



## REGULAR BOARD OF EDUCATION MEETING

Monday, November 13, 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. Thomas Gorman, Board of Education Member
  - B. Ray McFall, Board of Education Member
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 of Submission of the HVAC & Indoor Air Quality Grants for Public Schools
  - B. Approval of Submission of the Perkins V Grant
  - C. Approval of the Board of Education 2024-2025 Budget Workshop Dates, Tuesday, January 2, 2024, Wednesday, January 3, 2024, and Thursday, January 4, 2024
  - D. Acceptance for First Reading Board of Education Policy/Regulation #5111 - Admission to School and Placement
  - E. Acceptance for First Reading New Board of Education Policy #4113.12 - Minimum Duty Free Lunch Periods for Teachers
  - F. Acceptance for First Reading Board of Education Policy/Appendix #5142.4 - School Resource Officer
  - G. Acceptance for First Reading Capital Improvement Plan 2025-2029
  - H. Approval of the October 23, 2023 Meeting Minutes
7. Reports and Discussion
  - A. Program Reports
    1. Athletics Program Report
    2. Career and Technical Education (CTE) and Agriscience Program Report
    3. Special Education Program Report
  - B. Election Day Professional Development
  - C. Veterans Day Celebrations

- D. Nye Road Property Update
- E. Next Generation Accountability Results
- F. Glastonbury Education Foundation
- 8. Committee Reports
- 9. Chairman's Reports
- 10. Superintendent's Report
  - A. Staff Appointment
    - 1. Jillian Bernard, Smith Middle School, Assistant Principal
  - B. Self-Insurance Reserve Update, October 2023
  - C. School Enrollment Report, November 2023
  - D. 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.
11/13/2023 10:47:48	Stephen Michaels	225 Grandview Drive	Thanks to Ray and Tom for your selfless time and efforts put into serving on the board of education. Congratulations to Kali and Jenn as the new board members. Looking forward to productive and engaging discussions without members needing to use public comment to be heard.

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

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**Title of Report: Educational Specifications HVAC and Indoor Air Quality State Grant Program**

**Board Meeting Date: November 13, 2023**

**Action: X**

**Report:**

**Information:**

**Discussion:**

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We have received notice from the State regarding Phase 2 Grant Application under the CGA Public Act 22-118, HVAC & Indoor Air Quality Improvements to Public Schools. Grants, must be submitted via same process under the provisions of Chapter 173 of the C.G.S and will be managed by the State Department of Administrative Services, Office of School Construction (DAS/OSC). This grant, if awarded, will reimburse the cost of the project at the Town's current reimbursement rate which is approximately 33%. The steps to be taken per the grant process is as follows:

1. Board of Education Action:

The Board of Education must approve the "Education Specifications" which serves as the "Needs Assessment" for the project. The document is attached for reading and follows the format established by the DAS/OSC. Prior to the Board's on-line submission of the grant application, the Town Council must take the authorizations below. *The grant application deadline is December 2023.*

2. Town Council Action:

The following steps and authorizations are required by the Town Council in accordance to the grant requirements. The wording below is required in the Town Council motions.

a) To authorize the funding for the following project(s):

- GHS Gymnasium Roof Top Units in the amount of \$630,000
- Replacement of Air Handlers in the Cafeteria at Buttonball, Hebron Ave and Hopewell Schools in the amount \$360,000 (\$120,000 each school).

b) To authorize the Board of Education to submit a grant application for each school project;

c) To authorize the Town/BOE to proceed with design and construction documents;

d) To refer the project to the Town's standing Building Committee to approve the final design plans.

Once the authorizations above are taken by the Board and the Town Council, we will submit the certified meeting minutes from the Board Clerk and the Town Clerk Offices and other documents with the on-line grant applications.

**Submitted By: Alan B. Bookman**



**EDUCATIONAL SPECIFICATIONS**  
**Public Act 22-118**  
**HVAC & Indoor Air Quality Grants for Public**  
**Schools**  
**Second Round - Fiscal Year 2024**

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**GRANT APPLICATIONS**

*(CT-DAS Grant application process requires one school project per grant application)*

- 1. High School: Gymnasium Replacement RTU**
  - 2. Buttonball School: Cafeteria HVAC**
  - 3. Hebron Ave School: Cafeteria HVAC**
  - 4. Hopewell School: Cafeteria HVAC**
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**Grant Submission to:**  
**State Department of Administrative Services**  
**Office of School Construction Grants & Review**  
**(OSCGR)**

**Board of Education Approval:**

**Date:**

## EDUCATIONAL SPECIFICATIONS

### Replacement of HVAC Systems

Glastonbury High School, Buttonball Elementary School, Hebron  
Ave Elementary School and Hopewell Elementary School  
Glastonbury, CT 06033

#### 1. **PREFACE AND PROJECT RATIONALE:**

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

The projects the District is submitting for consideration under this Grant are located at four separate buildings. Each school project will be entered by separate grant applications. Below is a general description of the proposed projects.

- A. **Glastonbury High School Gymnasium.** The original heating and ventilation system consist of six rooftop “direct fire, natural gas” forced air system. This has created poor ventilation periodically. There is also no dehumidification in the units and regardless of outside temperatures, relative humidity (RH), in the space does not meet the recommendation of industry standards of 30-65 percent humidity. The gymnasium space is utilized all day for Health and PE, assemblies, sporting events and afterschool activities. The new systems would be roof top packaged units with heat exchangers and dehumidification. New insulated ductwork would be installed to the underside of the deck. Existing in wall supply ductwork would be re-utilized to exhaust the space saving construction cost. Energy controls would be included. The replacement of these units will provide the highest level of air filtration, improved ventilation, control of relative humidity, while providing the greatest energy efficiency. This facility is also a designated Town Shelter. The estimated cost for this project is \$630,000. Design status is pending grant approval.
  
- B. **Buttonball School - Cafeteria.** The original system in the cafeteria consist of a natural gas forced air system for heating and ventilation only. There is no dehumidification in the units. The unit does not address the relative humidity (RH) as recommended by industry standards to maintain a 30-65 percent humidity range. The space is utilized all day; for morning breakfast, assemblies, band, lunches and afterschool activities. The new system would be a roof top packaged unit with heat exchangers and dehumidification. New insulated ductwork would be installed to the underside of the deck. Existing fresh air supply ductwork would be re-utilized to exhaust the space, saving construction cost. Energy controls would be included. The designed replacement work will provide the highest level of air filtration, improved ventilation, control of relative humidity, while providing the greatest energy efficiency. The estimated cost for this project is \$120,000. Design status is pending grant approval.

- C. **Hebron Ave School - Cafeteria**. The original system in the cafeteria consist of a natural gas forced air system for heating and ventilation only. There is no dehumidification in the units. The unit does not address the relative humidity (RH) as recommended by industry standards to maintain a 30-65 percent humidity range. The space is utilized all day; for morning breakfast, assemblies, band, lunches and afterschool activities. The new system would be a roof top packaged unit with heat exchangers and dehumidification. New insulated ductwork would be installed to the underside of the deck. Existing fresh air supply ductwork would be re-utilized to exhaust the space, saving construction cost. Energy controls would be included. The designed replacement work will provide the highest level of air filtration, improved ventilation, control of relative humidity, while providing the greatest energy efficiency. The estimated cost for this project is \$120,000. Design status is pending grant approval.
- D. **Hopewell School - Cafeteria**. The original system in the cafeteria consist of a natural gas forced air system for heating and ventilation only. There is no dehumidification in the units. The unit does not address the relative humidity (RH) as recommended by industry standards to maintain a 30-65 percent humidity range. The space is utilized all day; for morning breakfast, assemblies, band, lunches and afterschool activities. The new system would be a roof top packaged unit with heat exchangers and dehumidification. New insulated ductwork would be installed to the underside of the deck. Existing fresh air supply ductwork would be re-utilized to exhaust the space, saving construction cost. Energy controls would be included. The designed replacement work will provide the highest level of air filtration, improved ventilation, control of relative humidity, while providing the greatest energy efficiency. The estimated cost for this project is \$120,000. Design status is pending grant approval.

## **2. LONG-RANGE PLAN**

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

## **3. THE PROGRAM**

Current spaces: Our schools include the following instructional and support spaces for students, staff and the public:

Classrooms, library/media center, computer labs, music room, art room, cafeteria, gymnasium, school offices, nurse's office, kitchen space, conference room, outdoor fields, custodial services, storage and mechanical spaces.

#### **4. BUILDING SYSTEMS to be Impacted**

Security:	Not applicable.
Fire Alarms:	Connect to mechanicals.
Fire Sprinklers:	Not applicable.
Public Address:	Not applicable.
Phone System:	Not applicable.
Clocks:	Not applicable.
Technology:	Not applicable.

#### **5. INTERIOR BUILDING ENVIRONMENT**

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

#### **6. SITE DEVELOPMENT**

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

#### **7. CONSTRUCTION BONUS REQUESTS**

This Grant application does not apply to any of the following construction bonus.

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

## **8. COMMUNITY USES**

All Glastonbury schools were originally constructed to facilitate activities during the school hours, before and after school hours, and throughout the calendar year. This operation will continue.

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

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

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**Title of Report: Perkins V**

**Board Meeting Date: November 13, 2023**

**Action: X**

**Report:**

**Information:**

**Discussion:**

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

“Today’s Skills, Tomorrow’s Careers” (Perkins V) is organized into sixteen Clusters at the national level, twelve of which have been designated by Connecticut as “best fit” for the needs of our state. These twelve clusters will drive the pathways and programs (or programs of study) which can be funded, supported, developed, or improved at the State and local levels under Perkins V. Glastonbury Public Schools currently offers a wide variety of programming/courses through our Career Technology Education (CTE) and AgriScience departments in addition to various STEAM courses at Smith and Glastonbury High School which are eligible for Perkins V support.

***Perkins funding for the 2023-24 school year will be requested to purchase: additional equipment to support computer science and coding in grades 7-12, accessories for CTE/STEAM lab equipment, specialty equipment for Agriscience labs, and culinary equipment for GHS. In addition, funding from Perkins supports many professional learning opportunities for our staff such as: the NEAT conference for Agriscience teachers, professional trainings in welding and small engines for CTE and Agriscience mechanics teachers, computer science professional development, and travel to conferences that are out of state.***

Perkins funding for the 2023-24 school year is \$56,914.

**Submitted By:** Elizabeth Cole

**Reviewed By:** Alan Bookman

District schools shall be open to all children who reach age five on or before the 1<sup>st</sup> of ~~January~~ **September** of any school year, and under twenty-one years of age who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-223d. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the programs and activities of the school system without discrimination because of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. Exceptions from routine admission may be made by the school principal on the basis of supporting evidence from physical and psychological examinations.

The parent or guardian of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The person having legal responsibility for a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The exercise of this option requires the person having legal responsibility for the child to appear in person at the Central office and sign an option form. The Central office shall provide this person with information on the educational opportunities available in the school system.

In compliance with Connecticut General Statute 10-76d(b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education. If a special education student is being considered for an exception from routine admission, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Each child entering the district schools for the first time must present a birth certificate (with raised seal) or offer legal evidence of birth date, as well as proof of a recent physical examination and required immunizations. If the person having legal responsibility for any child is unable to pay for such immunizations, the expense of such immunizations shall, on the recommendation of the Board, be paid by the town. Proof of residence in Glastonbury-is required.

The Board of Education does however recognize that families are at times required to move during the school year, especially families which include one or both parents on active military duty. While the Board acknowledges that students should be enrolled in its schools in accordance with district policies, it does not believe that enrollment should be thwarted or delayed. Accordingly, the Board of Education directs the superintendent/designee to ensure that school personnel working with students and parents in their transition to our schools recognize that in some cases in order to achieve this goal, it may be necessary to provide reciprocity within curriculum or graduation requirements from one district to another.

In such cases, the administration will give consideration to waiving discretionary requirements that:

1. Are not mandated by state or federal statute;
2. Are not considered so basic that its absence would seriously undermine a diploma's value;
3. Do not present a realistic health risk to other students or staff;
4. Do not make it likely that, if waived, a child will be unable to succeed at the next grade level.

The parent or guardian of a child seventeen years of age may consent to such child's withdrawal from school. The exercise of this option requires a personal appearance at the school office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor, or school administrator of the school that the district has provided the person with legal responsibility for the child with information on the educational options available in the school system and in the community. If a child is eighteen years of age or older, he/she is not required to attend school.

Children who have attained the age of seventeen, and who have voluntarily terminated enrollment in the district's schools with parental permission, who subsequently seek readmission may be denied readmission for up to ninety school days from the date of such termination, unless such child seeks readmission to the district not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three (3) school days after such child seeks readmission.

Children who apply for initial admission to the district's schools by transfer from other schools will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal. After such observations and evaluations have been completed, the principal will determine the final grade placement of the children.

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age ~~twenty-one~~ **twenty-two**.

- (cf. 5146 – Nondiscrimination)
- (cf. 5113 – Student Attendance-Unexcused Absence)
- (cf. 6171 – Special Education)
- (cf. 6146 – Graduation Requirements)

Legal Reference: Connecticut General Statutes  
10-15 Towns to maintain schools  
10-15c Discrimination in public schools prohibited. School attendance by five-year olds  
10-76a – 10-76g re special education  
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) – [as amended by PA 98-243, PA 00-157, and PA 09-6 (September Special Session)]  
10-186 Duties of local and regional Boards of Education re school attendance. Hearings. (Amended by PA 96-26, An Act Concerning Graduation Requirements and Readmission and Placement of Older Students and PA 09-6 (September Special Session)  
Appeals to State Board. Establishment of hearing board  
10-233a – 10-233f Inclusive; re: suspend, expel, removal of pupils  
10-233c Suspension of pupils  
10-233d Expulsion of pupils  
10-261 Definitions  
State Board of Education Regulations  
10-76a-1 General definitions (c) (d) (q) (t)  
10-76d-7 Admission of student requiring special education (referral)  
10-204a Required immunizations (as amended by PA98-243)  
P.A. 18-15 An Act Concerning School Counselors  
**P.A. 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability**  
**P.A. 23-208, Section 1(a) An Act Making Certain Revisions to the Education Statutes**

Adopted: October 1981  
Revised: July 16, 2001  
Revised: January 24, 2005  
Revised: September 26, 2005  
Revised: April 9, 2012  
Revised: August 12, 2013  
Revised: July 14, 2014  
Revised: February 25, 2019  
Revised: January 27, 2020  
**Revised:**

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**Elementary School and Secondary School (K-12)**

School registration shall be handled by the registrar for Glastonbury Public School. Registration information can be found on the district website, [www.glastonburyus.org](http://www.glastonburyus.org).

Parents/guardians of new students to the district are required to start the registration process on line. At the end of the online application process parents/guardians are prompted to make an appointment with the registrar.

In addition, secondary school parents/guardians of children new to the district are asked to make an appointment with the appropriate school for selecting classes after registration documents have been sealed by the registrar (6-12).

Documents needed may include:

1. Original birth certificate (with raised seal).
2. Proof of physical examination within one (1) year of school entry (signed by U.S. Physician).
3. Immunizations records.
4. Previous school records.
5. Two residency confirmation documents.
6. Parent/guardian photo identification

For 2024-2025, students may attend kindergarten if they reach age 5 on or before October 31, 2024.

Approved: October, 1981

Revised: July, 2001

Revised: January 24, 2005

Revised: April 9, 2012

Revised: July 14, 2014

Revised: January 27, 2020

Revised:

Minimum Duty Free Lunch Periods for Teachers

The Board of Education, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School

Policy  
Adopted:

**Safety**

## School Resource Officer

In order to make schools more orderly, safer and secure, the district may employ police officers to deliver security services as school resources officers (SROs).

The utilization of school resource officers in district schools is to accomplish the following goals:

- To provide a safe learning environment and help reduce school violence.
- To improve school/law enforcement collaboration.
- To improve perceptions and relations among students, staff and law enforcement officials.
- To collaborate with designated members of the school and District staff and with local law enforcement, fire service, public safety and emergency management agencies, and parents/guardians in the development of school safety/crisis plans.

Duties include, but are not limited to:

1. The observation and reporting of any unlawful act;
2. The prevention of theft or misappropriation of any item of value;
3. The control of access to premises being protected;
4. The maintenance of order and safety at public activities;
5. Protection of district property, students, staff and persons and property on or about district property or while attending district-sponsored activities.

The ~~Board~~ **Superintendent** shall enter into a Memorandum of Understanding (MOU) with the local police department that defines the officer's role and responsibilities. The MOU must address daily interactions among students, school personnel, and police officers, and must include a graduated response model for student discipline.

## Legal References:

PA 15-168 An Act Concerning Collaboration Between Boards of Education and School Resource Officers and the Collection and Reporting of Data on School-Based Arrests.

## Policy

Adopted: November 9, 2015

Revised:

Memorandum of Agreement  
Glastonbury Public Schools  
and  
Glastonbury Police Department

## **I. Introduction**

Schools and law enforcement share responsibility for school safety and must work together with complimentary policies and procedures to ensure a safe learning environment for students. This document expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters, and reduce involvement of police and court agencies for misconduct at school and school-related events.

The parties agree to the following principles upon which this agreement is founded.

- A. The vast majority of student misconduct can be best addressed through classroom and in-school strategies and maintaining a positive climate within schools rather than by involvement of the justice community.
- B. The response to school disruptions should be reasonable, consistent and fair with appropriate consideration of relevant factors such as the age of the student and the nature and severity of the incident.
- C. Students should be held accountable for their actions through a graduated response to misconduct that provides a continuum of services and increasingly more severe sanctions for continued misbehavior.
- D. Disruptive students should receive appropriate redirection and support from in-school and community resources prior to the consideration of suspension, expulsion, involvement of the police, or referral to court.
- E. Clarifying the responsibilities of school and police personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of the student, the school system, law enforcement and the community at large.

## **II. Purpose of Agreement**

The purpose of this agreement is to encourage a more consistent response to school incidents and to reduce the number of referrals of students to court by establishing guidelines for the handling of non-emergency disruptive behavior at school and school-related events by school and police personnel.

## **III. Terms of the Agreement**

### **A. Summary of Key Points**

The parties agree to:

1. Share this agreement with a copy to all school administrators and police personnel;
2. Provide necessary and regular staff training on implementation of the agreement;
3. Put into practice a graduated response to student misbehavior;
4. Monitor implementation of the agreement;
5. Collect data and assess the effectiveness of the agreement; and
6. Modify the agreement as appropriate.

**B. Key Factors in Making Disciplinary Decisions**

The parties agree that when determining consequences for students' disruptive behavior the following factors shall be considered, if information on the factors is available.

1. Age, health, and disability or special education status of the student.
2. Prior conduct and record of behavior of the student.
3. Previous interventions with the student.
4. Students' willingness to repair the harm.
5. Parents' willingness to address any identified issues.
6. Seriousness of the incident and degree of harm caused.

The parties agree that when determining consequences for student's disruptive behavior the following factors shall not be considered:

1. Race/ethnicity, gender, gender identity, sexual orientation, religion and national origin of the student and family.
2. Economic status of the student and family.

**C. Graduated Response Model**

**Classroom Intervention**—The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and non-threatening such as dress code violations, and violations of classroom rules. School Resource Officers (SROs) should not be involved at this level. More than three incidents of the same behavior, if not in the same day, could lead to School Administrator Intervention. Classroom intervention options might include redirection, reteaching, school climate initiatives, moving seats, and the teacher should initiate parental contact.

**School Administration Intervention**—Classroom interventions must be supported by school administrators who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level include repetitive patterns, defacing school property, truancy, threatening and behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include time in the office, after school detention, loss of privilege, reparation, and/or parent conference.

**Assessment and Service Provision**—When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community services is appropriate. This intervention is managed by the school administrator or a Student Assistance Team (SAT). Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any classroom or school administration interventions and might include referral to a juvenile review board (JRB) or community service or program, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on SATs and JRBs.

**Law Enforcement Intervention**—Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Behaviors at this level must be violations of criminal law, but only after classroom, school administration and assessment and service interventions have been tried. Law enforcement options may include verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court.

#### **D.—Police Activity at Schools**

The parties agree that police need to follow certain protocols when on school grounds in non-emergency circumstances as follows:

- ~~1. Police will act through school administrators whenever they plan any activity on school grounds.~~
- ~~2. Officers entering school grounds will be aware of the potential disruption of the educational process that police presence may cause.~~
- ~~3. Prior to entering a school to conduct an investigation, arrest or search, officers will consider the necessity of such action based on:
  - ~~a. The potential danger to persons;~~
  - ~~b. The likelihood of destruction of evidence or other property;~~
  - ~~c. The ability to conduct the investigation, arrest or search elsewhere.~~~~
- ~~4. When taking a student into custody:
  - ~~a. Officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises.~~
  - ~~b. Whenever possible, students should be taken into custody out of sight and sound of other students.~~~~
- ~~5. The SRO will not be responsible for student discipline or enforcement of school rules, although the SRO may provide assistance to school personnel. The SRO will work collaboratively with the school administrator to determine the goals and priorities for the SRO program and the parameters for SRO involvement in school disciplinary matters.~~

#### **IV. Data Collection and Monitoring**

The parties agree that they will provide baseline data for comparison purposes and regularly collect, share, monitor and report data resulting from the implementation of this agreement.

~~**Data Collection**—on a quarterly basis, the following information will be collected.~~

~~**School**—number and types of disciplinary actions, numbers and demographics of students involved, referrals to police.~~

~~**Police**—number and types of school incidents for which police incident reports are written, police actions on incidents.~~

For comparison purposes, the parties agree to retrieve the above data for a year prior to the signing of the agreement and quarterly after the signing of the agreement.

**V. Duration and Modification of Agreement**

This agreement shall become effective September, 2015 and shall remain in full force and effect until such time as the agreement is modified by the consent of the parties. The agreement may be modified at any time by amendment to the agreement.

In witness whereof, the parties hereto, intending to cooperate with one another, have set their signatures to this document on this day.

Superintendent of Schools Alan B. Bokman Date 11-12-15

Printed Name Alan Bokman

Sworn and subscribed before me on this 12 day of November 2015.

Notary Public Karen Bonfiglio Commission Expiration Date



Chief of Police David A. Carr Date 11-13-15

Printed Name David A. Carr

Sworn and subscribed before me on this 13<sup>th</sup> day of November 2015.

Notary Public Jacqueline May Commission Expiration Date 1/31/19

(Source: Juvenile Justice Advisory Committee, Office of Policy and Management, 450 Capitol Avenue, Hartford, CT)

Appendix  
Adopted: November 9, 2015

Memorandum of Understanding  
Glastonbury Police Department and Glastonbury Board of Education  
School Resource Officer

## INTRODUCTION

In accordance with Connecticut General Statute 10-233m, this Memorandum of Understanding (MOU) sets forth an agreement between the Glastonbury ~~Board of Education (BOE)~~ **Public Schools (GPS)** and the Glastonbury Police Department (GPD) (collectively known as the “Parties), specifying the terms and conditions of the services to be performed and provided by the School Resource Officer(s) (SRO). It is the intention of GPD and the BOE to maintain collaborative efforts to provide a safe and healthy school environment for students, staff, faculty, and visitors.

The terms of this MOU shall be reviewed annually and updated if necessary. The MOU shall be renewed automatically for each successive school year unless either party requests termination or modification.

## ASSIGNMENT OF SCHOOL RESOURCE OFFICERS

GPD agrees to provide ~~the BOE~~ **GPS** a full-time School Resource Officer at the Glastonbury High School and Smith Middle School. All other schools will be supported by members of GPD and the Youth Unit. The Chief of Police reserves full authority to adjust SRO assignments based on GPD staffing needs.

The cost of the SRO program shall be incurred by GPD unless otherwise agreed upon by both parties. ~~The BOE~~ **GPS** agrees to provide SROs with private offices, telephones, file storage, desks, chairs, and other office supplies.

## SELECTION OF SCHOOL RESOURCE OFFICERS

1. GPD shall have a clearly defined process for selecting SROs. ~~BOE~~ **GPS** personnel may be involved in the selection process as determined by the Chief of Police (e.g., participation in candidate interviews). The Chief of Police reserves final SRO selection authority.
2. Selection of SROs should consider at a minimum:
  - a. Years of experience as a police officer.
  - b. Willingness to engage with youth as a mentor, teacher, and police officer.
  - c. Excellent verbal and written communication skills.
  - d. Willingness and ability to collaborate with a range of stakeholders.
  - e. Willingness and ability to present as a teacher/guest speaker on a variety of topics.

## TRAINING OF SCHOOL RESOURCE OFFICERS

SRO duties are inherently different from that of other law enforcement specialties. The purpose of a successful SRO program is to bridge the gap between law enforcement and youth. This purpose is best accomplished when the SRO serves as a law enforcement officer, teacher, and mentor.

SROs will receive basic and specialized training in school-based policing (e.g., NASRO SRO course, social media, juvenile and student law, education of special needs children, crime prevention in schools), crisis planning, active threat response, adolescent mental health, etc.

All SROs shall complete any separate training specifically related to social-emotional learning and restorative practices provided to certified employees of the school pursuant to sections 10-148a and 10-220a of the Connecticut General Statutes.

#### EMPLOYMENT OF SCHOOL RESOURCE OFFICERS

1. SRO's are employees of GPD and are subject to the administration, supervision and control of GPD.
2. SRO's are subject to all personnel policies and practices of GPD except as such policies or practices may be modified by the terms and conditions of this agreement.
3. GPD, in its sole discretion, shall have the power and authority to assign, re-assign, hire, discharge, and discipline SROs.
4. Any school Principal who is dissatisfied with an SRO may request the Chief of Police assign a different SRO for that school.
5. SRO work hours are determined by GPD. Whenever possible, it is the intent of both parties that the SRO's duty hours shall conform to the school day. However due to the nature of law enforcement, it is understood by both parties that SROs may be off campus for periods.
6. Each SRO is responsible for communicating their schedule and absences with their respective Principal. GPD will make efforts to provide secondary SRO coverage to a school where the primary SRO is absent.

#### GOALS AND OBJECTIVES

1. Providing and creating an atmosphere of safety and security on school grounds and school-sponsored activities that promotes and enhances school learning.
2. Identifying potential threats and sharing such information in a timely manner—with administration and SRO.
3. Assisting and supporting school administrators with school emergencies and security issues.
4. Providing educational resources and instruction in programs dealing with law enforcement, health, safety, drug and alcohol education, peer pressure, bullying, cyber safety, healthy and common-sense decision making, and emergency procedures within the school.
5. Providing support and meeting with or presenting ideas regarding youth problems involving the school, parents, police, and other shareholders within the community.
6. Providing support to school administrators in both criminal, non-criminal, and truancy investigations.
7. Serving as a resource and liaison to school counselors, social services agencies, parental organizations, and other private or state agencies that assist students within the school system.
8. Assisting the school safety and security team to assess threats and make recommendations.

## SCHOOL RESOURCE OFFICER DUTIES

1. The responsibility and decision to arrest lies solely with the SRO, respective to state law, local ordinances, and GPD orders and procedures. The SRO is responsible for enforcing federal, state and local criminal laws and ordinances on school property. The SRO will take law enforcement action as necessary, and will notify the school Principal of such actions as soon as practicable and where authorized by law. The SRO's continual collaboration with school personnel and an understanding of each student's needs may affect the decision to arrest, but the responsibility is that of the SRO alone. For violations of criminal law that do not pose an immediate threat to the health and safety of the school, the SRO should work cooperatively with school administration to resolve the incident.
2. SROs shall not enforce the school's Code of Conduct nor administer school discipline. Student discipline is a school responsibility unless it pertains to preventing a potential disruption and/or climate that places students at risk of harm. These actions and decisions are the sole responsibility of school personnel.
3. Patrol the school campus to maintain order and handle situations involving unauthorized persons.
4. Serve as a visible law enforcement presence in areas where problems might occur, such as the parking lot before and after school.
5. Assist school administration with other problems or situations that are not regularly assigned to school personnel.
6. Investigate criminal activity on school campus and surrounding community.
7. Conduct related off-campus investigations as assigned.
8. Maintain a detailed and accurate record of SRO related activities.
9. Report problems and major activities to the SRO supervisor and school Principal.
10. Abide by BOE policies and consult with and coordinate activities through the school Principal, particularly regarding formal interviews, interrogations, and arrests of students on school property.
11. Coordinate SRO activities and police-in-school programs with school administration and campus security officers.
12. Serve as a resource for other officers, juvenile courts, probation officers, and other community/social service agencies in dealing with school community issues, follow-up investigations, etc.
13. Act as a liaison between GPD and stakeholders.
14. Meet regularly with the school Principal or designee regarding safety and security issues.
15. Assist ~~BOE~~ GHS staff in developing, coordinating and evaluating emergency planning, safety drills, and training.
16. Evaluate school security policies, make recommendations for improvements, and assist school administration in developing plans and strategies to prevent/minimize dangerous situations.
17. Attend school events or functions at the request of school administration or when required or necessary.
18. Be a resource for students, parents, and faculty members to assist them with problems or questions.

19. Be familiar with community services available to youth and families and make referrals as needed.
20. Engage in positive interaction with students to improve relationships.
21. Develop and deliver approved classroom presentations on law-related topics in coordination with educational staff.
22. Act as a guest speaker and attend meetings as requested or required.
23. SROs will wear approved department uniforms and equipment except as otherwise authorized and appropriate for a particular assignment.

### GRADUATED RESPONSE MODEL

**Classroom Intervention** - The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and nonthreatening such as dress code violations, and violations of classroom rules. School Resource Officers (SROs) should not be involved at this level. More than three incidents of the same behavior, if not in the same day, could lead to School Administrator Intervention. Classroom intervention options might include redirection, reteaching, school climate initiatives, moving seats, and the teacher should initiate parental contact.

**School Administration Intervention** - Classroom interventions must be supported by school administrators who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level include repetitive patterns, defacing school property, truancy, threatening and behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include time in the office, after school detention, loss of privilege, reparation, and/or parent conference.

**Assessment and Service Provision** - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community services is appropriate. This intervention is managed by the school administrator or a Student Assistance Team (SAT). Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any classroom or school administration interventions and might include referral to a juvenile review board (JRB) or community service or program, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on SATs and JRBs.

**Law Enforcement Intervention** - Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Behaviors at this level must be violations of criminal law, but only after classroom, school administration and assessment and service interventions have been tried. Law enforcement options may include verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court.

TRANSPORTING STUDENTS

1. SROs shall not transport students in Police Department vehicles except:
  - a. When the students are victims of a crime, under arrest, or some other emergency circumstances exist and
  - b. When students are suspended and/or sent home from school pursuant to school disciplinary actions, if the student's parent or guardian has refused or is unable to pick up the child within a reasonable time period and the student is disruptive/disorderly and his/her continued presence on campus is a threat to the safety and welfare of other students and school personnel.
2. Students shall not be transported to any location unless it is determined that the student's parent, guardian or custodian is at the destination to which the student is being transported. SROs shall not transport students in their personal vehicles.
3. SROs shall notify school personnel upon removing a student from campus.

INFORMATION SHARING

1. The SRO, police department, and school administrators, agree to share information with each other to the extent allowed by law, particularly where appropriate for a well-structured school environment, and to provide for a safer, better student experience.
2. In accordance with FERPA requirements, if some information in a student's record is needed in an emergency to protect the health or safety of the student or other individuals, school officials may disclose to the SRO that information which is needed to respond to the emergency situation based on the seriousness of the threat to someone's health or safety, the need of the information to meet the emergency situation, and the extent to which time is of the essence.
3. Per Connecticut General Statute 10-233h, the personal information of a youth 7–20 years of age who is charged with violation of Connecticut General Statute 53-206c, a class A Misdemeanor, or Felony will be released to the Superintendent orally at the end of the school day and in writing within 72 hours.



Alan Bookman, Superintendent of Schools

11-2-23

Date



Marshall S. Porter, Chief of Police

11-2-23

Date

Appendix  
Adopted:



# Capital Improvement Plan

## Fiscal Years

**2025**

**2026**

**2027**

**2028**

**2029**

BOE Approved: (date)

# Capital Improvement Projects (CIP) Form

November 13, 2023

<b>Summary by Fiscal Year</b>			
YR	Location	Description	Est. Cost
<b>Projects for Fiscal Years 2025-2029</b>			
2025	Gideon Welles	Roof Replacement (119,000sf; designed in '21 - Requires DAS Grant Appl)	\$2,500,000
2025	GHS	HVAC/IAQ Grant - RTU Gymnasium & Elementary Cafeterias-DAS Grant	\$990,000
2025	GHS	New Synthetic Turf Field-Multi Use	\$1,500,000
2025	GHS	Design Roof Replacement **(1991 areas) 277,000 SF	\$75,000
2025	Hebron Ave	Re-Pavement Parking Surfaces	\$290,000
2025	Naubuc	Design Roof Replacements** (1990 areas) 59,000 SF	\$75,000
<b>Sub Total Year 2025:</b>			<b>\$5,430,000</b>
2026	GHS	Roof Replacement**(1991 areas) (277,000 SF) (\$250K Solar R/R)	\$6,000,000
2026	GHS	Refurbish Rubber Gym Floor (26,400 sf @\$7/sf)	\$200,000
<b>Sub Total Year 2026:</b>			<b>\$6,200,000</b>
2027	Naubuc	Design Boiler Replacement	\$75,000
2027	Naubuc	Roof Replacement**	\$1,200,000
2027	GHS	Chiller Replacement (2)	\$560,000
2027	GHS	Re-Pavement Parking Surfaces – Area 2 (Junior Lot)	\$200,000
<b>Sub Total Year 2027:</b>			<b>\$2,035,000</b>
2028	Naubuc	Boiler and Heating System Replacement	\$950,000
2028	Naubuc	New Gymnasium Floor	\$120,000
2028	Naubuc	Replacement Gymnasium Roof Top Ventilation Unit	\$200,000
2028	Various	Refurbish Rubber Gym Floors – HO, HE, BB, EA (\$30K ea.) GW \$32K	\$152,000
2028	GHS	Re-Pavement Parking Surfaces – Area 4 (Baldwin, Front & Rear)	\$200,000
<b>Sub Total Year 2028:</b>			<b>\$1,622,000</b>
2029	Smith	Chiller Replacement (2)	\$760,000
2029	Eastbury	MDC Potable Water Service	TBD
<b>Sub Total Year 2029:</b>			<b>\$760,000</b>
**Roof Replacements >20 years are eligible for State School Construction Grant (Non-Priority)			

**Estimated Costs:**

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

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



## Project Description and Status

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

The entire roof surface is comprised of (16) different roof areas totaling 119,000 square feet. All areas were last completed in 1991 with a built-up roof and stone ballasted roof material which is mopped in with hot asphalt. The roof (as of 2023) is 32 years old and the physical appearance is in poor condition. There are multiple signs of erosion of the aggregate surfaces, shrinkage and cracking of the felts, delamination of seams and deterioration of flashing components. Patching has been performed over the years and continues as needed. However, a built up and stone ballasted roof system has a limited-service life due to thermal changes and northeast seasons. A comprehensive preventative maintenance roofing program has been in place for several years which will extend the life cycle of our roofs. A replacement is recommended in 2025. The recommended replacement system is an EPDM (ethylene propylene diene monomer) a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC's in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof contractor. This roof system provides the longest life cycle in the industry and is the recommended system by SP+Architects who completed our roof survey back in November 2019.

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	\$2,500,000	-	-	-	-	\$2,500,000

## Estimated Operating Budget Requirements

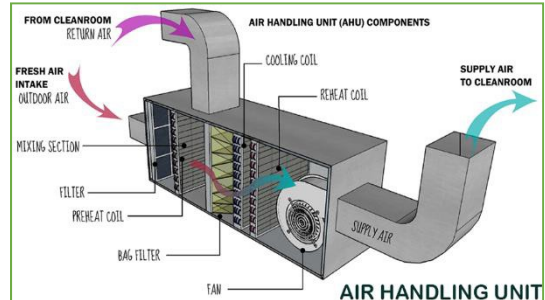
No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

<b>Department:</b>	<b>Board of Education</b>
<b>Project Title:</b>	State HVAC/IAQ Grant - Phase 2 Replacement HVAC Systems
<b>Priority:</b>	



## Project Description and Status

This project will consist of the replacement of (9) HVAC units to the buildings listed below. This is also Phase II of a School Construction Grant opportunity with 33% reimbursement. State Grant deadline to apply is December 2024. All BOE and Town Authorizations must be completed prior to the deadline.

The units will serve to provide heat, fresh air and air conditioning to cafeterias which are utilized frequently for students, staff and for scheduled assemblies. New units will provide high efficiency ventilation, temperature and humidity control as well as reduced energy use for long-term life cycle and optimal occupant comfort. This project includes the following buildings:

1. GHS Gymnasium (6) Rooftop Units: \$630,000 estimate.
2. Buttonball Cafeteria Air Conditioning & Ventilation Upgrade: \$120,000 estimate.
3. Hebron Ave Cafeteria Air Conditioning & Ventilation Upgrade: \$120,000 estimate.
4. Hopewell Cafeteria Air Conditioning & Ventilation Upgrade: \$120,000 estimate.

## Estimated Capital Costs

Budget	2025	2026	2027	2028	2029	Total
	\$990,000	-	-	-	-	\$990,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



## Project Description and Status

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

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	\$1,500,000	-	-	-	-	\$1,500,000

## Estimated Operating Budget Requirements

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



## Project Description and Status

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

The entire roof surface is comprised of (31) roof areas totaling 352,000 square feet. In 1991, all roofs were replaced, except Building A (newest addition) and the Gym/Pool roof. These (29) roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts (BUR). These BUR roof areas are approximately 277,000 square feet and currently 30 years old. The physical appearance is in fair to poor condition. There are multiple signs of erosion of the ballast, a large portion of alligatored surfaces, shrinkage and cracking of the felts, delamination of expansion joints and flashing components. Repairs have been performed over the years and continues as needed. However, a built up and stone ballasted roof system has a “limited-service life” due to thermal changes, given the fact that its primary component is hot asphalt. Included in the budget is an estimated \$250,000 for removal and reinstallation of the solar panels.

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

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	\$75,000	\$6,000,000	-	-	-	\$6,075,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



## Project Description and Status

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

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	\$290,000	-	-	-	-	\$290,000

## Estimated Operating Budget Requirements

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

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



## Project Description and Status

Roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Due to timelines with the grant process, we are proposing design funding in 2025 and construction on or about 2027. This timeline factors in local regulatory process for State Grant as well as the School Construction Grant review and plan approval process.

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

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

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	\$75,000	-	\$1,200,000	-	-	1,275,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



## Project Description and Status

Most Glastonbury Schools have rubberized gym floor surfaces which are widely used twelve months a year. Due to the use, it is important to perform professional gym floor resurfacing services every 10 years to help prolong the life of a gym floor. This is recommended over a complete replacement as it is a significant cost savings as well as environmentally prudent. The work for 2026 would be at GHS. The work in 2028 would be for HO, HE, BB, EA and GW.

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	-	\$200,000	-	152,000	-	\$352,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



## Project Description and Status

The design funding requested in 2027 will consist of engineering plans and specifications for the replacement of all heating systems including the boilers, piping and energy management controls.

The new heating system replacement proposed in 2028, will replace the original 1983 steam heating plant and conversion to a hydronic hot water pipe system. This will provide higher efficiency, reduced energy costs and the modern mechanical infrastructure for a long-term life cycle and optimal occupant comfort.

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	-	-	\$75,000	\$950,000	-	\$1,025,000

## Estimated Operating Budget Requirements

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

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



## Project Description and Status

This project will consist of engineering plans and specifications to be completed in 2022 for the future replacement of ground mounted and roof mounted Chillers listed below. EUL<sup>1</sup> is 20 years with this type of major equipment. Service, maintenance and repairs have been performed over the years. Some of the major units may be eligible for energy grants through Eversource.

### GHS

- (2) Pad Mounted Air-Cooled Chillers (2004) 180 Tons Ea. (\$280K Ea.) in 2027

### Smith Middle

- (2) McQuay Rooftop Air-Cooled Chillers (2000) 300 Tons Ea. (\$380K Ea.) in 2029

<sup>1</sup> Estimated Useful Life

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	-	-	\$560,000	-	\$760,000	\$1,320,000

## Estimated Operating Budget Requirement

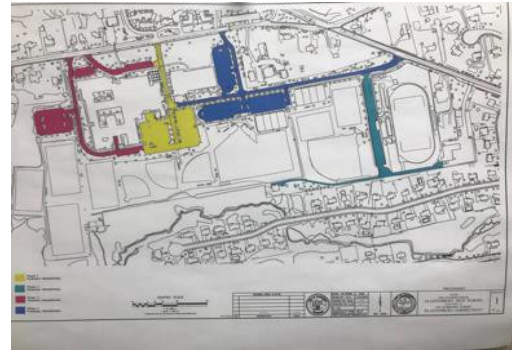
Annual operating costs (primarily electric utilities) will be quantified.

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



## Project Description and Status

The High School alone has approximately 392,000 square feet of parking. This request will consist of a multi-year overlay or reclamation and re-pave of areas of the parking lot and driveways that need repair or replacement. A multi-year plan is proposed that will address the entire site. In 2019 Phase 1 (Entrance “C” area) was completed. In 2022, the Senior Lot was completed. In 2027, we propose to complete the Junior Lot and finally, in 2028 the Baldwin and front lots.

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
			\$200,000	\$200,000		\$400,000

## Estimated Operating Budget Requirements

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

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



## Project Description and Status

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

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	-	-	-	\$120,000	-	\$120,000

## Estimated Operating Budget Requirement

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



## Project Description and Status

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

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	-	-	-	\$200,000	-	\$200,000

## Estimated Operating Budget Requirement

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

# Capital Improvement Projects (CIP) Form

November 13, 2023

## Overview

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



The Metropolitan District  
Hartford, Connecticut

## Project Description and Status

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

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

## Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	-	-	-	-	TBD	TBD

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

**Regular Board of Education Meeting**

Monday, October 23, 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.

**2. Pledge of Allegiance**

**3. Awards and Recognition**

3.A. Thomas Leisten, State Finalist - Presidential Awards for Excellence in Mathematics and Science Teaching

3.B. Joseph Mancino, State Finalist - Presidential Awards for Excellence in Mathematics and Science Teaching

**4. Student Representatives' Report**

4.A. Jachimma Anaedo, Class of 2024

Student Representative Jachimma Anaedo, Class of 2024 updated the Board about events happening at GHS.

4.B. Hayley Lemieux, Class of 2025

Student Representative Hayley Lemieux, Class of 2025 updated the Board about events happening at GHS.

**5. Information Session for Public Comment**

Shawnee Baldwin, 57 Nuthatch Knob Glastonbury, read from the Lorax and shared that she was pleased that composting was on tonight's agenda. Mrs. Baldwin also suggested that we remove plastic utensils, straws, and water bottles from our schools.

Board Member, Julie Thompson made a motion to amend the agenda to move the Composting Update discussion (Report and Discussion Item 7.B. Composting Update) to be addressed at this time. 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

#### 7.B. Composting Update

Dr. Bookman, Superintendent of GPS, provided an update on composting and an estimated timeline for the Elementary Schools.

### **6. Business Requiring Action**

#### 6.A. Approval of October Budget Revisions to the Approved 2023-2024 Board of Education Budget

Board approves the October budget revisions to the approved 2023-2024 Board of Education budget. 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 for Submission of the Title IV Grant

Board approves the submission of the Title IV 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.C. Approval for Submission of the Right to Read Grant

Board approves the submission of the Right to Read 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.D. Approval of the October 2, 2023 Meeting Minutes

Board approves meeting minutes of Monday, October 2, 2023. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

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

### 7. Reports and Discussion

#### 7.A. Program Reports

##### 7.A.1. English/Language Arts/Reading Program Reports

Director of Language Arts (Grade K-5), Mary Poisson and Director of English/Language Arts & Library, Tracey DeDonato, highlighted their report to the Board.

##### 7.A.2. Library Media Program Report

Director of Language Arts (Grade K-5), Mary Poisson and Director of English/Language Arts & Library, Tracey DeDonato, highlighted their report to the Board.

##### 7.A.3. World Language/Multilingual Learner Program Report

Director of World Languages and Multilingual Learners, Amanda Robustelli-Price, highlighted her report to the Board.

#### 7.C. Glastonbury Education Foundation

Board Member, Julie Thompson, reminded everyone to purchase their tickets for the Fall Gala.

### 8. Committee Reports

Board Member, Matt Sauning, shared that there will be a Policy Meeting on Monday, October 30, 2023 at 9:00AM. This meeting will be held in-person at the Board of Education Central Office, Conference Room C.

Board Member, Dave Peniston, Jr. shared that there will be a Curriculum Meeting on

Wednesday November 8, 2023 to discuss the GHS Program of Studies and the Music Curriculum review. This meeting will be held via Zoom.

**9. Chairman's Reports**

Dr. Doug Foyle shared that the new Board term begins on Tuesday November 14, 2023. On this date, at 6:30PM, there will be an organizational meeting for the new Board at Town Hall in, Meeting Room A. The purpose of this meeting is to swear in Board members and to elect the new officers.

Dr. Bookman and Dr. Foyle will also host a new member orientation between the election and the start of the new term.

**10. Superintendent's Report**

Dr. Bookman provided the Board with Red Ribbons in support of Red Ribbon Week at GHS.

10.A. Self Insurance Reserve Update, September 2023

10.B. School Enrollment Report, October 2023

10.C. Student Suspension Report, September 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 9:24PM.

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:** Athletics

**Director:** Trish Witkin, CMAA

**Date:** November 13, 2023

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

- 647 student-athletes earned All-Academic Honors
- 562 student-athletes earned Guardian Achievement Honors
- 119 student-athletes earned All-Conference
- 71 student-athletes earned All-State
- 10 student-athletes earned All New England
- 4 student-athletes named All-American
- 8 Conference Titles earned (GXC, FH, GS, GSW, GIT, BSW, BLAX, GOT)
- 2 State Champions (GXC, GIT)
- 1 New England Champion (GXC)
- 1 Coach named CHSCA Coach of the Year
- 1 Coach inducted in the CHSCA Hall of Fame

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

- Transitioned fully to online ticketing for athletic contests.
- Implemented action plan to address issues that arise at athletic contests.
- Modified site management plan to enhance experience at athletic contests.
- Successfully hosted league championships in wrestling.
- Participated in a statewide sportsmanship summit.

**3. 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?**

- Introduce character education programming for student-athletes, coaches and programs.
- Utilize local resources to bring programming to the department, specific to mental health and wellness for student-athletes and staff.
- Provide curriculum-based leadership training for captains and team/program leaders.
- Establish sportsmanship and fan behavior initiatives.

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

The following initiatives may require funding for resources, stipends, and/or training of staff and/or students:

- Sportsmanship Initiative
- Character Development
- Leadership Training/Captains Council
- Student-Athlete Leadership team revival
- Programming centered around mental health and well-being for student-athletes and coaches



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

**Program:** Agriscience & CTE  
**Director:** Elizabeth Cole  
**Date:** November 13, 2023

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

**Dual Credit Opportunities**

Glastonbury High School CTE and Agriscience programs offer opportunities for students to participate in dual courses for both 2-year and 4-year programs. For each GPS course, students may elect to pursue college credits through Manchester Community College and/or the University of Connecticut (ECE).

Department	GHS course	# Enrolled in GHS course	# Enrolled in dual credit	# of credits earned
Agriscience	Behavior and Training of Domestic Animals	23	15	45
Agriscience	Introduction to Companion Animals	11	9	27
Business	Business Computer Applications	10	7	21
Business	Keyboarding	22	12	36
Culinary Arts	Professional Baking	18	14	42
Culinary Arts	Professional Cooking	14	13	39
		Total Credits Earned		210

### Industry Certifications

Glastonbury High School CTE and Agriscience programs are working on developing varied opportunities for students to earn industry-certifications for high-demand job opportunities within the varying fields of study.

Department	GHS course	Industry Certification	# participated in certification	# of certifications earned
Agriscience	Foundations of Agriscience	Youth for Quality Care of Animals	26	2
Agriscience	Outdoor Power Equipment	National Safe Tractor and Machinery Operation Program <i>*written portion only</i>	41	41
Business	Marketing	Social Media Marketing Certification	64	0
Culinary Arts	Culinary Arts & Nutrition	Safe Food Handling Practice	112	112

### AgriScience Program

The regional AgriScience and Technology Education (ASTE) program students have additional requirements, such as the Supervised Agricultural Experience (SAE) and Future Farmers of America (FFA) degrees that they work on throughout their academic careers.

	Supervised Agricultural Experience <i>11,670 hours completed</i>		FFA degrees		
YOG	Proficiencies Submitted	Nationally recognized	Greenhand	Chapter	State
2023	2	1	20 out of 20	20 out of 20	11 out of 18
2024	N/A	N/A	22 out of 22	21 out of 23	N/A
2025	N/A	N/A	22 out of 25	15 out of 20	N/A
2026	N/A	N/A	28 out of 28	N/A	N/A

In addition to the SAE and FFA Degree work, students engage in both team and individual specialty career (CDE) and leadership (LDE) development events and competitions which take place both in and out of state. Each year students identify opportunities that align with their individual interests, skills

and goals. Teams consist of four students who work with Agriscience teachers as mentors outside of the school day to prepare and compete. Competitions take place both in and out of state.

- CDE's: National FFA Convention, Milk Quality & Food Science (3rd- team, 5th individual), Poultry (5th), Veterinary Science (6th-team, 1st-individual), Forestry (8th), Dairy Judging (8th) and Environmental & Natural Resources (8th), Ag Mechanics, Floriculture, Nursery Landscape
- LDE's: IMAGE advanced leadership, Public Speaking, Job Interview

### **Agriscience**

- Three teachers earned CASE certifications in AFNR, Plant Science & Animal Science
- Two teachers earned UCONN ECE certifications

### **Business**

- 20 students competed at the State Competition for DECA, 3 qualified for the international competition
- 1 teacher was awarded the GHS Essence Award
- 1 teacher completed 40 hours of training through Next Gen Personal Finance
- 1 teacher earned the Microsoft Office Word Certification
- 19 students inducted into the National Business Honor Society

### **Family Consumer Science (FCS)**

- Fashion students designed and constructed a quilt which was donated to the silent auction for the ABC house in Glastonbury.
- One fashion student did an internship through Bensons in NYC at a Bridal Fashion Show.
- Early Childhood students engaged in on-site learning experiences at the Early Learning Center (ELC) at Eastbury.
- A Teacher was elected to serve as the secretary of the CT Association of Family and Consumer Sciences.

### **Technology Education**

- Manufacturing students at Smith designed and produced custom puzzles for the BOE using the Glowforge laser.
- Graphics students at GHS designed and prototyped GHS Challenge coins.
- A Graphics student designed, produced, and hung a graphic mural in the new graphics lab.
- 31 students from the Architecture course at GHS displayed model homes at the Hartford Home Builders show at the Convention Center in Hartford.
- 1 Web Design student was honored by the Connecticut Chapter for Women in Information Technology with an award for her aspirations in computing.
- A teacher presented at the Computer Science Teachers association New England Conference.
- A CTE teacher and a team of GHS students partnered with CCSU faculty to modify a car for a young child with special needs as part of the *Go-Baby-Go* program.
- Three teachers were certified as ECE instructors.
- One teacher earned certification from the Small Engine Council.

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

- UConn credit opportunities were articulated within the following courses: Horticulture, Introduction to Floral Design, Advanced Floral Design, and Game Design.

- Industry-Certifications for all students enrolled in corresponding courses were piloted for the first time: Safe Serve Food Handling, Social Media Marketing, Youth for the Quality Care of Animals
- AgriScience ran the Foundations of Agriculture course for all freshman program students.
- The Education & Training concentration through the Family Consumer Sciences departments at GHS and Smith expanded opportunities for all students enrolled in their courses.
- Computer Science applications in CTE were expanded at GHS through the Game Design Course, Digital Electronics and PARE.
- Cross-course and interdisciplinary opportunities for students to extend and apply learning were created in Web Design, Entrepreneurship, Digital Electronics, and Production Systems.

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

- Multiple course levels are offered at GHS (Level 2, Level 1, ECE).
- Curriculum is continuously updated and refined to be relevant, student-centered, and current with modern technologies, techniques, and career-ready knowledge and skills.
- All courses offer students opportunities to be creative, innovative, and include self-directed opportunities for learning and demonstration of learning.
- Course placement is flexible as many classes are heterogeneously grouped, allowing students to challenge themselves without changing their class schedules.
- A wide variety of elective courses are offered across four different departments; new courses are proposed based on student interest and need.
- There are a number of extracurricular offerings in grades 7-12 for students to explore their interests in the areas of CTE, STEAM, and Agriscience.
- The Agriscience SAE course at GHS allows students the opportunity to engage in authentic work and/or research experience under the mentorship of an industry professional. These projects are based on student interest and often yield significant networking opportunities for our students.

**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 expand our dual-credit offerings and industry certification opportunities for students across all CTE department grades 9-12.
- Continue to refine our CTE offerings at Smith to incorporate STEAM and Computer Science opportunities for all students in grades 7 & 8.
- Continue to refine our pathways and course offering across the four Agriscience program areas: Animal Science, Plant Science, Mechanics & Engineering, and Environmental and Natural Resources.
- Develop the CTE Education and Training pathway to support future educators K-12.

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

- Continue to provide support for the expansion of Computer Science and STEAM experiences for all students in grades 7-12 through curriculum development, equipment, and instructional supply funds.

- Provide funding to support high quality professional development for CTE, Agriscience, and STEAM teachers, which is often limited to experiences out of district or state.
- Provide funding for industry-certifications for students through various course curricula.
- Provide funding to replace the Agriscience bus to transport students to various state programmatic activities, competitions, and field experiences.
- Provide funding to repair and update the GHS FCS Kitchen.



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

**Program:** Special Education

**Director:** Jolene Piscetello

**Date:** November 13, 2023

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

- All district IEPs are now live in the new Connecticut Special Education Data System (CTSEDS). Staff received support sessions, professional development, and troubleshooting assistance to ensure effective transitioning.
- An intensive special education classroom opened at Eastbury. The addition of this classroom allows programming for students with intensive needs in place of seeking an outplacement.
- Several psychologists and speech/language pathologists were trained in Autism Diagnostic Observation Schedule (ADOS-2), so they can better evaluate students for Autism. Additional staff will be trained this school year.
- Collaborated with the elementary reading department to align services. Over the summer, Occupational Therapists partnered with the reading department to develop a handwriting curriculum for kindergarten to be implemented this year.
- The LINKS mobile support team provided school teams across the district with strategies to better support students with social/behavioral needs.
- LINKS staff provided Collaborative Problem Solving (CPS) professional learning for all K-5 teachers.
- BCBA's provided ongoing training and professional learning opportunities to special education paraprofessionals across the district.
- LINKS increased elementary enrollment by 14 students, demonstrating an increased programming capacity for LINKS elementary age students.
- Partnership with the Health and Physical Education and the Athletics departments to ensure Unified Sports at all levels.
- Glastonbury Transition Academy has 23 job sites to support our students!
- Bridgeworks returned to their full capacity since return from COVID; the students make baskets for holiday gifts, fulfill stationary invitation orders, create personalized gift bags and participate in the marketing and sale of these items.

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

- A new intensive classroom to support students with multiple disabilities. Our team recognized that we had some students that have some more intensive needs and required a specialized classroom that can meet their needs and keep them in the district.
- Full-time paraprofessionals were hired in response to the shortage of part time staff.

- Math teachers facilitate a portion of the Math by Design classes at GHS to increase math skill development for special education students.
- An additional .5 afternoon preschool classroom opened in response to increasing numbers of preschool students with disabilities.

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

- Special Education programs for each individual student based on their needs. All IEPs focus on student strengths and needs.
- LINKS staff serve as experts in their field, providing consults and Collaborative Problem Solving training to all staff across the district.

**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?**

Looking ahead, the department will continue to:

- Provide professional learning opportunities to fellow colleagues to ensure all student needs are being met across curriculum areas.
- Evaluate the level of services and support being provided and revise as necessary to meet the needs of special education students.
- Evaluate students for social emotional and behavioral needs and develop individualized educational plans as needed for those students.
- Review individual student data as well as evaluate trends to adjust staffing and plan ahead each year.
- Focus on building and maintaining positive partnerships with students and families. To do so we need to reflect on our approaches, ensure access to materials in multiple languages and that special education processes are understood.
- Assess the needs of students and support professional learning opportunities for educators as needed.
- Encourage wellness through collaboration with building initiatives.

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

Continued financial support of the following is requested:

- IDEA Obligations – Meeting the obligations of IDEA requires appropriate resources for specialized instruction, legal fees, consultants, evaluations, technology, and implementation of services. These needs can vary based on current students. We consistently try to project needs and evaluate trends to support school teams.
- Staffing - We need to maintain appropriate staffing and support for our students; staffing within our schools as well as within our specialized programs. Staffing includes special education teachers, related service providers, paraprofessionals and tutors.
- Professional Learning - We are required to provide professional learning hours to all staff. Professional learning opportunities are aligned with our strategic plan and are designed to be consistent with the needs of staff to provide services and instruction to students.

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

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**Title of Report: Election Day Professional Development 2023**

**Board Meeting Date: November 13, 2023**

**Action:**

**Report: X**

**Information:**

**Discussion:**

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Purposeful and engaging professional learning opportunities were provided to certified staff across all grade levels and subjects on the November 7, 2023 district-wide day of professional learning. All sessions were explicitly aligned with our district goals, as well as our recently published instructional look-fors. The offerings of the day balanced targeted workshops to support teaching and learning with structured time for collaboration and wellness.

In the morning, all staff participated in a required session that offered strategies to support safe, supportive, and inclusive learning environments. Our PreK-5 staff identified and practiced turnkey strategies to strengthen positive student connections and improve classroom climate, while our 6-12 staff learned and applied the Collaborative Problem Solving strategy as a tool to address challenging student behaviors.

Staff were afforded choice in the second morning session, joining sessions that aimed to promote active learning by students. Workshops included:

- Jump Rope Readers Part 2 - Matching Students to Texts
- Embracing the Power of *Formative*
- Supporting Our Multilingual Learners
- Purposeful Play: Materials Matter!
- Unlocking the Power of *Actively Learn*
- First Steps of Building Thinking Classrooms (BTC)
- Digging Deeper into Digital Literacy Resources to Support Instruction
- These Are the Breaks: Brain Breaks and Energizers for the Block Scheduling Classroom

The afternoon invited all staff to prioritize wellness *their way*. The menu of formal wellness offerings boasted sessions that rivaled those from industry professionals! Our very own passionate and talented staff facilitated a number of wellness sessions that included introductions to pickleball, strength training, yoga, cycling, and even aerial skills. Because wellness takes many forms, staff was also afforded the opportunity to engage in self-guided activities, which included time in their classrooms or workspaces to collaborate with colleagues or prepare lessons for the days ahead.

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

- 95% of the respondents strongly agree/agree that the overall professional learning experience was meaningful and aligned with the district's strategic plan.
- 95% of the respondents strongly agree/agree that the overall professional learning provided individualized opportunities for engagement and new learning.

Our staff embraced this day as an opportunity to enhance their professional skills, nurture their curiosity, and prioritize their well-being. Overall, it was a very successful day and one that effectively met the recommendations of the district's Professional Development and Evaluation Committee (PDEC).

**Submitted By:** Kate Lund

**Reviewed By:** Alan Bookman

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

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

**Board Meeting Date:** November 13, 2023

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

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**Overview:**

Each year, meaningful events are organized to celebrate and honor veterans throughout our community while engaging students to reflect on the importance of the day. Welcoming veterans into all of our schools on Veterans Day has been a powerful celebration and learning experience for students, veterans and their families. We are so appreciative for the hundreds of veterans who take the time to visit our schools on this special day.

Many of our schools host a breakfast for veterans and their families before inviting them to an assembly or to visit classrooms. Additional activities include slideshows featuring our veterans, singing and live school band and orchestra performances, art and writing projects, fundraising for veterans causes, and special gifts created by students to be given or donated to veteran groups.

Veteran guest speakers are the highlight at the secondary level. At Gideon Welles, eleven veterans with ties to the school and all branches of the military will speak to students about their experiences. All Glastonbury High School students will hear from a panel of six faculty and staff members that served on behalf of our country. Smith Middle School welcomes back Captain James Brown, Charlie Battery Commander, 1st Battalion, 101st Field Artillery Regiment.

On November 11th, our music department supports the Veterans Day Ceremony at the Hubbard Green. Performing this year is the GHS Concert Choir.

Countless hours of planning and preparation go into these wonderful events. Thus, we are very grateful to the individuals and committees at each school that work so hard to make Veterans Day celebrations memorable for all involved.

**Submitted By:** Matthew Dunbar

**Reviewed By:** Alan Bookman



November 8, 2023

Dr. Alan Bookman / Albert Costa  
Glastonbury Public Schools  
628 Hebron Avenue  
Glastonbury, CT 06033

Memorandum regarding 50 Nye Road BOE and ELC Conversion

Dr. Bookman and Mr. Costa:

In September 2023, Silver / Petrucelli + Associates, Inc. (SP+A) was authorized by Glastonbury Public Schools (GPS) to conduct a feasibility study and cost estimate related to the proposed conversion of an existing 2-story office building at 50 Nye Road, into Board of Education (BOE) offices on the upper level and an Early Learning Center (ELC) on the lower level. During September and the first week in October, preliminary investigative work was conducted by SP+A, including examination of existing construction drawings, input of CAD files, and preliminary code research. Code research was primarily focused on the conversion of the existing office building (Business Use) into ELC (Education Use), as well as the requirements associated with "daycare" functions as defined by the CT State and International Building Code (IBC).

The most significant of these code improvements and requirements are as follows:

1. The installation of an automatic sprinkler system throughout the entire facility.
2. Direct access to the exterior from each ELC classroom providing services for children 3 years old or younger.

After reviewing all findings with Mr. Costa, we collectively agreed to pause the on-site investigations, and instead, to develop a conceptual, order of magnitude budget for review and consideration by the Superintendent and BOE.

A range of costs has been provided for this order of magnitude budget, as there are still uncertainties in the overall scope of renovation work that will be required under each scenario, due to both existing conditions as well as final building programs and preferred layout of the end users.

Understanding that this analysis has been completed based upon a cursory review of the facility and without any programming or space planning efforts with the end user, the numbers presented shall be considered preliminary in nature and subject to change as the discovery and design process unfolds. Should you have any questions regarding this memorandum, please do not hesitate to contact me at 203-230-9007x209 or [cnardi@silverpetrucelli.com](mailto:cnardi@silverpetrucelli.com).

Sincerely,

A handwritten signature in blue ink, appearing to read 'CNardi', is located below the 'Sincerely,' text.

Christopher Nardi, AIA *Principal / Project Architect*

**Building Square Footage:**

Upper Level – 15,400 Lower Level – 14,200

**SCENARIO 1 : Upper Level Renovated for BOE Use, Lower Level Renovated for ELC**

Use. Upper Level Construction Cost per SF : \$150 - \$250 (\$2,310,000 - \$3,850,000)

Lower Level Construction Cost per SF : \$400 - \$500 (\$5,680,000 - \$7,100,000)

Total Construction Cost \$7,990,000 - \$10,950,000

Total Soft Costs (30%) \$2,397,000 - \$3,285,000

**Total Scenario 1 Project Cost \$10,387,000 - \$14,235,000**

**SCENARIO 2 : Upper Level Renovated for BOE Use, Lower Level Renovated for Business**

Use Upper Level Construction Cost per SF : \$135 - \$235 (\$2,097,000 - \$3,619,000)

Lower Level Construction Cost per SF : \$250 - \$400 (\$3,550,000 - \$5,680,000)

Total Construction Cost \$5,647,000 - \$9,299,000

Total Soft Costs (30%) \$1,694,100 - \$2,789,700

**Total Scenario 2 Project Cost \$7,341,100 - \$12,088,700**

**SCENARIO 3 : Upper Level Renovated for BOE Use, Lower Level Left "As Is" (Vacant or leased to**

**tenant)** Upper Level Construction Cost per SF : \$135 - \$235 (\$2,097,000 - \$3,619,000)

Lower Level Construction Cost per SF : \$0

Total Construction Cost \$2,097,000 - \$3,619,000

Total Soft Costs (30%) \$623,700 - \$1,085,700

**Total Scenario 3 Project Cost \$2,720,700 - \$4,704,700**

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

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**Title of Report:** Next Generation Accountability Report 2022-2023

**Board Meeting Date:** November 13, 2023

**Action:**

**Report: X**

**Information:**

**Discussion:**

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As an annual requirement of the Every Student Succeeds Act (ESSA), The Connecticut State Department of Education (CSDE) has released the 2022-2023 *Next Generation Accountability Report* for Connecticut school districts across the state.

Connecticut's *Next Generation Accountability System* is designed to help tell the story of how well a school or district is preparing its students for success in college, careers, and life. It provides a holistic, multifactor perspective of district and school performance. The model includes 12 indicators to describe district and school qualities that the CSDE has selected to define student success:

1. *Performance Index* – Academic achievement status is measured by state assessments in English/Language Arts, mathematics and science for all students and for high needs subgroups.
2. *Academic Growth* – Growth of individual students on the SmarterBalanced and LAS Links (if applicable) assessments is monitored as they progress through grade levels.
3. *Assessment Participation* – This measurement is captured by not reported on the results chart. The CSDE expects an assessment participation rate of at least 95%.
4. *Chronic Absenteeism* – Attendance is reported for all students, and chronic absenteeism is defined by 10% or more absences in the school year for any reason
5. *Preparation for CCR (Courses)* – Preparation for college and career readiness is measured by the percentage of students enrolled in postsecondary or career-aligned courses.
6. *Preparation for CCR (Exams)* – Preparation for college and career readiness is measured by the percentage of students passing related exams.
7. *On-Track to Graduation* – The course enrollment and corresponding anticipated credits of ninth grade students is used to determine the percentage of students on-track to graduate on time.
8. *4-Year Graduation* – This captures the percentage of students graduating in four years.
9. *6-Year Graduation* – This captures the graduation rate of our six-year cohort (high-needs students).
10. *Postsecondary Entrance* – The percentage of graduating class who enrolled in a 2- or 4-year postsecondary institution any time during the first year after high school graduation.
11. *Physical Fitness* – The percentage of students meeting/exceeding the Physical Fitness Assessment.
12. *Arts Access* – The measure of student enrollment in dance, music, visual arts and theater courses.

Each district and school is awarded an **Accountability Index** based on the percentage of total possible points earned on all available indicators. The results for Glastonbury Public Schools are attached.

We always seek and review data that may increase the instructional capacity of our schools. However, these results, based on criteria that do not align completely with our district measures of success, need to be analyzed and addressed with caution. We continue to value our internal comprehensive review system that includes our curriculum rigor, instructional practices, content and skill assessments, safe school climate initiatives, and intervention framework to support all learners.

**Submitted by:** Kate Lund

**Reviewed by:** Alan Bookman

## CT Accountability Index Results for Glastonbury Public Schools 2022-2023

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	76.6	75	50.0	50	100.0	85.2
1b. ELA Performance Index - High Needs Students	62.6	75	41.7	50	83.5	72.1
1c. Math Performance Index - All Students	75.3	75	50.0	50	100.0	79.6
1d. Math Performance Index - High Needs Students	59.5	75	39.7	50	79.3	65.2
1e. Science Performance Index - All Students	74.6	75	49.7	50	99.4	82.1
1f. Science Performance Index - High Needs Students	57.9	75	38.6	50	77.2	68.2
2a. ELA Academic Growth - All Students	66.7%	100%	66.7	100	66.7	57.2
2b. ELA Academic Growth - High Needs Students	60.6%	100%	60.6	100	60.6	52.5
2c. Math Academic Growth - All Students	73.5%	100%	73.5	100	73.5	61.8
2d. Math Academic Growth - High Needs Students	60.6%	100%	60.6	100	60.6	55.5
2e. Progress Toward English Proficiency - Literacy	72.7%	100%	36.4	50	72.7	55.3
2f. Progress Toward English Proficiency - Oral	69.6%	100%	34.8	50	69.6	56.1
4a. Chronic Absenteeism - All Students	8.3%	<=5%	43.3	50	86.6	39.8
4b. Chronic Absenteeism - High Needs Students	18.4%	<=5%	23.2	50	46.4	6.0
5. Preparation for CCR - Percent Taking Courses	76.6%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	65.7%	75%	43.8	50	87.6	59.0
7. On-track to High School Graduation	96.6%	94%	50.0	50	100.0	87.7
8. 4-year Graduation: All Students (2022 Cohort)	96.2%	94%	100.0	100	100.0	94.6
9. 6-year Graduation: High Needs Students (2020 Cohort)	92.3%	94%	98.2	100	98.2	91.1
10. Postsecondary Entrance (Graduating Class 2022)	81.6%	75%	100.0	100	100.0	88.2
11. Physical Fitness (estimated participation rate = 87.0% )	49.9%	75%	16.6	50	33.3	60.6
12. Arts Access	63.5%	60%	50.0	50	100.0	90.9
<b>Accountability Index</b>			1177.5	1450	81.2	69.3

### Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	62.6	12.4	16.6	N
Math Performance Index Gap	75.0	59.5	15.5	18.0	N
Science Performance Index Gap	75.0	57.9	17.1	17.8	N
Graduation Rate Gap (2020 Cohort)	94.0	92.3	1.7	8.7	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.  
 If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates	
Indicator	Participation Rate (%)
ELA - All Students	98.9
ELA - High Needs Students	97.1
Math - All Students	98.8
Math - High Needs Students	96.8
Science - All Students	97.9
Science - High Needs Students	94.0

Minimum participation standard is 95%.

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

TO: Board of Finance  
Jonathan Luiz, Town Manager

FROM: Keri Rowley, Director of Finance & Administrative Services *KJR*

DATE: November 7, 2023

SUBJECT: Self Insurance Reserve Update October 2023

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The attached report summarizes the Self Insurance Reserve fund through October 2023. The total reserve is \$12,802,599 allocated \$5,304,587 and \$7,498,012 between Town and Board of Education, respectively. As of October the fund is experiencing a \$2,183,826 loss for the fiscal year.

As of October 31st, we are expecting to receive reimbursement of \$420,171 from CT Prime for FY2023 large loss claims (\$381,623 for BOE and \$38,548 for the Town). This balance due is not reflected in the financial summary.

There are currently no large loss claims for FY2023/2024, which are defined as any claims that exceed \$50,000.

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

**SELF INSURANCE RESERVE FUND**

YTD Balances As of: October 31, 2023

	Town	Education	Total
<b>Contributions</b>			
Employer	\$1,328,846	\$2,719,209	\$4,048,055
Employee	446,742	888,822	1,335,564
Stop Loss Reimbursement	-	10,015	10,015
<b>Total Revenues</b>	<b>\$1,775,588</b>	<b>\$3,618,046</b>	<b>\$5,393,634</b>
<b>Expenditures</b>			
<b>Anthem</b>			
ASO Fees	\$40,552	\$158,707	\$199,259
Claims	1,257,350	4,923,841	6,181,191
	\$1,297,902	\$5,082,548	\$6,380,450
<b>Delta Dental</b>			
ASO Fees	\$5,966	-	\$5,966
Claims	60,379	-	60,379
	\$66,345	-	\$66,345
Bank Fees/PCORI Fee	\$0	\$0	\$0
CT Prime	278,258	807,407	\$1,085,665
OneDigital Consultant Fees	9,000	36,000	45,000
	\$287,258	\$843,407	\$1,130,665
<b>Total Expenditures</b>	<b>\$1,651,505</b>	<b>\$5,925,955</b>	<b>\$7,577,460</b>
Current Year Revenues Less Expenses	\$124,083	(\$2,307,909)	(\$2,183,826)
Reserve July 1, 2023	\$5,180,504	\$9,805,921	\$14,986,425
Reserve at end of month	\$5,304,587	\$7,498,012	\$12,802,599

	Town	BOE	Total
Reserve at end of month	\$ 5,304,587	\$ 7,498,012	\$ 12,802,599
Recommended Minimum Reserve <sup>A</sup>	\$ 1,138,958	\$ 4,042,780	\$ 5,181,738
Variance Over/(Under) Reserved	\$ 4,165,629	\$ 3,455,232	\$ 7,620,861

A. As of November 2023. The next update will be provided in February 2024.

**GLASTONBURY PUBLIC SCHOOLS  
GLASTONBURY, CONNECTICUT**

**SCHOOL ENROLLMENT Nov 1, 2023**

<u>Elementary</u>	<u>Pre-K= 82</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>
Buttonball		68	88	69	75	66	88		454
Hebron Ave.		61	79	84	75	79	83		461
Hopewell		86	88	81	110	106			471
Naubuc		67	61	71	74	77			350
Nayaug		86	119	73	87	86	86		537
Elementary Subtotal		368	435	378	421	414	257	0	2273
Gideon Welles							170	434	604
	K-6 Totals								2877
<b>Elementary Total</b>		<b>368</b>	<b>435</b>	<b>378</b>	<b>421</b>	<b>414</b>	<b>427</b>	<b>434</b>	<b>2877</b>

<u>Middle</u>		<u>7</u>	<u>8</u>	<u>Total</u>
Smith Middle	Middle Subtotal	419	421	840
<b>Middle Total</b>		<b>419</b>	<b>421</b>	<b>840</b>

<u>Secondary</u>		<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
Glastonbury High	Secondary Subtotal	447	435	457	439	1778
<b>Secondary Total</b>		<b>447</b>	<b>435</b>	<b>457</b>	<b>439</b>	<b>1778</b>

**TOTAL** 5495

Pre-K 82  
**OUT OF DISTRICT (27 & GHS ALTERNATIVE PROGRAM (0))** 27

**GRAND TOTAL** 5604

**RECAPITULATION**

GRADE	11/1/2022	11/1/2023	Change Over Previous Years Enrollment All
	Enrollment All Without M	Enrollment All Without M	
Pre-K	76	82	6
K	414	368	-46
1	369	435	66
2	409	378	-31
3	404	421	17
4	415	414	-1
5	420	427	7
6	410	434	24
<b>Subtotal Elementary</b>	<b>2917</b>	<b>2959</b>	<b>42</b>
7	423	419	-4
8	431	421	-10
9	430	447	17
10	464	435	-29
11	446	457	11
12	467	439	-28
<b>Subtotal Secondary</b>	<b>2661</b>	<b>2618</b>	<b>-43</b>
<b>TOTAL</b>	<b>5578</b>	<b>5577</b>	<b>-1</b>
<b>OUT OF DISTRICT &amp; GHS ALTERNATE</b>	<b>31</b>	<b>27</b>	<b>-4</b>
<b>GRAND TOTAL</b>	<b>5609</b>	<b>5604</b>	<b>-5</b>

## School Enrollment by Class November 1, 2023

	<b>GRADE K</b>						<b>TOTAL</b>
Buttonball	17	17	17	17			= 68
Hebron	16	15	15	15			= 61
Hopewell	18	17	17	17	17		= 86
Naubuc	17	17	17	16			= 67
Nayaug	19	18	18	16	15		= 86
							<b>368</b>
	<b>GRADE 1</b>						
Buttonball	19	18	17	17	17		= 88
Hebron	20	20	20	19			= 79
Hopewell	18	18	18	17	17		= 88
Naubuc	21	20	20				= 61
Nayaug	20	20	20	20	20	19	= 119
							<b>435</b>
	<b>GRADE 2</b>						
Buttonball	18	17	17	17			= 69
Hebron	21	21	21	21			= 84
Hopewell	21	20	20	20			= 81
Naubuc	18	18	18	17			= 71
Nayaug	19	19	18	17			= 73
							<b>378</b>
	<b>GRADE 3</b>						
Buttonball	19	19	19	18			= 75
Hebron	19	19	19	18			= 75
Hopewell	23	22	22	22	21		= 110
Naubuc	23	22	15	14			= 74
Nayaug	23	22	21	21			= 87
							<b>421</b>
	<b>GRADE 4</b>						
Buttonball	22	22	22				= 66
Hebron	20	20	20	19			= 79
Hopewell	23	22	21	20	20		= 106
Naubuc	20	19	19	19			= 77
Nayaug	22	22	21	21			= 86
							<b>414</b>
	<b>GRADE 5</b>						
Buttonball	22	22	22	22			= 88
Gideon Welles	23	22	21	21	21	21	= 170
Hebron	21	21	21	20			= 83
Nayaug	22	22	21	21			= 86
							<b>427</b>