b></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"> <li>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.</li> <li>Support and communicate building, Department and District protocols that promote a COVID 19 safe learning environment for everyone involved.</li> <li>Collaborate with district facilities to determine necessary improvements, updates, and PD/ training for environmental safety mandates per GPS and CDC.</li> <li>Resume in-person experiences and field trips across K-12 curriculum.</li> </ol>	<p>#1-3:</p> <ul style="list-style-type: none"> <li>Adherence to mandated PD schedule</li> <li>Use of virtual library and PD sessions</li> <li>Department, course, and grade level specific training and information that aligns with the GPS and CDC guidelines</li> <li>Site evaluations</li> </ul> <p>#4:</p> <ul style="list-style-type: none"> <li>Offering of in-person field trips and artist opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Local, state and regional health agencies</li> <li>District Facilities</li> <li>Director of Environmental Health and Chemical Safety</li> <li>PD Schedule</li> <li>GHS/CDC COVID-19 requirements</li> <li>Vignone Gallery</li> <li>NBMAA</li> </ul>
<p><b>B. Engage in practices that promote equity, diversity and inclusion.</b></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"> <li>Identify and expand on Department resources, courses and curriculum that embed global perspectives, inclusivity, and diversity.</li> <li>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.</li> <li>Continuation of groups/clubs, such as National Art Honor Society, school art clubs that focus on social acceptance and community service.</li> </ol>	<p>#1-2:</p> <ul style="list-style-type: none"> <li>Collaborative meetings and PD to develop curriculum <ul style="list-style-type: none"> <li>Fostering a shared Equity &amp; Social Justice Folder in shared resources (AO Docs)</li> <li>Vignone Gallery focuses on artists that promote and speak to equity, diversity, and inclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>School-based PBIS goals</li> <li>Director of EDI &amp; other Administration</li> <li>EDI Council</li> <li>Vignone Gallery</li> <li>Professional Library</li> <li>Teaching Tolerance Social Justice Standards</li> </ul>

	<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"> <li>• Art collaboration options: <ul style="list-style-type: none"> <li>- Art Link Creative Connections interdisciplinary project</li> <li>- Empty Bowls Project</li> <li>- Veterans Day Celebration GHS</li> </ul> </li> </ul> <p>#3:</p> <ul style="list-style-type: none"> <li>• Collaborative Conversations to identify need, feasibility of organizing social/civic service groups</li> </ul> <p>#4:</p> <ul style="list-style-type: none"> <li>• Collaboration and development of strategies, materials, resources, and curriculum</li> <li>• Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>• CSDE Components or Social, Emotional, and Intellectual Habits</li> </ul>
--	--	---	---

# 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><b>A. Optimize instructional technology to personalize student learning and foster engagement and innovation.</b></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"> <li>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.</li> <li>2. Use SAMR Model levels in planning and implementing instruction.</li> <li>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.</li> <li>4. PD to support new learning of Adobe Creative Suite, curriculum specific apps, STEAM Lab technology, and technologies that impact learning at all levels.</li> <li>5. Review/revise course offerings at SMS &amp; GHS to align with current trends that support college and career readiness.</li> </ol>	<p>#1:</p> <ul style="list-style-type: none"> <li>• Observation of Teaching practices</li> <li>• Opportunities for students to virtually record, present, and assess their work:               <ul style="list-style-type: none"> <li>-ongoing review/revision of current apps used at all levels</li> <li>-Collaborative development of technology integration in the current-year and in the future</li> </ul> </li> </ul> <p>#2-3:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>#4-5:</p> <ul style="list-style-type: none"> <li>• Meeting/PD to determine strengths and areas for revision in technology across K-12 curriculum</li> <li>• Ongoing technology training and support</li> </ul>	<ul style="list-style-type: none"> <li>• Dept. and school goals</li> <li>• Collaborative PD/Team meetings on technology</li> <li>• GPS virtual PD</li> <li>• Instructional Technology Coaches</li> <li>• SAMR Model</li> <li>• Technology PD and virtual library</li> <li>• Look for Tools</li> </ul>

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

---

---

**Title of Report: Fall Professional Development 2022**

**Board Meeting Date: November 14, 2022**

**Action:**

**Report: X**

**Information:**

**Discussion:**

---

---

The fall series of Wednesday afternoon elementary workshops have just completed. These sessions include grade level team meetings for teachers to address literacy, math, science, social studies, instructional technology, and equity, diversity and inclusion. All teachers of art, music, world language, health/physical education, special education, and related services attend workshops designed by their directors.

This fall, sessions focused on math fluency, phonics and word study, interventions for struggling learners and effective communication strategies.

The first three Wednesdays of the school year provided teachers with building level opportunities to address school-based initiatives. The 2022 Fall Workshop Calendar of Elementary Workshops and sample grade/departmental offerings are attached for your review.

Secondary staff engage in departmental and faculty meetings that address block scheduling, essential technology applications and effective pedagogy. The 2022-2023 Secondary Staff Meeting Calendar is attached.

**Submitted By:** Cheri Burke

**Reviewed By:** Alan Bookman

## Grade Level Professional Learning & Meetings: FALL 2022

FALL 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
August 22	Convocation – Teacher Work Day					
August 23	All Staff Full Day Professional Learning					
August 24	Teacher Work Day					
August 31	Building Day					
September 7	Building Day					
September 14	Building Day					
September 21 Grade Level PL	MATH	ELA	ELA	SCIENCE	SELF SELECT	SOCIAL STUDIES
September 28 Grade Level PL	SELF SELECT	MATH	SELF SELECT	ELA	SOCIAL STUDIES	SCIENCE
October 12 Grade Level PL	MATH	MATH	MATH	SELF SELECT	SCIENCE	SELF SELECT
October 19 Grade Level PL	MATH	MATH	MATH	ELA	ELA	ELA
October 26 Grade Level PL	ELA	SELF SELECT	SOCIAL STUDIES	EDI	EDI	EDI
November 2	Parent Conferences					
November 8	All Staff Full Day Professional Learning					
November 9	Parent Conferences					
November 16	Parent Conferences					
November 23	Early Dismissal Day – Thanksgiving Recess					
November 30	Parent Conferences					

PL – 2 Hours Start time within 30 minutes of school dismissal on early release days

## Grade 1 Professional Learning & Meetings: FALL 2022

FALL 2022	Topic(s)	Learning Outcomes For Staff	Session Location
August 22	<b>Convocation – Teacher Work Day</b>		
August 23	<b>All Staff Full Day Professional Learning</b>		
August 24	<b>Teacher Work Day</b>		
August 31	<b>Building Day</b>		
September 7	<b>Building Day</b>		
September 14	<b>Building Day</b>		
September 21 PL 1:35-3:35 (1:55-3:55)	<b>ELA</b>	<p><b>If/Then Intervention Road Map &amp; Instructional Resources</b> - Staff will learn how to access and utilize the intervention road map and resources to individualize instruction to meet student learning needs.</p> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● Laptop or iPad to access grade level padlet</li> <li>● If/Then Intervention Road Map (Linked in the padlet)</li> <li>● Finalized assessment data to review, such as               <ul style="list-style-type: none"> <li>○ Fountas &amp; Pinnell Benchmark</li> <li>○ Reading Snap Words</li> <li>○ Writing Snap Words</li> </ul> </li> <li>● Grade Level Fall Assessment Benchmarks (Linked in the padlet)</li> </ul>	<b>Home Schools</b>
September 28 PL 1:35-3:35 (1:55-3:55)	<b>MATH</b>	Teachers will review the start to the lessons/ calendar using the San Francisco Resource. Teachers will plan upcoming lessons with the PACE teacher and discuss ways to run a math block for 60 minutes (partner, station). Teachers will review the first Milestone Task and rubric, and, if appropriate, grade the first task together using the rubric.	<b>Home Schools</b>
October 12 PL (2:00 – 3:15)	<b>MATH</b>	Teachers will engage with Greg Tang on various problem-solving scenarios and the best way to approach them with your students.	<b>Zoom Link</b>
October 19 PL (2:00 – 3:15)	<b>MATH</b>	Teachers will engage with Greg Tang on various fluency strategies and the best way to use and approach them with your students.	<b>Zoom Link</b>
October 26 PL 1:35-3:35 (1:55-3:55)	<b>SELF SELECT</b>		
November 2	<b>Parent Conferences</b>		
November 8	<b>All Staff Full Day Professional Learning</b>		
November 9	<b>Parent Conferences</b>		
November 16	<b>Parent Conferences</b>		

<b>November 23</b>	<b>Early Dismissal Day – Thanksgiving Recess</b>
<b>November 30</b>	<b>Parent Conferences</b>

PL – 2 Hours Start time within 30 minutes of school dismissal on early release days

## Gideon Welles Grade 5 Professional Learning & Meetings: FALL 2022

FALL 2022	Topic(s)	Learning Outcomes For Staff	Session Location
August 22	<b>Convocation – Teacher Work Day</b>		
August 23	<b>All Staff Full Day Professional Learning</b>		
August 24	<b>Teacher Work Day</b>		
August 31	<b>Building Day</b>		
September 7	<b>Building Day</b>		
September 14	<b>Building Day</b>		
September 21 PL 1:00 - 3:00 pm	<b>ELA/ SOCIAL STUDIES</b>	<p><b>ELA (1:00 pm – 2:00 pm)</b> Review Grade Level Content Curriculum Maps (ELA, Science and Social Studies) and Develop a Plan and timeline for Library Media support across the school year.</p> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Laptop/iPad to access grade level padlet</li> <li>• Scope and Sequence of ELA, Science and Social Studies units</li> </ul> <p><b>SOCIAL STUDIES (2:00 pm – 3:00 pm)</b> Teachers will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the reasons for the study of Indigenous history and what students can learn from studying native populations as part of American History.</li> <li>• Work together as school teams to think about and discuss how to effectively integrate the foundational story of Thanksgiving.</li> <li>• Clarify any content or instructional questions for the new First Peoples of Glastonbury in-school field study scheduled for and/or the Welles-Shipman Ward field study.</li> <li>• Discuss History and Social Science news and updates</li> </ul>	<p><b>ELA (1:00 pm-2:00 pm) Home School</b></p> <p><b>Social Studies (2:00 pm – 3:00 pm) <a href="#">Zoom</a></b></p>
September 28 PL 1:00 - 3:00 pm	<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• Teachers will revisit the purpose of students maintaining science notebooks.</li> <li>• Teachers will have an opportunity to provide feedback on current units of and to collaboratively plan science lessons.</li> </ul>	<b><a href="#">Zoom</a></b>
October 12 PL 1:00 - 3:00 pm	<b>SELF SELECT</b>		
October 19 PL 1:00 - 3:00 pm	<b>ELA</b>	<p><b>Words Their Way Elementary Spelling Inventory Assessment</b> – Staff will score the assessment, interpret class data, determine developmental spelling groups and plan instruction to target student needs.</p> <p><b>Resources Needed:</b></p>	<b>Home School</b>

		<ul style="list-style-type: none"> <li>• Student Elementary Spelling Inventory assessments (<i>Assessment Folder on Padlet</i>)</li> <li>• Elementary Spelling Inventory (ESI) scoring directions (<i>Assessment Folder on Padlet</i>)</li> <li>• Elementary Spelling Inventory (ESI) Classroom Composite (<i>Assessment Folder on Padlet</i>)</li> <li>• Elementary Spelling Inventory (ESI) Feature Guide (<i>Assessment Folder on Padlet</i>)</li> <li>• Savvas Realize account login information</li> </ul>	
<b>October 26 PL</b> <b>1:00 - 3:00 pm</b>	<b>EDI</b>	<b>Communication Coming Through</b> <ul style="list-style-type: none"> <li>• Teachers will identify meaningful ways to communicate focused on language that builds relationships with students and families</li> <li>• Teachers will practice effective communication</li> </ul>	<a href="#">Zoom</a>
<b>November 2</b>	<b>Parent Conferences</b>		
<b>November 8</b>	<b>All Staff Full Day Professional Learning</b>		
<b>November 9</b>	<b>Parent Conferences</b>		
<b>November 16</b>	<b>Parent Conferences</b>		
<b>November 23</b>	<b>Early Dismissal Day – Thanksgiving Recess</b>		
<b>November 30</b>	<b>Parent Conferences</b>		

PL – 2 Hours Start time within 30 minutes of school dismissal on early release days

## Grade 5 Professional Learning & Meetings: FALL 2022

FALL 2022	Topic(s)	Learning Outcomes For Staff	Session Location
August 22	<b>Convocation – Teacher Work Day</b>		
August 23	<b>All Staff Full Day Professional Learning</b>		
August 24	<b>Teacher Work Day</b>		
August 31	<b>Building Day</b>		
September 7	<b>Building Day</b>		
September 14	<b>Building Day</b>		
<b>September 21 PL</b> 1:35-3:35 (1:55-3:55)	<b>ELA/ SOCIAL STUDIES</b>	<b>ELA (1:00 pm – 2:00 pm)</b> Review Grade Level Content Curriculum Maps (ELA, Science and Social Studies) and Develop a Plan and timeline for Library Media support across the school year. <b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Laptop/iPad to access grade level padlet</li> <li>● Scope and Sequence of ELA, Science and Social Studies units</li> </ul> <b>SOCIAL STUDIES (2:00 pm – 3:00 pm)</b> Teachers will: <ul style="list-style-type: none"> <li>● Develop an understanding of the reasons for the study of Indigenous history and what students can learn from studying native populations as part of American History.</li> <li>● Work together as school teams to think about and discuss how to effectively integrate the foundational story of Thanksgiving.</li> <li>● Clarify any content or instructional questions for the new First Peoples of Glastonbury in-school field study scheduled for and/or the Welles-Shipman Ward field study.</li> <li>● Discuss History and Social Science news and updates</li> </ul>	<b>ELA</b> <b>(1:00 pm-2:00 pm)</b> <b>Home</b> <b>School</b>  <b>Social Studies</b> <b>(2:00 pm – 3:00 pm)</b> <a href="#"><u>Zoom</u></a>
<b>September 28 PL</b> 1:35-3:35 (1:55-3:55)	<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>● Teachers will revisit the purpose of students maintaining science notebooks.</li> <li>● Teachers will have an opportunity to provide feedback current units of study and to collaboratively plan science lessons.</li> </ul>	<a href="#"><u>Zoom</u></a>
<b>October 12 PL</b> 1:35-3:35 (1:55-3:55)	<b>SELF SELECT</b>		

<p><b>October 19 PL</b>  <b>1:35-3:35</b>  <b>(1:55-3:55)</b></p>	<p><b>ELA</b></p>	<p><b>Words Their Way Elementary Spelling Inventory Assessment</b> – Staff will score the assessment, interpret class data, determine developmental spelling groups and plan instruction to target student needs.</p> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Student Elementary Spelling Inventory assessments (<i>Assessment Folder on Padlet</i>)</li> <li>• Elementary Spelling Inventory (ESI) scoring directions (<i>Assessment Folder on Padlet</i>)</li> <li>• Elementary Spelling Inventory (ESI) Classroom Composite (<i>Assessment Folder on Padlet</i>)</li> <li>• Elementary Spelling Inventory (ESI) Feature Guide (<i>Assessment Folder on Padlet</i>)</li> <li>• Savvas Realize account login information</li> </ul>	<p><b>Home Schools</b></p>
<p><b>October 26 PL</b>  <b>1:35-3:35</b>  <b>(1:55-3:55)</b></p>	<p><b>EDI</b></p>	<p><b>Communication Coming Through</b></p> <ul style="list-style-type: none"> <li>• Teachers will identify meaningful ways to communicate focused on language that builds relationships with students and families</li> <li>• Teachers will practice effective communication</li> </ul>	<p><a href="#">Zoom</a></p>
<p><b>November 2</b></p>	<p><b>Parent Conferences</b></p>		
<p><b>November 8</b></p>	<p><b>All Staff Full Day Professional Learning</b></p>		
<p><b>November 9</b></p>	<p><b>Parent Conferences</b></p>		
<p><b>November 16</b></p>	<p><b>Parent Conferences</b></p>		
<p><b>November 23</b></p>	<p><b>Early Dismissal Day – Thanksgiving Recess</b></p>		
<p><b>November 30</b></p>	<p><b>Parent Conferences</b></p>		

PL – 2 Hours Start time within 30 minutes of school dismissal on early release days

**Glastonbury Public Schools  
Glastonbury, Connecticut**

**SECONDARY STAFF MEETINGS AND PROFESSIONAL DEVELOPMENT DAYS 2022-2023**

This schedule applies to all departments unless specifically listed below. This schedule is prepared and distributed well in advance of the start of the school year to assist teachers in their planning.

**Attendance and participation at meetings and on PD days is a professional responsibility of the teaching staff. Teachers are required to attend and NOT make other commitments prior to the meeting or PD day ending time on these dates as requests to be absent or leave early will not be honored outside of unforeseen emergency situations.**

<b>STAFF PROFESSIONAL DEVELOPMENT DAYS:</b>				<b>FACULTY MEETINGS – GHS &amp; SMS</b>	
Orientation Day	New Teachers	Aug 18		<b>DEPARTMENT MEETINGS – GWS:</b>	
PD Day – Full Day	Pre-K – 12	Aug 23	Department		
PD Day – Early Dismissal	GHS, SMS, GW	Oct 27	School-Based	Aug 22, 2022	Jan 5, 2023
PD Day – Full Day	Pre-K-12	Nov 8	Department	Sep 1, 2022	Feb 9, 2023
PD Day – Early Dismissal	GHS, SMS, GW	Nov 17	GHS: School-Based GW/SMS: Department	Oct 13, 2022	Mar 9, 2023
PD Day – Early Dismissal	GHS, SMS, GW	Feb 16	GHS: Dept. SMS/GW: School-Based	Nov 10, 2022	Apr 20, 2023
PD Day – Early Dismissal	GHS, SMS, GW	Mar 23	GHS/SMS/GW: Department	Dec 8, 2022	May 11, 2023

<b>DEPARTMENT MEETINGS – GHS:</b>		<b>DEPARTMENT MEETINGS – SMS:</b>		<b>FACULTY MEETINGS – GW:</b>	
Aug 22, 2022	Dec 1, 2022	Aug 22, 2022	Jan 26, 2023	Aug 22, 2022	Jan 9, 2023
Sep 8, 2022	Feb 2, 2023	Sept 15, 2022	Feb 23, 2023	Sep 12, 2022	Feb 13, 2023
Oct 6, 2022	Mar 2, 2023	Oct 20, 2022	Mar 16, 2023	Oct 3, 2022	Mar 13, 2023
Nov 3, 2022	May 4, 2023	Dec 15, 2022	Apr 27, 2023	Nov 14, 2022	Apr 3, 2023
			May 18, 2023	Dec 12, 2022	May 1, 2023

<b>Career &amp; Technical Education Teachers</b> will meet on the following dates; locations and times to be determined:					
<b>Business Ed/FCS/Tech. Ed (GHS Teachers)</b>		<b>FCS/Tech. Ed (SMS Teachers)</b>		<b>AgriScience</b>	
Sept 8, 2022	Feb 2, 2023	Sept 15, 2022	Feb 23, 2023	Sept 13, 2022	Feb 7, 2023
Oct 6, 2022	Mar 2, 2023	Oct 20, 2022	Mar 16, 2023	Oct 18, 2022	Mar 7, 2023
Nov 3, 2022	May 4, 2023	Dec 1, 2022	Apr 27, 2023	Nov 15, 2022	May 4, 2023
Dec 1, 2022		Jan 26, 2023	May 18, 2023	Dec 1, 2022	
<b>CTE Teachers:</b> In addition to the department meetings at GHS and SMS, all grade 7-12 teachers will meet on: August 22, 2022 and December 1, 2022			<b>AgriScience Teachers:</b> In addition to the department meetings, AgriScience teachers will meet with CTE teachers on: December 1, 2022 and May 4, 2023		

<b>World Languages Teachers:</b> In addition to the department meetings at GHS and Smith Middle School, all grade 1-12 teachers will meet on:		
Aug 22, 2022	GHS Auditorium	Oct 6, 2022
		GHS Café Annex
		Apr 27, 2023
		SMS Cafeteria

<b>LMC Dept. Meetings: K-12:</b> (SMS LMS Conf. Room)				
Aug 23 (Gr. 6-12 only - GHS Choir Room)	Sept 21	Oct 26	Nov 30	Jan 25
Feb 22	Mar 22	Apr 19	May 17	

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

---

---

**Title of Report: Election Day Professional Development 2022**

**Board Meeting Date: November 14, 2022**

**Action:**

**Report: X**

**Information:**

**Discussion:**

---

---

A full day of engaging wellness opportunities were provided for all certified staff during the November 8, 2022 Professional Development In-Service. All sessions aligned with our theme for the year, “Be Kind. Be Curious. Be Well.” The day provided a blend of structured workshops, mini-sessions, and self-guided opportunities with high interest topics to support staff and student wellness. In addition, we offered an Educator Wellness Fair with valuable resources and information from community partners. Organizations such as, *The American Heart Association, Anthem Blue Cross & Blue Shield, Deer Oaks Employee Assistance Program (EAP) Services*, and many local business partners offered demonstrations, exercise classes, and information sessions free of charge for our staff.

Glastonbury Faculty offered workshops that engaged staff with topics related to kindness, curiosity, and wellness. Workshops included:

- Using Independent Projects to Promote S.T.E.A.M. Curiosity and Student Engagement
- Basics to Exercise, Healthy Living, and Motivation
- Journaling: Creating Journals for Planning and Beyond
- Everything & the Ride (Cycling for Wellness)
- BluePath Therapy Dogs and PawSafe Adoptable Puppies
- Kindness: Can It Be Taught?

A formal survey was administered to gather feedback about the day and plan for future professional learning opportunities that meet the needs of our staff. The following was reported:

- 98% of the respondents strongly agree/agree that the sessions offered aligned with the district’s commitment to wellness and curiosity.
- 90% of the respondents strongly agree/agree that they are likely to incorporate experiences from the day into their daily wellness practices.
- 99% of the respondents strongly agree/agree that the experiences offered provided individualized opportunities for engagement and new-learning.

In addition to the wellness opportunities and sessions offered, staff contributed to a *Be Kind* collection drive. Thousands of pet essentials were donated for the Human Society, diapers for My Sister’s Place in Hartford, and winter hats and mittens for Glastonbury Youth and Family Services. This was a highlight of the day for all involved!

**Submitted By:** Cheri Burke

**Reviewed By:** Alan Bookman

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

---

---

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

**Board Meeting Date:** November 14, 2022

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

---

---

**Overview:**

Welcoming veterans into all of our schools on Veterans Day has been a powerful celebration and learning experience for students, veterans and their families. We are so excited to be able to hold in-person programs at each school this year. Meaningful events are organized to celebrate and honor veterans and engage students in a variety of inspiring activities. We are so appreciative for the hundreds of veterans who take the time to visit our schools on this special day. In doing so, these heroes help our students to learn about service, respect, and honor, while giving the school community an opportunity to thank them for their contributions.

We invite veterans who are related to our school community members into the building to be recognized. School activities include assemblies honoring veterans, slideshows featuring each veteran, veteran guest speakers, veteran classroom visits, singing and live school band and orchestra pieces, gathering around school flagpoles, art and writing projects, and special gifts created by students to be given or donated to veteran groups. At Glastonbury High School, an impressive Veterans Day Museum fills the library featuring artifacts donated by veterans and their families.

Special guest speakers this year include members of the 142<sup>nd</sup> Area Support Medical Company (GHS), and Captain James Brown - Battery Commander 1<sup>st</sup> Battalion 101<sup>st</sup> Field Artillery Regiment (Smith Middle School). At Gideon Welles School, veterans representing the branches of our armed forces, including board member Ray McFall and Principal Kent Hurlburt, will meet with all fifth and sixth grade classes throughout the school day to share more about their service to our country.

Each year on November 11, our music department supports the Veterans Day Ceremony at Hubbard Green. Performing this year are the Smith Middle School Select Choir and the Glastonbury High School Concert Choir & Treble Choir.

We are very proud of the meaningful Veterans Day programs that take place in our schools each year. Many thanks to special individuals and committees at each school that work so hard to make this day memorable for all involved.

**Submitted By:** Matthew Dunbar

**Reviewed By:** Alan Bookman

**Regular Board of Education Meeting**

Monday, October 24, 2022 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Alison Couture:	Present (7:01pm)
Dr. Douglas Foyle:	Present
Ms. Jenn Jennings:	Present
Mr. Ray McFall:	Present
Mr. David Peniston, Jr.:	Present
Mr. Matthew Saunig:	Present
Mr. Evan Seretan:	Present
Ms. Julie Thompson:	Present

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

1. Call to Order

Chairman Foyle called the meeting to order at 7:00 pm. A moment of silence was observed for the Bristol police officers killed in the line of duty.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Xinyu Li, Chinese Language Association of Secondary-Elementary Schools (CLASS) 2022 Outstanding Chinese Teacher Award

Dr. Foyle recognized Xinyu Li, who was awarded the Chinese Language Association of Secondary-Elementary Schools (CLASS) 2022 Outstanding Chinese Teacher Award. Ms. Li addressed the Board and thanked them for this recognition. Dr. Foyle presented a plaque on behalf of the Board.

3.B. Maureen Perkins, Connecticut Field Hockey Hall of Fame Inductee

Dr. Foyle recognized Maureen Perkins, Field Hockey Coach at GHS since 1999, who was named to the CT Field Hockey Hall of Fame. Ms. Perkins addressed the Board and thanked them for this honor. A plaque was presented on behalf of the Board.

Dr. Foyle recognized Board member Evan Seretan who is resigning from his position on the

Board. He thanked Mr. Seretan for his insight and perspective during his time on the Board. Board members expressed their appreciation to Mr. Seretan for his service. A plaque was presented on behalf of the Board.

The meeting recessed at 7:21 pm. The Board reconvened at 7:32 pm.

#### 4. Student Representatives' Report

4.A. Jade Wong, Class of 2023

4.B. Jachimma Anaedo, Class of 2024

Student representatives Jade Wong and Jachimma Anaedo addressed the Board and updated them on events at GHS.

#### 5. Information Session for Public Comment

Jenn Jennings, 34 Cranesbill Drive, addressed the Board regarding the polarizing effect of politics.

Amanda Lang, 98 Quarry Road, addressed the Board regarding the childhood vaccination schedule.

Nick Kornis, 73 Shagbark Road, addressed the Board regarding the childhood vaccination schedule.

Jill Durall, 73 Shagbark Road, addressed the Board regarding specific budget line items and asked for clarification.

Igor Fuksman, 134 Highwood Drive, addressed the Board regarding vaccination mandates.

Jason Roberts, 68 Pheasant Crossing, addressed the Board. He asked the Board to state their positions on vaccine mandates.

#### 6. Business Requiring Action

Motion to amend the agenda to add the discussion of writing a letter to the State regarding vaccine mandates. This motion, made by Ms. Jenn Jennings and seconded by Mr. Evan Seretan, Carried.

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

Board members discussed the motion to write a letter to the state regarding Covid-19 vaccine mandates. The consensus of the Board is not in favor of this action.

Motion that the Glastonbury BOE write a letter to the state of CT in advance of any legislative proposals with mandates for the Covid-19 vaccine stating that we support parent choice and the fundamental right to direct the care, custody and control of our own children. This motion, made by Ms. Jenn Jennings and seconded by Mr. Matthew Saunig, failed.

Mrs. Alison Couture: No  
Dr. Douglas Foyle: No  
Ms. Jenn Jennings: Yea  
Mr. Ray McFall: No  
Mr. David Peniston, Jr.: No  
Mr. Matthew Saunig: No  
Mr. Evan Seretan: No  
Ms. Julie Thompson: No

#### 6.A. Approval of Submission of the Title IV Grant

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

Board approves the Submission of the Title IV 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  
Mr. Evan Seretan: Yea  
Ms. Julie Thompson: Yea

#### 6.B. Approval of October Budget Revisions to the Approved 2022-2023 Board of Education Budget

The budget committee met on 10/19/22 to review these budget revisions. Dr. Bookman provided an overview of these revisions for the Board.

Board approves the October budget revisions to the approved 2022-2023 Board of Education budget. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

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

#### 6.C. Approval of the Board of Education Five Year Facilities Plan 2022-2027

Doug Foyle and Ray McFall provided an overview of the Five Year Facilities Plan 2022-2027 for the Board, which was accepted for first reading at the October 3, 2022 meeting.

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

#### 6.D. Acceptance for First Reading Capital Improvement Plan 2024-2028

Dr. Bookman provided an overview of the Capital Improvement Plan 2024-2028 for the Board. Board accepts for First Reading Capital Improvement Plan (CIP) 2024-2028. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

#### 6.E. Approval of Glastonbury High School Student Trip to Hershey, Pennsylvania

Dr. Bookman provided an overview of this trip for the Board. No Board funds will be expended on this trip.

Board approves the Glastonbury High School Student Trip to Hershey, Pennsylvania reserving the right to cancel the trip if there are government advisories against travel to this destination

or any other serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

#### 6.F. Approval of TEAM Mentors

Cheri Burke provided an overview of the motion to approve TEAM mentor teachers for the Board.

Board approves the 12 teachers recommended to participate in the TEAM Cooperating Teacher and Mentor process. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

### 7. Reports and Discussion

#### 7.A. Program Reports

##### 7.A.1. World Language/Multilingual Learner Program Report

Amanda Robustelli-Price, Director of World Languages and Multilingual Learners Program, shared highlights from her program report with the Board.

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

Mary Poisson Director of Language Arts grades K-5 and Kate Lund, Director of Language Arts grades 6-12, shared highlights from their program reports with the Board.

##### 7.A.3. Library Media Curriculum Review Report/Program Report

Mary Poisson Director of Language Arts grades K-5, and Kate Lund, Director of Language Arts grades 6-12, shared highlights from their program reports and curriculum review with the Board.

7.C. Glastonbury Education Foundation

The Gala will be sold out. It will be held on November 18, 2022.

8. Approval of Minutes

8.A. Meeting Minutes of October 3, 2022

Motion to approve the minutes of October 3, 2022. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mr. Evan Seretan:	Abstain
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

Dave Peniston provided a report on the Curriculum Committee meeting on 10/22/22 for the Board.

10. Chairman's Reports

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

11. Superintendent's Report

11.A. Self-Insurance Update, September 2022

11.B. School Enrollment Report, October 2022

11.C. Student Suspension Report, September 2022

11.D. Staff Resignation

11.D.1. Andrea Gustafson

11.E. Gideon Welles School After School Activities, Fall 2022

11.F. Smith Middle School Clubs, 2022/2023

11.G. Dates to Remember

Dr. Bookman provided his Superintendent's report for the Board. He provided an overview of the Self - Insurance Reserve Fund for the Board. He highlighted for the Board the Clubs and Activities information from SMS and GWS.

Motion to extend the meeting past 11:00 pm. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

## 12. Discussion and Possible Action Regarding Parental Complaint Concerning Conduct of Central Office Employee

Motion to enter into executive session for the purpose of discussing a Parental Complaint Concerning Conduct of Central Office Employee. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

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

The Board entered into Executive Session at 10:45 pm. The Board exited executive session at 11:01 pm.

Motion to close the parental complaint discussed in Executive Session on 10/24/22 taking no further action on the grounds that no further action is warranted and move further to authorize the Board Chair to notify the complainant regarding the Board's decision. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

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

### 13. Adjournment

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

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

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

The meeting adjourned at 11:02 pm.

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: Melissa Dionne, Finance/Budget Analyst

DATE: MD November 8, 2022

SUBJECT: Self Insurance Reserve Update October 2022

---

The attached report summarizes the Self Insurance Reserve fund through October 31, 2022. The total reserve is \$14,875,550 allocated \$4,774,112 and \$10,100,439 between Town and Board of Education, respectively. As of October the fund is experiencing a \$1,192,526 loss for the fiscal year.

As of October 31, we are expecting to receive reimbursement of \$214,343 from CT Prime for FY2022 large loss claims (\$160,882 for BOE and \$53,461 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: October 31, 2022

	Town	Education	Total
<b>Contributions</b>			
Employer	\$1,842,814	\$2,515,273	\$4,358,087
Employee	443,704	785,462	1,229,166
Stop Loss Reimbursement	22,746	205,570	228,316
<b>Total Revenues</b>	<b>\$2,309,265</b>	<b>\$3,506,305</b>	<b>\$5,815,569</b>
<b>Expenditures</b>			
<b>Anthem</b>			
ASO Fees	\$40,910	\$153,935	\$194,844
Claims	1,147,843	4,580,531	5,728,373
	\$1,188,752	\$4,734,465	\$5,923,217
<b>Delta Dental</b>			
ASO Fees	\$5,619	-	\$5,619
Claims	62,501	-	62,501
	\$68,120	-	\$68,120
Bank Fees/PCORI Fee	\$1,146	\$4,014	\$5,160
CT Prime	256,637	709,960	\$966,597
OneDigital Consultant Fees	9,000	36,000	45,000
	\$266,784	\$749,974	\$1,016,758
<b>Total Expenditures</b>	<b>\$1,523,656</b>	<b>\$5,484,440</b>	<b>\$7,008,096</b>
Current Year Revenues Less Expenses	\$785,609	(\$1,978,135)	(\$1,192,526)
Reserve July 1, 2022	\$3,989,503	\$12,078,573	\$16,068,076
Reserve at end of month	\$4,775,112	\$10,100,439	\$14,875,550

	Town		BOE		Total
Reserve at end of month	\$ 4,775,112	\$	10,100,439	\$	14,875,550
Recommended Minimum Reserve <sup>A</sup>	\$ 1,195,859	\$	3,682,791	\$	4,878,650
Variance Over/(Under) Reserved	\$ 3,579,253	\$	6,417,648	\$	9,996,900

A. As of November 2022. The next update will be provided in March 2023.

**GLASTONBURY PUBLIC SCHOOLS  
GLASTONBURY, CONNECTICUT**

**SCHOOL ENROLLMENT November 1, 2022**

	<b>PreK = 76</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
Elementary									
Buttonball		85	62	71	60	85	81		444
Hebron Ave.		74	82	70	77	79	79		461
Hopewell		84	80	107	109	90			470
Naubuc		63	72	71	78	81	73		438
Naugaug		108	73	90	80	80	88		519
Elementary Subtotal		414	369	409	404	415	321	0	2332
Gideon Welles							99	410	509
K-6 Totals									2841
<b>Elementary Total</b>		414	369	409	404	415	420	410	2841
<b>Middle</b>		<b>7</b>	<b>8</b>						<b>Total</b>
Smith Middle	Middle Subtotal	423	431						854
<b>Middle Total</b>		423	431						854
<b>Secondary</b>		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>				<b>Total</b>
Glastonbury High	Secondary Subtotal	430	464	446	467				1807
<b>Secondary Total</b>		430	464	446	467				1807
								<b>TOTAL</b>	<b>5502</b>
							<b>Pre-K</b>		76
							<b>OUT OF DISTRICT (31 &amp; GHS ALTERNATIVE PROGRAM (0))</b>		31
							<b>GRAND TOTAL</b>		<b>5609</b>

GRADE	RECAPITULATION			Change Over Previous Years Enrollment All
	11/1/2021 Enrollment All Without M	11/1/2022 Enrollment All Without M		
Pre-K	65	76		11
K	359	414		55
1	403	369		-34
2	390	409		19
3	402	404		2
4	423	415		-8
5	411	420		9
6	419	410		-9
<b>Subtotal Elementary</b>	<b>2872</b>	<b>2917</b>		<b>45</b>
7	431	423		-8
8	435	431		-4
9	465	430		-35
10	452	464		12
11	466	446		-20
12	482	467		-15
<b>Subtotal Secondary</b>	<b>2731</b>	<b>2661</b>		<b>-70</b>
<b>TOTAL</b>	<b>5603</b>	<b>5578</b>		<b>-25</b>
<b>CT &amp; GHS ALTERNATE</b>	<b>36</b>	<b>31</b>		<b>-5</b>
<b>GRAND TOTAL</b>	<b>5639</b>	<b>5609</b>		<b>-30</b>

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

				<b>GRADE K</b>			<b>TOTAL</b>	
Buttonball	17	17	17	17	17	=	85	
Hebron	19	19	18	18		=	74	
Hopewell	18	17	17	17	15	=	84	
Naubuc	16	16	16	15		=	63	
Nayaug	18	18	18	18	18	18	=	<u>108</u>
							<b>414</b>	
				<b>GRADE 1</b>				
Buttonball	16	16	16	14		=	62	
Hebron	21	21	20	20		=	82	
Hopewell	21	21	19	19		=	80	
Naubuc	18	18	18	18		=	72	
Nayaug	19	19	18	17		=	<u>73</u>	
							<b>369</b>	
				<b>GRADE 2</b>				
Buttonball	18	18	18	17		=	71	
Hebron	18	18	17	17		=	70	
Hopewell	23	22	22	21	19	=	107	
Naubuc	18	18	18	17		=	71	
Nayaug	23	23	22	22		=	<u>90</u>	
							<b>409</b>	
				<b>GRADE 3</b>				
Buttonball	20	20	20			=	60	
Hebron	20	19	19	19		=	77	
Hopewell	22	22	22	22	21	=	109	
Naubuc	20	20	19	19		=	78	
Nayaug	20	20	20	20		=	<u>80</u>	
							<b>404</b>	
				<b>GRADE 4</b>				
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		=	<u>80</u>	
							<b>415</b>	
				<b>GRADE 5</b>				
Buttonball	21	21	20	19		=	81	
Gideon Welles	21	20	20	19	19	=	99	
Hebron	20	20	20	19		=	79	
Naubuc	19	18	18	18		=	73	
Nayaug	23	22	22	21		=	<u>88</u>	
							<b>420</b>	