



## REGULAR BOARD OF EDUCATION MEETING

Monday, October 2, 2023 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. Visiting Staff and Students from Estonia
  - B. Mark Pearsall, American Classical League's Recipient of the Merens Award
4. Student Representatives' Report
  - A. Jachimma Anaedo, Class of 2024
  - B. Hayley Lemieux, Class of 2025
5. Information Session for Public Comment
6. Business Requiring Action
  - A. Approval for Submission of the HIGH-DOSAGE TUTORING GRANT for Mathematics
  - B. Approval to Go Out for School Bus Bids
  - C. Approval of Smith Middle School Student Trip to Quebec City, Quebec
  - D. Approval of the September 11, 2023 Meeting Minutes
7. Reports and Discussion
  - A. Program Reports
    1. Health and Physical Education Program Report
    2. Mathematics Curriculum Review Report
    3. Mathematics/PACE Program Report
    4. Science/PACE Program Report
  - B. Fall Professional Development
  - C. Glastonbury Education Foundation
8. Committee Reports
9. Chairman's Reports
10. Superintendent's Report
  - A. Staff Appointments
    1. Sarah Becker, Eastbury, School Psychologist
  - B. Staff Resignation
    1. Laura Norbut

- C. Smith Middle School Clubs 2023-2024
  - D. Gideon Welles School After School Activities 2023-2024
  - E. Dates to Remember
11. 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) 2023

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
10/2/2023 11:49:19	Audrey Yellen Quinlan	90 Candlelight	<p>Hi, I submitted an item a couple minutes ago. Plz disregard THAT ONE and add THIS ONE. Sorry!</p> <p>I'm asking this question knowing you will not answer.            Why does the Superintendent keep public information private? I asked the Superintendent to provide me with the CSDE, PSIS [N] data [number of student withdrawal and reasons for withdrawal]. The Superintendent's first response was he didn't have the data. According to a PSIS administrator, at the State level, the information would come from the Superintendent. Requesting the information again, the Superintendent said the data would provide a student's personal information. Assuming personal information was the student's name, I told him all PSIS data was entered using the student's PSIS. No luck. After a FOIA request, the data was provided to me. Why was this public information kept private by the Superintendent?</p>

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

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**Title of Report:** HIGH-DOSAGE TUTORING GRANT for Mathematics

**Board Meeting Date:** October 2, 2023

**Action:** X

**Report:**

**Information:**

**Discussion:**

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As a result of the pandemic's impact on middle school and secondary math student performance, the Connecticut State Department of Education (CSDE) is taking action to assist school districts in their efforts to help students catch up.

The CSDE has earmarked \$10 million in American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funding to support local school districts. In the 2023-2024 school year, these funds are designated for the implementation of the **Connecticut HDT Program**, specifically targeting improvement in grades 6-9 mathematics. High-Dosage Tutoring (HDT) has emerged as a well-documented strategy to accelerate learning.

All CT school districts have been encouraged to apply for these grant funds.

In our schools, we already use accelerated learning principles as an approach to intervention support. Students who require support through our intervention process receive direct instruction by our specialists and/or tutors. The accelerated learning approach provides intensive, curriculum-aligned assistance aimed at bridging gaps in skills while using grade-level concepts and materials.

Applying for this grant will allow us to increase our intervention efforts through CSDE funding. To supplement our support model in the middle grades, we've submitted a grant request of \$85,000.00 to fund the following:

- Two math tutors to deliver HDT to students in grades 7 and 8 students during the school day
- Stipends for teachers for professional collaboration, development of instructional materials, and discussion of student progress beyond the school day

During the 2023-2024 school year, these funds would allow for the increased student support, the creation of instructional materials, and increased understanding of acceleration practices by teachers and support staff at no additional cost to the district. The development of instructional materials and the professional growth of staff would allow us to sustain improved accelerated learning strategies beyond the grant period.

**Submitted By:** Brenda Gregorski

**Reviewed By:** Alan Bookman

# **Glastonbury Public Schools Transportation Department**

**Date:** October 2, 2023

**To:** Matt Dunbar, Assistant Superintendent

**From:** Angelo Balesano, Transportation Coordinator

**Subject:** School Bus Bids for 2024-2025

I would like to request permission to go out to bid for four (4) school buses and one (1) wheelchair-accessible minibus.

The following list indicates the buses proposed for replacement given current conditions:

<b><u>Bus #</u></b>	<b><u>Year</u></b>	<b><u>Miles</u></b>
368	2008	119,437 mini bus
9	2012	162,610
25	2012	179,021
30	2009	158,807
40	2009	162,536

As in past years, I ask that the Board of Education give permission to bid the buses prior to the end of this fiscal year with the understanding that the buses will not be delivered, nor paid for until the 2024-2025 fiscal year, and pending the authorization of our 2024-2025 budget.

Manufacturing shortages and production issues continue to cause delivery delays. If we award a bid in October, vendors have indicated that the estimated date of delivery will be the beginning of July. If we wait to award the bid any later, the buses will not arrive in time for the start of the 2024-2025 school year.

# TRAVEL APPROVAL FORM

**THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED**

- INTERNATIONAL
- US
- CT

DESTINATION: Quebec City, Quebec

SCHOOL(S) PARTICIPATING: SMS

DEPARTURE DATE: February 3, 2024

RETURN DATE: February 6, 2024

ESTIMATED NUMBER OF PARTICIPANTS: 48

WILL ANY SCHOOL TIME BE USED: yes - two days

SPONSORING TEACHER: Scott Minnick

COST PER PARTICIPANT: \$1,050

ADDITIONAL CHAPERONES: Kyra Kabulis, Arlette de Koning, Mike Gowdy, Betsy Kabulis, Brittney Nelson

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Jumpstreet Tours

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Presently enrolled in 7<sup>th</sup> and 8<sup>th</sup> grade French, in good academic and behavioral standing, as per BoE policy, good attendance and successful completion of application process.

PURPOSE OF TRIP: To immerse students to authentic French language and Quebecois culture through a large variety of interesting education and cultural activities - including seeing the largest winter parade in the world.

Itinerary (attached):

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: Students will return from this trip with knowledge of the history and culture of Quebec and a new linguistic confidence from having listened to, and spoken, French in authentic situations.

## APPROVAL:

DIRECTOR: Amanda Robustelli-Price

DATE: 09.15.2023

PRINCIPAL (Glastonbury High School) Nancy Bean

DATE: 09.15.2023

PRINCIPAL (Smith Middle School) Bobby Skarvelas

DATE: 9/15/23

SUPERINTENDENT APPROVAL: 

DATE: 9/18/23

Board of Education Approval Date: \_\_\_\_\_



## Saturday, February 03, 2024

- 05:30 AM The day has arrived! The trip you've been waiting for is finally here!! Hop aboard your locally chartered luxury motorcoach, get comfortable and get ready for your adventure!
- 12:30 PM Dinner stop en route at Mike's Restaurant (445 Boulevard Saint-Joseph, Drummondville, QC, J2C 2B3) for a nice sit-down meal.
- 02:00 PM All aboard! Next stop:
- 04:00 PM Arrive at the hotel and unload the motorcoach. Hang in there a few more minutes as your tour leader gives you instructions for proper hotel conduct and for the upcoming activities. Afterwards, proceed with your hotel check-in and enjoy a good night's rest.
- 05:30 PM Line up for the parade! Jump and sing to keep warm during the "Défilé du Carnaval", the ultimate Winter Carnival festivity. Enjoy the show!  
> Exact time pending release of the 2024 Carnival schedule in early January.  
> After the driver drops you off at the parade, they will be off duty for the rest of the day.
- 06:45 PM Hop aboard a locally chartered motorcoach (available until the end of the evening) and head off to dinner.
- 07:00 PM Another day, another menu! Enjoy a nice dinner at Rafaella restaurant.
- 08:30 PM Visit the Upper Town with your tour leader to see the St-Louis Gate, the Château Frontenac, the Dufferin Terrace, the Assemblée Nationale building and more.
- 09:30 PM Departure for the hotel.
- 10:00 PM Arrive at the hotel and unload the motorcoach. Hang in there a few more minutes as your tour leader gives you instructions for proper hotel conduct and for the next day full of exciting activities!

Spend the night at the Hotel Plaza.  
3031, boul Laurier, Sainte-Foy, Quebec  
PH: 1(418) 658-2727

(Or equivalent pending availability upon receipt of deposit.)

## Sunday, February 04, 2024

- 08:00 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- 08:30 AM Be treated like royalty during your buffet breakfast at the Château Frontenac, named after Louis de Buade, Count of Frontenac, and governor of the colony of New France in the late 1600s.
- 10:00 AM Time for some ice sculpture hunting! Visit the sites of the Carnival to see how artisans carve magnificent figures in massive ice blocks. How "cool" does that sound?
- 11:30 AM Who is this funny-looking Bonhomme guy anyway?! Find out as you spend some time exploring Old Quebec and the sites of the largest winter carnival in the world: Carnaval de Québec! Don't forget to grab lunch along the way (at individual expense).  
> Need some tips on how NOT to freeze? Ask your tour leader about our famous motto: Winterize vs Dewinterize!
- 02:30 PM Enjoy the many pleasures of winter including skating, cross-country skiing and snowshoeing at Le Domaine de Maizerets.
- 05:00 PM Welcome to Chez Victor, a beautiful restaurant offering a variety of reinvented burgers in Quebec's Lower Town and where the word 'delicious' is an understatement!
- 07:00 PM Participate in a French-Canadian legends' theatre workshop. All will become actors... one will become a werewolf!



- 08:45 PM The Montmorency Falls is a true Quebec icon. They're the tallest waterfalls in the Province, the site of historic battles and legends, and John Keats even references them in his poetry. Keats! Plus, there's also a sweet suspended bridge that spans the top and you're about to walk across it. Acrophobics: prepare to conquer your fear!
- 09:30 PM Departure for the hotel.

## Monday, February 05, 2024

- 07:30 AM Begin your day with a lovely breakfast and orientation session at the hotel with your tour leader.
- 08:30 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- 09:00 AM Dogsledding is an important part of our French Canadian culture and history. In the depths of winter, it can be a principal mean of transportation in the more remote parts of the Province. Today you're getting a shot at driving your own dogsledding team as you and your friends go cruising through the maple groves at Chenil La Poursuite. Have fun!
- 11:00 AM Time for lunch and to explore in Old Quebec and the Carnival sites! Hang out with your friends, grab some food (at individual expense) and practice your conversational French. Your tour leader will give you a meeting place and time.
- 01:30 PM Let the Canadian spirit take over during your curling session with our friends at Club de curling Victoria. Remember to bring a pair of clean running shoes to curl like a "pro"!
- 03:45 PM Observe beautiful mosaics and a replica of Michelangelo's Pieta during your visit of the Ste-Anne de Beaupré shrine.
- 05:00 PM Tom Caribou! Le Loup-garou! La Chasse Galerie! Ti-Pit Vallerand! Discover some of Quebec's most famous legends and stories during your visit of l'Atelier Paré, the woodcarving shop.
- 05:30 PM All aboard! Next stop: the SUGAR SHACK!  
Discover how the people of Quebec managed to brave the difficult winters through the tradition of maple syrup production as your tour leader shares their Sugar Shack story.
- 06:00 PM Arrive for a fun-filled evening at la Cabane à sucre Relais des Pins. Partake in a 17th century meal, dancing, singing, a taffy pull and more.
- 09:00 PM Departure for the hotel.

## Tuesday, February 06, 2024

- 08:00 AM Begin your day with a lovely breakfast and orientation session at the hotel with your tour leader.
- 09:15 AM You won't believe it, but the time has come...for your last day of this fantastic journey! Time to leave the hotel with your luggage and take advantage of today to say goodbye to these foreign lands.
- 10:00 AM Are you ready to visit one of the world's coolest hotels? See how guests stay warm in the themed suites of the Hotel de Glace de Québec during your self-guided visit of this hotel made out of snow and ice!
- 11:00 AM Some say it's worth learning French grammar in exchange for an inner tubing ride, so today, we're going to try out all of the fun slides at the Village Vacances Valcartier! The Himalaya, the Everest, the Avalanche, and so many more. Let's goooooo! (Inner tube rental is included.)
- 01:00 PM Take a break from outside and fill up on energy with a delicious Italian buffet that has been prepared just for you by the Village Vacances Valcartier. Bon appétit!
- 02:15 PM Already time to leave! Wave goodbye to your tour leader and head back home.  
Stops and dinner en route (at individual expense).
- 11:15 PM This is when you're expected to arrive back at your school, where your family and friends will be eager to hear all about your adventure!

**Regular Board of Education Meeting**  
Monday, September 11, 2023 7:00 PM  
Town Council Chambers  
Glastonbury Town Hall  
2155 Main Street  
Glastonbury, CT 06033

Mrs. Alison Couture:	Absent
Dr. Douglas Foyle:	Present
Mr. Thomas Gorman:	Present
Ms. Jenn Jennings:	Present
Mr. Ray McFall:	Present
Mr. David Peniston, Jr.:	Present
Mr. Matthew Saunig:	Present
Ms. Julie Thompson:	Present

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

**1. Call to Order**

Dr. Foyle called the meeting to order at 7:00PM followed by a brief moment of silence to honor the lives lost during the 9/11 attacks.

**2. Pledge of Allegiance**

**3. Awards and Recognition**

3.A. Teacher of the Year - Timothy Sanderson  
The Board recognized Timothy Sanderson, a Language Arts Teacher at GHS, as Glastonbury's Teacher of the Year.

**4. Student Representatives' Report**

4.A. Jachimma Anaedo, Class of 2024  
Student Representative, Jachima Anaedo, Class of 2024 updated the Board on events occurring at GHS.

4.B. Hayley Lemieux, Class of 2025  
Student Representative, Hayley Lemieux, Class of 2025 updated the Board on events occurring at GHS.

**5. Information Session for Public Comment**

Jenn Jennings, 34 Cranesbill Drive, Glastonbury, thanked SMS and GHS for acknowledging 9/11 and a fallen police officer. She also shared her suggestions to the Board regarding the timing of the Board Agenda being posted so that the community can review it, along with the opportunity to open up the subcommittees for committee participation.

**6. Business Requiring Action**

**6.A. Establish Date for Graduation, Class of 2024**

Board approves the Glastonbury High School Class of 2024 graduation to be held on Friday, May 31, 2024. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

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

**6.B. Approval of Revisions to the 2023-2024, 2024-2025, and 2025-2026 School Calendars**  
Board approves revisions to the 2023-2024, 2024-2025, and 2025-2026 School Calendars. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

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

**6.C. Approval of Submission of the District Consolidated Application for Federal Grants**  
Board approves submission of the District Consolidated Application for Federal Grants. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

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

**6.D. Approval of Submission of the Multilingual Learner Title III Grant**  
Board approves submission of the Multilingual Learner Title III Grant. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Dr. Douglas Foyle: Yea

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

6.E. Approval of Submission of the CABE Board of Education Recognition Award Application  
Board approves submission of the CABE Board of Education Recognition Award application. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

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

6.F. Approval of the August 28, 2023 Meeting Minutes  
Board approves meeting minutes of August 28, 2023. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

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

## **7. Reports and Discussion**

### 7.A. Program Reports

#### 7.A.1. Equity, Diversity, and Inclusion Program Report

Dr. Tonya Claiborne, Director of Equity, Diversity and Inclusion, highlighted areas of the report for the Board.

#### 7.A.2. School Counseling Curriculum Review Report

Ted Gregorski, Director of School Counseling, highlighted areas of the report for the Board.

#### 7.A.3. School Counseling Program Report

Ted Gregorski, Director of School Counseling, highlighted areas of the report for the Board.

### 7.B. Post-Secondary Plan Report Class of 2023

Ted Gregorski, Director of School Counseling, highlighted areas of the report for the Board.

7.C. Scholastic Aptitude Test (SAT) and Advanced Placement (AP) Report  
Ted Gregorski, Director of School Counseling, highlighted areas of the report for the Board.

7.D. Opening Day Professional Development  
Kate Lund, Assistant Superintendent of GPS, highlighted areas of the report to the Board.

7.E. Glastonbury Education Foundation  
Ms. Julie Thompson, shared that the next meeting is on Wednesday September 13th, 2023 and she reminded the Board of the Gala date, November 17, 2023.

## **8. Committee Reports**

## **9. Chairman's Reports**

## **10. Superintendent's Report**

10.A. Self-Insurance Reserve Update, August 2023

10.B. School Enrollment Report, September 2023

10.C. Student Suspension Report, August 2023

10.D. Dates to Remember

## **11. Adjournment**

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried. The meeting adjourned at 9:08PM.

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

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

Respectfully Submitted,

Ray McFall, Secretary

Approved:



***Report to Glastonbury Board of Education***  
*Be Kind, Be Curious, Be Well*

**Program: Health and Physical Education**

**Director: Jennifer Spring**

**Date: October 2, 2023**

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

**K-5 HPE Program Achievements:**

- Unified Elementary Day Tournament: a total of 141 participants (60 athletes/82 partners), PE teachers held practices, culminating in a tournament at GHS run by CIAC and hosted 10 teams from across the state
- All schools were able to offer enriching wellness activities such as:
  - Run club, Jump Club, Yoga, Before-school Wiffle Ball, "Bring Your Parent to PE day," Turkey Trot/Turkey Drive, Bicycle Safety/Bike to School Day, Project ACES

**Secondary HPE Program Achievements:**

- SMITH Unified Sports/Basketball:
  - 4 schools, 7 teams, over 70 athletes
  - 20 GPS students participated (10 students, 10 partners) 8 high school student volunteers
- GHS Unified Sports/Basketball:
  - 60 students (15 athletes, 45 partners) 18 total teams from 11 towns
  - Hosted the CIAC Tournament in March
- The first-ever Girls Flag Football team won the CT State Flag Tournament, which took place at the MetLife stadium in NY
- GHS Health and Physical Education staff collaborated with Glastonbury Police Department's Community Outreach Officers to co-teach Self Defense in *Lifetime Activities* course
- SMS and GHS Health and Physical Education staff offered enriching wellness activities: Bowling Club, smoothie Fridays and mindful minute/activities in health class, Fly Tying Event, after school weight room opportunities
- The *No Boundaries for Wellness* course received an Inclusion Grant for \$500 from CIAC to support education and equipment of Special Olympics activities in track and field
- Smith *Adapted Physical Education* course received 3 trikes through a PTSO grant to support inclusive movement in adaptive physical education

**Student Achievements**

- Camp Sunrise saw 72 GHS student volunteers, who received PE credit with an average of 97%.
- 102 students earned certification through the American Red Cross in one or more areas; 62 students became certified in all offerings, including Adult, Pediatric CPR (Infant & Child), AED and First Aid
- Glastonbury Police Department supported students in the *Lifetime Activities* course to learn and practice self-defense techniques
- Alternative Environment Activities' students participated in a new Birding experience (in collaboration with the DEEP)

- *Connecticut Physical Fitness Testing:*

Connecticut Physical Fitness Test	Glastonbury		Connecticut	
	2021-2022	2022-2023	2021-2022	2022-2023
Pass Rate (of all 4 components)	46%	50%	46%	45%

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

The Health and Physical Education Department successfully continues to prioritize and create safe and supportive learning environments, overall health and well-being, and active learning for all. The following changes have taken place:

- Continued adjustment to pacing units through curriculum development
- Implemented updated skills-based Health units in HPE 7-10
- Co-taught 2 out of 3 *No Boundaries for Wellness* classes
  - Added a Special Olympics track and field unit with awarded CIAC grant funding
- Incorporated flexible seating in SMS Health Education classroom

**3. Explain how your program offerings serve all students related to ability, interest, need, and course leveling.**

Students have different needs related to health and physical education, and the K-12 HPE program is designed to address all needs and prepare students for healthy living.

- The skills-based health approach supports students’ application of skills in meaningful ways within their daily lives
- Adapted instruction and modified health and physical activities ensure all K-12 students can participate to the best of their abilities
  - *Adapted Physical Education* is offered in K-8
  - *No Boundaries for Wellness* is offered in 9-12, which takes on a unified peer approach
  - Unified Sports K-12
- The curriculum offers various instructional units and learning activities that accommodate and explore various student interests. Traditional sports (e.g. basketball, soccer, volleyball, etc.)
- Movement activities (e.g. yoga, dance, meditation, Qigong, etc.).
- Fitness and Wellness (e.g. fitness walking, running, fitness components, personal wellness/weight training, HIIT, goal setting, etc.)
- Lifetime Activities (e.g. badminton, pickleball, golf, fitness walking, aquatics, self-defense, hiking, etc)
- Alternative/Non-traditional Activities (e.g. archery, climbing, bike safety and maintenance, birding, geocaching, fly/ice fishing, tent building, kayaking, snowshoeing, snow shelters, etc.)
- Extracurricular Activities (e.g. State Championship Girls Flag Football, Wilderness Explorers, badminton, bowling, archery, run club, jump team, gymnastics club, yoga, etc.)

**4. What are the long-term plans for change and direction in accordance with the current curriculum review and 6<sup>th</sup> Generation Strategic Plan?**

- Continue to update/align curriculum K-12, specifically skills-based Health Education and national standards
- Revise existing *Health 7* research project to expand research topics to address student interest

- Examine the current schedule at GW to increase instructional time for Health Education
- Explore opportunities to increase health content delivery in 11th and 12th grade through PE class or through the development of a specific course

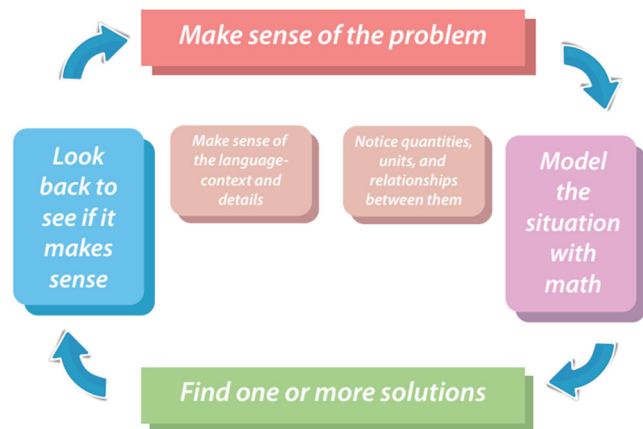
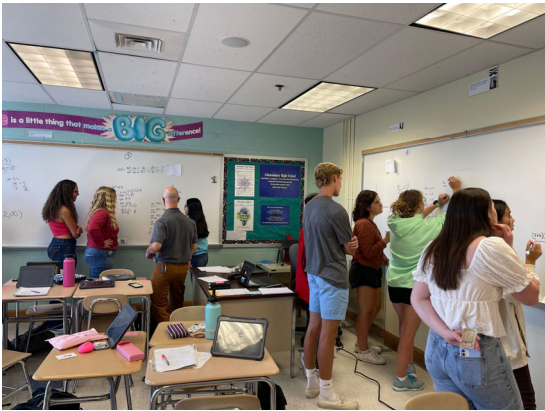
**5. What program objectives (current and future) have financial implications for the upcoming year?**

- Provide quality professional development opportunities for teachers both in and out of the district
- Purchase new and replace old equipment and supplies to successfully teach all lessons and units
- Increase staffing to ensure PE/ADPE and health education experiences are delivered consistently to students in grade 6

Glastonbury Public Schools

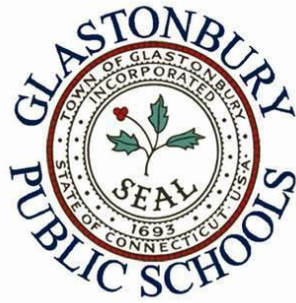
Glastonbury, CT

# Mathematics Department Curriculum Review Report 2023



Presented to the Board of Education

October 2, 2023



## **GLASTONBURY BOARD OF EDUCATION**

Douglas C. Foyle, Ph.D., Chair

Julie Thompson, Vice-Chair

Ray McFall, Secretary

Alison Couture

Thomas Gorman

Jenn Jennings

David Peniston, Jr.

Matthew Saunig

## **CENTRAL OFFICE ADMINISTRATION**

Alan B. Bookman, Ph.D., Superintendent

Matthew H. Dunbar, Assistant Superintendent

Kate Lund, Assistant Superintendent

Kim Brown, Administrator for Pupil Services

Karen Bonfiglio, Business Manager

# Table of Contents

<b>Mathematics Department Review Committee .....</b>	<b>1</b>
<b>Executive Summary.....</b>	<b>2</b>
Thank you	
Summary of the Process	
Rationale	
Purpose	
Summary of the Findings	
Priority Recommendations	
<b>GPS Mathematics Department Overview.....</b>	<b>5</b>
<b>Findings: Strengths, Recommendations, Broad Goals, and Actions.....</b>	<b>7</b>
Domain 1: Alignment with District Goals	
Domain 2: Students	
Domain 3: Curriculum Design	
Domain 4: Professional Development	
Domain 5: Communication	
Domain 6: Technology	
Domain 7: Operational Considerations	

## Mathematics Curriculum Review Committee

### **Mathematics & PACE Teachers**

*Grades K - 12*

### **Marc Abramo**

*Hopewell School*

*PACE Teacher*

### **Rebecca Azia**

*Nayaug School*

*Grade 1*

### **Jennifer Brown**

*Buttonball Lane School*

*Grade 1*

### **Amy Castelatorres**

*Hebron Avenue School*

*Grade 3*

### **Kelly Celio**

*Hopewell School*

*Library Media Specialist*

### **Tonya Claiborne, Ed. D**

*Director of Equity, Diversity*

*and Inclusion*

### **Elizabeth Cole**

*Director of CTE/ STEAM, 7 - 12*

### **Holly Constantine**

*Director of Art, K - 12*

### **Maureen Donohue**

*Gideon Welles School*

*Grade 6 Mathematics*

### **Meghan Gagne**

*Nayaug School*

*Grade 4*

### **Kristine Garofalo**

*Nayaug School*

*Principal*

### **Lisa Gozzo**

*Buttonball Lane School*

*PACE Teacher*

### **Jemal Graham**

*Smith Middle School*

*Assistant Principal*

### **Brenda Gregorski**

*Director of Mathematics, K - 12*

### **Kim Herwerth**

*Gideon Welles School*

*Special Education Supervisor*

### **Tom Leisten**

*Glastonbury High School*

*Mathematics Teacher*

### **Carol Lemieux**

*Naubuc School*

*Grade K*

### **Barb Lucas**

*Nayaug School*

*PACE Teacher*

### **Brian McDermott**

*Glastonbury High School*

*Mathematics Teacher*

### **Annie Morissette**

*Glastonbury High School*

*Mathematics Teacher*

### **Lauren Perrault**

*Naubuc School*

*PACE Teacher*

### **Rachel Pirie**

*Hopewell School*

*Grade 2*

### **Susie Sandall**

*Hebron Avenue School*

*PACE Teacher*

### **Lynnae Smith**

*Glastonbury High School*

*Head Mathematics Teacher*

### **Kristen Taverne**

*Glastonbury High School*

*Special Education Teacher*

### **Christine Tedisky**

*Director of Science, K - 12*

### **Matthew Zabroski**

*Smith Middle School*

*Special Education Teacher*

### **Allison Zimmermann**

*Nayaug School*

*Grade 5*

## Executive Summary

### Thank you

I would like to take this opportunity to thank the entire Glastonbury Public Schools Mathematics Department and the Curriculum Review Committee for their work and collaboration on the Curriculum Review process. I am grateful for the many hours that were voluntarily offered by this team and department, whose voices were shared in some way during the process. This was a great time to reflect, examine current practices and make decisions regarding the future for our students and the continued growth and expansion of our mathematics curriculum and department.

I would also like to thank the Central Office and the Board of Education for their continued support of our expanding mathematics department and curriculum, especially as we have continued to grow not only as a mathematics program but also as the foundation and language of STEAM.

I appreciate the thoughtful reflection and willingness to share insight with the department as we begin to lay the path for future work in mathematics and learning in Glastonbury.

*Brenda M. Gugowski*

Director of Mathematics

### Summary of the Process

The Curriculum Review Committee consisted of 28 members including teachers and administrators. The committee met formally three times, twice via Zoom with the final meeting being in person at the Central Office. The Zoom platform worked well because it allowed us to maximize the time for the entire group to collaborate, given the different ending times of schools. Members of the Mathematics Department also met and worked on the working documents in small groups during department meetings throughout the year.

Sub-committees were created by domains in order to facilitate conversations and learning between constituent groups and grade levels. A Mathematics Curriculum Review website allowed for easy access to relevant information and resources. Google documents were used to communicate process, progress, and feedback between the members of the committee and the director. Guiding questions and direction offered a flexible structure, and sub-committees conducted appropriate research from district and department documents and personnel.

During our last meeting, each subcommittee worked to review the comments that the director had made, as well as other members of different committees to finalize ideas for final goals. The director then reviewed the comments and ideas that were presented in each of the working documents to come up with broad goals for each domain. These broad goals, as well as other findings, are embedded within this review.

## **Rationale**

As scientific research reveals more regarding how students learn math, and as the need for problem solving, creativity and critical thinking increases, instruction and learning in mathematics is evolving. Although mathematical content has not changed a great deal, the emphasis on understanding and application to other areas, as well as strategic thinking and problem solving, have impacted the way students learn, the way we teach, and therefore, the resources and practices required. Glastonbury Public Schools continues to make significant progress in this evolution, and with thoughtful planning for the future, we are sure to continue to improve our ability to meet the needs of our learners.

The review of the mathematics curriculum is a continuous and ongoing process. Teachers are offered many opportunities to reflect and offer feedback regarding adjustments and improvements each school year. In the last seven years, significant changes have been made based upon new pedagogical research, learning expectations, and new initiatives within the district. Curriculum documents for new courses have been written and implemented, as well as a new resource and lesson guide for the K-5 grades. As a result of the pandemic and the launch of the STEAM initiative, it is the appropriate time to pause and evaluate the work and changes we have made in recent years, and collaboratively decide upon a flexible plan for the next five years.

## **Purpose**

The purposes of the GPS Curriculum Review process are to:

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

## **Summary of the Findings**

The growth of the department since the last curriculum review has been astounding. The curriculum is aligned with best practices, and is aligned with the vision of both mathematics and STEAM within Glastonbury Public Schools. The mathematics curriculum is purposefully created, using the strength of the resources we have in this district. While Common Core State Math Standards offer a pathway of learning expectations, best practice, students' interests, mathematics application, and teachers' collaborative expertise determine instructional and curricular decisions.

This is an exciting time in mathematics education as we are able to see and apply mathematical learning more and more to STEAM education and students see how math shapes their future in many different ways. Math, being the foundation of STEAM, has helped to develop and shape our current and new curriculum to meet the changing needs of our students in our dynamic world. The implementation of a K – 5 resource and the continued increased collaboration by teachers has helped create a common vision and belief to ensure common learning experiences for all of our students.

But, this bright pathway is still being paved, as we work to continue to create instructional environments where active learning and thinking is at the forefront, where students apply their mathematical logic to computer programming, data sciences and coding at all levels, and where students continue to preserve to learn and build their foundational understandings of mathematics. This curriculum review process revealed how much we have grown since 2016 and inspires us for what lies ahead.

The department has many strengths; therefore, many commendations are cited in this report. Most often the recommendations of the review reflect the next steps necessary to continue the progress we have been making in math instruction as it relates to both mathematics and STEAM in Glastonbury.

### **Priority Recommendations**

Below is a summary of the Mathematics Department priority recommendations.

- Continue to support growth in meeting the intervention needs of all students. Add in full-time staff support in Grades 7 and 8 to work with students in small groups to accelerate learning and build confidence in the math classroom.
- Continue to promote and expand our Data Science, STEAM and Computer Science offerings to provide courses, especially in Grades 6 - 8, that meet the needs of all of our students. Consider more interdisciplinary offerings as well.
- Examine the use of tutor support in each elementary building during math blocks and SGI/ Flex time to ensure equity for students K - 5.
- Continue to use common assessment data to inform curriculum and instruction at all levels and develop diagnostic assessments as well.
- Allocate more funds and time for teachers to attend outside Professional Development conferences.
- Continue to provide more tutor support for our students at all grade levels to aid in implementation of best instructional practices.

## Mathematics: Units of Study and Overview

*All students receive mathematics instruction that is grade level appropriate and aligned with Common Core Mathematics Standards.*

<b>Grade K</b>	Playing with Shapes	Numbers to Ten	Compose/Decompose Numbers to 10	Addition Situations	Subtraction Situations	Describe/Compose 3-D Shapes	Numbers to 20	Compose/Decompose Numbers to 20	Length, Weight and Capacity	Numbers to 100	Mastering Addition and Subtraction
<b>Grade 1</b>	Ten as a Unit	Attributes of 2-D Shapes	Addition within 20	Subtraction within 20	Measuring Length and Time	Problems with Unknowns	Attributes of 3-D shapes	Challenging Problems	Numbers Greater than 20	Organizing Data	Picture Book Project
<b>Grade 2</b>	Grouping Objects	Measuring Length	Addition within 100	Measuring Time	Subtraction within 100	Problems with Unknowns	Numbers Greater than 100	Calculating 3-Digit Numbers	Working with Figures	Two Step Problems	Data and Graphs
<b>Grade 3</b>	Mastering Basic Numbers & Calculations	Time	Exploring Multiplication	Figures	Expanding Multiplication	Extending Multiplication	Division	Fractions	Area Measurement & Data and Graphs	Volume and Length	Word Problems with Unknowns
<b>Grade 4</b>	Structure of Whole Numbers	Whole Number Multiplication		Whole Number Division		Decimal Notation	Fractions	Factors and Multiples	Measurement	Polygons	Number and Shape Patterns
<b>Grade 5</b>	Whole Number Multiplication and Division	Decimal Number System	Addition and Subtraction of Fractions and Decimals	Multiplying and Dividing Decimals by Whole Numbers		Multiplying and Dividing Decimals by Decimals	Multiplying Fractions	Dividing Fractions	Units and Volume	Number Patterns and the Coordinate Plane	Classifying 2-D Figures
<b>Grade 6 (4 teachers) Levels 1 &amp; 2</b>	Area and Surface Area	Introducing Ratios	Unit Rates and Percentages	Dividing Fractions	Arithmetic in Base Ten	Expressions and Equations		Rational Numbers		Data Sets and Distributions	Pulling it All Together
<b>Grade 7 (4 teachers) Levels 1 &amp; 2</b>	Operations with Rational Numbers		Expressions	Equations and Inequalities		Proportional Relationships		Percent and Scaling		Statistics	Probability
<b>Grade 8 (4 teachers) Levels 1 &amp; 2</b>	Volume and Irrational Numbers	Pythagorean Theorem	Using Angle Measures (one-variable equations)	Functions and Linear Equations		Systems of Linear Equations		Scientific Notation and Properties of Exponents		Transformations	Bivariate Data
<b>9 – 12 (20 teachers)</b>	<p>Three credits of mathematics is expected for graduation and adds to the nine-credit STEAM requirement. A variety of courses are offered to meet the career and college readiness goals of each student.</p> <ul style="list-style-type: none"> <li>The expected Algebra 1, Geometry, Algebra 2 sequence is offered at different levels to meet varying student needs.</li> <li>Higher-level mathematics courses such as PreCalculus, AP Calculus, AP Computer Science, and AP Statistics are also offered.</li> <li>Other elective courses are offered: Trigonometry, Discrete Mathematics, Introduction to Data Science, Computer Programming, Cybersecurity</li> </ul>										

*Additional enrichment for recommended students in Grades 3 through 6 is provided weekly by a PACE Resource Teacher. (6 FTE)*

## **Glastonbury Public Schools: Enduring Understandings**

### **Kindergarten**

#### *Number*

Numbers are symbolic representations that help us see and describe attributes.

### **Grade 1**

#### *Flexibility with Numbers - Equality*

The composition of numbers facilitates flexibility with numbers.

### **Grade 2**

#### *Place Value*

Understanding of place value facilitates flexibility and fluency with numbers.

### **Grade 3**

#### *Decomposition*

Decomposition of numbers and shapes builds number sense and fluency.

### **Grade 4**

#### *Structure*

Relationships between operations can be modeled through grouping.

### **Grade 5**

#### *Part/whole*

Numerical representations of parts of a whole reveal meaning and relationships between numbers.

### **Grade 6**

#### *Unknowns*

Variables represent unknowns in relationships

### **Grade 7**

#### *Proportional Relationships*

Many real world situations can be identified and solved using proportional reasoning.

### **Grade 8**

#### *Algebra*

Algebra describes relationships that have patterns.

### **Algebra I**

#### *Functions*

Families of functions behave in predictable ways.

### **Geometry**

#### *Reasoning*

Reasoning furthers knowledge and understanding.

### **Algebra II**

#### *Features of Functions*

Transformations affect functions and their features in the same way.

### **PreCalculus**

#### *Motion*

Functions model dynamic phenomena.

## Findings: Strengths, Recommendations, Broad Goals, and Actions

### Domain 1: Alignment with District Goals

**Guiding Question:** How strong is the alignment between department and district curricular goals?

The vision, mission, and goals of the department should offer clarity and support to move the department forward in the best interest of mathematical learning.

#### **Commendations:**

- There is a desire for strong alignment between the department and district curricular goals to
  - Promote active learning and high expectations for all students.
  - Provide safe, supportive, and inclusive learning environments.
  - Prioritize the health and well-being of students and staff.
- The current mathematics mission and goals have guided the GPS math department to become the strong department that it is.

#### **Areas for Growth:**

- There is a need to revise the math mission and goals to reflect the growth the department has made over the last seven years.

#### **Recommendation:**

- Continue to make decisions based upon our beliefs about learning, research-based instructional practices, and our vision and goals for our students as mathematicians and as citizens.
- Adapt our revised vision and mission statements and goals to reflect the findings of this curriculum review and align with our districts 6th Strategic Plan Below is the proposed revision.

#### *We Believe...*

- Students are all capable mathematicians.
- Math is about problem-solving.
- Understanding takes time.
- Math is relevant, inspirational, and universally connected to our world.

#### *Our Mission...*

- Students will learn and apply strategies for problem-solving while developing mathematical literacy.
- Students will use a range of numerical, algebraic, geometrical and statistical concepts and skills to formulate and solve authentic problems and communicate their reasoning.
- Students will be active learners and engage in learning experiences that empower them to become confident problem solvers.

## Domain 2: Students

**Guiding Question:** Are all student needs addressed through the curricular offerings?

**Rationale:** Students have a wide range of interests, abilities, affinities, and learning needs. We address these needs with comprehensive standards-based curriculum, appropriate and effective instruction, a variety of learning resources, and at the high school, through electives and leveling.

The goal of the department is that all students will have access to and be appropriately challenged by the mathematics curriculum in order to apply their mathematical learning in a variety of ways.

### **Commendations:**

#### *K-5*

- Enrichment and reteaching resources are a consistent component in Kindergarten through Grade 5 math instruction. The San Francisco (SF) resource currently being used in K-5 also offers versions in both Chinese and Spanish.
- The SF resource allows for a common experience for all of our K-5 students to experience Math Workshop. Diverse language is used consistently throughout the program as well as hands on activities, inquiry based instruction, and projects to build strong understandings of concepts.
- Students are able to apply their mathematical learning to coding experiences. Library Media Specialists lead lessons for all our K-5 students using different programs, languages, and robots.
- Enrichment and re-teaching is provided through the Small Group Instruction (SGI) blocks in the majority of our schools.
- The formal intervention process (SRBI) is well established in grades K-5.

#### *6-12*

- Course placement has become much more flexible to meet students' needs at the time of their growth.
- Enrichment in Grade 6 has opened up to include opportunities for more students to apply mathematical learning to advanced problem solving situations.
- Students can apply their mathematical skills and content knowledge to the new and diverse course offerings beyond the traditional mathematical sequence (Computer Programming, Data Science, Cybersecurity, STEAM).
- Teachers and two tutors are available in The Math Center at the high school to assist any students who are willing during school and after school. GHS Math Peer Tutors are available after school two times per week at the middle school.
- Working collaboratively with the Special Education department, Math by Design is co-taught to help accelerate student learning, so students are more independent and successful in their math classes.
- A video library of tutorials has been created to help students with unfinished learning and to strengthen their content knowledge before a course or during the course for re-teaching purposes.
- A variety of courses, including AP courses as well as ECE courses, are available at varying difficulty levels at the high school to meet student needs and interests. Teachers also lead independent study programs for students who have completed our Calculus courses.
- There is a wide variety of after school clubs at the secondary level for students to enrich mathematical learning.

## **Areas for Growth:**

### *K-5*

- Consistency of programs to support student's math fact practice across the district.
- Students need more consistent opportunities and resources for rigorous challenge and differentiated support, especially in Grades K - 2.
- Consistent "push-in" support across all buildings for students to help with differentiation and re-teaching.

### *6-12*

- Examine staff support of students in Grades 7 and 8 with the SRBI process and differentiation needed for accelerated learning.
- A common reference for mathematics content and scope and sequence of curricular offerings and vertical progressions is needed.
- The consistency and need of the leveling process in Grade 6 to ensure we are keeping students mathematically challenged and confident as they move into middle school.
- All students need guaranteed opportunities to be proficient with statistics/ data science and computer science.

## **Recommendations:**

- Continue to research programs and ways to help students with fact practice, fluency and number sense.
- Create a bank of enrichment and supplemental activities that all teachers can use to meet the mathematical needs of their students. Continue to research different ways of using the SGI model to meet all students' needs.
- Examine the use of tutor support in each elementary building during math blocks and SGI/ Flex time to ensure equity for students K - 5.
- Continue to support growth in meeting the instructional needs of all students, especially in the SRBI process by adding in full-time staff support in Grades 7 and 8.
- Continue to develop At-A-Glance guides for families to understand the scope and sequence of our mathematics curriculum, both in courses and vertical alignment. Also, create a suggested repository of reference materials to support all of our learners.
- Research and revisit leveling practices in grades 6 – 12.
- Continue to promote and expand our Data Science, STEAM and Computer Science offerings to provide courses, especially in Grades 6 - 8, that meet the needs of all of our students. Consider more interdisciplinary offerings as well.

### Domain 3: Curriculum Design

<b>Guiding Questions:</b>	<b>Curriculum</b>	<b>Is the Mathematics curriculum comprehensive, rigorous, and aligned with Common Core State Standards?</b>
	<b>Instruction</b>	<b>How engaging and effective are instructional experiences that support student learning?</b>
	<b>Assessment</b>	<b>Do assessments provide valid and reliable information on student learning that is used to drive ongoing instructional decisions?</b>

**Rationale:** A clearly articulated math curriculum guides consistent and guaranteed instruction and assessment opportunities.

The goal of the department is that math curriculum, instruction, and assessment are cyclical and integrated. The curriculum is standards-based; instruction is determined by student need and best practice; and assessment offers opportunities to measure the effectiveness of curriculum and instruction.

#### **Commendations:**

##### *K-5*

- Math curriculum is reflective of the Common Core State Standards, with each specific standard noted in the curriculum document for each course. Essential questions and enduring understandings are designed around the Common Core standards and guide instruction. Lesson guides are provided to teachers with suggested lessons and resources to use.
- The common SF resource we now use in Grade K - 5 guarantees a common learning environment and experience for all of our students, including the use of Math workshop and Math Talks.
- The common summative assessments (Milestone Tasks) that are used in all grade levels ensure consistency in the curriculum for students. Formative tasks inform instruction on a day-to-day basis.
- More problem-solving collaborative tasks are being used in all classrooms across all grades to replace the sole use of direct instruction. New learning is introduced using application and rigorous problems that involve critical thinking and creativity.

##### *6-12*

- The course offerings have exploded over the past few years to meet a variety of mathematics needs and application of mathematics in our changing world.
- Math curriculum is reflective of the Common Core State Standards, with each specific standard noted in the curriculum document for each course. Essential questions and enduring understandings are designed around the Common Core standards and guide instruction.
- Common assessments and tasks are aligned in our courses to provide a guaranteed and viable curriculum.
- Instructional goals are aligned with best practices (Building Thinking Classrooms) to go beyond the curriculum.
- More project based learning activities and interdisciplinary experiences (STEAM) have been implemented across many courses/ grade levels.

**Areas for Growth:***K-5*

- Teachers need more opportunities to communicate across schools and grades about what instructional practices and lessons have worked well for students to learn the curriculum.
- The mathematics curriculum needs to provide more opportunities for students to transfer the math practices and strategies to other disciplines and tasks need to be diverse and relevant.
- Tasks are utilized for students to show understanding of concepts but a need to develop diagnostic district assessments to help understand exact standard mastery is needed.
- Teachers need more experience, practice, and time to compare assessment data as a means to adjust curriculum and instruction.

*6-12*

- Common Assessments are utilized for students to show understanding of concepts but development of diagnostic district assessments to help understand exact standard mastery is needed.
- Common tasks need to be diverse and relevant to the student population.
- Teachers need more experience, practice, and time to compare assessment data as a means to adjust curriculum and instruction.

**Recommendations:**

- Continue collaborative curriculum writing based upon alignment with appropriate learning standards and instruction practices, using the reflection and feedback of teachers.
- Improve the articulation of intervention, enrichment, and differentiation strategies as part of the math curriculum documents and instruction.
- Continue to write and implement a curriculum that is focused on the student discovery of enduring understandings for transfer to new, diverse problems and interdisciplinary connections.
- Continue to use common assessment data to inform curriculum and instruction at all levels and develop diagnostic assessments as well.
- Find teams and time for teachers to get together to analyze appropriate data to drive instructional and curricular decisions.
- Increase opportunities for students to engage in mathematical problems that are relevant to diverse experiences.

## **Domain # 4: Professional Development**

**Guiding Question:** How relevant and effective are professional development opportunities?

**Rationale:** Teachers must have the knowledge, skills, and resources necessary to effectively teach our math curriculum. In order to meet the needs of teachers, the quality and impact of the professional development opportunities must be assessed.

The goal of the department is that math professional development will increase educator knowledge and skills and therefore impact corresponding improvements in student learning outcomes.

### **Commendations:**

*K-5*

- Director is responsive to teacher needs, time, and requests.
- Technology professional development (PD) offerings during COVID allowed teachers to quickly adjust and provide meaningful instruction and assessment which has extended post-pandemic.
- PD has become more collaborative and less presentation-based. As a result, teachers have successfully implemented the many resources and skills that have been delivered in the workshops.
- PD is relevant to instructional practices and supports the implementation of the SF resource that aligns with the Common Core State Standards for Mathematics.

*6-12*

- Common theme of Building Thinking Classrooms for instruction across the 6 - 12 math teachers allow for collaboration and conversation.
- Outside presenters and authors delivering PD is motivating and allows fresh perspectives.
- PD over the past few years has become purposeful and relevant to the changing instructional practices and the times.

### **Areas for Growth:**

*K-5*

- PD to monitor the implementation and adjustments for the SF resource.
- PD is often limited to teachers within their own buildings.
- PD is sometimes too broadband among the grade levels.
- Culturally responsive practices still need to be developed and implemented.

*6-12*

- PD is only offered during the PD days allotted.
- Time to plan and analyze data to help drive instructional decisions is limited.
- Funding and time for teachers to attend outside conferences is minimal.
- Staggered start/stop time of early release days makes vertical alignment and data teaming difficult across grades 6 - 12.
- Culturally responsive practices still need to be developed and implemented.

### **Recommendations:**

- Provide opportunities for teachers in the district to meet as grade level teams as well as vertical teams to share ideas and collaborate.
- Narrow PD focuses on specific grade level needs, when appropriate.

- Use more department meeting time to continue to grow as professionals to make learning and conversations more consistent throughout the year, including data review.
- Provide release time and opportunities for teachers to observe each other for lesson studies and feedback on Building Thinking Classrooms and differentiation strategies within this model.
- Deliver PD on data decision-making and create time for data review throughout the year, monitoring targets and allowing for future instruction.
- Allocate more funds and time for teachers to attend outside Professional Development conferences.
- Rethink how PD time and days are used and structured to allow more time for vertical teams to get together.
- Deliver PD on culturally responsive and sustaining practices.

## **Domain # 5: Communication**

**Guiding Question:** How effective is department communication with both the school and the Glastonbury community?

**Rationale:** Strong communication about the math curriculum between teachers, administration, students, families and other interested community members broadens the circle of support for students and their mathematical learning and offers guidance for continuous improvement.

### **Commendations:**

*K-5*

- Communication with families with the SF resource has become very strong and includes Family Letters which include explanations, visual models and Spanish/ Chinese translations.
- The Math Department website includes an overview of units in each grade level as well as extra practice resources and supplemental websites to help students and families.
- Each elementary newsletter includes a section by the PACE teachers about curriculum happenings and how to enjoy mathematics at home.
- Teachers participate in annual Parent Nights as well as student-teacher conferences throughout the year to help communicate curricular expectations.
- Padlet was created as a home base for teachers to access curricular resources.
- PACE teachers meet with building administration and grade level teams to update them on curriculum and coaching happenings discussed at weekly district PACE meetings.

*6-12*

- The Mathematics Department has a website that has detailed information about all the units for each course and the Common Core Math Standards for each course as well as placement FAQs to help with course placement decisions.
- Parent Nights allow for teachers to connect with parents about curriculum overview and timeline in the beginning of the year.
- The Program of Studies at each level provides information to families about the curriculum, sequence, and courses.

### **Areas for Growth:**

*K-5*

- Ensure consistent communication with Special Education teachers, paras and tutors across the district about updates to the mathematics curriculum.
- Expectations of purposeful use of the SF resource and district initiatives.
- Consistency of grade-level meetings at all schools need to happen so that all teachers are receiving updates and communication on a timely basis, including immediate feedback and tweaks.
- Meetings with school administrators need to be commonly implemented so all are aware of changes and updates happening to the math curriculum.
- Teachers need more opportunities for conversations among and between grade levels to ensure continuity and consistency of instruction and learning.
- The community could benefit from an increase in resources that communicate the curriculum and instruction clearly.

## 6-12

- Hard to find consistency with communication to families among all grades/ courses in 6 - 12.
- School administrators are often unaware of curricular and instructional changes and initiatives.
- Curriculum updates are left for the teachers to explore on their own time.

### **Recommendations:**

- Find time to include Special Education teachers, paras and tutors into meetings and updates to understand how and why curriculum assessments and resources are changing and updating.
- Develop messaging for teachers on the purposeful use of the SF resource and changes that are made.
- Continue to promote the need for more timely and consistent grade-level meetings across all schools so that teachers receive timely updates.
- Continue the use of the current vehicles of communication between the math department, teachers, administration and parents (meeting agendas and minutes, professional development materials, staff math sites, public sites, parent meetings) as well as establish timely meetings with building administration for curricular and instructional practice updates.
- Find time and methods for teachers to communicate with each other across schools more throughout the year.
- Continue to add to and develop a repository of activities that teachers and parents can use to help support learners with unfinished learning.
- Develop “At-a-Glance” guides for public facing purposes so that parents can have a better look at curricular expectations.
- Develop a way and time for teachers to explore the curricular changes more formally at the beginning of the year.

## **Domain # 6: Technology**

**Guiding Question:** What is the impact of technology integration on the curriculum?

**Rationale:** Proficient use of instructional technology is an essential component of powerful educational practices, student learning, and building capacity of students in the 21st century. Technology is a valuable tool to increase efficiency of teaching and assessing, and it motivates students and helps enhance understanding of concepts and related skills.

### **Commendations:**

*K-5*

- The understanding and use of technology exploded over the past few years. Students can easily access virtual manipulatives, assessments, and online resources and apps to practice math content.
- Padlets with lesson guides, resources, and updated report card information are easily available and easy to access for all teachers.
- Implementation of Reflex helps students practice and apply their fact family knowledge to problem-solving situations.

*6-12*

- GoFormative has been used for the past few years and continues to improve formative assessments and instruction as well as summative assessments, especially with the implementation of the lockdown browser.
- Communication between and among students, parents, and teachers is easily done through Google Classroom and PowerSchool.
- The video library for grades 6 - 12 helps students to reinforce content and clear up unfinished learning when needed.
- Apps and online platforms are easily accessible and used to help students visualize learning.
- GHS courses now offer Microsoft Excel certification and Computer Programming skills, where students apply their knowledge learned to compete in national competitions.

### **Areas for Growth:**

*K-5*

- Sometimes teachers trying to use technology have slow connectivity issues.
- Clear communication of technology expectations for all grade levels.

*6-12*

- Monitoring students on track when using the iPad for an activity and keeping the activity up and running with some connectivity issues.
- Use of the GHS technology coach across schools to help teachers use more appropriate technology, keep updated on platforms and help streamline technology apps appropriately.

**Recommendations:**

- Find ways to better and more effectively and efficiently communicate and work with the technology department for clearing connectivity issues.
- Continue to develop videos for students and parents to access on the district website as well as technology expectations for all grade levels.
- Continue to create and implement more coding lessons guaranteed for all grade levels as well as clear expectations and reasoning of using certain apps on the iPad.
- Find easy ways to lock students into apps or provide additional PD on current platforms to limit distractions.
- Find ways technology coaches can collaborate more with each other and administration to keep technology platforms and updates streamlined.

## **Domain # 7: Operational Considerations**

**Guiding Question:** What operational considerations and challenges impact the continued development of the Mathematics curriculum?

**Rationale:** Adequate resources and logistical capacity are an essential component of growth and implementation of a guaranteed and effective mathematics curriculum.

### **Commendations:**

*K-5*

- A one hour block is sufficient for implementation of Math Workshop and all of its components; flexibility with schedule is strongly encouraged and supported.
- Resources for collaborative curriculum reflection and writing support strong instruction and learning.
- Professional development resources and schedule around coaching and implementation of math workshop support strong math instruction and learning.
- Use of the SGI block in most schools allows for enrichment and re-teaching to meet all student's mathematical needs.

*6-12*

- There is exceptional resources at the high school, including collaboration time, tutors, and technology.
- The shared math workroom space at Glastonbury High School offers opportunities for collaboration.
- Professional development afternoons and days that bring together multiple grade levels and schools provide essential collaborative opportunities between teachers.

### **Areas for Growth:**

*K-5*

- Elementary and middle school teacher's desire more time for planning and collaboration with other teachers, building administrators and other curriculum specialists.
- Current class sizes make it difficult in the younger grades for differentiation of instruction.

*6-12*

- Scheduling in the schools does not allow for or prioritize common planning time for course teams/ grade levels.
- Current class sizes make it difficult at the middle and high school level to implement best practices for instruction and differentiation practices.
- As expectations for student experiences increase, online learning opportunities for high school students may need to be explored.

### **Recommendations:**

Discuss scheduling with building administrators and other curriculum directors to examine collaboration time, length of class time, intervention blocks and class sizes.

- Continue to provide more tutor support for our students at all grade levels to aid in implementation of best instructional practices.
- Continue to monitor how schedules at different buildings affect student success in the mathematics curriculum.
- Continue to explore embedded opportunities for collaborative inquiry and professional development as part of the school day.
- Examine the online opportunities currently being utilized at the high school and determine a plan for the future of appropriate online math classes.



**Report to Glastonbury Board of Education**  
*Be Kind, Be Curious, Be Well*

**Program: Mathematics/PACE & STEAM**

**Director: Brenda M. Gregorski**

**Date: October 2, 2023**

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

**Computer Science**

- Four students entered and were runners-up for the Congressional App Challenge in Connecticut’s First Congressional District.
- A team of students competed in the *CyberPatriot* State Competition and came in 1<sup>st</sup> place in the Silver division.
- *The Coding Club* had a team place 2<sup>nd</sup> in the annual Quinnipiac competition. They also competed in the American Computer Science League (ACSL) and had a perfect score. The Coding Club also participated in the CodeQuest Competition and had a team come in 1<sup>st</sup> and a team come in 2<sup>nd</sup>, in the Advanced Division.

**SAT & AP Test Results:**

- The mean SAT score for mathematics in 2023 was 554. The state average was 482.

<b>AP Calculus AB:</b>	<b>AP Statistics:</b>	<b>AP Computer Science A:</b>
78% achieved a score of 3 or higher Average score: 3.41 (CT average: 3.06)	76% achieved a score of 3 or higher Average score: 3.12 (CT average: 2.94)	100% achieved a score of 3 or higher Average score: 4.77 (CT average: 3.48)
<b>AP Calculus BC:</b>		<b>AP Computer Science Principles:</b>
79% achieved a score of 3 or higher Average score: 3.68 (CT average: 3.79)		89% achieved a score of 3 or higher Average score: 3.96 (CT average: 3.20)

**Glastonbury High School Student & Staff Achievement and Awards**

- Glastonbury High School’s *Mu Alpha Theta* chapter, the National High School and Two-Year College Mathematics Honor Society is now in its 14<sup>th</sup> year with over 100 members. This year we inducted 38 new members.
- The GHS Math Team competed in the Capital Area Mathematics League and finished 3<sup>rd</sup> as a Team. We had one student also finish 3<sup>rd</sup> among all the students who were competing.
- One of our high school math teachers is a state finalist for the *Presidential Award for Excellence in Math and Science Teaching*.

**Smith Middle School and Gideon Welles Student/ Staff Achievement & Awards**

- 15 SMS students participated in the Hartford Chapter MATHCOUNTS Competition. The Team placed 8<sup>th</sup>; one student placed within the top 20 in the State Competition.
- In the fall, we had a student at Gideon Welles School win the *SIMFA Stock Market Game*. Each student is “given” \$100,000 to invest, using real-time data to buy and sell.

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

- Every year and at every grade level and course, data and teacher reflection continues to guide the monitoring and adjusting of the curriculum in order to provide continuous improvement in student learning. This year we again took the time to work in more of the unfinished learning from previous grade levels into subsequent curricular units and readjust the scope and sequence based on data.
- Project-based lessons were created for students to see how their mathematics designs come to life. Students developed projects using different technology platforms such as Sketchup for Schools and the Glowforge.
- Introduction to Data Science courses incorporated more Microsoft Excel skills offering students the opportunity to earn a *Microsoft Excel Certification*. This year 12 students earned their certification.
- To promote conceptual understanding and consistent implementation of Math Workshop in the elementary classroom, the San Francisco resource was used in grades 1-4.
- Coding lessons were delivered by the Library Media Specialists in Grades K and 3 and will grow to include all students in Grades K – 5 in the coming school year.
- *Cybersecurity* and *Data Structures and Algorithms* courses were added to our STEAM electives.

## 3. Explain how your program offerings serve all students related to ability, interest, need and course leveling.

- Course placement has become much more flexible to meet students' needs at the time of their growth.
- Enrichment in Grade 6 has opened up to include opportunities for more students to apply mathematical learning to advanced problem solving situations as well as coding lessons.
- Students can apply their mathematical skills and content knowledge to the new and diverse course offerings beyond the traditional mathematical sequence (e.g. *Computer Programming*, *Data Science*, *Cybersecurity*, and other STEAM courses).
- Working collaboratively with the Special Education department, *Math by Design* is cotaught to help accelerate student learning so students are more independent and successful in their math classes.
- A video library of tutorials has been created to help students with unfinished learning and to strengthen their content knowledge before a course or during the course for reteaching purposes.
- A variety of courses, including AP courses as well as ECE courses, are available at varying difficulty levels at the high school to meet student needs and interests. Teachers also lead independent study programs for students who have completed our Calculus course.
- There is a wide variety of after school clubs at the secondary level for students to enrich mathematical learning.
- After reviewing our curriculum, we will be offering the AP Precalculus course.

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

- Coding lessons for students in all K – 5 classes will be facilitated by our Library Media Specialists to help build the momentum and excitement for STEAM in our Elementary Schools. Our goal is to continue to expand these opportunities for students and find more interdisciplinary lessons for coding.
- Further develop the STEAM Data Science pathway by adding in experiences for students to analyze data across platforms in subsequent courses after completing the *Introduction to Data Science* course.

- Explore enrichment and reteaching opportunities for all students in grades 3 – 5 by coaching teachers on use of the SGI block
- Incorporate *Building Thinking Classrooms* practices into our 6 – 12 classrooms; expand this active learning approach to the Elementary classrooms.

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

- Continue to reevaluate and develop our resources that support our elementary curriculum as well as refine our sequence, assessments and resources for our curriculum in grades 6 - 12; support through curriculum development fund.
- Continue to fund instructional technology platforms (e.g. Educreations, GoFormative, Reflex Math, and Classkick) for lesson delivery of flipped classroom experiences, as well as quick, real-time formative assessments.
- Support requests for professional speakers as well as furniture, technology, and materials to help to continue to transform our classrooms in Thinking Classrooms; provide more funds for teachers to attend out of district and out of state conferences.
- Continue to provide support for the expansion of STEAM experiences for all students in our state-of-the-art STEAM Lab facility through curriculum development and professional development funds.
- Increase staffing for intervention support in grades 7 and 8.



**Report to Glastonbury Board of Education**  
*Be Kind, Be Curious, Be Well*

**Program: Science/PACE/STEAM**

**Director: Christine Tedisky**

**Date: October 2, 2023**

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

**Advanced Placement Examinations**

Glastonbury High School student participation and achievement on 2023 Advanced Placement Science Examinations was excellent. For each AP science exam, GHS student average exam scores continue to exceed the state and global averages and percentages of test takers scoring a 3 or higher.

Subject	# of students enrolled	# of exams taken	Percent of test takers scoring 3 or higher	Average Exam Score
AP Biology	158	155	97%	4.19
AP Physics 1&2*	118	110	83%	3.54
		99	76%	3.19
AP Chemistry	55	38	100%	3.92
AP Environ. Sci.	133	54	74%	3.39
AP Physics C*	27	19	90%	4.00
		22	100%	4.45
<b>Total Science</b>	<b>491</b>	<b>497</b>		

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

**Next Generation Science Standards Assessments**

The CSDE Next Generation Science Standards Assessments were administered in Spring 2023 in grades 5, 8, and 11.

	Spring 2023	Spring 2022	Spring 2021
<b>Grade 5</b>	76%	73%	71%
<b>Grade 8</b>	70%	65%	71%
<b>Grade 11</b>	65%	65%	71%

\*Scores represent percent of students scoring a 3 or better.

### **ACS Chemistry Olympiad**

GHS won first place for the high school level and second place for the AP Chemistry level. One GHS student participated in the national level exam and earned “honors distinction,” scoring in the top 1% of all students (approximately 16,000 students total).

### **Advanced Research Mentorship (ARM)**

Approximately 4100 hours of independent research were logged by 41 students during the 2022-2023 school year and were showcased in the annual STEMposium. Students also published the twelfth annual *Journal of Advanced Research Mentorship*.

### **Connecticut Science & Engineering Fair**

The Connecticut Science & Engineering Fair is a yearly, statewide science and engineering fair open to all 7th through 12th grade students. Four students entered projects for CSEF, with two students awarded recognition and scholarships for their research.

### **The Jackson Laboratories Symposium for Academic Year Fellows**

Jackson Laboratory Fellowships are highly competitive placements where students join a Jackson Laboratory research group and learn and practice the technical skills necessary to become a productive member of the research team. One GHS student was selected for this fellowship in 2022-2023.

### **FIRST Robotics**

The GHS FIRST Robotics consisted of 44 students in 2022-2023 and the team placed 14<sup>th</sup> out of 45 teams in the New England District Championship. They were granted a wildcard opportunity to attend the world competition in Houston, Texas, competed as one of the top 24 teams in the state at the CIAC’s state championship (hosted at GHS), and volunteered to help host the FIRST Lego League’s state competition at GHS for elementary and middle school students over the summer.

### **National Science Bowl**

Thirty teams from twenty-one schools competed in the Connecticut Regional Science Bowl competition held at University of Connecticut. Glastonbury had ten students represent the school in two teams. One team made it through the preliminary rounds and finished in third place.

### **Science Olympiad**

The GHS team took 2<sup>nd</sup> place overall at the Connecticut state competition, was awarded first place in Anatomy and Physiology, Cell Biology, Dynamic Planet, Environmental Chemistry, Rocks and Minerals, and was awarded third place in Astronomy, Detector Building, Disease Detectives, Scrambler, and Trajectory.

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

Since its opening in 2017, CREST has continued to grow and expand opportunities and experiences for all GHS students. During the 2022-2023 school year approximately 500 tutoring sessions were held by our tutors in chemistry, integrated science, biology, and anatomy, with many students seeking regular and ongoing sessions both in-person and via zoom. Over 40 different labs were conducted in the lab across the school year (multiple classes and teachers conducted the same lab). In addition, equipment was signed-out of CREST for use in regular science classrooms.

### **Elementary STEAM Celebrations**

During the month of March, each elementary school hosted a Family STEAM Celebration night in lieu of our traditional science fairs. Under the coordination and support of the PACE teachers, over 50% of our students and their families participated in a variety of STEAM activities in the schools, showcasing their own science experiment or engineering task in a poster session.

### **Science Teacher Accomplishments**

- A GHS physics teacher was awarded the Presidential Award for Excellence in Math and Science Teaching for the state of Connecticut. This teacher was also awarded the UCONN Early College

Experience (ECE) Educator of the Year Award. He was nominated for this award by his students, who submitted recommendations on his behalf.

- A GHS Chemistry teacher was awarded a \$5,000 grant from the Fund for Teachers. She traveled to Alaska to collaborate with scientists from USGS and studied glaciers, rivers, and lands. The experience and data gathered will enhance our chemistry curriculum and allow students to address relevant and authentic problems that challenge our world today.

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

During 2022-2023:

- In grades K and 3, coding lessons were implemented by our Library Media Specialists to begin to explicitly support STEAM foundational skills.
- In grades K-5, standards-based units of study in life, physical, and earth/space sciences were supported with hands-on and digital resources. Minor revisions to lessons and materials were made based on teacher feedback and input.
- In grades 6-8, common assessments were revised based upon student performance data from 2022-2023, and we expanded our design and use of formative assessments. Many assessments were converted to, or designed in, digital platforms. In grade 7, we continued the development of digital text resources to support our curriculum. In grade 8, we continued development of formative assessments aligned to engineering standards.
- In grades 9-12, we have continued to grow our STEAM elective offerings, in particular, by creating a new course "Coding, Data Science, and Society."
- In grades 9-12, we continued refinement of common assessments by collaborative teams. Assessments have continued to shift to more performance-based, authentic application experiences where students can demonstrate their understanding of content and skills.
- Instructional technology integration continued to be at the forefront in all science courses through the use of Google Suite, Apple resources, digital assessment tools, and various content-specific simulations, specifically Mystery Science, (K-6), Gizmos (7-8), and Pivot Interactives (9-12).

## **3. Explain how your program offerings serve all students related to ability, interest, need, and course leveling.**

- At the elementary level, our program offers students the opportunity to explore all science disciplines (life, physical, earth/space) through hands-on, inquiry-based instruction.
- To support and expand our STEAM initiative, we've begun to build foundational skills in coding and computer programming through our Library Media curriculum in grades K-5.
- Course placement at the secondary level is flexible so that we are able to meet students' needs and place them in course levels where they are able to grow and thrive.
- A variety of elective courses in science and STEAM are available at GHS that were developed based on high interest in the topics (i.e., Forensic Science, Principles of Applied Robotics and Engineering, and Coding, Data Science, and Society).
- Advanced Placement and UConn Early College Experience courses are offered across grades 9-12.
- Our Advanced Research Mentorship course at GHS allows students the opportunity to engage in authentic scientific research or engineering under the mentorship of a professional. These projects are based on student interest and often yield significant networking opportunities for our students with regard to their future aspirations and goals.
- There are a variety of science-related extracurricular clubs that students can become involved in to enrich and enhance their science passions.

#### **4. What are the long-term plans for change and direction in accordance with the current curriculum review and 6<sup>th</sup> Generation Strategic Plan?**

The *Next Generation Science Standards* (NGSS) as well as our growing district-wide STEAM initiative continue to drive the long-term planning for the GPS science program. This focus provides interdisciplinary opportunities in the exploration and application of science and engineering concepts and skills.

In grades K-12, we will:

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

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

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

- Provide additional K-12 equipment and materials needed to support science experimentation and engineering design tasks, including digital resources.
- Provide funding to support professional development opportunities for teachers in the STEAM areas.
- Provide funding to support continued curriculum development for STEAM across all grade levels.

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

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**Title of Report:** Fall 2023 Professional Development

**Board Meeting Date:** October 2, 2023

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

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Glastonbury Public Schools staff members have many notable professional learning opportunities during the fall of 2023. As with all professional development offerings, these sessions serve to ensure our achievement of the district’s mission and goals of the 6th Generation Strategic Plan. Topics and learning outcomes for these opportunities are developed collaboratively through the Professional Development Curriculum Council (PDEC).

On September 19th, we convened our district’s Professional Development and Evaluation Committee (PDEC), which serves to guide the development and evaluation process of professional learning experiences for all certified staff. This committee is composed of administrators, teachers, and staff from all buildings and all grade levels and will convene three times during the 2023-2024 school year.

The fall series of Wednesday afternoon elementary professional learning sessions is underway. These sessions provide new learning for teachers to support their growth in strategies for literacy, math, science, social studies, instructional technology, and collaborative problem solving. All teachers of art, music, world language, health/physical education, special education, and related services attend sessions designed by their respective Curriculum Directors. In addition, the first three Wednesdays of the school year provide teachers with building level opportunities to address school-based initiatives. For one session, all teachers are provided with the flexibility to select a learning opportunity from a curated list of meaningful topics; each choice further develops content knowledge and/or offers application of previously learned concepts and skills.

This fall, secondary staff will engage in professional learning opportunities to enhance strategies for active learning, instructional technology integration, and classroom climate and culture. On November 7th, all PreK-12 staff will come together for a full day of professional learning. As recommended by the district’s PDEC, the morning will likely reflect large group presentations and collaborative group work by grade-level or subject area; the afternoon will offer staff a choice of wellness-based activities.

Beyond formal professional learning sessions, beginning teachers holding initial educator certificates will participate in the TEAM process throughout the year with support from their mentor teacher partners.

**Submitted By:** Kate Lund

**Reviewed By:** Alan Bookman

## K-5 Professional Learning & Meetings: FALL 2023

FALL 2023	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Reading	Spec. Ed	LMS	Art	Music	HPE	WL	
Aug 21	Convocation – Teacher Work Day													
Aug 22	All Staff Full Day Professional Learning													
Aug 23	Teacher Work Day													
Aug 30	Building Day													
Sep 6	Building Day													
Sep 13	Building Day													
Sep 20	Collaborative Problem-Solving Follow-up @ Home Schools								K-12 Library Media Department Meeting (@ SMS LMC)	Collaborative Problem-Solving Follow-up @ Home Schools				
Sep 27	Building Comprehension through Foundational Reading Skills @ Home Schools			Self-Select @ Home Schools	Self-Select @ Home Schools	Science - Nayaug teachers share out pilot (PACE) @ Nayaug School from 2:00-3:00*	Dyslexia Discussion with Migdalia Fletcher (@ CO from 2:00 - 3:30)		K-5 Library Media Specialists - BookBreak (BBL LMC)	SLO: Good Teaching & Active Learning/ Summer curriculum writing (@ NAY)	Open Meeting (@ NAY)	Looking Ahead/ Summer Curriculum/SL O/Good Teaching & Active Learning (@ CO)	Strategic Plan Goals Assessment Planning & Review Calendar (@ NAY)	
Oct 4	Purposeful Play Overview @ CO from 2:00-3:30PM	DIBELS mCLASS Overview @ Home Schools			H/SS: Streamlining the "Exploring Regions" Research Project (@CO)	Self-Select @ Home Schools	UFLI Foundations / Phonics Intervention Curriculum @ Home Schools	Purposeful Play OR DIBELS mClass Overview (School Psyc should attend Purposeful Play, SPED can choose) @ Home Schools	K-5 Library Media Specialists - PebbleGo Create with Buncee (BBL LMC)	Purposeful Play Overview @ CO from 2:00-3:30PM	Grade 4 General Music Overview Revision and Refinement (@ NAU)	Purposeful Play Overview @ CO from 2:00-3:30PM	NOTE: Gr. 1-12 meeting to be held on 10/5  NA	
Oct 11	Self-Select @ Home Schools	Self-Select @ Home Schools	Self-Select @ Home Schools	Words Their Way - Score and analyze the Elementary Spelling Inventory. Develop word study groups and plan instruction. @ Home Schools			Self-Select @ Home Schools	Self-Select @ Home Schools	Self-Select @ Home Schools	Differentiated Instruction with OT// Other Departments @ Hebron Ave Art Rm	Differentiated Instruction with OT/ Other Departments @ Hebron Ave Art Rm	Differentiated Instruction with OT// Other Departments @ Hebron Ave Art Rm	Goals Pacing Assessment Curriculum (@ CO)	
Oct 18	How to Effectively Use Jump Rope Readers to Support Reading Instruction @ Home Schools			Math - SF Check in @ Home Schools	Supporting Multisyllabic Word Solving through the Lens of Decoding and Encoding (@ NAY)	Math - Diagnostic Assessments (@ CO) from 2:00 - 3:00*	How to Plan Differentiated Reading Instruction (Chapters 1-4) @ Home Schools	Dyslexia Follow Up @ Home Schools	K-5 Library Media Department Meeting (@ CO)	STEAM Collaborative Conversation & Equipment (@ HO)	Grade 4 - Independent/Collaborative Work (@ TBD)	PowerSchool and Fitness Score collection / Report Card Review (@CO)	Assessment Redesign Curriculum Grade 5 Spelling Bee (@ NAY)	

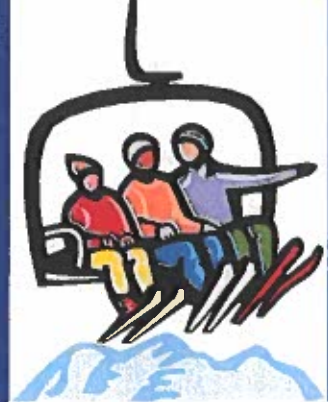
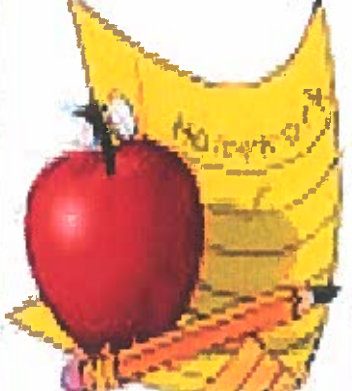
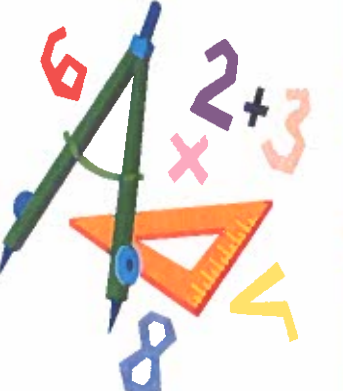
FALL 2023	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Reading	Spec. Ed	LMS	Art	Music	HPE	WL
Oct 25	<b>District-Wide Look-Fors in “Good Teaching” and “Active Learning”</b> @ Home Schools												
Nov 1	Parent Conferences									STEAM Collaborative Conversation & Equipment (@BBL)	Gr. 5 General Music Overview and Refinement (@HO)	Gymnastics Unit Planning (@CO)	Goals Pacing Assessment Curriculum (@NAY)
Nov 7	K-12 Full Day Professional Learning												
Nov 8	Parent Conferences									Good Teaching - Further Exploration of Nov. 7 (@NAY)	Good Teaching - Further Exploration of Nov. 7 (@HAS)	Good Teaching - Further Exploration of Nov. 7 (@CO)	Assessments Grade 5 Spelling Bee Collaboration (@CO)
Nov 15	Parent Conferences								K-5 Library Media Department Meeting (@CO)	Teaching Resources - (@NBMAA)	Gr. 5 Collaborative Planning (@BBL)	Human Growth and Development Classes (@CO)	Assessments Grade 5 Spelling Bee Collaboration (@CO)
Nov 22	Early Dismissal Day – Thanksgiving Recess												
Nov 29	Parent Conferences								K-12 Library Media Department Meeting (@SMS LMC)	Collaborative Conversations (@BBL)	Concert Preparation (@Home schools)	Collaborative Conversations (@CO)	Assessments Grade 5 Spelling Bee Collaboration (@CO)

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

\*When bringing Gr. 5 together across schools, formal PD must begin at 2:00 and end by 3:00 to accommodate travel and early release start/stop times. Self-guided tasks may be given prior to/after the formal PD hour.

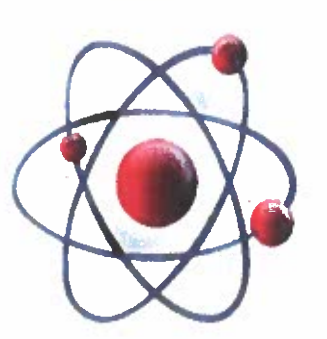
	Early Release Dismissal Time	Early Release PD Start Time	Early Release PD End Time
NG, HO, HA, EA	1:25	1:55	3:55
NA, BB	1:05	1:35	3:35
GW (Gr. 5)	12:30	1:00	3:00

Updated: 9/10/23



# SMS CLUBS

## 2023-2024



## Smith After School Clubs 2023-2024

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
<b>Bake &amp; Sew Club</b>	Dominoni	Tuesday	<b>1<sup>st</sup> meeting 9/19</b> Weekly – rename with students	FCS 3
<b>Chamber Orchestra</b>	Wood	Wednesday	<b>1<sup>st</sup> meeting Sept. 13</b> Sept. 20, 27, Oct. 4, 11, 18, 25, Nov. 1, 8, 15, 29, Dec. 6, 13, 20, 2024- Jan. 3, 10, 17, 24, 31, Feb. 7, 14, 21, 28, Mar. 6, 13, 20, 27, April 3, 17, 24, May 1, 8, 15, 22	Music 1
<b>Chess Club</b>	Gowdy	Every other Tuesday & some Wednesdays	<b>1<sup>st</sup> meeting 9/19</b> 10/3, 10/17, 11/1 (Wednesday), 11/8 (Wednesday) 11/21, 12/6 (Wednesday), 12/12 Spring chess dates TBA	Music 3
<b>Courtyard Sculpture Art</b>	DelCoro	TBD	To be determined by student availability	Art 3
<b>Creative Studio</b>	Suwala	Wednesdays	<b>1<sup>st</sup> meeting Sep 13</b> Sep 20, Sep 27, Oct 4, Oct 11, Oct 18, Oct 25, Nov 1, Nov 8, Nov 15, Nov 22, Nov 29, Dec 13, Dec 20, In 2024...Jan 3, Jan 10, Jan 17	Art 1
<b>Cross Country</b>	Rachel Peterson & Tom Cieslowski	MWF (min 3x)Some T&Th	<b>1<sup>st</sup> meeting 9/11</b> 8 meets 22 practices	School Grounds & Adjacent Streets
<b>Debate Club</b>	Rook	Tuesday	<b>1<sup>st</sup> meeting 9/12</b>	1101
<b>Digital Art Club</b>	DelCoro	Tuesday	TBD	Art 3 & Art Computer Lab
<b>Discovery Math Stars</b>	Shea-Florer	M & T	<b>1<sup>st</sup> meeting 9/11</b>	2104
<b>Drama Club</b>	Klin & Ingram	Mon-Friday	<b>Auditions: Dec, 8 and 13, 2023</b> <b>Show Dates: March 22 and 23, 2024</b>	Auditorium
<b>Drama Club - Tech Crew</b>	Nichols, Vehiles	M-F Saturday Production	<b>Applications will be required since we only have 25 positions available</b> <b>Coming this Feb &amp; March, 2024</b> March: 1, 11, 12, 13, 14, 15, 18, 19, 20, 21 March 22 & 23	Auditorium & 1105
<b>Experience Spain</b>	Kisluk	Monday	This club is open to 8th grade students participating in the Spanish Immersion Program in Salamanca, Spain, February 16-24, 2024. <b>Club will meet Oct – Feb.</b>	1110
<b>Field Hockey</b>	Macchi & GHS coaches		Begins End of September	Outdoor fields
<b>French Club</b>	de Koning/Perraud	Wednesday	TBD	2110
<b>Games Club</b>	Giudice, White	Tuesday	Semester 1 only... <b>1<sup>st</sup> meeting 9/12</b> 9/26 10/10 10/24 11/14 11/28 12/12 1/9	Tech 1 (2 if needed)
<b>Gay Straight Alliance</b>	Broggini/Wengell	TBD	<b>1<sup>st</sup> meeting 9/27</b>	1106
<b>Guardians of The Galaxy: Peer Tutoring</b>	Wakim-Thompson & Macrina	GW= Monday & AM = Tuesday	<b>Starting October 2</b>	2112
<b>Jazz Band</b>	Gowdy	Monday	<b>9/11 – Auditions 9/18 – 1<sup>st</sup> Rehearsal</b>	Band room – Music 1

## Smith After School Clubs 2023-2024

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
<b>Jazz Band (con't)</b>	Gowdy	Monday	10/2, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, 11/27 11/28 - Winter Concert 12/2-Region Auditions, 12/4, 12/11, 12/18* ... 2024... 1/08, 1/16, 1/19 - Wolf Pack, 1/22, 1/29, 2/05, 2/12, 2/23-Regions, 2/24-Regions, 2/26, 3/04, 3/11, 3/18, 3/25, 4/1, 4/15, 4/22, 4/29, 4/30-Concert, 5/06, 5/13	Band room – Music 1
<b>Jazz Jammers</b>	Gowdy	2 Tuesdays a month (approx.. every other Tuesday)	<b>1<sup>st</sup> meeting 9/26</b>  10/10, 10/24, 11/14, 12/5	Band room – Music 1
<b>Los Exploradores</b>	Villanueva	Wednesday	<b>1<sup>st</sup> meeting September 20</b> October 11, 25 November 15, 29 December 13 January 3, 24 February 14, 28 March 13, 27 April 17 May 1, 15	2310
<b>MathCounts</b>	Troutman	Wednesday	<b>1<sup>st</sup> meeting 9/20/23</b> Sept. 27; Oct. 4, 11, 18, 25 Nov. 1, 8, 15, 29 Dec. 6, 13, 20 Jan. 3, 10, 24, 31 Feb. 7, 14, 21, 28 March 6, 13, 20, 27 April 3, 17, 24; May 1 (Dates from February 28 through May 1 are pending competition outcomes and club program status.)	1304
<b>Model UN Club</b>	Rook & Villanueva	Wednesday	<b>1<sup>st</sup> meeting 9/13/23</b>	1101
<b>Quebec Club</b>	Minnick	TBD	<b>1<sup>st</sup> meeting in December</b> 3 others in January, February, March	1310
<b>Russian Culture Club</b>	Rook	Monday	<b>1<sup>st</sup> meeting 9/11/23</b>	1101, café, FCS room, gym, courtyard, outside
<b>Science Bowl</b>	Nichols (help w/regionals Kastner/Foreucci)	Wednesday	Oct. 4,11,18,25 Nov. 1,8,15,29 Dec. 6,13 Jan. 10,17,24,31 Feb. 7,10	1105
<b>Select Chorus</b>	Ingram	Tuesday	Auditions were Sep 5th and 6th 1-2 times per week; every Tuesday with some added Wednesdays.	Music 2
<b>SMS Gaming Guild</b>	Sakal	TBD	<b>1<sup>st</sup> meeting of interest 9/13/23</b>	1202
<b>SMS Ski Club</b>	Giudice/Lefkowitz	Monday	*2 informational meetings *3 trips to the mountain <b>Dates to be determined by mid November.</b>	Off Site. Mt. Southington
<b>Student Council</b>	Coburn	Tuesdays	Sept 5 & 19, Oct 3, 17 & 31, Nov 14 & 28, Dec 5 & 19, Jan 9 & 23, Feb 6 & 27, Mar 12 & 26, April 16 & 30, May 14	2306

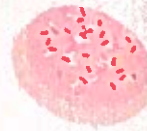
## Smith After School Clubs 2023-2024

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
<b>Time Traveling Techies</b>	Neville	Tuesday	<b>1<sup>st</sup> meeting 9/26/23</b>	2103
<b>Unified Basketball</b>	Macchi/Hesseltine/ Cyr	Tuesday	January 23, 30 February 6, 13, 27 March 5 - (Tournament to be determined)	Aux Gym
<b>Unified Theater</b>	Klin & Ingram	Wednesday (some additional as needed for performance prep.)	<b>1<sup>st</sup> meeting... Sept. 13<sup>th</sup></b> Sept. 20th, 27th Oct. 4th, 11th, 18th, 25th Nov. 1st, 8th, 15th, 16th  Show 11/16/23...Snow Date 11/17/23	Auditorium
<b>Venezuelan Partnership</b>	Villanueva	Mondays be4 V arrive. Varied days after arrive.	Club meeting dates are subject to change based on timetable we receive from the Venezuelans. Anticipated dates: <b>March 4 (Information Session)</b> March 18 (Application Process) April 1 (Host, Alternate, Greeter assignments) April 15 (Preparations for student arrival) 6 meetings to be scheduled with the Venezuelan students once their calendar is finalized.	2310/outside track
<b>Voices of the Galaxy</b>	Garrish, Gertler & Graham	Tuesday	<b>1<sup>st</sup> meeting 9/26</b> 10/10, 10/24, 11/21, 12/12, 1/16, 1/30, 2/13, 3/5, 3/19, 4/2, 4/23, 5/7, 5/21	1301
<b>Wilderness Explorers</b>	Wengell	Tuesday	<b>1<sup>st</sup> meeting October 4</b> October 18 November 1, 15 December 6, 20 January 3, 17 February- NO MEETINGS March 7, 21 April 4, 18 May 2, 16	Meet in the back of the entrance of Smith Middle School...(Weather Permitting)
<b>World Language Tutoring Club</b>	Kisluk	Wednesday	October through May	1110
<b>Yearbook</b>	Nichols	Sept - March	Ongoing collaborations via Google.	1105
<b>Decorate the Halls Club</b>	DePeau	Wednesday	<b>1<sup>st</sup> meeting 9/13</b>	2109
<b>Activity Bus By Street Listing</b>				

# Bake & Sew



A give back based baking and sewing club. We will meet



weekly to determine projects to benefit the school and community around us.



Email

[edominioni@glastonburyus.org](mailto:edominioni@glastonburyus.org)  
or stop by room FCS 3 to learn more.





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

# Smith Middle School Chamber Orchestra

Mr. Stephen Wood, Director



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

Learn to play diverse musical styles including:



- Classical
- Rock
- Pop
- Jazz



Students who wish to audition will arrange a \_\_\_\_\_ time with Mr. Wood

**Rehearsal Dates:** 2023- Sept. 13, 20, 27, Oct. 4, 11, 18, 25, Nov. 1, 8, 15, 29, Dec. 6, 13, 20, 2024- Jan. 3, 10, 17, 24, 31, Feb. 7, 14, 21, 28, Mar. 6, 13, 20, 27, April 3, 17, 24, May 1, 8, 15, 22



# Check.....Mate!



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

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

*Plus there are sometimes treats*

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

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

*Play with friends!  
And make new friends!*

**Chess Club google classroom code: [jqn5vgk](#)**



**Our first meeting will be Tuesday, Sept 19th in Music Room 3!**

*Other Tuesdays we'll meet this fall: 10/3, 10/17, 11/1 (Wed), 11/8 (Wed), 11/21, 12/6 (Wed), 12/12*

SMITH MIDDLE SCHOOL

# CREATIVE STUDIO CLUB



INTERESTED IN CREATING  
ART, MAKING FRIENDS,  
AND BRIGHTENING OUR  
SCHOOL COMMUNITY?

FIRST MEETING:  
WEDNESDAY, SEPTEMBER 13TH  
2:45-3:45

**SIGN UP SHEET POSTED OUTSIDE ART ROOM #1**

**OR**

**EMAIL MRS. SUWALA  
SUWALAA@GLASTONBURYUS.ORG**

Registration is OPEN - Sign Up – ONLINE!

All Sign up information and links are on the Smith Cross Country Web site – The link is on Clubs and Activities page. You can use this direct link if you wish:

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



# CROSS COUNTRY

This year the club meets on Monday, Wednesday and Friday out on the track and surrounding grounds. It is expected that when attendance is not possible that it is communicated with the coach ASAP. **1st practice is Sept 11<sup>th</sup> and will run to 1<sup>st</sup> week of Nov** Late registration will be allowed to Sept 30



This is a learning and participation running club for students to have fun and improve their running skills and endurance. All levels of runners are welcome from the beginner to more advanced runner. **We hope that you will join us.**

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



# SMS Debate Team

*with Mr. Rook (2023-2024 Season)*

- Learn to *research significant & contemporary issues* facing our society, community, country and world. 😊
- Learn how to *formulate and argue a position* on any given issue or topic. 😊
- Engage in *intellectual debate* with your peers and improve your *public speaking skills*. 😊
- Compete with other CT middle school debaters - at online Zoom debates! 😊
  - 1<sup>st</sup> Scrimmage is November 4, 2023 - Actual motion is TBD but will concern school uniforms.

😊 **1<sup>st</sup> DEBATE CLUB MEETING** 😊

• **Tuesday, September 12, 2023**  
**in Room 1101**

# **SMS** **DIGITAL ART** **CLUB**

**EVERY TUESDAY**

**STARTING 9/12**



**DO YOU LIKE DRAWING ON  
THE IPAD OR COMPUTER...  
OR WANT TO LEARN MORE?**

**WE WILL SHARE TECHNIQUES  
AND TUTORIALS FOR CREATING  
DIGITAL ART USING ADOBE  
FRESCO, ADOBE PHOTOSHOP AND  
OTHER ADOBE APPS.**

**Sign up on Mr. Del Coro's door (ART ROOM 3)**



# DISCOVERY MATH STARS

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

Who? Students on Team Discovery

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

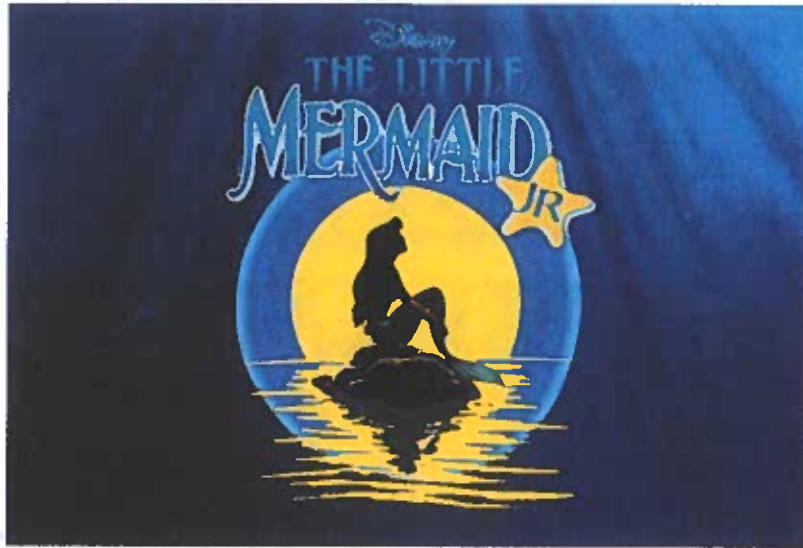
Where? Room 2104

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

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

Why? Practice + Preparation = Confidence + Success

# *Drama Club*



## Come be a star!

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

Dates will be announced later.

Auditions will be December 8 or 13 depending on the role you are auditioning for.

Tech Crew not needed until after Feb Break.

Our spring production is March 22 and 23.

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

Drama Club

# **TECH CREW**

Looking for interested students to  
help behind the scenes:

Lighting

Sound

Props

Curtains

Costumes

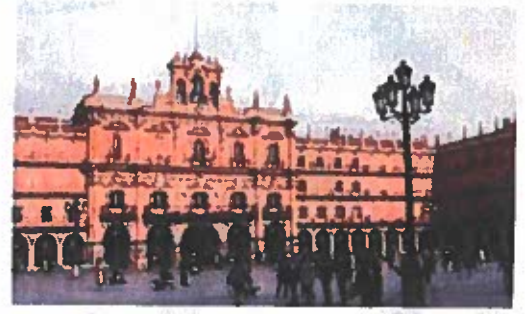
Set designers

Artists

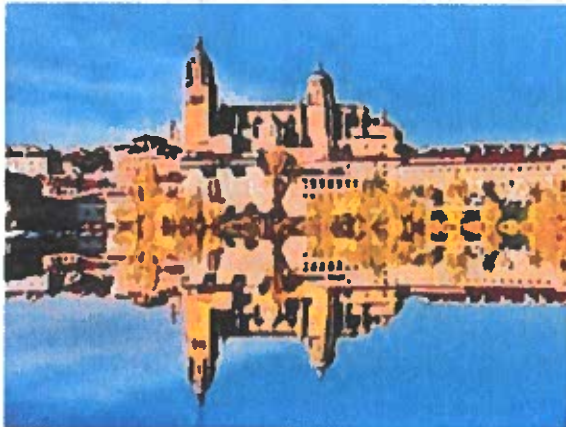
Coming this Feb & March

Applications will be required since we only  
have 25 positions available

# Experience **Spain** Club



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



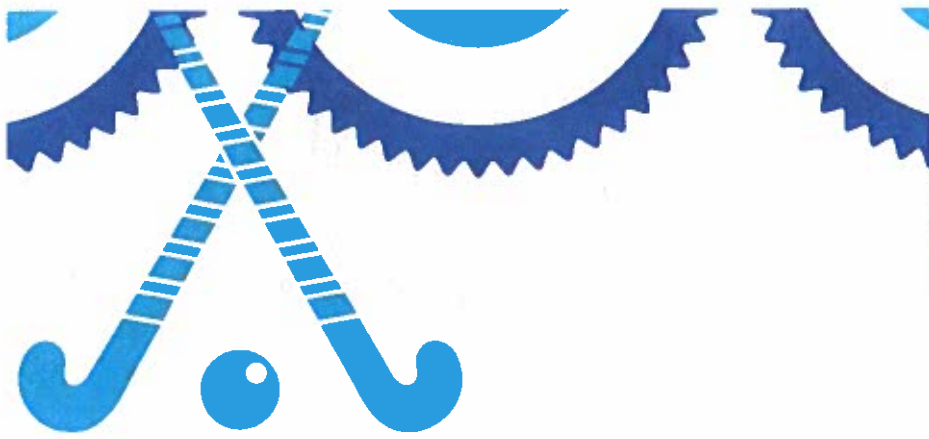
Here's a peek at what you'll see...

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

For more information visit the Glastonbury Foreign Language Website at <http://www.glastonburyforeignlanguage.org> and click on Exchanges. Or contact : Sra. Kisluk at [kisluka@glastonburyus.org](mailto:kisluka@glastonburyus.org)



**This club is open to 8th grade students participating in the Spanish Immersion Program in Salamanca, Spain, February 16-24, 2024**



SMITH MIDDLE SCHOOL

# FIELD HOCKEY INTRAMURAL PROGRAM

Scan the QR code to join our Google Classroom. All FH information will be posted on this ASAP!

This program will start towards the end of September!



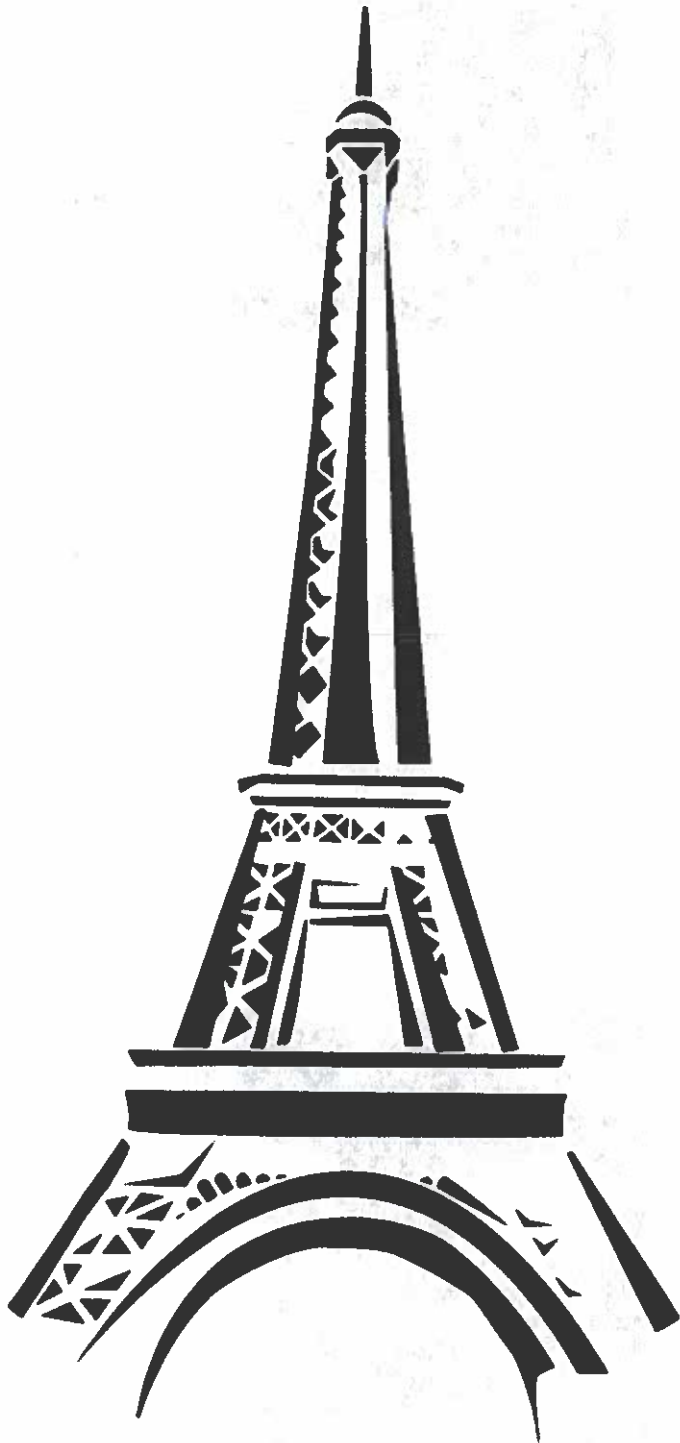
Google Classroom Code:  
7mzbwie

Participants will need a field hockey stick, shin guards, and a molded mouth guard. If you have any questions before the season starts, email Mr. Macchi.

[MacchiP@glastonburyus.org](mailto:MacchiP@glastonburyus.org)



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



*join the*  
**FRENCH CLUB!**

Interested?

E-mail Madame de Koning at  
[dekoninga@glastonburyus.org](mailto:dekoninga@glastonburyus.org)

or Madame Perraud at  
[perraudc@glastonburyus.org](mailto:perraudc@glastonburyus.org)

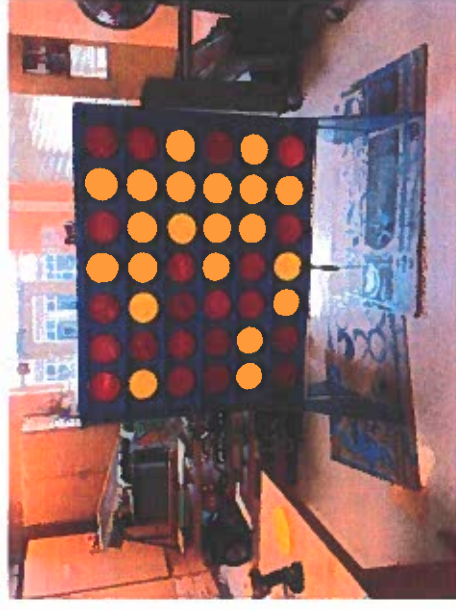
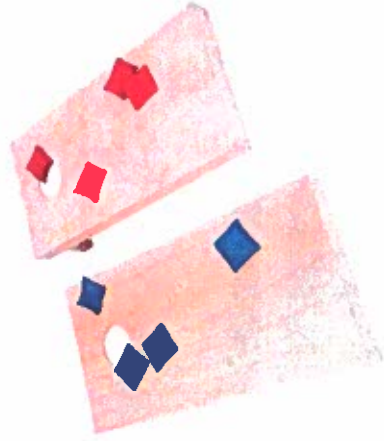
**The club is open to all  
Smith students, even if you  
do not take French!**  
**Meetings will be held once a  
month in room 2110 after  
school.**  
**Meeting dates and sign-ups  
will be announced on the  
student bulletin**

**Looking for something fun and exciting to do after school?**

# **Come to The Games Club!**

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

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



**MEETS MOST TUESDAYS IN TECH ROOM 1**

**COME JOIN US! ALL ARE WELCOME!**



The Gay-Straight Alliance will meet monthly in Dr. Broggini's room (1106 - downstairs, green). All are welcome to attend and bring a friend! The Gay-Straight Alliance will do fun activities, and discuss social issues and school climate. If you have questions, please see Mrs. Wengell or Dr. Broggini.

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

Hope to see you there!





# Jazz Jammers

Want to have fun playing some jazz tunes? Come on out!

- Jazz jammers is a non-auditioned, non-performing group
- It's open to all instruments!
- Just come have fun!
- Any Questions? *Just stop by and see Mr. Gowdy*

First Rehearsal: Tuesday, Sept 26th in Music Room 1 from 2:45-3:40pm

We'll be rehearsing approximately every other week

Other dates for the fall:

10/10, 10/24, 11/14, 12/5



**JAZZ**

*Jammers!*



# Smith Middle School

## Galaxy Fall Jazz Band

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

**Who Can Join?** Any band instrumentalist can audition...that's right, ANY instrument! ...We are also looking for guitar, bass guitar, and piano players as well, by audition only! Sign up outside the band room by September 8th

**When are auditions?** Auditions will be held in class for band students on 9/11 and 9/12. They will be after school for drums, piano, guitar, and bass guitar on Sept 11th. Please sign up for an audition slot outside the band room (music can be found there as well) *Not all students who audition will make the group. If you make the group, it is also expected that you audition for Eastern Regions in December!*

**Rehearsals:** After school on most Mondays from 2:45-3:40pm. Our FIRST rehearsal with everyone is Monday, **September 18th**

**Performances:** We will perform at the November 28th instrumental concert... and more, stay tuned!

**Questions?** Stop by the band room and ask Mr. Gowdy or email him at [gowdym@glastonburyus.org](mailto:gowdym@glastonburyus.org)



## Dates for Fall Jazz Band

*Monday, Sept. 11 - Rhythm Section Auditions (drums/Guitar/Piano/Bass)*

Monday, Sept. 18 - Jazz Band Rehearsal, 2:45-3:40 **(FIRST REHEARSAL!)**

Monday, Sept. 25 - No School (Rosh Hashanah)

Monday, Oct. 2 - Jazz Band Rehearsal, 2:45-3:40

Monday, Oct. 9 - No School (Indigenous People's Day)

Monday, Oct. 16 - Jazz Band Rehearsal, 2:45-3:40

Monday, Oct. 23 - Jazz Band Rehearsal, 2:45-3:40

Monday, Oct. 30 - Jazz Band Rehearsal, 2:45-3:40

Monday, Nov. 6 - Jazz Band Rehearsal, 2:45-3:40

Monday, Nov. 13 - Jazz Band Rehearsal, 2:45-3:40

Monday, Nov. 20 - Jazz Band Rehearsal, 2:45-3:40

Monday, Nov. 27 - Jazz Band Rehearsal, 2:45-3:40

**Tuesday, Nov. 28th - Winter Concert Performance! 7pm**

**Saturday, Dec. 2nd - E. Region Auditions**

Monday, Dec. 4 - Jazz Band Rehearsal, 2:45-3:40

Monday, Dec. 11 - Jazz Band Rehearsal, 2:45-3:40

# LOS EXPLORADORES



This club is open to all who would like to participate. You do not need to be a Spanish student.

Come explore different components of the Spanish-speaking world with us!!

We will experience...

- music/dance
- arts/crafts
- foods
- games
- ...and so much more!



*Meetings in 2310 with Sra. Villanueva*

**MEETINGS ARE CURRENTLY SCHEDULED FOR THE FOLLOWING WEDNESDAYS:**

September 20, October 11 & 25, November 15 & 29, December 13, January 3 & 24,  
February 14, 28, March 13 & 27, April 17, May 1 & 15

**\*PLEASE PAY ATTENTION TO MORNING ANNOUNCEMENTS & STUDENT BULLETINS FOR UPDATES\***



# MATHCOUNTS<sup>®</sup>

## COMPETITION SERIES

EST. 1983

Do you enjoy math  
and problem solving?  
If yes, then this club is for you!

Sign up to our Google Classroom if you are  
interested in joining with code:

**iq56khu**

When?	Wednesdays after school starting September 20, 2023
Where?	Room 1304 (Mr. Eller's classroom)
Why?	To prepare for some serious competition
Why else?	To have fun!
What to bring?	Your calculator, iPad, your mind, and an eager attitude!

Please contact Mrs. Troutman if you have any questions:  
[troutmand@glastonburyus.org](mailto:troutmand@glastonburyus.org)



Model  
United  
Nations

# MODEL UN CLUB

*with Mr. Rook / Mrs. Villianueva*

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



**FIRST MEETING**



**Wednesday, 9/13/2023 Room 1101**



# Québec Club

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

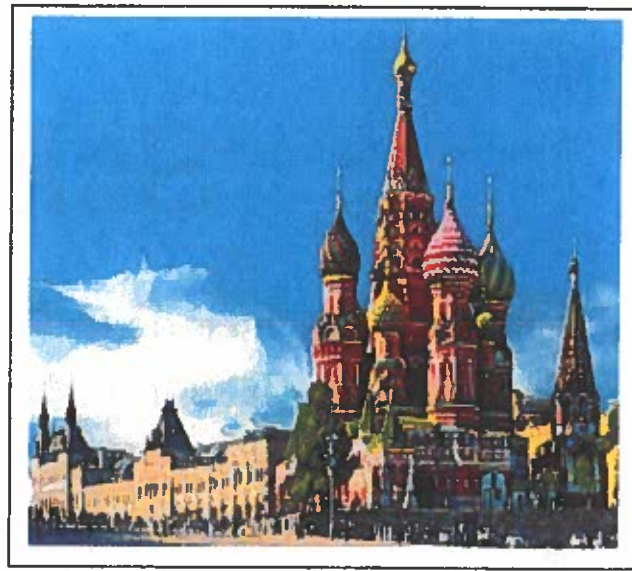
*Monsieur Minnick in room 1310*

*(open to all students)*

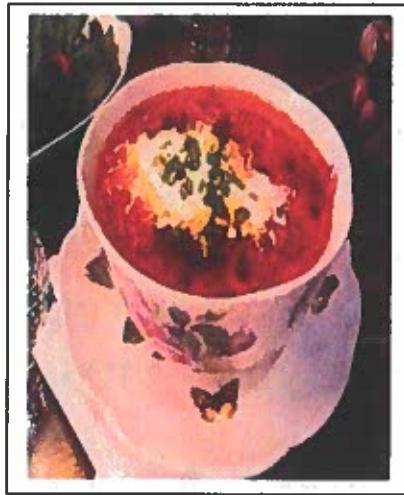
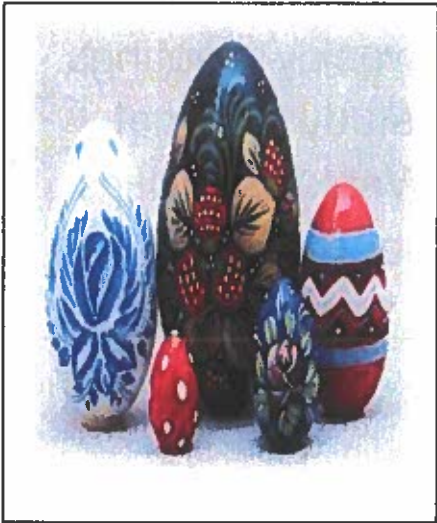
## Club Meeting Dates and Activities:

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

# Russian Culture Club

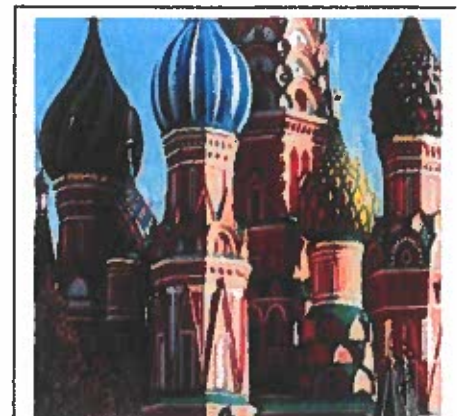


2023-2024



- Cooking
- Crafts
- Games

2X / Month - Monday after school  
with Ivan Ivanovich (Mr. Rook)  
1st Meeting - 9/11/2023 - Room 1101



# Science Bowl

Do you enjoy science? Are you good at math? We have the club for you! The National Middle School Science Bowl is an event which encourages students to get involved in science and math activities. We will help provide enrichment in both areas so that we can compete against other middle schools in the area. The competition is academic based and each team of 4 students answer questions as fast as they can (like Jeopardy). We can only register 2 teams of 5, so you must commit to the weekly meetings. At each meeting we will review concepts, provide study material and sometimes give quizzes on selected topics. Weekly statistics will be recorded to assist with selecting team members for competition. Since the competition is in February, we will meet each Wednesday after school in room 1105.

Email Mrs. Nichols

for more details

[nicholss@glastonburyus.org](mailto:nicholss@glastonburyus.org)

Wednesdays

October—February

**Love to sing?**



# Select Chorus

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

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





# The Smith Ski Club is fun and exciting!



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

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

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

Have other questions?

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



Smith Middle School  
Gaming Guild

**First Meeting**

September  
13, 2023

2:45-3:45 PM

Room 1202

Come Join the Smith Middle School Gaming Guild to learn all about Dungeons and Dragons, Magic the Gathering, and lots of other tabletop role playing games too!

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

# SMS STUDENT COUNCIL!!!



**First Meeting: September 5<sup>th</sup>**

**Location 2306**

**2:45 PM – 3:30 PM**

**Who:** 7<sup>th</sup> and 8<sup>th</sup> Graders

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

**When:** Sept 5 & 19; Oct 3, 17 & 31;  
Nov 14 & 28; Dec 5 & 19; Jan 9  
& 23; Feb 6 & 27; Mar 12 &  
26; Apr 16 & 30;  
May 14.

**Where:** Room 2306

**Why:** It's Fun!

Any Questions, please contact Ms. Coburn at: [coburnm@glastonburyus.org](mailto:coburnm@glastonburyus.org)





# **TIME TRAVELING TECHIES**

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

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

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

# Unified Basketball!

Dear Athletes and Partners,

Thank you for your interest in **Unified Basketball!** We are very excited to be back for another great season. We know that the winter season can be quite busy, so we have listed the practice dates below. Double check those calendars! The season begins on January 23rd. We are looking for partners and athletes who will be dedicated to practicing with the team on a weekly basis. Your attendance will determine your participation at the end-of-season game/tournament. We can only take a certain amount of students so get your forms in fast!

The practice dates are as follows:

Tuesday, January 23, 2024  
Tuesday, January 30, 2024  
Tuesday, February 6, 2024  
Tuesday, February 13, 2024  
Tuesday, February 27, 2024  
Tuesday, March 5, 2024  
Game/Tournament - TBD



Please hand in the attached forms to Mr. Macchi or the main office by Friday, January 12, 2024. We look forward to seeing you on the court!

Thank you,

Mr. Macchi, Mrs. Hesseltine, Mrs. Cyr

{ spotlight on ability }



# UNIFIED theater

Calling all students who love to act, sing, and/or dance!!! This club is for you! In Unified Theater, young people with and without disabilities, of all backgrounds, come together as equals to put on a production. The production is entirely organized, written, and directed by the students themselves!

ALL ARE WELCOME IN THIS CLUB, regardless of experience!

Unified Theater will meet each Wednesday from 2:45-3:40 in the auditorium. Our first meeting will be **September 13th** and will culminate with an evening performance on Thursday, November 16th.

Any students interested in being leaders of this club should contact Mrs. Ingram ([ingramk@glastonburyus.org](mailto:ingramk@glastonburyus.org)) or Mrs. Klin ([klink@glastonburyus.org](mailto:klink@glastonburyus.org)).





# VENEZUELAN PARTNERSHIP

This club brings partners students from Smith Middle School with students from Colegio Integral El Ávila (Caracas, Venezuela) for their 4-week stay in CT.

This club runs for March, April, May.



There are several ways to be involved:  
Hosts, Alternates, Greeters, and Friends!  
(Participants must be 7th Grade students.)

An informational meeting with all the details will be held in early March. If you have any questions before that meeting, please feel free to reach out to:  
Señora Villanueva (Room 2310)



**COLEGIO INTEGRAL  
EL AVILA**





# NEW CLUB ALERT



## Voices of the Galaxy

Voices of the Galaxy is a new club dedicated to elevating the collective voice of SMS students in a manner that reflects the rich diversity of our school community. We will meet after school to discuss the issues affecting the daily lives of our student body, and methods to address them.

We hope you will add your voice to the conversation!

**FIRST MEETING DATE:**

**Tuesday, September 26 AFTER  
SCHOOL**

**IN SRA. GARRISH'S ROOM, 1301!**

**Proposed meeting dates: 10/10, 10/24, 11/21, 12/12, 1/16, 1/30, 2/13,  
3/5, 3/19, 4/2, 4/23, 5/7, 5/21 (all Tuesdays after school)**

For questions please speak with

Mrs. Garrish ([garrishj@glastonburyus.org](mailto:garrishj@glastonburyus.org)), Mrs. Gertler  
([gertlerj@glastonburyus.org](mailto:gertlerj@glastonburyus.org)) or Mr. Graham ([grahamj@glastonburyus.org](mailto:grahamj@glastonburyus.org))

# Wilderness Explorers Club

**What:** Hike the trails around Smith Middle School!

**When:** 2:45-3:45 pm  
*(Look for meeting dates in the student bulletin)*

**Where:** Meet at the back entrance of the school.

**Why:** Because spending time in nature is AWESOME!

**Wear:** Sneakers

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





## **GHS World Language Honor Society Tutoring Club**



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

**WHAT: Extra help in the target language**

**WHERE: Room 1110**

**WHEN: Wednesdays - October through May**

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

**ADVISOR: Mrs. Kisluk**

# SMS Yearbook



**Do you enjoy taking photos?**

**Come be a part of the SMS Yearbook!!**

**Talk to Ms. Nichols about ongoing  
collaborations via Google.**



# **‘Decorate the Halls’ Club**

**Calling all creative minds!  
We need your help DECORATING  
the halls at SMS!**

**In this club we will bring  
CHEER to our hallways by creating  
beautiful bulletin boards throughout the  
building!**

**Let’s recognize and celebrate our core  
values as well as our diverse hobbies,  
interests & talents at SMS!**

**Students with a passion for decorating  
and design are especially encouraged to  
attend, but ALL students are welcome!**

**Club will meet WEDNESDAYS in  
Mrs. DePeau’s Room (2109)**

Activity Bus by Street

**Activity Bus by Street**

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

Activity Bus by Street

Briarwood Drive 6033	Northeast	
Bridlepath Lane 6033	East 2	
Brittany Road 6033	Southeast	East 2
Broad Moor 6033	Northeast	
Broadleaf Circle 6033	East 2	
Brook Street 6033	East 1	
Brookfield Drive 6033	South	
Brookhaven Drive 6033	Northeast	
Brookview Drive 6033	Northeast	
Buckingham Drive 6033	East 1	
Bunker Hill Road 6033	Southeast	
Burning Tree 6033	Northeast	
Butler Drive 6033	East 1	East 2
Butternut Drive 6033	North	
Buttonball Lane 6033	Southeast	
Cambridge Drive 6033	North	
Candlelight Drive 6033	East 2	
Candlewood Road 6033	North	
Canione Road 6033	South	
Cardinal Lane 6033	Northeast	
Carini Road 6073	South	
Carriage Drive 6033	Southeast	
Carriage Drive, East 6033	Southeast	
Cart Road 6033	Southeast	
Carter Lane 6033	North	
Cattail Road 6033	North	
Cavan Lane 6033	East 1	
Cedar Ridge Drive 6033	Northeast	
Cedar Ridge Terrace 6033	Northeast	
Chalker Hill 6033	East 2	
Chamberlain Lane 6073	South	
Chapman Drive 6033	East 1	
Charlton Drive 6073	East 2	
Chase Hollow Lane 6033	East 1	
Chatham Hill Road 6073	South	
Checkerberry Drive 6033	North	
Chelsea Road 6073	East 2	
Chestnut Hill Road 226-end	Southeast	
Chestnut Hill Road 0-225	South	

Activity Bus by Street

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

Activity Bus by Street

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

Activity Bus by Street

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

Activity Bus by Street

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

Activity Bus by Street

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

Activity Bus by Street

Lindsay Lane 6033	North	
Line Street 6033	Northeast	
Little Acres Road 6033	South	Southeast
Long Hill Drive 6033	North	
Lookout Lndg 6033	East 1	
Macintosh Lane 6033	East 1	
Madison Road 6033	North	
Main Street 6073, 0-2099	South	
Main Street 6073, 2100-end	North	
Mallard Drive 6033	South	
Manchester Road 6033	East 2	Northeast
Maple Street 6033	South	
Margaret Lane 6033	Northeast	
Marilyn Drive 6033	Southeast	
Mark Drive 6033	Southeast	East 2
Marlborough Road 6033	East 1	
Martin Terrace 6033	East 1	
Matson Hill Road 6073	South	
Meadow Road 6033	South	
Meadowrue Drive 6033	North	
Medford Street 6033	North	
Melrose Street 6033	North	
Milestone Drive 6033	North	
Mill Street 6033	North	
Miller Road 6033	East 2	
Millstone Road 6033	East 2	
Minnechaug Drive 6033	Northeast	
Mockingbird Lane 6033	Northeast	
Monaco Lane 6033	East 2	
Montano Road 6033	Southeast	East 2
Morgan Drive 6033	South	
Moseley Terrace 6033	Southeast	
Mott Hill Road 6073	Southeast	
Mountain Road 6033	Northeast	
Mountain View Road 6033	East 2	
Murray Drive 6073	South	
Nanel Drive 6033	North	
Natchaug Drive 6033	Northeast	
Naubuc Avenue 6033	North	

Activity Bus by Street

Needletree Lane 6033	East 2	
Neipsic Road 6033	East 2	
New London Tpke 6033 0-999	North	
New London Tpke 6073 1000-end	Southeast	East 2
Newberry Lane 6033	North	
Newell Lane 6033	Southeast	
Newgate Drive 6033	East 2	
Nicole Drive 6073	Southeast	
Norman Drive 6033	North	
Northview Drive 6033	South	
Nuthatch Knob 6033	North	
Nutmeg Lane 6033	East 1	
Nye Road 6033	North	
Oak Street 6033	East 1	
Oakwood Drive 6033 off Neipsic	East 2	
Old Farms Road 6073	Southeast	
Old Hebron Road 6033	East 1	
Old Maids Lane 6073	South	
Old Manchester Road 6033	East 2	
Old Musket Road 6033	Southeast	
Old Reservoir Road 6033	Northeast	
Old Trail Road 6033	North	
Olde Stage Road 6033	Southeast	
Olde Village Road 6033	Southeast	
Olde Wood Road 6033	Southeast	
Opal Drive 6033	North	
Orchard Lane 6033	South	
Orchard St	East 1	
Overlook Road 6033	South	
Overshot Drive 6073	South	
Owens Lane 6033	East 1	
Oxbow Drive 6033	East 1	
Oxford Drive 6033	North	
Paddock Lane 6073	Southeast	
Palisade Terrace 6033	South	
Pane Drive 6033	Northeast	
Park Place 6073	South	
Parker Ter Exd 6033	North	
Parker Terrace 6033	North	

Activity Bus by Street

Partridge Lndg 6033	East 1	
Pasture Ia 6073	South	
Paxton Way 6033	Southeast	East 2
Peach Tree Lane 6033	South	
Peach Tree Road 6033	South	
Pearl Street 6033	North	
Pease Lane 6073	South	
Pebble Bch 6033	Northeast	
Pennywise Lane 6033	Southeast	
Penwood Xing 6033	East 1	
Pepperbush Lane 6033	North	
Periwinkle Lane	North	
Persimmon Lane 6033	North	
Pheasant Xing 6033	East 1	
Pilgard Lane 6033	Southeast	East 2
Pine Hurst 6033	Northeast	
Pine Tree Lane 6033	South	
Pinemeadow Drive 6033	East 2	
Pinnacle Rd 6033	East 1	
Pippin Drive E 6033	Southeast	East 2
Pippin Drive W 6033	Southeast	East 2
Plank Lane 6033	East 1	
Point Road 6033	North	
Pond Circle 6033	East 1	
Pound Foolish Lane 6033	Southeast	
Pratt Street 6033	North	
Princeton Lane 6033	North	
Prospect Street 6033	North	
Purtill Street 6073	South	Southeast
Pyquag Lane 6033	Northeast	
Quail Run 6033	East 1	
Quarry Road 6033	East 2	
Querido Drive 6033	North	
Quincy Road 6033	East 2	
Rambling Brook Lane 6033	East 1	
Rampart Drive 6033	Southeast	
Randolph Drive 6033	Southeast	
Rankin Road 6033	North	
Raymond Road 6073	South	

Activity Bus by Street

Red Hill Drive 6033	South	
Redbud Lane 6033	North	
Redwood Lane 6073	East 2	
Revere Lane 6033	Southeast	
Ridge Road 6033	East 1	
Ridgecrest Road 6033	Northeast	
Ridgewood Road 6033	South	
Ripley Road 6033	North	
Risley Road 6033	North	
Riverview Road 6033	South	
Robin Road 6033	Southeast	
Rolling Hills Drive 6033	East 2	
Roser Road 6033	East 2	
Rosewood Drive 6033	East 1	
Ruff Circle 6033	North	
Russet Road 6033	Southeast	East 2
Sachem Drive 6033	East 2	
Saddle Ridge Road 6033	Northeast	
Salem Court 6033	North	
Salmon Brook Drive 6033	North	
Sand Hill Lane 6033	East 2	
Saw Mill Road 6073	South	
School Street 6033	North	
Sea Is 6033	Northeast	
Shady Hill Lane 6033	Northeast	
Shagbark Road 6033	Northeast	
Shallowbrook Lane 6033	Northeast	
Shelburne Way 6033	East 1	
Shelly Lane 6033	North	
Sherman Road 6033	South	
Sherwood Drive 6033	Southeast	
Shipman Drive 6033	Southeast	
Shoddy Mill Road 6033	East 1	
Short Circle 6033	North	
Skyview Drive 6033	North	
Slater Road 6033	East 1	
Smithbrook Terrace 6033	East 2	Southeast
Snowberry Lane 6033	North	
Somerset Road 6033	Northeast	

Activity Bus by Street

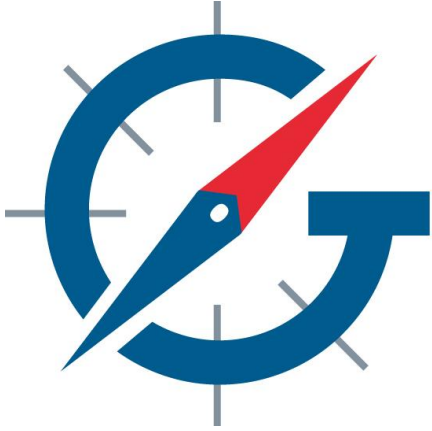
Southgate Drive 6073	South
Southpond Road 6073	South
Spring Street 6033	North
Spring Street Ext 6033	North
Springbrook Drive 6033	North
Springside Trail 6033	East 1
Spruce Lane 6033	Northeast
St Andrews 6033	Northeast
Stancliff Road 6033	Southeast
Stanley Drive 6033	East 2
Staples Lane 6033	East 2
Starview Drive 6033	East 1
Steep Hollow Drive 6033	Southeast
Stevens Lane 6033	South
Stockade Road 6073	South
Stonecress Lane 6033	North
Stonepost Road 6033	Southeast
Stoney Brook Drive 6033	East 1
Stratton Road 6073	South
Strickland 6033	East 2
Sturgeon River Road 6033	East 1
Sulky Lane 6033	Southeast
Summersweet Drive 6033	North
Summit Crest Drive 6073	East 2
Sunny Slope Drive 6033	East 2
Sunrise Drive 6033	East 1
Sunset Drive 6033	Southeast
Surrey Lane 6033	Southeast
Sycamore Street 6033	North
Talcott Road 6033	South
Tall Timbers Drive 6033	Southeast
Tall Timbers Lane 6033	Southeast
Tall Timbers Road 6033	Southeast
Tanglewood Drive 6033	East 2
Tannery Court 6033	East 2
Tara Drive 6033	East 1
Tarrybrook Drive 6033	North
Taylor Town Road 6073	South
Thompson Street 6033	East 2

Activity Bus by Street

Three Mile Road 6033	East 2	
Timrod Trail 6033	Northeast	
Toll Gate Road 6073	East 2	
Towhee Lane 6033	North	
Treat Road 6033	East 1	
Trifiro Circle 6033	East 2	
Trinity Avenue 6033	North	
Trymbulak Lane 6033	East 1	
Tryon Street 6073	South	
Twelve Acre Lane 6033	North	
Uconn Avenue 6033	North	
Uplands Way 6033	East 2	Southeast
Urbanec Ave	North	
Valley View Road 6033	Southeast	
Village Place 6033	East 1	
Vista Lane 6033	North	
Westledge Road 6033	Southeast	East 2
Wadsworth Street 6033	East 2	
Wagon Road 6033	Southeast	
Warner Court 6033	East 2	
Washington Street 6033	North	
Wassuc Road 6073	East 2	
Water Street 6073	South	
Webster Lane 6033	North	
Weir Street 6033	East 1	
Welles Street 6033	North	
Wesleyan Road 6033	North	
Westview Lane 6033	South	
Whapley Road 6033	South	
Whitney Lane 6033	North	
Wittles Way 6033	East 2	
Wickham Road 6033	East 2	
Wickham Road Exn 6033	East 2	
Williams Glen Way 6033	South	
Williams Street E 6033	South	
Williams Street W 6033	South	
Willieb Street 6033	South	
Willow Brook Road 6033	North	
Willow Green Lane 6033	South	

Activity Bus by Street

Willow Green Way 6033	South
Windwood Drive 6033	North
Winterberry Lane 6033	North
Winthrop Dr.	North
Wood Pond Road 6033	Southeast
Woodbridge Road 6033	South
Woodfield Xing 6033	Northeast
Woodhaven Road 6033	Northeast
Woodland Street 6073	South
Worthington Road 6033	North
Wren Hollow 6033	East 1
Wrights Lane 6033	North
Wyllys Street 6033	North
Zenith Lane 6033	East 1



# GIDEON WELLES NAVIGATORS

## ACTIVITY BOOKLET

FALL SESSION

OCTOBER 2, 2023 - DECEMBER 8, 2023



## **Gideon Welles School – After School Activities**

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

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

### **AFTER SCHOOL ACTIVITY GUIDELINES**

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

### **Transportation**

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

# All Sports Club

More information to come!

**Grades: 5 & 6**

**Leaders: Ms. Dysenchuk & Mr. Hurlburt**

**Dates: Tuesdays, 7:15 - 7:30 AM**

**Place: Gym**

**Participation limit:**

# Board Game and Puzzle Club

Do you enjoy playing board games or putting together puzzles? Then Board Game & Puzzle Club is for you!

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

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

***Interested students can sign up outside of Room 218.***

**Grade: 6**

**Leaders: Senorita Efthimiou and Senora Kagan**

**Dates: Wednesdays, 10/25, 11/29, 12/6**

**Place: Room 218**

**Participation limit: 25**

# Chamber Ensemble

The Gideon Welles Chamber Ensemble is offered for advanced string players who are seeking additional musical challenges in a smaller ensemble setting. Students will learn to play many different musical styles including Classical, Rock, Pop, Fiddle, and Jazz. Numerous special performance opportunities are available at Gideon Welles and in the community.

Advanced string students may sign up to audition during the week of September 18 on the orchestra bulletin board. Students will be evaluated by Mr. Wood to determine whether each student is at the appropriate playing level. Rehearsals will be held every Thursday after school in the Orchestra room until 4:00 PM. Transportation home must be provided by parents because there is no activity bus on Thursdays.

***Interested students can sign up outside of Room 133.***

**Grade: 6**

**Leaders: Mr. Wood**

**Dates: Thursdays, 9/28, 10/5, 10/12, 10/19, 10/27, 11/2, 11/19, 11/30, 12/7**

**Place: Room 133**

**Participation limit: 25**

# Donuts & Discussion

Are you an avid reader who loves to discuss books with others? If so, this club is for you! During our first meeting, we select a 2023 Nutmeg book for each meeting date. Simply read the book and come ready to talk about it with your Gideon classmates! This is a great way to meet new friends who also love to read. Also, free donuts!

***Interested students can sign up by emailing Mrs. Lips - please include your name, team and homeroom teacher.***

**Grades: 5 & 6**

**Leader: Mrs. Lips**

**Dates: Friday mornings, 7:15 - 7:45 AM: 10/13, 10/27, 11/17, 12/15, 1/19, 2/16, 3/15, 4/19, 5/24**

**Place: Room 116**

**Participation Limit: 24**



# Drama Club

Whether you're interested in acting on stage, or working backstage with our stage crew, there are many ways you can be a part of the exciting world of the theatre. The Gideon Welles Drama Club will perform Finding Nemo Jr. on Thursday - Saturday, December 7 - 9. All information on auditions, rehearsals, tech crew and more can be found on our Drama Club's google classroom page.

**Grades: 5 & 6**

**Leaders: Chris Merisotis, Carrie Wechsler and Stacey Tinker, Directors**

**Dates: Show Date Thursday - Saturday December 7-9**



# Echo in the Morning

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

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

**Grades: 5 & 6**

**Leader: Mrs. McGillivray**

**Dates: Wednesdays and Thursdays, 7:00 - 7:30 AM**

**Place: Room 224**

**Participation Limit: 12**



# Enharmonics

Gideon Welles Select Chorus!

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

***This ensemble is open to chorus members and by audition only.***

**Grade: 6**

**Leader: Mrs. Grant**

**Dates: Wednesdays**

**Place: Chorus/Music Room 130**

**Participation limit: 24**

# Fantastic Flyers

Are you interested in the fundamentals of flight? Join us on Thursday mornings as we build and test different model planes. We also may branch out to do some other “sciency” activities!

**[Fantastic Flyers Sign up Link](#)**

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

**Grades: 5 & 6**

**Leader: Mrs. Willen**

**Dates: Thursday mornings from 7:15 – 7:45 AM**

**Place: Room 118**

**Participation Limit: 12**

# French Club

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

***Interested students can sign up via email to [Mme. Eaton Graupner](#).***

**Grade: 6**

**Leader: Mme. Eaton Graupner and Mme. Borsotti**

**Dates: Wednesdays, 10/25, 11/15, 12/13**

**Place: Room 111**

**Participation Limit: 15**

# Greenhouse Growers

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

**[Greenhouse Growers Sign up](#)**

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

**Grades: 5 & 6**

**Leaders: Mrs. Ames, Mrs. Hoskins, Mrs. Juan, Mrs. McGillivray, Mrs. Willen**

**Dates: Tuesdays beginning October 10th**

**Place: Room 118**

**Participation Limit: 24**



# Gideon Welles GSA

The Gay/Straight Alliance is a club that creates a safe space for LGBTQIA+ students and their supportive straight friends who are known as "allies". It is also a club for students who have family members who identify as part of the LGBTQIA+ community. We gather to socialize, do fun activities, discuss what is on your mind, and plan fun events.

***Interested students can sign up via email to [Mrs. Davis](#) or [Mrs. Falcigno](#)***

**Grades: 5 & 6**

**Leader: Mrs. Davis and Mrs. Falcigno**

**Dates: Every other Wednesday, beginning October 4th.**

**Place: Room 220**

**Participation Limit: 12**



## Homework Help

Get your homework done with us!

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

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

**Grades: 5 & 6**

**Leaders: GW Faculty/Staff**

**Dates: Mondays, Tuesdays, and Wednesdays following the school calendar**

**Place: Library Media Center**

# Indie Games and Fan Work Club

In this club we will meet new people who are interested in learning about Indie games and discussing Fan work. We will discuss new and creative ideas and develop activities involving this creativity.

***Interested students can sign up outside Room 102***

**Grade: 6**

**Leader: Ms. Edwards**

**Dates: Every other Tuesday, beginning October 3rd.**

**Place: Room 102**

**Participation Limit: 15**

# 6<sup>th</sup> Grade Jazz Band

The Gideon Welles Jazz Band is an auditioned group of 6th grade band students who perform songs in the genres of jazz, pop, and rock! If you are a band student looking for more of a challenge in your playing, Jazz Band might be a good fit for you.

All band students (flute, clarinet, saxophone, trumpet, French horn, trombone and baritone) are eligible to audition for Jazz Band if they are interested.

In addition to the traditional band instruments, Jazz Band also includes the following instruments: **guitar, bass guitar, piano, and drum set**. The auditions for these instruments are sometimes competitive, and students generally need to take private lessons outside of school to be successful in the group.

Students who are interested in auditioning can sign up with Mrs. Rinaudo in the band room, and they will receive their audition music at that time. Sign-ups and music hand out will start the week of September 26. Available audition times will be Oct. 2-6 before homeroom or after school on Oct. 3.

The Jazz Band will meet on Tuesdays after school for the entire school year and perform in the winter concert on **January 17** and the spring concert on **May 2**.

***Interested Band students can see Mrs. Rinaudo to schedule an audition.***

**Grade: 6**

**Leader: Mrs. Rinaudo**

**Dates: Tuesdays**

**Place: Band Rm. 132**

**Participation Limit: 35**

# Kindness Club

The Kindness Club's purpose is to reach out with kindness and gratitude to everyone. In this club we will use our artistic talents to promote a safe and positive environment through various activities. Come join us!

***Interested students can sign up in the office.***

**Grades: 5 & 6**

**Leader: Mrs. Herwerth and Mr. Hurlburt**

**Dates: Thursdays**

**Place: Faculty Room**

**Participation Limit: None**

# Literary Magazine

Would you like to help create Gideon Welles' winter edition literary magazine? Are you a creative artist, writer, poet or designer? If so, you should join our literary magazine! This club will give you the opportunity to share your writing, art, and creativity with the Gideon Welles community.

***Interested students can sign up outside of Room 222 or email [Ms. Monaco](#) or [Ms. Zullo](#)***

**Grade: 6**

**Leader: Ms. Monaco & Ms. Zullo**

**Dates: Wednesdays**

**Place: Room 222**

**Participation Limit: 15**

# Math Center

The Gideon Welles after school Math Center will take place on Mondays, Tuesdays and Wednesdays from 2:50 - 3:50. This math session will give all Gideon Welles 6th grade students the opportunity to practice and strengthen their skills while also receiving extra support and guidance with assignments. Students will gain a better understanding of how to be successful in their math classes. There is no need to sign up each day or each week. We will have an open door policy. All are welcome. We are excited to offer a time for students to ask questions, and build a love of math.

**Grade: 6**

**Leader: GWS Math Faculty and Staff**

**Dates/Place: Mondays, Room 105, Tuesdays: Room 217, Wednesdays: Room 215**

**Participation Limit: 28**

# Navegadores

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

***If you are interested in joining, sign up outside of Room 104 or email [Senorita Efthimiou](#).***

**Grade: 6**

**Leaders: Señorita Efthimiou**

**Dates: Wednesdays, 10/11, 11/15, 11/28, 12/5**

**Place: 104**

**Participation Limit: 20-25 students**

# No Place for Hate Committee

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

The No Place for Hate Committee is run in partnership with the Anti-Defamation League.

Our purpose will be to work towards:

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

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

**Grades: 5 & 6**

**Leaders: Senorita Efthimiou and Mrs. Ginman**

**Dates: Mondays, 1-2 times a month**

**Place: Room 104**

**Participation Limit: 10**

# Origami Club

The word *origami* comes from the Japanese words *ori* (folding) and *kami* paper). Join us for some creative, mindfulness sessions to see how many different things a square paper can make! Come learn how to fold origami and then share your art talent with others!

***Interested students can sign up by emailing [Srta. Efthimiou](#) or sign up outside of Room 104.***

**Grades: 5 & 6**

**Leader: Senorita Efthimiou**

**Dates: Wednesdays, 10/4, 10/18, 11/8, Tuesday: 11/21**

**Place: Room 104**

**Participation Limit: 20**

# Rubik's Cube Club

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

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

**Grades: 5 & 6**

**Leader: Mrs. McGillivray**

**Dates: Tuesdays, 7:00 - 7:30 AM**

**Place: Room 224**

**Participation Limit: 12**

# Set Design Art Club

This club is to help with designing the set for the GWS Musical: *Finding Nemo, Jr.* Students will be able to design, create, and paint components needed in the set design. This club will meet on Thursdays. ALL students will need a ride, there is no activity bus on these days. This is a fantastic opportunity for students who love the arts and would love to contribute to the play.

***Sign-ups will be outside of the Office, we will accept the first 15, 6th graders and first 10, 5th graders.***

**Grades: 5 & 6**

**Leader: Ms. Cerasani & Mrs. Arena**

**Dates: Thursdays**

**Place: Room 131**

**Participation Limit: 25**

# GWS Student Council

Representatives from each 6th grade homeroom as well as one executive board member from each team are elected to Student Council. STUCO will also include a representative and an alternate from each Grade 5 class. Alternates will only attend if the classroom representative is not able. Meetings will be held on a bi-monthly basis.

***Students will be selected by election.***

**Grades: 5 & 6**

**Leaders: Ms. Ferraiolo and Mrs. Brennan**

**Dates: Every other Tuesday, beginning October 10th. One Tuesday morning for Executive Board**

**Place: Lower Level of LMC**

**Participation Limit: 32**

# Yearbook Committee

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

***Interested students can sign up outside the Art Room 131***

**Grade: 6**

**Leader: Miss Cerasani**

**Dates: Wednesdays, beginning October 23rd**

**Place: Art Room 131**

**Participation Limit: 20**

# Yoga for You!

Learn some yoga poses and ways to stay calm when things get a bit stressful. NO EXPERIENCE NEEDED! Yoga mats and materials are provided.

***Interested students can sign up via email to [Mrs. Falcigno](#).***

**Grades: 5 & 6**

**Leaders: Mrs. Falcigno**

**Dates: Tuesdays, 10/10, 10/24, 10/31, 11/14, 11/21, 11/28, 12/5**

**Place: Room 221**

**Participation Limit: 12**

# ACTIVITY ROUTES

## NORTH

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

## SOUTH

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

## EAST - 1

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

## **EAST - 2**

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

## **SOUTHEAST**

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

## **NORTHEAST**

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

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

**Phone: 860-652-7800  
Fax: 860-652-7825**

**Mr. Kent Hurlburt**, *Principal*

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



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