



## REGULAR BOARD OF EDUCATION MEETING

Monday, November 24, 2025 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. Congressional App Challenge Winners
  - B. Glastonbury Public Schools Bus Yard Mechanics
4. Student Representatives' Report
  - A. Amalia Baird, Class of 2027
  - B. Ariana Stevenson, Class of 2027
  - C. Taylor Balthazar, Class of 2028
5. Information Session for Public Comment
6. Reports and Discussion
  - A. Operations and Maintenance Report
  - B. Transportation Report
  - C. Athletics Report
7. Business Requiring Action
  - A. Acceptance for First Reading Glastonbury High School Program of Studies 2026-2027
  - B. Acceptance for First Reading Smith Middle School Program of Studies 2026-2027
  - C. Acceptance of 2027-2028 Glastonbury Public Schools Calendar for First Reading
  - D. Acceptance of 2028-2029 Glastonbury Public Schools Calendar for First Reading
  - E. Acceptance for First Reading Board of Education Meeting Dates January 2027-January 2028
  - F. Approval of Capital Improvement Plan (CIP) 2027-2031
  - G. Approval of the November 10, 2025 Special Board of Education Meeting Minutes
  - H. Approval of Special Board of Education Meeting Minutes - Tuesday, November 18, 2025 (8:00 pm)
  - I. Approval of Special Board of Education Meeting Minutes - Tuesday, November 18, 2025 (8:15 pm)
8. Reports and Discussion

- A. Construction of Two (2) Rectangular Turf Fields at Glastonbury High School
- B. Next Generation Accountability Results
- C. Veterans Day Celebrations
- 9. Committee and Liason Reports
- 10. Chairman's Reports
- 11. Superintendent's Report
  - A. Staff Appointments
    - 1. Caroline Brancato, Glastonbury High School, Mathematics Teacher
  - B. Staff Resignations
    - 1. Andrew Sparks
  - C. Student Suspension Report, October 2025
  - D. Dates to Remember
- 12. Adjournment
  - A. Please note: It is possible that the Board of Education may go into Executive Session

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

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

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

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

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

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

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

Public Comments for BOE Meeting (Responses) 2025-2026

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.
11/23/2025 15:50:37	Audrey Yellen Quinlan	90 CANDLELIGHT DR	<p>Letter boe 11/13</p> <p>In last week's Citizen, there was a lengthy article regarding the cancellation of the PTSO Candidates' Forum. It should be noted that ANY attempt to deny candidates the right to participate in a safe face-to-face debate is unacceptable and not who we are as a community.</p> <p>Since first hearing about the serious social media posts, I've been trying to get copies of the actual threatening posts, but I have been unsuccessful. Background:</p> <p>October 16th edition of the Citizen, the reporter cited that the PTSO candidates' forum was cancelled due to "a threatening message directed at one of the candidates on social media..." and the PTSO was "...changing the format" due to "threatening messages...on social media."</p> <p>October 17th, A Glastonbury Citizen Newspaper post on Facebook, "The PTSO decided to change the format of...the Forum...as a result of social media threats aimed at some candidates..." My question to the Board of Education members: Were the threats reported to the police? If not, why not?</p>
11/23/2025 15:51:12	Audrey Yellen Quinlan	90 Candlelight Dr	<p>October 23rd, my FOI was sent to the Glastonbury Police Department "I am requesting an electronic copy of all documents pertaining to the GPD investigation regarding the cancellation of the Board of Education candidates' debate by Glastonbury PTSO, originally scheduled for October 2025."</p> <p>October 24rd, my request was received.</p> <p>October 29th GPD response, "A search of Glastonbury Police records did not produce any results for the criteria provided."</p> <p>October 29th, my email to all BOE members and Alan Bookman, "Who among you can provide me with verification of the actual social media threats that canceled the PTSO-sponsored candidate debate? If no one can, that is an extremely serious accusation. I followed up with a FOI request to the GPD...(see October 24)</p> <p>October 30th, my email FOI was sent to Alan Bookman, "I am formally submitting a request under the Freedom of Information Act (FOIA), statute 1-200 et seq., for an electronic copy of all correspondence exchanged between all members of the Glastonbury Board of Education, all members of the Parent Teacher Student Organization (PTSO), and yourself. The requested correspondence should pertain specifically to the cancellation of the 2025 Board of Education debate, which was sponsored by the PTSO and canceled as a result of serious threats posted on social media. Additionally, I am requesting copies of the actual social media threats that were posted and led to the debate's cancellation." No response.</p> <p>November 20th, The article in last week's Citizen does not cite "social media" when, in fact, that's where the serious threat was posted.</p> <p>Question for Board members: Was the cancellation due to social media threats or not? If the forum was cancelled due to social media threats, please provide me with copies of the posts. If you cannot, I must assume there were no threats, and this was a successful effort to deny the candidates an opportunity to participate in a safe face-to-face dialogue in a public venue.</p> <p>Where is the truth?</p>

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.
11/23/2025 18:35:07	Nadia Kousar	218 great pond Rd, South Gl	<p>I am reaching out on behalf of Muslim parents, students, and families in Glastonbury to respectfully request that the Muslim religious holidays Eid al-Fitr and Eid al-Adha be recognized as official holidays on the Glastonbury Public Schools academic calendar.</p> <p>For Muslim students and their families, Eid is a deeply meaningful religious observance – a time of communal prayer, reflection, celebration, and family gathering. When school remains in session on Eid, many students are forced to choose between attending classes or honoring their faith – a choice no student should have to make. Recognizing Eid as a school holiday would uphold the district’s values of inclusion, equity, and respect that are central to an excellent educational environment.</p> <p>By accommodating Eid in the school calendar, Glastonbury Public Schools would send a powerful and affirming message: every student’s faith and identity matter. This recognition would help reduce avoidable absenteeism, prevent Muslim students from missing instruction or feeling marginalized, support their sense of belonging, and reinforce the district’s commitment to valuing the diversity of its families.</p> <p>We are working in collaboration with CAIR-CT, which has supported similar efforts in many Connecticut districts, including Stamford, Norwalk, Bridgeport, Fairfield, Trumbull, Milford, West Haven, Orange, New Haven, Hamden, Waterbury, New Britain, South Windsor, and Manchester.</p> <p>We plan to speak during the public comment portion of the Board meeting on 11/24, and the following individuals—including several students—will be sharing their perspectives:</p> <p>Nadia Kousar, MD                      Amber Cheema, MD                      Bilal Awais – 10th grade                      Eshaal Awais – 2nd grade                      Aayat Hussain – 7th grade                      Ashir Fahad – 5th grade                      Zoya Cheema – 10th grade                      Amina Syed – 4th grade                      Arshil Syed – 11th grade</p> <p>We will also be submitting a signed community petition in support of this request, along with an Eid calendar for the upcoming years.</p> <p>Thank you for your time and for your dedication to maintaining a school system where all students feel seen, supported, and respected.</p>



## Operations & Maintenance Report

**Director:** Albert Costa

**Date:** November 24, 2025

### Department Functions

Operations and Maintenance (O&M) is a critical program to ensure school buildings are well serviced from a custodial and maintenance perspective. Our charge is to ensure the school environment is safe and conducive to teaching and learning. The overall program contains several very distinct areas which are listed below. These services are provided across 10 school buildings totaling one million square feet of space.

#### Operations / Maintenance / Health and Safety

- Ensure efficient, quality and reliable services to building occupants
- Strive to reduce maintenance costs through comprehensive preventative maintenance programs
- Operate utilizing best practices, professional standards, and code compliance
- Train all employees annually for OSHA and EPA requirements
- Maintain a perpetual inventory of supplies and equipment

#### State / Federal Mandated Inspections, Testing and Repairs for School Buildings

- Fire & Life Safety / Boilers / HVAC / Elevators / Water Systems
- DPH - Indoor Pool Operation / Potable Water & Septic Systems
- Asbestos Management Program / Indoor Air Quality Mandates
- Hazardous Chemical Removal - Labs & Maintenance Dept.
- Recycling & Refuse Removal
- Energy Management and Conservation Program
- Cellular and Landline Telephone Systems
- Emergency Responses 24/7/365

#### Budget / Special Projects / Capital Improvements / Events Set-Up

- Fiscal Management, Construction & Grants Management
- Renovation Projects by Maintenance Dept.
- Annual Graduation Set-Up, Event Set-Ups, Moving Services

#### Community Use Office

- This department is responsible for reserving school buildings by eligible town groups in accordance with Board policy. School programs are prioritized above any and all community group requests.
- Community events scheduled are approximately 40,000 districtwide each year. There is a high demand for scheduling which impacts space availability, use and wear to buildings and an increase in operational budget, utilities and overtime.

## **Staffing**

The department services the school district with a dedicated staff across multiple work shifts.

### **Custodial Staff**

- 61.5 within three shifts

### **General Maintenance Staff**

- HVAC Licensed (3)
- Plumbing: Licensed (2)
- Electrician: Licensed (2)
- Carpentry/Locks/Flooring/Roofing/General (6)

### **Support Staff**

- Facility Secretary (1)
- Community Use Coordinator (1)

### **Custodial Supervisor**

### **Facility Manager**

### **Director**

Fiscal year to date, productivity indicates 1091 work orders completed and 190 in progress.

## **Important Changes and Plans for the Future**

- Recent retirements, allowed us to hire some new staff and that has been a great investment for the district. We continue to expand training of our maintenance staff across multiple trade disciplines. This will provide higher efficiency and response time to work orders.
- We will continue to support staff with an emphasis on positive relationships, a unified understanding of expectations and results. This culture has a direct impact on the operational model which is designed to maintain a committed team that will take ownership and pride in their work. This environment helps with response time, cost control and well-maintained buildings and property.

## **Successes**

### **2025 Highlights of Completed Projects**

- Strength & Conditioning Center
- Eastbury Modulars
- Five (5) HVAC Projects under the Phase II Grant: Hopewell, Hebron Avenue, Buttonball, Naubuc and Glastonbury High School.
- Gideon Welles Roof Replacement and Fascia Panel

## **Short Term Challenges**

### **Upcoming Projects for Summer 2026**

- High School Gym Floor
- High School Scoreboards
- Football Field Turf, Resurfacing the Track and (8) Tennis Courts

### **RFQ Architect Design Services for Roofs GHS & Naubuc**

- Grant Application for Roof Replacements
- State DAS Plan approval of Design Projects
- Out to Bid January 2027 (GHS) January 2028 (Naubuc)

## **Long Term Plans**

- Future Planning, Design, Bidding and Management of projects listed in CIP
- Continue updates to engineering level data of infrastructure to support capital planning



## Transportation Report

**Transportation Coordinator:** Angelo Balesano

**Date:** November 24, 2025

The Transportation Department is dedicated to ensuring the safe and efficient movement of students and staff. The primary responsibilities include:

- **Daily Student Transportation:** Safely transporting students to and from school.
- **Athletics Support:** Providing transportation for student athletes and coaches to events and practices.
- **Vehicle Maintenance:** Performing regular maintenance on all department vehicles to ensure all state and federal safety standards are met.
- **Field Trips:** Coordinating transportation for student and faculty field trips.
- **Crossing Guard Management:** Supervising and assigning crossing guards to ensure all school posts are staffed daily.

### Transportation Statistics

#### Fleet Information

<u>Regular Route</u> <u>Bus</u> 49	<u>Buses</u> <u>Other Runs</u> 13	<u>Mini Buses</u> 4	<u>Total Buses</u> 66
<u>Leased Vans</u> 35	<u>Owned Vans</u> 0	<u>Total Vans</u> 35	

#### Personnel

<u>Bus Drivers</u> 66	<u>Van Drivers</u> 30	<u>Crossing Guards</u> 9	<u>Full Time</u> 9	<u>Monitors</u> 0	<u>Total</u> 114
--------------------------	--------------------------	-----------------------------	-----------------------	----------------------	---------------------

#### Annual Mileage (Includes miles from field trips and athletic events)

<u>22/23</u> 1,133,632	<u>23/24</u> 1,184,845	<u>24/25</u> 1,136,351
---------------------------	---------------------------	---------------------------

### Successes

- The driver shortage remains a nationwide challenge. Despite this, we have successfully maintained our driver workforce by offering competitive wages and benefits, advertising, and actively recruiting.
- By adding modern diagnostic capabilities, obtaining permission to complete warranty repairs in-house, and performing most repairs in-house, we've reduced both repair time and overall maintenance costs.
- We've been approved to use a parts program called Fleet Charge, which is an

International (IC) parts program. In addition, we continue to utilize RepairLink, a Navistar parts platform that allows us to view parts availability and pricing across multiple Navistar dealerships. This combination along with the use of existing state contracts, has significantly improved our ability to source parts efficiently and secure the best pricing.

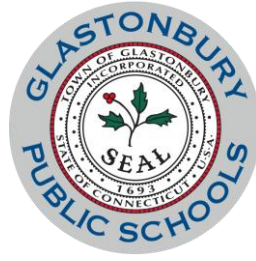
- We successfully transitioned from our previous applications to new software programs for routing, field trips, and fleet maintenance. The new systems are more user-friendly, offer improved functionality, and make it easier to generate reports and manage day-to-day operations.

### **Short-Term Challenges**

- New bus deliveries continue to face delays due to ongoing production challenges, a situation affecting all vehicle manufacturers industry-wide.
- While the LINKS, Pre-K, and GTA programs have been successful, along with our other in-district and out-of-district transportation services, arranging van transportation for students with specific needs remains a challenge. We will continue collaborating with Pupil Services to identify and implement effective solutions to ensure these students receive the transportation they require.
- There is currently a nationwide shortage of diesel mechanics, and this has made recruiting qualified technicians increasingly difficult. The shortage is impacting many sectors, including student transportation. Finding and retaining skilled mechanics continues to be a significant challenge.
- We are facing a growing problem with motorists illegally passing our school buses during student pickup and drop-off times. This behavior puts students at serious risk of injury, particularly when they are crossing the street to board or exit the bus. To address this, we have begun installing stop-arm cameras on our buses to identify and enforce violations. These cameras are proving to be an essential tool in holding drivers accountable. Without this enforcement mechanism, many violations would continue to go unnoticed and unpunished.

### **Long-Term Plans**

- Continue to actively recruit experienced bus and van drivers through targeted advertising efforts, while regularly evaluating and recommending new incentives to attract and retain drivers.
- Continue to uphold a thorough safety training program for all transportation personnel, working closely with the Connecticut Department of Transportation and the DMV to ensure compliance and best practices.
- Continue the four/five bus replacement program to enhance overall safety.
- We will continue to offer advanced training opportunities for our mechanics to ensure they stay up-to-date with current and emerging vehicle technologies as diesel engines, diagnostic systems, and safety features continue to evolve.
- We will continue to research and evaluate emerging technologies aimed at enhancing student transportation safety, and provide recommendations accordingly.



## **Athletics Report**

**Director:** Trish Witkin, CMAA

**Date:** November 24, 2025

### **1. Highlight or summarize key achievements of the students, staff, and/or program from the past year.**

- 661 student-athletes earned All-Academic Honors
- 610 student-athletes earned Guardian Achievement Honors
- 116 student-athletes earned All-Conference Recognition
- 42 student-athletes earned All State Recognition
- 9 student-athletes earned All New England Honors
- 10 conference titles won
- 3 state championships won
- 1 head coach, Coach Collins, inducted into the CHSCA Hall of Fame
- 9 student-athletes honored at Gametime CT High School Sports Awards Program
- 1 student-athlete was named CT Gatorade Player of the Year in two sports

### **2. Outline key developments or changes to the program within the past year.**

- Successfully opened and integrated the training program into the new strength and conditioning center.
- Integrated second district-hired athletic trainer into sports medicine program.
- Implemented a new head injury assessment program.
- Participated in a statewide sportsmanship program for student-athletes, inviting leaders of our student fan group to participate.
- Supported club initiative “Morgan’s Message” during the three seasons of play, striving to erase the stigma associated with mental health and seeking support.
- Offered a “New Student-Athlete” information program to provide guidance to new athletes and families on athletic opportunities and requirements for participation.
- Collaborated with the School Counseling department on athletic participation and eligibility for student-athletes.

### **3. Share program areas of focus for the year ahead in accordance with the 6th Generation Strategic Plan.**

- Continue to offer programming and training for coaching staff on emergency protocols and procedures.
- Provide and/or support character development and health and wellness programs for student athletes.

- Implement curriculum based-leadership training for captains and team leaders.
- Maintain a strong focus on sportsmanship initiatives and establish direct connections back to programs for implementation and growth.
- Obtain status of National Athletic Trainer Association (NATA) Safe Sport School.

#### **4. Detail the financial needs associated with the program.**

The following initiatives may require funding for resources, stipends, and or training of staff and student-athletes:

- Sportsmanship initiatives
- Character development and education programs
- Initiatives supporting mental health and wellness awareness

# GLASTONBURY HIGH SCHOOL

## SIGNIFICANT CHANGES IN THE PROGRAM OF STUDIES 2026-2027

Many course titles have been revised or updated based on continuing curriculum work or recent curriculum reviews in departments.

The Piano/Keyboard course description has been updated to more accurately reflect the current content, skills, and learning objectives taught in the class. This revision ensures that students have a clearer understanding of what to expect from the course within the Program of Studies.

The Music Production course description has been updated to more accurately reflect the current content, skills, and learning objectives taught in the class. This revision ensures that students have a clearer understanding of what to expect from the course within the Program of Studies.

The Introduction to Animal Science course description has been updated to more accurately reflect the current content, skills, and learning objectives taught in the class. This revision ensures that students have a clearer understanding of what to expect from the course within the Program of Studies.

The Fashion Design course description has been updated to more accurately reflect the current content, skills, and learning objectives taught in the class. This revision ensures that students have a clearer understanding of what to expect from the course within the Program of Studies.

The Contemporary Craft Design course description has been updated to more accurately reflect the current content, skills, and learning objectives taught in the class. This revision ensures that students have a clearer understanding of what to expect from the course within the Program of Studies.

The following English courses will now be listed with a new title. The new titles accurately reflect the course content.

- American Lit will now be listed as The American Paradox
- Modern Lit will now be listed as Youth in the Modern World
- World Lit will now be listed as World Expressions of the Human Story
- Global Lit will now be listed as Global Perspectives and Citizenship
- Journalism will now be listed as Critically Understanding Mass Media
- Introduction to Poetry will now be listed as Verse and Voice in Poetry

Cybersecurity will now be listed as AP Cybersecurity. The College Board released an updated Cybersecurity Curriculum, allowing students to get an AP credit.

The Glastonbury High School Program of Studies  
is now a virtual website.

<https://sites.google.com/glastonburyus.org/ghs-program-of-studies/home>

**Proposed Program of Studies Amendments  
2026-2027 Summary**

<b>PAGES</b>	<b>SUBJECT AREA</b>	<b>REVISIONS</b>
Cover	General Information	Updated: Year
3	Curriculum Directors	Updated: Year, Director's last name,
5	General Information – Intro. School Counseling Department	Updates per SMS administration request. Updates per Director, Ted Gregorski.
6	Reporting Student Progress	Updates per SMS administration request. (Report cards are no longer mailed home.)
8	Grade 8 only English/Language Arts	New names:  Narrative Writing Unit: Elements of Fictional Narrative & Literary Analysis  Informational Writing & The Origins of Story Structure Unit: Literary Journeys & Discovering Growth Through Adversity  Editorial Writing & Social Change Unit: Multiple Perspectives & Critical Reading of Texts  Shakespeare & Poetic Form Unit: Shakespeare's Form and Narrative Writing
9-11	Wording changed within course descriptions	The changes reflect two things: 1. The pilot group of students taking Chinese as their only world language that is coming up from GW. 2. The changes to the course essential questions.
20-21	CTE and Trades/STEAM updates	Delete 2 grade 7 courses: Young Inventors and Pre-Engineering Lab Add 2 new grade 7 courses: #E470 = Introduction to Trades & Home Repair #E 417 = STEAM 7

**20256-20267**  
**SMITH MIDDLE SCHOOL**  
**PROGRAM OF STUDIES**



**Principal: Dr. Bobby Skarvelas**  
**Assistant Principal: Mr. Jemal Graham**  
**Assistant Principal: Mrs. Jillian Bernard**

## Smith Middle School Mission Statement



Smith Middle School encourages inquiry that fosters learning, embraces a culture of tolerance and kindness and inspires students to reach out to others and make a difference in our world.

**SMITH MIDDLE SCHOOL  
PROGRAM OF STUDIES**

**20256-20267**

**Smith Middle School Administration**

Bobby Skarvelas, E.D., Principal  
Jemal Graham, Assistant Principal  
Jillian Bernard, Assistant Principal

**Central Office Administration**

Alan B. Bookman, Ph.D., Superintendent  
Scott Hurwitz, Ed.D , Assistant Superintendent  
Kate Lund, Assistant Superintendent  
Kimberly Brown, Administrator for Pupil Services  
Karen Bonfiglio, Business Manager

**Board of Education**

Douglas C. Foyle, Ph.D., Chair  
Julie Thompson, Vice Chair  
Kali Cavanaugh, Secretary  
Alison Couture  
Jennifer L. Faust  
Jenn Jennings  
David Peniston, Jr.  
Matthew Saunig

Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability in employment matters or assignment in programs or services provided.

Compliance Officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy. More information is available on our [Non-Discrimination Policy page](#).

**Curriculum Directors**

Art, Holly ~~Constantine~~Buckley  
Career and Technical Education, Elizabeth Cole  
World Language/Multilingual Learners, Amanda Robustelli-Price  
Health and Physical Education, Jennifer Spring  
History/Social Sciences, Brendan Callahan  
English/Language Arts/Library Media K-5, Christina O'Brien  
English/Language Arts and Library Media, Grades 6-12, Tracey DeDonato  
Mathematics, Brenda Gregorski  
Music, Leslie Lopez  
School Counseling, Edward Gregorski  
Science, Christine Tedisky  
Special Education Pre K-12, -Cassandra Murphy

# TABLE OF CONTENTS

Introduction.....	5
School Organization.....	5
School Counseling Department.....	5
Format of Course Offerings.....	6
Academic Levels.....	6
Reporting Student Progress.....	6
Middle School Courses Recognized on GHS Transcripts.....	7
Modification of a Course Offering.....	7
Instructional Materials Review Process.....	7
Multi-Tiered System of Supports (MTSS).....	7
Required Academic Courses.....	8
English.....	8
World Language/Multilingual Learner.....	9
History/Social Sciences.....	11
Mathematics.....	11
Science.....	13
Health Education and Physical Education.....	14
Recommendation Only.....	16
Special Education.....	16
Elective Courses.....	16
Art.....	16
Family and Consumer Science.....	17
Music and Performing Arts.....	18
Technology Education.....	19
Addendum: Grievance Procedure.....	21

# GENERAL INFORMATION

## INTRODUCTION

~~The Smith Middle School program offers students an opportunity to extend their learning horizons through varied experiences, both required and elective. Smith Middle School teachers help students to acquire information, skills and values, necessary for developing the “credibility, reputation, and character” that will ensure future successes. The Smith Middle School program strives to create opportunities for its students to share in the responsibility for their growth and learning.~~

The Smith Middle School Program of Studies consists of a group of required courses which are supplemented and enriched by a group of elective courses. In this way, students are taught basic and advanced skills and also have the opportunity to sample and explore a wide variety of topics in the practical, fine, and performing arts.

This Program of Studies is designed to help parents and students work together to plan an educational program ideally suited to each individual. The teaching staff, guidance-school counseling department, and school administration are ready to assist you as you undertake this important task.

## SCHOOL ORGANIZATION

Smith Middle School is organized as a seventh and eighth grade middle school incorporating the team format. The middle school model is an excellent means of organization for teaching early adolescents and meeting their special developmental needs. This organizational model encourages and supports interdisciplinary initiatives as well as active parent involvement.

SMS has four Grade 7 teams and four Grade 8 teams. Each Grade 7 and Grade 8 team consists of approximately 120 students. All teams include an English, world language, history, math, and science teacher. In addition, tTeams are supported by a school counselors, special education teachers and reading teacher and math interventionists.

The instructional day at Smith Middle School consists of eight periods; five are reserved for required academic courses (English, world language, history, math and science), two may be used for electives or supportive services, and one for lunch/homeroom. Physical Education and Health are required courses for both Grade 7 and Grade 8 students. These courses are offered during the elective time slots.

## SCHOOL COUNSELING DEPARTMENT

~~The school counseling department is founded on the belief that each individual is unique and capable of self-direction and personal growth. School counseling services are an integral part of a student’s educational experience in Grade 7 and Grade 8. These services consist of an ongoing, proactive and planned program, which recognizes the developmental needs of all students. The program is delivered in a systematic way through curriculum lessons, systems supports, and responsive services that are provided individually or in groups.~~

~~Through the school counseling program, students are assisted in matters related to academics and personal/social issues. In addition, school counseling services assist in the process of helping students develop into knowledgeable, responsible, ethical, and caring members of a diverse society within a complex and technological world.~~

~~The counselor-counsee relationship is unique because it is based on the unconditional acceptance of students. It is this non-threatening aspect of the counseling experience that allows students to better understand themselves and their environment, and to recognize that relationship between the two. Each student at Smith will be assigned a school counselor who will work with them during their Grade 7 and Grade 8 years. The School Counseling Department is built on the belief that every student is unique, capable of self-direction, and continually growing as~~

an individual. Counseling services are a vital part of the educational experience for all students in Grades 7 and 8. Our comprehensive program is proactive, developmentally focused, and designed to support every student through structured curriculum lessons, system-wide supports, and responsive individual or group services.

Through this program, students receive guidance in academic planning as well as personal and social development. School counselors help students build the skills and confidence needed to become knowledgeable, responsible, ethical, and compassionate members of a diverse and ever-changing world.

At the heart of our program is the counselor–student relationship, founded on trust, respect, and unconditional acceptance. This supportive connection creates a safe space for students to explore their strengths, better understand themselves, and make meaningful connections between their personal growth and the world around them. Each student at Smith Middle School is assigned a school counselor who will work closely with them throughout Grades 7 and 8 to provide ongoing guidance and support.

## **FORMAT OF COURSE OFFERINGS**

All required academic courses (English, world language, history, math and science) are taught five times per week for the year.

Elective courses meet every other day for one or both semesters (twice one week and three times the next).

Physical Education is a required course both semesters and is offered every other day. Health is required in both grades and is taught every other day for one semester.

Special Education IEP or Resource classes are offered either daily (5x per week) or every other day (2/3x per week).

Every attempt is made to schedule students into their elective choices; however, this is not always possible. When student choices are not available, the administration may assign students to alternative elective courses. When there are no elective options available that match the students' schedule, students may be assigned to a study hall.

## **ACADEMIC LEVELS**

Smith Middle School offers both heterogeneous and homogenous groupings. English, math and science classes are grouped according to specific achievement levels.

Level 1 courses are for students who have demonstrated superior achievement.

Level 2 courses are for students who have demonstrated academic knowledge at grade level.

IEP courses are for students identified through special education to be in need of specialized assistance.

A student's recommendation is determined collaboratively with input from parents and teachers and based on all available data including student needs, past performance, and standardized test results. Recommendation for a given level is reviewed periodically during the school year, and if the need arises, students are placed in a more appropriate level.

## **REPORTING STUDENT PROGRESS**

Teachers, counselors, and administrators are committed to making timely and regular contact with parents regarding student progress. In addition to teacher phone calls and team meetings with parents and students, grades are posted

regularly on the PowerSchool portal and also updated mid quarter to keep parents informed about student performance.  
~~A report card is mailed home only at year's end.~~

Student grades are reported as: A+, A, A- B+, B, B- C+, C, C- D+, D, D-, F

Student "Effort" and "Conduct" are reported as:

1 Excellent 2 Good 3 Fair 4 Unsatisfactory

### **HONOR ROLL**

Students who have achieved a B- or better in all courses (required and elective) will earn honor roll status. Any grade below a B- in any subject will disqualify a student from the honor roll.

### **RETENTION POLICY**

Specific procedures go into effect for students who are in danger of failing two or more academic subjects. Parents are contacted and involved in designing and implementing a plan to avoid retention. Retention is a last resort and used only after other options have been exhausted.

## **MIDDLE SCHOOL COURSES RECOGNIZED ON GHS TRANSCRIPTS**

Smith Middle School students who successfully complete the course requirements in Spanish 1 and 2, French 1 and 2, Russian 1 and 2, Chinese and Algebra will have these grades recorded on their high school transcripts. However, high school credit for the purpose of meeting graduation requirements CANNOT be given to courses completed before grade nine.

For example, Algebra I does not count toward the twenty-five credits needed for graduation when taken at Smith Middle School, but it is recorded on the GHS transcript since it is identical to the Algebra I course offered in Grade 9 at Glastonbury High School. Algebra I is a prerequisite course for other mathematics courses at Glastonbury High School.

### **MODIFICATION OF A COURSE OFFERING**

In very rare cases, a course offered at Smith Middle School may be withdrawn or enrollment may be restricted for any of the following reasons:

1. Interest and enrollment is too small
2. Limited facilities
3. Unavailability of certified staff
4. Reduction of budget

## **INSTRUCTIONAL MATERIALS REVIEW PROCESS**

In accordance with Board of Education Policy #6121, October 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which are to attain:

- ◆ Equal opportunity for all students to participate in the total program of the school.
- ◆ Continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences.

In keeping with this policy, instructional materials are reviewed for bias prior to purchase. This process is coordinated by the curriculum area director and is done both during the formal curriculum review and at other points when new instructional materials are being considered. The review committee forwards the requests to the superintendent for approval. Both the requests and the instructional materials are then presented to the Board of Education for review.

If you have any questions or concerns about instructional materials, please consult the appropriate curriculum director.

### **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)**

Glastonbury Public Schools is committed to supporting the whole student. The Connecticut State Department of Education requires school districts to use a framework to address student needs. The framework we use for this support is known as Multi-Tiered System of Supports (MTSS). MTSS ensures all students receive the appropriate level of support for academic, behavioral, and social-emotional needs through various tiers of intervention. School personnel monitor student progress closely to be sure supports are appropriate and successful. For more information, visit the GPS website Parents tab to MTSS.

# REQUIRED ACADEMIC COURSES

## ENGLISH DEPARTMENT

The English/Language Arts curriculum for Grade 7 and Grade 8 is organized into units of study.

<b>English/Language Arts Grade 7: <i>The Power of Word Choice</i></b>	
Fictional Narrative: A Study of Short Story	Realistic Fiction: Literary Analysis & Discussion
Science Fiction: Argument Writing & Speaking	Traditional/Historical Literature : Performance & Expository Writing
<b>English/Language Arts Grade 8: <i>The Power of Perspective</i></b>	
<del><u>Narrative Writing Unit: Reading with Perspective:</u></del> Elements of Fictional Narrative & Literary Analysis	<del><u>Informational Writing &amp; The Origins of Story Structure Unit:</u></del> <del><u>Literary Journeys &amp; Discovering Growth Through Adversity</u></del> <del><u>The Hero's Journey &amp; Origins of Storytelling</u></del>
<del><u>Editorial Writing &amp; Social Change Unit:</u></del> <del><u>Multiple Perspectives &amp; Critical Reading of Texts</u></del> <del><u>There are Two Sides to Every Story: Critical Reading of Nonfiction Texts</u></del>	<del><u>Shakespeare &amp; Poetic Form Unit:</u></del> <del><u>Shakespeare's Form and Narrative Writing</u></del> <del><u>Shakespeare's Form &amp; Narrative Writing</u></del>

Woven throughout these units are areas of direct instruction that include opportunities for students to strategically apply their reading and writing strategies, to respond to texts both orally and in writing, and to study and apply grammar conventions.

Within our flexible structure of instruction:

- Reading and writing are valued as complex and highly social activities.
- Time is provided for students to read and write.
- The close study of genre enables students to become more skillful readers and writers.
- Independent reading helps students discover their interests and appreciate reading for pleasure.
- Students are provided with opportunities to communicate clearly and listen respectfully to the ideas of others.
- Technology is authentically used as a means to enhance student learning.

Student preferences begin to take shape during the middle school years, thus leveled classes are offered in order to enable students to pursue learning opportunities that are responsive to their interests and abilities. Students are grouped into two levels for English/Language Arts instruction: Level 1 and Level 2. In reading, both levels provide students with opportunities to analyze text, make inferences, and develop their understanding. In writing, students in Level 1 and Level 2 are required to write in a variety of genres and are encouraged to develop their elaboration, organization, and fluency skills. Both levels provide students with rigorous academic opportunities. Level 1 classes differ from Level 2 classes in that they require students to work at an accelerated pace, to operate with a high degree

of independence, to read text of greater length and complexity, and to strategically apply their writing skills.

The ultimate goal of the English/Language Arts program is to prepare our students for the challenges and opportunities of the 21st Century. Thus, the curriculum is in alignment with the Common Core State Standards (CCSS) and is delivered in ways that provide our students with opportunities to apply their reading, writing, speaking, listening and language skills for authentic purposes.

**Reading Strategies 7 & Advanced Reading Strategies 8**

**Teacher Recommendation Only**

**Meets 2/3x for Year**

Reading Strategies classes are scheduled in addition to the regular English class and provide support to students in need of assistance in the small group setting. Students are recommended for Reading Strategies 7 & Advanced Reading Strategies 8 based on the reading teacher's evaluation, including performance on standardized tests. Due to the nature of the courses, enrollment is limited in size.

## **WORLD LANGUAGE/MULTILINGUAL LEARNER DEPARTMENT**

Students entering the middle school will continue their study of world language which began in the elementary grades and expanded in Grade 6. This will be either Chinese, French, or Spanish. Exceptions to this requirement will be made on a student-by-student basis. New students to Smith Middle School, who have never taken a world language, may enroll in Introductory French\* or Spanish. New students to Smith Middle School who studied Chinese, French, Russian, or Spanish in a prior school should connect with the Director of World Languages to determine best placement for language study. In addition, Introductory and Introductory Continuing Russian and Introductory and Introductory Continuing Chinese may be studied as a **second** world language in the elective track.

The Connecticut Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be active learners and compassionate individuals who thrive in our global community. The following courses help students to reach the necessary proficiency level in order to meet the world language requirement as part of earning this distinction on their high school diploma upon graduation.

# SECONDARY LEVEL LANGUAGE PROGRESSION

Teachers make recommendations for student placement at the high school. Course offerings at SMS are impacted by those offered at GHS. All students are encouraged to continue the study of the language they began in the elementary and/or middle school.

*A long sequence of study is necessary to build proficiency in a language.*

		Grade 6	Grade 7	Grade 8	Grade 9
Continued sequence from Gideon Welles	French	French Grade 6	→ French Grade 7	→ French Grade 8	→ French 3 Level 1, 3, or III
	Spanish	Spanish Grade 6	→ Spanish Grade 7	→ Spanish Grade 8	→ Spanish 3 Level 1, 3, or III
	Chinese	Chinese Grade 6	→ Chinese Grade 7	→ Chinese Grade 8	→ Chinese 3 Level 1
Starting or adding a new language sequence at SMS <small>*typically only for new students or those adding an additional language</small>	Chinese		Intro. Chinese	→ Intro. Continuing Chinese	→ Chinese 3 Level 1 or Chinese 2 Level 1
	Russian		Intro. Russian	→ Intro. Continuing Russian	→ Russian 3 Level 1
New to SMS in 7th Grade	French		Intro. French <small>*If numbers warrant</small>	→ Intro. Cont. Fr. <small>*If numbers warrant</small>	→ French 3, III, or II
	Spanish		Intro. Spanish	→ Intro. Continuing Spanish	→ Spanish 3, III, or II
New to SMS in 8th grade	Chinese			Intro. Chinese	→ Chinese 1 Level 1 or Chinese 2 Level 1
	French			Intro. French	→ French 1-2 Level 1 or French II
	Spanish			Intro. Spanish	→ Spanish 1-2 Level 1 or Spanish II

In addition to modern languages, students may begin the study of Latin or Ancient Greek at the high school. A student may also elect to begin Chinese, French, Russian, or Spanish at the high school.

## French Gr. 7 and French Gr. 8

### Novice-Intermediate

As part of answering the essential questions **“What is culture?”**, **“What is French culture?”** and **“What connections can we make?”**, **“Who are the French?”** and **“What connections can we make?”** students in Grade 7 and Grade 8 will continue the study of French, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of the French-speaking world.

### Introductory French and Introductory Continuing French \*

### Novice

These courses are designed for new students who have moved into Glastonbury and who have not previously taken the world language or have only had minimal contact with the world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the French speaking world. Grade 8 students who began French for the first time in Grade 7 will continue with Introductory Continuing French. This course will build on the introductory French skills students learned in Grade 7.

**\*Course(s) require(s) sufficient enrollment to run.**

## Spanish Gr.7 and Spanish Gr. 8

### Intermediate

As part of answering the essential questions **“What is culture?”**, **“What is Spanish culture?”** and **“How are we connected? How do shared traditions shape a community?”** students in Grade 7 and Grade 8 will continue the study of Spanish, which began in elementary school. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Spain and the countries and regions of South America.

### Introductory Spanish and Introductory Continuing Spanish

### Novice

These courses are designed for new students who have moved into Glastonbury and who have not previously taken a world language or have only had minimal contact with a world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the Spanish speaking world. Grade 8 students who began Spanish for the first time in Grade 7 will continue with Introductory Continuing Spanish. This course will build on the introductory Spanish skills students learned in Grade 7.

### **Introductory Russian and Introductory Continuing Russian**

### **Novice-Intermediate**

As part of answering the essential questions ~~“What is culture?”~~, “What is Russian culture?” and “How can I connect to Russian culture through language?” students in Grade 7 will begin and in Grade 8 will continue the study of Russian. Students in Grade 7 can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Russia and Russian-speaking countries, regions, and communities.

### **Chinese Gr. 7 and Chinese Gr. 8**

### **Novice-Intermediate**

As part of answering the essential questions ~~“What is culture?”~~, ~~“What is Chinese culture?”~~ and ~~“How are we connected?”~~ ~~“Who are the Chinese? What is Chinese culture?”~~ and ~~“How do I connect to the world? How does the world impact me? How do I impact the world?”~~ students in Grade 7 and Grade 8 will continue the study of Chinese, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain, and bring simple conversations to a close, as well as write simple sentences on familiar topics. Students also can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of China and the Chinese speaking world.

### **Introductory Chinese and Introductory Continuing Chinese**

### **Novice**

As part of answering the essential questions ~~“Who are the Chinese? What is Chinese culture?”~~ and ~~“How do I connect to the world? How does the world impact me? How do I impact the world?”~~ ~~“What is culture?”~~, ~~“What is Chinese culture?”~~ and ~~“How are we connected?”~~ students in Grade 7 will begin and in Grade 8 will continue the study of Chinese. Students can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. Students will expand their cultural awareness of China and other regions where Chinese is spoken.

### **Multilingual Learner Class**

### **Director/Coordinator/Teacher Recommendation Only**

#### **Meets 5x for Year**

As a part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?” students at beginning to intermediate levels of English will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text. Students will develop their skills in listening, speaking, reading, and writing in English and learn about American culture.

### **Multilingual Learner Tutorial**

### **Director/Coordinator/Teacher Recommendation Only**

#### **Meets 3/5x for Year**

Students who speak a language other than English at home may be eligible for tutorial services. The Multilingual Learner tutor works with students in a small group setting to develop skills in English and to provide assistance for content area subjects.

## **HISTORY/SOCIAL SCIENCES DEPARTMENT**

### **World History 7**

World History is a course designed to take students on a journey of exploration through the world’s civilizations. The course begins by providing students with a sense of history. Students will travel through the ancient civilizations of

Egypt, Mesopotamia, China, India, and the Americas, and then on to the classical civilizations of Greece, Rome and Islam. The course concludes with the study of the ideas, inventions, and explorations of the Middle Ages and the Early modern period. Student exploration is viewed through the lens of common themes that connect and integrate the world's diverse history. Through their study, students will enrich their knowledge of major historical periods, issues, and patterns in world history, as well as acquire, develop and apply the skills and process of historical thinking and inquiry.

### United States History 8

Students in U.S. History 8 will use a national lens to enrich their knowledge of the major historical periods, issues, concepts and patterns in United States History. Their journey through our country's history will begin with the meeting of the world's cultures in the pre-Colonial period and continue through to the transformation of our nation in the Civil War and Reconstruction Eras. Throughout their studies, students will enrich their understanding of the connecting themes and enduring understandings of American History and acquire, develop and apply the skills and processes of historical thinking.

## MATHEMATICS DEPARTMENT

### Recommended Mathematics Course Selection Plan for Grade 7 through Grade 12

The chart below captures the **most common course sequences**; however, a student's course sequence may change over time depending on interests, skill development and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence (beginning in Grade 8 or Grade 9) will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade				
7	Mathematics 7, L-1	Mathematics 7		
8	Algebra 1, L-1	Transitions to Algebra	Mathematics 8	
	<b>Level 1</b>	<b>Level 2</b>		
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4360)	Integrated Algebra & Geometry 1 (4540)
11	AP Pre-Calculus (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200),	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

**Important Note:** Algebra 1 in Grade 8 is more rigorous than the Algebra 1 at the high school. To be successful in algebra at this level, students should have consistently demonstrated mastery and deep understanding of the prerequisite mathematical concepts and skills. In addition, the ability to comprehend and perform abstract mathematical tasks, including high level reasoning and transfer of understanding to new problem solving situations is essential. Successful completion of Algebra in Grade 8 prepares a student to tackle the challenges of Advanced Placement Calculus by senior year.

The grade for Algebra 1 will appear on the student's high school transcript, but is not counted towards the three mathematics credits that a student must earn for graduation. Because Algebra 1 is a foundational course for all future study of mathematics, it is important that students are well-prepared and have mastered the skills of Algebra I before proceeding to the next course. Therefore, if a student's performance is a C or lower in Grade 8 Algebra I, it may be recommended that he/she *repeat Algebra 1* at the high school (Algebra 1A, Level 2).

The ability to understand and use problem solving strategies is the strong, unifying idea for all courses in mathematics at Smith Middle School. Showing solutions, writing explanations, and demonstrating mastery are vital components of the problem solving process.

### **Mathematics 7**

#### **Levels 1, 2**

The units of study in Mathematics 7 are *Rational Numbers, Expressions, Equations and Inequalities, Proportional Relationships, Percent and Scaling, Statistics, and Probability*. Throughout the course, students uncover mathematical understanding through problem solving and learning experiences designed to make students think. Students develop a deep understanding of proportional reasoning as a way to understand mathematical relationships in our world. They continue to learn that mathematics makes sense.

The curriculum of Mathematics 7, Level 1 is compacted so that a significant number of the concepts of Grade 8 math are learned at appropriate times during the Grade 7 year.

### **Mathematics 8**

#### **Level 2**

In Grade 8, students' model relationships between two sets of data using linear equations, solve linear equations and systems of equations. Building the understanding of the meaning of a solution to a system is a focus. Students begin to understand the concept of a function and use functions to describe quantitative relationships. Also, students analyze two- and three-dimensional space and figures using distance, angle, similarity and congruence, and understand and apply the Pythagorean Theorem. Conceptual understanding and skills are interwoven through instructional activities that prepare students for formal Algebra in Grade 9.

### **Transitions to Algebra Gr. 8**

#### **Level 2**

Transitions to Algebra has the same topic outline as Mathematics 8. Students enrolled in this course have strong computational skills and have maintained at least a B average in Mathematics 7 level 2.

### **Algebra 1 Gr. 8**

#### **Level 1**

Algebra is the study of mathematical relationships which can be represented and analyzed through tables, graphs, equations and inequalities. The symbolic language of algebra is used to represent, investigate and solve problems. Students will work with variables; write, solve, graph and interpret linear and quadratic equations; perform operations with polynomials; and work with radical and rational expressions and equations. Students continue the study of function families to include exponential, piecewise and absolute value functions.

In order to be recommended for this course, a student must have a B+ or higher average in Grade 7, Level 1, or an A average in Mathematics 7, Level 2. Since Algebra is a high school course, students who have not been highly successful in Mathematics 7 should take this course in Grade 9.

## SCIENCE DEPARTMENT

A student's courses in the middle school can have an impact on science course opportunities at the high school level. The inextricable link between mathematics and science makes it advisable for a student to have gained solid mathematical skills before tackling the challenges of Level 1 science in Grade 8 and Grade 9.

### RECOMMENDED SCIENCE COURSE SELECTION PLAN FOR GRADES 7-12

The chart below captures the most common course sequences. However, a student's course sequence may change over time depending on interests, skill development and achievement levels. A student should consult with his/her school counselor before choosing courses. The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology and Physics.

Grade		
7	Planet Earth 7, L-1	Planet Earth 7
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics
Grade	Level 1	Level 2
9	Chemistry (5130) (L-1)	Chemistry (5440)      Integrated Science (5462)
10	AP Biology (5100)	Biology (5410)      Biology (5420)
11	AP Physics 1 & 2 (5171) (Or other AP science)	Physics (5470 or 5480) and/or science electives
12	AP Chemistry (5140) AP Environmental Science (5160) AP Biology (5100) AP Physics 1 & 2 (5171) AP Physics C (5175) and/or Advanced Research Mentorship (5150)	Introductory Physics (5465) and/or science electives

#### Planet Earth 7

#### Levels 1, 2

This course focuses on investigations of Earth, its atmosphere, its changing surface, its water resources, and its place in the solar family. Students will explore those systems and phenomena of planet Earth which require knowledge and skills of the earth and space sciences, as well as interactions and properties of matter. Connections to life sciences and

physical sciences are also emphasized. The course provides for a variety of practical laboratory experiences and engineering tasks that help students gain a better grasp of the fundamental concepts of our world and the Universe. Throughout the course, students will apply inquiry skills and the engineering design process when exploring science concepts. The curriculum for this course is aligned to the Next Generation Science Standards.

### Concepts of Physics

### Levels 1, 2

This course is designed to introduce students to some of the fundamental principles and laws that govern phenomena that we experience in our everyday lives and that determine the interactions of matter and energy throughout the Universe. Content areas that are explored include motion, forces, energy, electricity, magnetism and waves. The course provides opportunities for inquiry and for a wide variety of practical laboratory investigations, as well as for application of the engineering design process. Students can explore concepts and develop scientific skills that lay the foundation for further studies of science at the high school level.

## HEALTH and PHYSICAL EDUCATION DEPARTMENT

Students in Grade 7 and Grade 8 are required to take physical education every other day for a full year. The Physical Education curriculum is aligned with state and national standards. Curriculum expectations and outcomes include the students' ability to demonstrate various motor skills and movement patterns, explain strategies and principals as they apply to movement, identify and incorporate fitness concepts in a personal fitness plan, demonstrate responsible and respectful behavior and articulate the benefits of being physically active.

### Physical Education Gr. 7 and Gr. 8

### Meets 2/3x for Year

All Grade 7 and Grade 8 students are required to actively participate in all activities. Students are expected to bring a change of clothing and footwear that is appropriate to engage in physical activity. All students participate in the Connecticut Physical Fitness Assessment and the Grade 8 scores are included in the district strategic profile report.

**Curriculum units include, but are not limited to, these activities:**

### PHYSICAL EDUCATION UNITS GRADE 7 AND GRADE 8

Aerobics	Football	Recreational Games and Activities
Adventure Challenges	Frisbee (Touch/Ultimate)	Soccer
Badminton	Golf (SNAG)	Softball
Basketball	Handball	Tennis
Bowling	Lacrosse	Track & Field
Fitness Testing	Physical Fitness Activities	Variety of Lifetime Fitness Activities
Floor Hockey (Touch/Ultimate)	Project Adventure Climbing	Volleyball

### Health Education Gr. 7 and Gr. 8

### Meets 2/3x for Semester

Students in Grade 7 and Grade 8 are required to take Health Education every other day for a half a year. The Health Education curriculum is aligned with state and national standards. Health Education curriculum expectations and outcomes include the students' ability to comprehend core concepts related to health promotion and disease. Students are expected to be able to access appropriate health information, practice health-enhancing behaviors, analyze internal and external influences, demonstrate interpersonal communication skills, use decision making and goal setting skills and advocate for personal, family and community health. In each grade level, there are five core concepts or unit

themes that address the topics listed in the table below. As a result of participation in this course, students will have skills and knowledge to make a successful transition into a contemporary high school setting.

### HEALTH EDUCATION CORE CONCEPTS Gr. 7 and Gr. 8

Health Education - Grade 7	Health Education - Grade 8
Mental and Emotional Health Brain Function and Mental Illness Depression and SOS	Mental and Emotional Health Stress and Self-Management Analyzing Internal and External Influences
Injury and Disease Prevention Diseases and Disorders	Injury and Disease Prevention First Aid and Hands on CPR
Alcohol, Nicotine and Other Drugs Influences, Peer Pressure, Refusal Skills	Sexuality and Adolescent Health Abstinence, STI's, and Identity
Puberty and Adolescence Physical, Social and Emotional Changes	Alcohol, Nicotine and Other Drugs Addiction Decision Making and Goal Setting
Friends and Relationships	Relationships and Health Decisions
Skill Focus: Accessing Information and Interpersonal Communication Skills	Skill Focus: Analyzing Influences, Decision Making and Goal Setting

### RECOMMENDATION ONLY

#### Special Education

#### Small Group IEP Classes or Resource

#### PPT Recommendation Only

#### Meets 2/3x for Year or 5x for Year

The resource rooms and special education classes at Smith Middle are non-categorical and designated to assist the students who are identified by a Planning and Placement Team as requiring special education. Teachers work with individuals in small groups on a remedial and/or tutorial basis. The resource room teachers are also available to other Smith Middle School teachers on a consultative basis regarding individual students.

### ELECTIVE COURSES

#### ART

The Smith Middle School Art Department offers art instruction in a variety of media and processes, including animation, clay, crafts, design, digital art, and fine arts. Students enrolled in Grade 7 art, are introduced to new materials and techniques, and apply studio behaviors of idea development, planning, problem-solving, evaluation and revising, to create original works of art. In Grade 8, students learn to be self-expressive through their use of materials,

processes, and choice of subject matter, and begin to develop a personal voice in their work. Grade 7 art electives are not prerequisites for taking Grade 8 art electives. Both grades cultivate a passion for art and introduce the students to future career and college paths including fine, applied, commercial, and STEAM-based careers.

## **Gr. 7 Art Offerings**

### **The Art of Animation**

**#E227**

**Gr. 7**

**Meets 2/3x for Semester**

Explore the techniques of traditional and digital-based animation, while taking the first look into how art, design, and STEAM come together! In this class, students learn to create flip books, zoetropes, stop-motion, and digitally-animated films using animation software. Students work both independently and collaboratively to develop ideas, storyboards, and characters, and bring them to life using pencil, paint, paper, cameras and technology!

### **Crafts**

**#E237**

**Gr. 7**

**Meets 2/3x for Semester**

Use a variety of traditional and non-traditional materials and techniques to create artistic forms with a contemporary flair. Learn how to design and create boxes, fiber art, books, jewelry, textiles and other functional objects. Sign up, and watch your ideas take form!

### **3-D Art**

**#E247**

**Gr. 7**

**Meets 2/3x for Semester**

Shape, sculpt, carve, and build 3-dimensional forms that are self-expressive and original. Plan, design and create 3-dimensional works with a variety of materials such as clay, wood, plaster, paper mache, paper, recycled, repurposed and found items. Roll up your sleeves and let creativity be your guide!

### **Art Zone**

**#E217**

**Gr. 7**

**Meets 2/3x for Semester**

Whether you consider yourself an artist or not, you will have fun learning and growing as an artist. Develop observational drawing skills, and learn painting and printmaking processes and techniques while expanding media skills using pastels, paints, charcoal, oil pastels, pen & ink and MORE! Don't hesitate. Sign up today! Get in the ART ZONE!

## **Gr. 8 Art Offerings**

### **Sculpture**

**#E248**

**Gr. 8**

**Meets 2/3x for Semester**

Plan and build 3-dimensional art, sculptures, and more. Students learn to problem-solve concepts such as balance, unity, and structure, and make artistic choices to create works that demonstrate their personal ideas and meaning. Use new-age materials as well as clay, wood, paper, natural fibers, glass, wire, plastic, plaster and everyday objects.

### **Modern Design**

**#E238**

**Gr. 8**

**Meets 2/3x for Semester**

Everything is designed by someone. Learn the design processes used by professionals in design and STEAM fields such as fashion, advertising, product, package, and graphic design. Explore the role that design plays in our culture and the idea of form vs. function. Students learn both traditional and technology-based processes of commercial and applied design, and explore industry careers. If you'd like to learn to use technology-based software and traditional

processes to create original artwork, and learn about careers in the fields of Design, Applied Arts, and STEAM, then this hands-on course is for you!

**Studio Art and Media E218**

**Gr. 8**

**Meets 2/3x for Semester**

Enjoy exploring the world of art, bringing your creative ideas to your work. Students learn to use a variety of media and processes used by traditional and contemporary artists, including, painting, drawing, printmaking, and other 2-D media. Learn observational drawing skills and other artistic strategies to develop realistic and expressive works of art. This course will teach you how to creatively and skillfully express yourself through art. All skill levels are welcome.

**Digital Art and Media #E228**

**Gr. 8**

**Meets 2/3x for Semester**

Learn to use digital software and media to create original art and design. In this technology-based class, students are introduced to Adobe Photoshop© and iPad tools and apps, while learning to create unique and dynamic works of art. See how professional STEAM, commercial, applied design, and fine artists can use technology to develop, enhance and manipulate digital photos and drawings to express their personal ideas.

## **FAMILY AND CONSUMER SCIENCE**

Courses are aligned with college and career readiness as well as the development of leisure skills.

**Design Your Space**

**#E337 & #E338**

**Gr. 7 & 8**

**Meets 2/3x for Semester**

Students will explore the basics of creative home interiors for both personal and functional spaces. Units include transforming space using color, the elements and principles of design, time and budget management, and career exploration. Projects may include space and floor planning and designing a room make-over.

**Foods and Nutrition**

**#E317 & #E318**

**Gr. 7 & 8**

**Meets 2/3x for Semester**

Students will learn the basics of food preparation and will develop skills in the safe use and care of kitchen equipment and appliances. Students will have an opportunity to prepare simple snacks, baked goods, and quick and easy meals during cooperative food lab experiences. Included in the curriculum is a nutrition unit where students will learn about the six major nutrients, food groups, and the relationship of food choices to health and wellness during their lifespan.

**Money Matters**

**#E378**

**Gr. 8**

**Meets 2/3x for Semester**

Find out how to survive money, consumer, and career challenges. See the relevance of school subjects to everyday life and work roles. Explore how to use the services of financial institutions. Learn more about the world of work, sharpen job skills, identify your unique talents and abilities and participate in career exploration activities.

**Specialty Foods**

**#E328**

**Gr. 8**

**Meets 2/3x for Semester**

Specialty Foods is a course developed for grade eight students who have previously taken our introductory Foods and Nutrition class. In Specialty Foods, students will develop skills in the area of baking including quick breads and yeast breads. Principles of meal planning and preparation will be explored with an emphasis on herbs and their use in world cuisines. The course culminates in the planning, preparation, plating and serving of a buffet-style meal, built off the foundations learned in Foods and Nutrition, as well as the content in Specialty Foods.

## **Understanding Young Children**

**#E357 and #E358**

**Gr. 7 & 8**

**Meets 2/3x for Semester**

In this course, students will put theory into practice and become skilled in understanding the development of young children (birth - 5 years old). Students will apply their knowledge and demonstrate their understanding of concepts through collaborations with the Eastbury Early Learning Center, caring for a RealCare Baby Infant Simulator, and participating in projects which include planning age-appropriate activities. This comprehensive and interactive class will equip students with the essential knowledge and skills to be confident babysitters and future childcare professionals. Upon completing the course, students can apply for the Smith Babysitting Certificate.

## **MUSIC AND PERFORMING ARTS**

### **Band**

**#E117 & #E118**

**Gr. 7 & 8**

**Meets 2/3x for Year**

Band is a performing ensemble open to students who play woodwind, brass and percussion instruments. Instruction includes balance, blend, coordination of musical effort and performance of band literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening band performances. For new band students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the band director is required before enrolling.

### **Chorus**

**#E127 & #E128**

**Gr. 7 & 8**

**Meets 2/3x for Year**

The chorus is a performing ensemble open to all students. Instruction centers around tone, diction, expression, ear training, reading accuracy and performance of choral literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening chorus performances. For chorus students, there is no minimum of prior ensemble experience or consent required to enroll.

### **Orchestra**

**#E137 & #E138**

**Gr. 7 & 8**

**Meets 2/3x for Year**

String orchestra is open to students who play violin, viola, cello and bass violin (string bass). Emphasis is placed on tonal balance, blend, coordination of musical effort, and offerings of solo, ensemble, and string and orchestral literature. Students will have a minimum of two evening orchestra performances. For new orchestra students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the orchestra director is needed before enrolling.

### **Creating and Recording Music 1**

**#E157**

**Gr. 7**

**Meets 2/3x for Semester**

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers, Logic Pro Software and Apple Loops. Basic piano skills will be introduced. No previous experience necessary.

### **Creating and Recording Music 2**

**#E158**

**Gr. 8**

**Meets 2/3x for Semester**

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers Logic Pro Software and Apple Loops. You will be exploring in depth music writing techniques. Basic piano skills will also be introduced. No previous experience required.

### **Lights Up! Theater I**

**#E147**

**Gr. 7**

**Meets 2/3x for Semester**

In this introduction to theater class, Grade 7 students will have the opportunity to participate in improvisational games, stage combat, scene study, monologue performance, lip sync battles, and audition preparation. Students will learn the foundations of acting including staging, blocking, and movement. No prior experience in theater is necessary.

## **Lights Up! Theater II**

**#E148**

**Gr. 8**

**Meets 2/3x for Semester**

In this overview of theater class, Grade 8 students will have the opportunity to participate in improvisational games, stage combat, lip sync battles, scene and monologue, performance, audition preparation, scene writing, and directing. Students will practice the foundations of acting culminating in small group performances. No prior experience is necessary. Students do not have to have taken Lights Up! Theater I in order to register for this class.

## **Piano and Guitar Sampler**

**#E167**

**Gr. 7**

**Meets 2/3x for Semester**

Learn to play the piano and guitar in this one beginning course. You will learn the basics of each instrument and will play songs and short pieces on them. You will also learn to accompany yourself and others on both instruments.

## **Make Your Own Video**

**#E168**

**Gr. 8**

**Meets 2/3x for Semester**

This course offers an exciting opportunity to create your own videos, including music videos, using your iPad and the SMS Music lab. This is a hands-on course where you will be using iMovie, iPhoto and Garage Band. No previous experience required.

# **TECHNOLOGY EDUCATION**

## **Aero-Lab**

**#E437**

**Gr. 7**

**Meets 2/3x for Semester**

Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight are explored as students design, build, and understand the parts of gliders, airplanes, helicopters and rockets. Students will become familiar with careers in aerospace fields and understand their impact on society.

## **Computer Graphics**

**#E457**

**Gr. 7**

**Meets 2/3x for Semester**

In this creative STEAM course, students will explore cutting-edge digital tools while creating graphics for a variety of purposes and audiences. Students will use web-based and professional applications, like Adobe Photoshop, to create graphics for digital and physical projects. They will have access to a range of tools, including DSLR cameras, vinyl cutters, and a variety of printers, to bring their creative designs to life. Topics include photography, digital image manipulation, AI, interactive design, and animation.

## **Introduction to Trades & Home Repair**

**#E470**

**Gr. 7**

**Meets 2/3x for Semester**

Jump into the world of construction and home improvement by working with your hands and learning real-world skills. Practice framing and carpentry, fix and hang drywall, and try out beginner plumbing and electrical projects. You'll solve problems, use tools safely, and discover how different skilled trades come together to build and maintain homes. By the end of the course, you'll be able to tackle basic repairs and home projects with confidence.

## ~~**Pre-Engineering Lab**~~

~~**#E407**~~

~~**Gr. 7**~~

~~**Meets 2/3x for Semester**~~

~~Students learn to utilize the engineering design process to complete STEAM challenges. Working individually and in collaborative groups, students will explore electrical, mechanical, and architectural engineering. Projects include the design, construction, testing and sharing of wind-powered vehicles, geared vehicles for power and speed, bridge trusses, catapults, wind turbines and more.~~

## **Manufacturing Lab**

**#E418**

**Gr. 8**

**Meets 2/3x for Semester**

Students will be introduced to the skill of creating a company and work from an “idea” to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. Students will also design, build and test CO<sub>2</sub> powered dragsters. A variety of tools and machinery will be used throughout the course.

## **New Media**

**#E438**

**Gr. 8**

**Meets 2/3x for Semester**

Dive into the world of game design while learning the artistic and technical skills necessary to create interactive experiences. This interdisciplinary STEAM offering incorporates coding, design, digital art, and the development of new media using a variety of digital tools. Example projects include the creation of characters, animations, and a variety of game types. Through a mix of game design projects and coding lessons, participants will explore fundamental concepts and lessons for aspiring game developers.

## **~~Young Inventors~~**

~~#E447~~

~~Gr. 7~~

~~Meets 2/3x for Semester~~

~~Students enrolled in this course will have the opportunity to apply their problem analysis and problem solving skills as they create new inventions to serve our society. Students will explore the process of inventing a product from its first moment as an idea to the final stage of a completed product. Students will also create marketing tools to advertise and promote their new inventions incorporating visual arts and writing skills.~~

## **Robo Code**

**#E468**

**Gr. 8**

**Meets 2/3x for Semester**

Students will be introduced to the exciting world of robotics and engineering. They will build and code robots, while developing critical thinking, collaboration, and problem-solving skills. Students will be introduced to fundamental computer science concepts while learning about mechanical systems, sensors, and automation through a variety of engaging challenges.

## **STEAM 7**

~~#E417~~

~~Gr. 7~~

~~Meets 2/3x for Semester~~

~~Tackle exciting STEAM challenges that blend science, technology, engineering, art, and math in this course. Working both independently and in teams, you'll design, build, and test projects like wind-powered vehicles, bridges, catapults, and Lego tractors. Along the way, you'll gain experience with advanced tools like a laser cutter and engraver to create precise, professional-quality designs. STEAM 7 is all about curiosity, imagination, and building real-world skills through fun, hands-on learning.~~

## **~~Manufacturing Lab~~**

~~#E418~~

~~Gr. 8~~

~~Meets 2/3x for Semester~~

~~Students will be introduced to the skill of creating a company and work from an “idea” to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. Students will also design, build and test CO<sub>2</sub> powered dragsters. A variety of tools and machinery will be used throughout the course.~~

## **~~Aero Lab~~**

~~#E437~~

~~Gr. 7~~

~~Meets 2/3x for Semester~~

~~Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight are explored as students design, build, and understand the parts of gliders, airplanes, helicopters and rockets. Students will become familiar with careers in aerospace fields and understand their impact on society.~~

## **World of Motion**

**#E428**

**Gr. 8**

**Meets 2/3x for Semester**

Students explore energy sources and the transfer of energy by designing and building solar, wind, spring and mag-lev vehicles. Students gain a global perspective on alternative energy sources by comparing economics, efficiency, and environmental impacts of using different energy sources. Students explore magnetism, the differences between AC and DC electricity and construct their own motor.

**GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS OF OR  
COMPLAINTS REGARDING:  
*Glastonbury Public Schools*  
*Non Discrimination and Equal Opportunity Policy and Procedures***

### **Glastonbury Compliance Officers are:**

**Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity)** – Tonya Claiborne, Director of Equity, Diversity, and Inclusion, Glastonbury Public Schools, 628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033-2361, Telephone: 860-652-7944, Email: [ClaiborneT@Glastonburyus.org](mailto:ClaiborneT@Glastonburyus.org).

**Section 504 (Rehabilitation Act)** – Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971 Email: [BrownK@Glastonburyus.org](mailto:BrownK@Glastonburyus.org).

**ADA (Americans with Disabilities Act)** – Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971 Email: [BrownK@Glastonburyus.org](mailto:BrownK@Glastonburyus.org).

**Safety/OSHA**–Dr. Kenneth Roy, Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033-2361, Telephone: 860-652-7200 ext. 12002 Email: [RoyK@Glastonburyus.org](mailto:RoyK@Glastonburyus.org).

*If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate compliance officer. Forms can be obtained directly from the compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the compliance officers. Safety questions and concerns should be directed to the building supervisor and the Safety Director.*

### **Grievance Procedure:**

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, disability, or age, may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.

The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.

The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing.

# SCHOOL YEAR AT A GLANCE

2027



2028

SCHOOL BEGINS: SEPT 1 Gr. 7-12  
SCHOOL BEGINS: SEPT 2 Gr. K-6

M	T	W	TH	F
<b>AUGUST 2027</b>				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

<b>SEPTEMBER 2027</b>				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

<b>OCTOBER 2027</b>				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

<b>NOVEMBER 2027</b>				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

<b>DECEMBER 2027</b>				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

<b>JANUARY 2028</b>				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- AUG 30 Teacher Work Day-Convocation
  - AUG 31 Teacher Professional Development
  - SEPT 1 **FIRST DAY OF SCHOOL, GRADES 7-12**  
Teacher Work Day, Grades K-6
  - SEPT 2 **FIRST DAY OF SCHOOL, GRADES K-6 FULL DAY**
  - SEPT 6 Labor Day
  - OCT 11 Yom Kippur and Columbus Day
  - OCT 28 Diwali
  - NOV 2 Election Day - No School for Students
  - NOV 24 Early Dismissal
  - NOV 25-26 Thanksgiving Recess
  - DEC 23 Early Dismissal
  - DEC 24- JAN 2 Holiday Recess (Includes New Year's Day)
  - JAN 17 Martin Luther King Day
  - JAN 13-19 Grades 9-12: Mid-Term Exams (Early Dismissal Grades 9-12 only)
  - JAN 20 Gr. 7-12 No School for Students  
Teacher Work Day, Grades 7-12
  - FEB 21-22 Winter Recess (includes Presidents' Day)
  - APR 14 Good Friday
  - APR 17-21 Spring Recess
  - MAY 29 Memorial Day
  - JUNE 2-7 Grade 12 ONLY - Final Exams (Early Dismissal) (Projected)
  - JUNE 9 GHS Graduation (Projected)
  - Last 4 Days Final Exams, Grades 7-11 (Early Dismissal Grades 7-11)
- Projected Last Day – June 9**  
(Early Dismissal Grades K-11)
- Projected Teacher Work Day – June 12**  
Teacher Work Day will be the first work day following the last day for students in grades K-11.
- **SCHOOL CLOSED**

Projected Last Day - June 9, 2028  
Projected GHS Graduation - June 9, 2028

M	T	W	TH	F
<b>FEBRUARY 2028</b>				
19 DAYS				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29			

<b>MARCH 2028</b>				
23 DAYS				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

<b>APRIL 2028</b>				
14 DAYS				
	3	4	5	6
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

<b>MAY 2028</b>				
22 DAYS				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

<b>JUNE 2028</b>				
7 DAYS				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**\*SCHOOL ENDS JUNE 9**

\*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June up to 9 days.  
If additional days are needed, they will be taken from the Spring Recess, beginning April 17.

APPROVED:

# SCHOOL YEAR AT A GLANCE

2028



2029

SCHOOL BEGINS: AUG 30 Gr. 7-12  
SCHOOL BEGINS: AUG 31 Gr. K-6

M	T	W	TH	F
<b>AUGUST 2028</b>				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER 2028					19 DAYS
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

OCTOBER 2028					20 DAYS
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

NOVEMBER 2028					19 DAYS
	1	2	3		
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

DECEMBER 2028					16 DAYS
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

JANUARY 2029					Gr. 7-12 20 Days Gr. K-6 21 Days
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

- AUG 28 Teacher Work Day-Convocation
- AUG 29 Teacher Professional Development
- AUG 30 **FIRST DAY OF SCHOOL, GRADES 7-12**  
Teacher Work Day, Grades K-6
- AUG 31 **FIRST DAY OF SCHOOL, GRADES K-6 FULL DAY**
- SEPT 4 Labor Day
- SEPT 21 Rosh Hashanah
- OCT 9 Columbus Day
- OCT 17 Diwali
- NOV 7 Election Day - No School for Students
- NOV 22 Early Dismissal
- NOV 23-24 Thanksgiving Recess
- DEC 22 Early Dismissal
- DEC 25-  
JAN 1 Holiday Recess  
(Includes New Year's Day)
- JAN 15 Martin Luther King Day
- JAN 11-17 Grades 9-12: Mid-Term Exams  
(Early Dismissal Grades 9-12 only)
- JAN 18 Gr. 7-12 No School for Students  
Teacher Work Day, Grades 7-12
- FEB 19-20 Winter Recess (includes Presidents' Day)
- MAR 30 Good Friday
- APR 16-20 Spring Recess
- MAY 28 Memorial Day
- JUNE 4-7 Grade 12 ONLY - Final Exams (Early Dismissal)  
(Projected)
- JUNE 11 GHS Graduation (Projected)
- Last 4 Days Final Exams, Grades 7-11  
(Early Dismissal Grades 7-11)

■ SCHOOL CLOSED

Projected Last Day - June 11, 2029  
Projected GHS Graduation - June 11, 2029

M	T	W	TH	F
<b>FEBRUARY 2029</b>				
18 DAYS				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

MARCH 2029					21 DAYS
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

APRIL 2029					16 DAYS
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

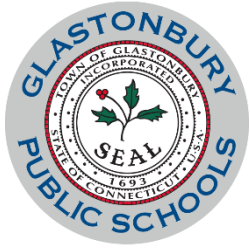
MAY 2029					22 DAYS
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

JUNE 2029					7 DAYS
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

**\*SCHOOL ENDS JUNE 11**

\*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June up to 8 days.  
If additional days are needed, they will be taken from the Spring Recess, beginning April 16.

APPROVED:



## CALENDAR OF BOARD OF EDUCATION MEETINGS JANUARY 2027-JANUARY 2028

<b>DAY/DATE</b>	<b>MEETING LOCATION</b>
Monday, January 11, 2027	Town Council Chambers
Monday, January 25, 2027	Town Council Chambers
Monday, February 8, 2027	Town Council Chambers
Monday, February 22, 2027	Town Council Chambers
Monday, March 8, 2027	Town Council Chambers
Monday, March 22, 2027	Town Council Chambers
Monday, April 5, 2027	Town Council Chambers - 1 <sup>st</sup> Monday
Monday, April 19, 2027	Town Council Chambers - 3 <sup>rd</sup> Monday
Monday, May 10, 2027	Town Council Chambers
Monday, May 24, 2027	Town Council Chambers
Monday, June 7, 2027	Town Council Chambers - 1 <sup>st</sup> Monday
Monday, June 21, 2027	Town Council Chambers - 3 <sup>rd</sup> Monday
Monday, July 12, 2027	Town Council Chambers
Monday, August 9, 2027	Town Council Chambers
Monday, September 13, 2027	Town Council Chambers
Monday, September 27, 2027	Town Council Chambers
Monday, October 4, 2027	Town Council Chambers - 1 <sup>st</sup> Monday
Monday, November 8, 2027	Town Council Chambers
Monday, November 22, 2027	Town Council Chambers
Monday, December 13, 2027	Town Council Chambers
Monday, January 10, 2028	Town Council Chambers
Monday, January 24, 2028	Town Council Chambers

### PLEASE NOTE:

Regular meetings of the Board of Education are normally be held on the second and fourth Monday of each month except in instances when the second or fourth Monday is impacted by a school break or holiday. Meetings begin at 7:00 p.m. unless otherwise noted.

Approved:

**GLASTONBURY BOARD OF EDUCATION  
EXECUTIVE SUMMARY REPORT**

---

---

**Title of Report:** Approval of CIP 2027-2031

**Board Meeting Date:** November 24, 2025

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

---

---

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

The year, we separated CIP projects into five (5) categories. Within each category, we are recommending the prior order.

**Programmatic Needs Started**

- Replace Turf Stadium Field (1)
- Resurface and Reline Outdoor Track (1)

**Outside Projects**

- Replace eight (8) tennis courts (1)
- Replace Hebron Avenue Playscape (2)

**Inside Projects**

- Replace GHS Gym Divider Curtains (1)
- Replace BB Kitchen and Cafeteria Floor (2)

**Town Projects**

- Repave BB Parking Surfaces (1)

**Study**

- Design – Boiler and Heating System Replacement (1)

**Submitted By:** Alan B. Bookman



# Capital Improvement Plan

## Fiscal Years

**2027**

**2028**

**2029**

**2030**

**2031**

BOE Approved:

# Capital Improvement Projects (CIP) Form

November 10, 2025

Summary by Fiscal Year			
YR	Location	Description	Est. Cost
<b>Projects for Fiscal Years 2027-2031</b>			
2027	GHS	Replacement Turf – Stadium Field (TOG CIP Funding Chart Item B-2)	\$630,000
2027	GHS	Roof Replacement <i>** Funded by 2025 Referendum \$6M</i>	<i>Bond Notes</i>
2027	GHS	Replace (8) Tennis Court Surfaces – New with Post Tension Concrete	\$1,700,000
2027	Naubuc	Design - Boiler and Heating System Replacement	\$75,000
2027	GHS	Resurface/Reline Outdoor Track	\$325,000
2027	Buttonball	Repave Parking Surfaces	\$200,000
2027	Buttonball	Replace Kitchen Floor and Cafeteria Floor	\$200,000
2027	GHS	Replace Gym Divider Curtains	\$250,000
2027	Hebron Ave	Replacement of Playscape (Multiple Year Plan)	\$500,000
<b>Sub Total Year 2027:</b>			<b>\$3,880,000</b>
2028	Naubuc	Roof Replacement <i>** Funded by 2025 Referendum \$1.2M</i>	<i>Bond Notes</i>
2028	Naubuc	Replacement - Boiler and Heating System	\$950,000
2028	Hebron Ave	Repave Parking Surfaces	\$290,000
2028	Various	Refurbish Rubber Gym Floors – HO, HE, BB, EA (\$60K ea.) GW \$75K	\$315,000
2028	Smith Middle	Design Roof Replacement	\$75,000
2028	Naubuc	Replacement of Playscape (Multiple Year Plan)	\$500,000
<b>Sub Total Year 2028:</b>			<b>\$2,130,000</b>
2029	Smith Middle	Replacement Roof** (150,000 SF BUR) (28,000 SF Shingles)	\$3,925,000
2029	GHS	Restore Exterior Fascia Panels	\$600,000
2029	Eastbury	Replacement of Playscape (Multiple Year Plan)	\$500,000
<b>Sub Total Year 2029:</b>			<b>\$5,025,000</b>
2030	Smith	Chiller Replacement (2)	\$760,000
2030	GHS	Chiller Replacement (2)	\$900,000
2030	GHS	Repave Parking Surfaces – Area 4 (Baldwin Rear, Hubbard Front)	\$200,000
2030	Eastbury	Carpet Removal/Replacement (VCT & VAT abatement)	\$500,000
2030	Hopewell	Replacement of Playscape (Multiple Year Plan)	\$500,000
<b>Sub Total Year 2030:</b>			<b>\$2,860,000</b>
2031	GHS	Elevator Replacement (1973 section)	\$700,000
2031	GW	Carpet Removal/Replacement Entire School (VCT/VAT abatement)	\$1,000,000
2031	GHS	Kitchen Floor Replacement	\$100,000
2031	Naubuc	Cafeteria Floor Replacement	\$150,000
2031	Nayaug	Replacement of Playscape (Multiple Year Plan)	\$500,000
<b>Sub Total Year 2031:</b>			<b>\$2,450,000</b>
**Roof Replacements >20 years are eligible for State School Construction Grant (Non-Priority category projects have no State DAS application deadlines)			

**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 10, 2025

## Overview

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



## Project Description and Status

The existing Multi-Purpose Field is near its useful life. This field is widely used by all school athletics teams, PE Classes and by town athletic programs throughout the year. The field has been maintained around activities but it is utilized daily and weekends except during snow events. The field remains safe to play on but plans to replace it are needed.

The plan is to bid and replace the field turf with companies that manufacture fields which do not use PFAS and crumb rubber made from recycled tires. Strict design specifications during bidding will require lab certifications from companies that can ensure these substances are not used through their engineering, material procurement, production process and from supplier controls. Only companies that meet this requirement will be considered.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
\$270,000	\$630,000	-	-	-	-	\$900,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b> Board of Education	
<b>Project Title:</b>	High 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. Due to timelines with the grant process, design was funded in 2025 and construction is anticipated in 2027. This timeline factors in the 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 (26) roof areas totaling 137,206 square feet. In 1991, all roofs were replaced, except Building A (newest addition) and the Gym/Pool roof. These roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts (BUR). The physical appearance is in fair to poor condition. There are multiple signs of erosion of the ballast, 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.

***\*\*The Town is issuing a Bond Referendum in November 2025 to fund the project through the issuance of Bond Notes amounting to \$6,000,000.***

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	**Bond Note	-	-	-	-	

## Estimated Operating Budget Requirements

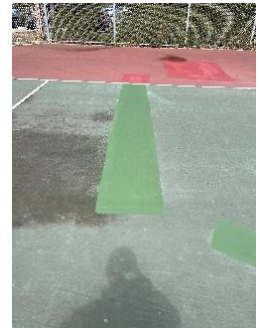
No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b> Board of Education	
<b>Project Title:</b>	High School Replace (8) Outdoor Tennis Courts
<b>Priority:</b>	



## Project Description and Status

The existing Tennis Courts were constructed during the 2005 renovations. The existing outdoor courts have been repaired over the past several years. However, winters have created significant expansion with large gaps to the concrete and finish surface. We have filled and made repairs but a long-term solution is needed such as reclamation and/or complete replacement with post tension concrete or other methods.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$1,700,000	-	-	-	-	\$1,700,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Naubuc School Replace Boiler System
<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

2026 Budget	2027	2028	2029	2030	2031	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 10, 2025

## Overview

<b>Department:</b>	<b>Board of Education</b>
<b>Project Title:</b>	High School Re-Surface Outdoor Track
<b>Priority:</b>	



## Project Description and Status

The existing outdoor track is approximately 5,000 SY of rubber track surface, six lanes wide. Resurfacing materials must be compatible with existing rubber surface and shall be applied in compliance to manufacturers recommendations. Track damage will be repaired followed by two layers of ultraviolet resistant pigmented EPDM granules. Track lines will be marked by a surveyor and then lines and markings will be painted back to original layouts and color.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$325,000	-	-	-	-	\$325,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

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



## Project Description and Status

This property has approximately 80,000 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

2026 Budget	2027	2028	2029	2030	2031	Total
	\$200,000	-	-	-	-	\$200,000

## 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 five (5) years.

# Capital Improvement Projects (CIP) Form

November 10, 2025

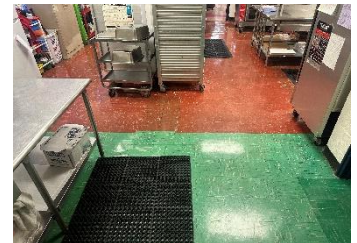
## Overview

<b>Department: Board of Education</b>	
<b>Project Title:</b>	Buttonball Cafeteria & Kitchen Flooring Replacement Project
<b>Priority:</b>	



## Project Description and Status

The Buttonball School Cafeteria and Kitchen floors are near their useful life and should be considered for replacement. Area is approximately 4,500 sf Vinyl tile.



## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$200,000	-	-	-	-	\$200,000

## 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 five (5) years.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview



<b>Department:</b> Board of Education	
<b>Project Title:</b>	High School Gym Replace Divider Curtains
<b>Priority:</b>	

## Project Description and Status

The existing divider curtains in the gym provide the required space separation during Physical Education classes as well as during some Athletics games. There are nine (9) full height curtains that are motorized and cables lift or lower each curtain as needed. The top portion of the curtains are mesh material to allow ventilation to pass-through and the bottom half of the curtain is made from a heavy-duty vinyl for impacts and durability.

The curtain sizes are as follows: (L x H).

- (2) 55'x28'
- (2) 100'x28'
- (2) 30'x26'
- (2) 36'x26'
- and (1) 32'x55'

The current curtain motorized system consists of steel cables that are weaved through multiple grommets up vertically to a motor mounted on the steel roof beams and that coils the cable lifting the curtains. Each curtain is motorized independently to allow users the option to compartmentalize the floor space as desired for each event. The cable and grommet technology is old and the shear operation over the years has worn the cables and grommets. Motorized curtains are inspected annually for safety and operations. The age of the curtains is unknown but it is a recommended project that should be accomplished in the near future. The new technology that is designed today eliminates the cable and grommet system. It is a motorized lift system that operates similar to a roller shade with low maintenance for longer longevity and ease of operation. The cost of the new system includes removal of the old system and installation of the new curtain system.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$250,000	-	-	-	-	\$250,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b> Board of Education	
<b>Project Title:</b>	Elementary Schools Playscape Replacement
<b>Priority:</b>	



## Project Description and Status

The existing playscapes in our schools are inspected and maintained by our Park Department. As a recent report by their Certified Playscape Safety Inspector (CPSI) and the Director of Parks, it is our recommendation to plan for a multi-year replacement plan. We recommend a budget of \$500,000 annually to include design and replacement as listed below. The proposal factors in the current conditions, the age of the units and the limited parts available for older structures. The average life span of a Playground is 20 to 25 years.

1. Hebron Ave School: The large playground was installed in 1996.
2. Naubuc Elementary School: The playground was installed in 2004.
3. Eastbury School: The Playscapes were built in 1997. Due to the different needs of the school replacement is recommended.
4. Hopewell School: The 5-12 Playscape was installed in 2002.
5. Nayaug School: The 2-5 Playscape was built in 2008. The 5-12 Playscape was Built in 2007.
6. Gideon Welles: The equipment was installed in 2010.
7. Buttonball School: The 5-12 Playscape was installed in 2020 along with the Exercise equipment after the tree fell on the old Playscape. The swings are from 1986 and need replacing as no parts are available.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$2,500,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b> Board of Education	
<b>Project Title:</b>	Naubuc 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. Due to timelines with the grant process, design funding was set in 2026 and construction is anticipated for 2028. This timeline factors in local regulatory process for state grant as well as the School Construction Grant review and plan approval process.

The roof surface that is a built-up (BUR) is approximately 43,539. These roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts. The physical appearance is in poor 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 (43K 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, and it 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 Silver Petrucelli + Associates 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.

***\*\*The Town is issuing a Bond Referendum in November 2025 to fund the project through Bond Notes in the amount of \$1,200,000.***

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	**Bond Notes	-	-	-	

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b> Board of Education	
<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. 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 of 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

2026 Budget	2027	2028	2029	2030	2031	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 10, 2025

## Overview

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



## Project Description and Status

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

The work for GHS is funded in 2026.

The work in 2028 would be for HO, HE, BB, EA and GW.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	\$315,000	-	-	-	\$315,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b> Board of Education	
<b>Project Title:</b>	Smith Middle School Design & Replacement Roof
<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.

The roof surface that is a built-up (BUR) is approximately 150,000 square feet originally built in 2000. 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, a “Hip-Roof” consists of the pitched portion with asphalt shingles approximately 28,000 sf. Some repairs have been made over the years. It is recommended to plan for Design in 2028 and Replacement in 2029.

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 Silver Petrucelli + Associates 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

2026 Budget	2027	2028	2029	2030	2031	Total
	-	\$75,000	\$3,925,000	-	-	\$4,000,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b>	Board of Education
<b>Project Title:</b>	GHS Restore Exterior Fascia Panels
<b>Priority:</b>	



## Project Description and Status

This project will consist of repairing damaged metal panels and respraying the entire metal panels with a coating that will seal and re-color coat the surface with an electro-static application designed to bond to the metal. We will explore various engineering methods that considers cost effectiveness and lifespan.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	\$600,000	-	-	\$600,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

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



## Project Description and Status

This project will consist of engineering plans and specifications followed by the 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. (\$380K Ea.) in 2030

### Smith Middle

- (2) McQuay Rooftop Air-Cooled Chillers (2000) 300 Tons Ea. (\$450K Ea.) in 2030

Total estimated project cost including design is \$1,660,000.

<sup>1</sup> Estimated Useful Life

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	\$1,660,000	-	\$1,660,000

## Estimated Operating Budget Requirements

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

# Capital Improvement Projects (CIP) Form

November 10, 2025

## 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 campus has approximately 392,000 square feet of parking. In coordination with the Town annual repaving plan, a multi-year reclamation and repave of parking lots was established based on conditions. A budget of \$200K for each area of the site map was prepared by Town Engineering. The multi-year plan has been in place to anticipate current and future needs that will address the entire site.

At this time the following has been completed:

- In 2019 the Entrance “C” Area
- In 2022, the Senior Lot Entrance “D” Area
- In 2025, the Junior Lot Entrance “D” Area

Finally, the Baldwin and Front Entrance parking lots as well as the driveways are the newest pavements during the addition of the science wing in 2006. Those areas are in good condition and the 2030 request is a placeholder in the event we anticipate the need to do them.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	\$200,000	-	\$200,000

## 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 10, 2025

## Overview

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Eastbury School Carpet and Flooring Project
<b>Priority:</b>	



## Project Description and Status

The programs at Eastbury School include Early Learning Center, Integrated Preschool, LINKS Academy and the Transition Academy. All classrooms are currently carpeted since the school was a K-5 program. Carpets are serviced daily and periodically shampooed but they should be replaced in the near future due to wear.

We propose to study each program closely with administration to determine what floor surface meets each individual program and to determine what floor surface would be best for each area. Additionally, we must inspect areas under existing carpeting to determine if there is existing vinyl tile that must be removed or restored. This survey and discussions will be done prior to 2030 to better understand possible costs or if phasing is possible to complete the work with the least amount of disruption to programs.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	\$500,000	-	\$500,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b>	Board of Education
<b>Project Title:</b>	GHS 1973 Wing Elevator Replacement
<b>Priority:</b>	



## Project Description and Status

This project involves the replacement of the elevator by the Kitchen hallway that serves three floor levels for students and staff. The unit is original to the 1973 wing and has undergone repairs over the years. The unit should be replaced in the next few years.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$700,000	\$700,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b>	Board of Education
<b>Project Title:</b>	Gideon Welles School Carpet and Flooring Project
<b>Priority:</b>	



## Project Description and Status

The Gideon Welles School is mostly carpeted that was installed back when the school was an all 6<sup>th</sup> grade program. Carpets are serviced daily and periodically shampooed but they should be replaced in the near future due to wear. Additionally, we must inspect areas under existing carpeting to determine if there is existing vinyl tile that must be removed or restored. A survey and discussions will be done prior to 2031 to better understand possible costs or if phasing is possible to complete the work with the least amount of disruption.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$1,000,000	\$1,000,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b>	Board of Education
<b>Project Title:</b>	GHS Kitchen Floor Flooring Restoration Project
<b>Priority:</b>	



## Project Description and Status

The High School Kitchen floor has signs of wear over the epoxy and we are exploring if the floor can be refinished or possibly consider a more durable surface for greater longevity.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$100,000	\$100,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

# Capital Improvement Projects (CIP) Form

November 10, 2025

## Overview

<b>Department:</b>	<b>Board of Education</b>
<b>Project Title:</b>	Naubuc Cafeteria Flooring Replacement Project
<b>Priority:</b>	



## Project Description and Status

The Naubuc School Cafeteria and Kitchen floor is near its useful life. It should be considered for replacement. Area is approximately 4,000 sf of vinyl and ceramic tile.

## Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$150,000	\$150,000

## Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

**Special Board of Education Meeting**  
Monday, November 10, 2025 6:00 PM  
Town Council Chambers  
Glastonbury Town Hall  
2155 Main Street  
Glastonbury, CT 06033

Mrs. Kali Cavanaugh:	Present
Mrs. Alison Couture:	Present
Mrs. Jennifer Faust:	Absent
Dr. Douglas Foyle:	Present
Ms. Jenn Jennings:	Present
Mr. David Peniston, Jr.:	Present
Mr. Matthew Saunig:	Absent
Ms. Julie Thompson:	Present

Also Present: Alan B. Bookman, Superintendent  
Dr. Scott Hurwitz, 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 6:00 pm.

**2. Pledge of Allegiance**

**3. Awards and Recognition**

3.A. Glastonbury Public Schools French Program — Recipients of the American Association of Teachers of French Award of Exemplary with Distinction

3.B. Ted Gregorski and Sarah Rubelmann, Coordinators of Community Conversations

**4. Student Representatives' Report**

4.A. Amalia Baird, Class of 2027

Student Representative, Amalia Baird, Class of 2027 gave the Board an overview of taking place at Glastonbury High School.

4.B. Ariana Stevenson, Class of 2027

Student Representative, Ariana Stevenson, Class of 2027 provided the Board with a brief recapitulation of events at Glastonbury High School.

4.C. Taylor Balthazar, Class of 2028

Student Representative, Taylor Balthazar, Class of 2028 also updated the Board with recent and upcoming happenings at Glastonbury High School.

**5. Information Session for Public Comment**

David Peniston, 29 Rosewood Drive, Glastonbury, shared his thoughts on the candidate debate.

**6. Reports and Discussion**

6.A. Art Report

Director of Art, Holly Buckley, provided the Board with highlights from the report.

#### 6.B. History/Social Sciences Report

Director of History and Social Sciences, Brendan Callahan, shared key points from the report with the Board.

#### 6.C. Health and Physical Education Curriculum Review Report

Director of Health and Physical Education, Jennifer Spring, presented essential sections of the report to the Board.

#### 6.D. Health and Physical Education Report

Director of Health and Physical Education, Jennifer Spring, shared a brief overview of the report with the Board.

#### 6.E. Glastonbury Education Foundation

Julie Thompson reported that the GEF Gala is scheduled for this Friday, November 14, 2025. It is expected to be a wonderful event and all tickets to attend have been sold out.

### **7. Business Requiring Action**

#### 7.A. Recommendation for Potential Transfer of GEHMS Building

Board moves to direct the administration to gather more information on the potential transfer of the GEHMS building into a Glastonbury Public Schools K-5 building. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Ms. Julie Thompson: Yea

#### 7.B. Approval of the November Budget Revisions to the Approved 2025-2026 Board of Education Budget

Board moves to approve the November budget revisions to the Approved 2025-2026 Board of Education Budget. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Ms. Julie Thompson: Yea

#### 7.C. Acceptance of the Capital Improvement Plan (CIP) 2027-2031 for First Reading

Board moves to accept the Capital Improvement Plan (CIP) 2027-2031. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Ms. Julie Thompson: Yea

7.D. Approval of Glastonbury High School DECA Club Student Trip to Boston, Massachusetts Board moves to approve the Glastonbury High School DECA Club student trip to Boston, Massachusetts, reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Ms. Jenn Jennings: Yea  
Mr. David Peniston, Jr.: Yea  
Ms. Julie Thompson: Yea

7.E. Approval of Board of Education 2026-2027 Budget Workshop Dates, Monday, January 5, 2026, and Wednesday, January 7, 2026

Board moves to approve Monday, January 5, 2026, and Wednesday, January 7, 2026, as Board of Education Budget Workshop dates. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Ms. Jenn Jennings: Yea  
Mr. David Peniston, Jr.: Yea  
Ms. Julie Thompson: Yea

7.F. Approval of October 6, 2025 Meeting Minutes

Board moves to approves meeting minutes of Monday, October 6, 2025. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Ms. Jenn Jennings: Yea  
Mr. David Peniston, Jr.: Yea  
Ms. Julie Thompson: Yea

## **8. Committee Chair Reports**

- David Peniston, Curriculum Committee Chair, provided an overview of the October 27, 2025 Curriculum Committee meeting.

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

Dr. Foyle shared the following:

- Both the Glastonbury High School and Smith Middle School Program of Studies are on the November 24, 2025 Board agenda for first reading.
- On November 4, 2025, the referendum to ban turf fields failed. The Board has advised the Administration to move forward in gathering information on the installation of two (2) new turf fields.
- Congratulations to David Peniston Jr and Jenn Jennings on their re-election to the Board.

- Thanks to the students/athletes/coaches who were at the polling locations and shared with voters their thoughts, in a respectful and informative manner, regarding the banning of turf fields. We are proud to see students engaged in a civic process on an issue they cared deeply about.

**10. Superintendent's Report**

Dr. Bookman shared the following:

- Thanks again to the students/athletes/coaches who were at the polling stations.
- A brief update on the turf field process. More information will be shared at the November 24, 2025 Board meeting.
- Solar Panels will be installed in Portland, at the tree line abutting Nayaug School
- Dates for meetings have been shared:
  - January 21, 2026 – Capital Improvement Program Workshop
  - January 27, 2026 - Annual Town Meeting
  - February 3, 2026 – Board of Finance Budget Workshop Meeting with the Board of Education
  - February 25, 2026 – Town Council Budget Workshop Meeting with the Board of Education
  - March 18, 2026 - Final Budget Public Hearing and Action
- An overview of the Self Insurance Reserve
- He passed tickets out for an Art Show

10.A. Grants

10.B. Self-Insurance Reserve Update, September 2025

10.C. Self-Insurance Reserve Update, October 2025

10.D. School Enrollment Report, November 2025

10.E. Student Suspension Report, September 2025

10.F. Gideon Welles School After School Activities 2025-2026

10.G. Smith Middle School Clubs 2025-2026

10.H. Dates to Remember

Jenn Jennings asked the administration be mindful of the clubs at Gideon Welles, now that it is a grade 5 and grade 6 School, that equal opportunity be offered to all 5<sup>th</sup> grade students across the district. She also had a clarifying question on how to start up a club. Dr. Bookman provided the answer to Ms. Jennings.

**11. Adjournment**

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The meeting adjourned at 8:21 pm.

Mrs. Kali Cavanaugh: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Ms. Julie Thompson: Yea

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

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:

**Special Board of Education Meeting**  
Tuesday, November 18, 2025, 8:00 PM  
Glastonbury Town Hall, Meeting Room A  
Glastonbury Town Hall  
2155 Main Street  
Glastonbury, CT 06033

Mrs. Kali Cavanaugh:	Present
Mrs. Alison Couture:	Present
Mrs. Jennifer Faust:	Present
Dr. Douglas Foyle:	Present
Ms. Jenn Jennings:	Present
Mr. David Peniston, Jr.:	Present
Mr. Matthew Saunig:	Present
Ms. Julie Thompson.:	Present

Also Present: Alan B. Bookman, Superintendent

**1. Call to Order – Town Manager – Mr. Jonathan Luiz**

Mr. Jonathan Luiz, Glastonbury Town Manager, called the meeting to order at 8:00 pm, followed by the Pledge of Allegiance.

**2. Pledge of Allegiance**

**3. Election of Chairman**

Mr. Luiz asked for nominations for the position of Board of Education Chair. Mr. David Peniston, Jr. nominated Dr. Douglas Foyle for the position of Chair of the Board of Education.

Ms. Jenn Jennings nominated Mr. David Peniston Jr., for the position of Chair of the Board of Education.

Motion to elect Dr. Douglas Foyle as Chair of the Board of Education. This motion, made by Mr. David Peniston, Jr. Carried.

Mrs. Jennifer Faust:	Nay
Ms. Jenn Jennings:	Nay
Mrs. Kali Cavanaugh:	Yea
Mrs. Alison Couture:	Yea
Dr. Douglas Foyle:	Yea
Mr. David Peniston, Jr.:	Yea
Mr. Matthew Saunig:	Yea
Ms. Julie Thompson:	Yea

**4. Election of Other Officers**

Mr. Luiz turned the meeting over to Dr. Douglas Foyle. Dr. Foyle asked for nominations for Vice Chair of the Board of Education. Mr. David Peniston, Jr. nominated Ms. Julie Thompson to be Vice Chair of the Board of Education.

Ms. Jenn Jennings nominated Mr. David Peniston, Jr. for the position of Vice Chair of the Board of Education.

Motion to elect Ms. Julie Thompson as Vice Chair of the Board of Education. This motion, made by Mr. David Peniston, Jr., Carried.

Ms. Jenn Jennings: Nay  
Mrs. Kali Cavanaugh: Yea  
Mrs. Alison Couture: Yea  
Mrs. Jennifer Faust: Yea  
Dr. Douglas Foyle: Yea  
Mr. David Peniston: Yea  
Mr. Matthew Saunig: Yea  
Ms. Julie Thompson: Yea

Ms. Julie Thompson was elected Vice Chairman of the Board of Education.

Dr. Douglas Foyle asked for nominations for Secretary of the Board of Education. Mrs. Jennifer Faust nominated Mrs. Kali Cavanaugh to be Secretary of the Board of Education. There were no other nominations and no discussion.

Motion to elect Mrs. Kali Cavanaugh as Secretary of the Board of Education. This motion, made by Mrs. Jennifer Faust, Carried.

Mrs. Kali Cavanaugh: Yea  
Mrs. Alison Couture: Yea  
Mrs. Jennifer Faust: Yea  
Dr. Douglas Foyle: Yea  
Ms. Jenn Jennings: Yea  
Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Ms. Julie Thompson: Yea

Mrs. Kali Cavanaugh was elected Secretary of the Board of Education.

## **5. Adjournment**

Move that the Board to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The meeting adjourned at 8:05 pm

Mrs. Kali Cavanaugh: Yea  
Mrs. Alison Couture: Yea  
Mrs. Jennifer Faust: Yea  
Dr. Douglas Foyle: Yea  
Ms. Jenn Jennings: Yea  
Mr. Matthew Saunig: Yea  
Ms. Julie Thompson: Yea

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

Mrs. Kali Cavanaugh, Secretary  
Approved:

**Special Board of Education Meeting**  
Tuesday, November 18, 2025 8:15 PM  
Meeting Room A  
Glastonbury Town Hall  
2155 Main Street  
Glastonbury, CT 06033

Mrs. Kali Cavanaugh:	Present
Mrs. Alison Couture:	Present
Mrs. Jennifer Faust:	Present
Dr. Douglas Foyle:	Present
Ms. Jenn Jennings:	Present
Mr. David Peniston, Jr.:	Present
Mr. Matthew Saunig:	Present
Ms. Julie Thompson:	Present

Also Present: Alan B. Bookman, Superintendent of Schools

**1. Call to Order**

Dr. Foyle called the meeting to order at 8:15 pm.

**2. Pledge of Allegiance**

Move that the Board enter into Executive Session to discuss a personnel matter. This motion made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh:	Yea
Mrs. Alison Couture:	Yea
Mrs. Jennifer Faust:	Yea
Dr. Douglas Foyle:	Yea
Ms. Jenn Jennings:	Yea
Mr. David Peniston, Jr.:	Yea
Mr. Matthew Saunig:	Yes
Ms. Julie Thompson:	Yea

**3. Discussion**

3.A. Matters Pertaining to Personnel

**4. Adjournment**

Move that the Board to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Kali Cavanaugh, Carried. The meeting adjourned at 8:45 pm.

Mrs. Kali Cavanaugh:	Yea
Mrs. Alison Couture:	Yea
Mrs. Jennifer Faust:	Yea
Dr. Douglas Foyle:	Yea
Ms. Jenn Jennings:	Yea
Mr. David Peniston, Jr.:	Yea

Mr. Matthew Saunig        Yea

Ms. Julie Thompson        Yea

11.A. Please note: The Board of Education plans to enter into Executive Session for this matter

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:

## GLASTONBURY HIGH SCHOOL FIELDS 12 & 13 RENOVATIONS

**November 18, 2025 Revised**

FieldTurf USA, Inc. is pleased to present the following proposal. FieldTurf pricing is based on the Capital Region Education Council (CREC) program. CREC is a member of The Association of Educational Purchasing Agencies (AEPA) program. The AEPA is a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process. AEPA IFB #024-A.



Click on the following AEPA hyperlink for more information: [AEPA IFB #24-A](#).

FieldTurf is pleased to offer to supply and install the following high performance turf system:

All pricing includes prevailing wage rates.

**Prepared For:** Dr. Alan Bookman – Superintendent of Schools, Glastonbury

**Prepared By:** Andrew Dyjak – Regional Vice President, FieldTurf

Chris Hulk, PE – Director of Design & Construction, New England

Jonathan Luster, PE – Regional Construction Manager, FieldTurf

**Address:** Glastonbury High School | 330 Hubbard St, Glastonbury, CT 06033

### BASE BID 8 Pickleball Courts

FIELD NAME	Glastonbury High School – Fields 12 and 13
SQUARE FOOTAGE	+/- 179,000 s.f.
PRODUCT	FieldTurf Vertex Prime
FIELD MARKINGS	Soccer, Lacrosse and Field Hockey and Center 'G' Logos
TOTAL PRICE	<b>\$ 2,650,000.00</b>

## Project Description

This proposal is based on existing site conditions, review meetings with the school, and a target construction period in winter / spring or summer 2026. The pricing assumes FieldTurf will provide a turnkey design-build delivery, including all necessary engineering, site protection, site construction, synthetic turf installation, and project closeout.

This pricing proposal proposes to convert the existing grass fields 12 & 13 to synthetic turf with various other site improvements included at Glastonbury High School.

For the conversion of the grass field to synthetic turf, all topsoil and irrigation systems will be removed. Earthmoving activities will be conducted to achieve proposed grades. The field will then have a perimeter concrete turf anchor curb, stone base, and a drainage system installed. The field will then be laser graded to achieve planarity before the turf is laid down and installed on the field. Additionally, 20' height ball safety netting along the lacrosse field end lines and electrical communication boxes within the synthetic turf field have also been added in the total base construction cost. Lastly, a concrete pad will be installed with ADA accessible bleacher system for 225 seats. Alternates have been included for additional ball netting.

The project is anticipated to be constructed in a ±3 – 4 month timeframe depending on start date. It is also anticipated that access and staging areas will be available in the adjacent parking lot.

## BASE PROJECT TOTAL

- **Performance and Payment Bonds**
  - Furnish and supply performance and payment bonds for project
  
- **Removals/Sediment & Erosion Controls**
  - Furnish and install construction signage and orange construction fencing along existing site fencing for security as needed
  - Install sediment and erosion controls as required
  - Strip, load, and dispose of topsoil
  - Remove and dispose of irrigation system within field and cut/cap at appropriate location
  
- **Site Civil Construction**
  - Earthmoving activities (cuts/fills) to achieve proposed subgrade
  - Compact subgrade
  - Install storm drainage perforated collector pipe
  - Install perimeter turf anchor curb
  - Furnish and install geotextile fabric on subgrade
  - Import, spread, grade, roll, and laser grade dynamic base stone (4")
  - Import, spread, grade, roll, and laser grade dynamic topping stone (2")
  
- **Synthetic Turf**
  - Furnish and install synthetic turf for field
  - Synthetic turf with SBR rubber and sand infill
  - Center 'G' logos and up to 4 field markings per field
  - Post installation GMAX field testing
  
- **Site Improvements**
  - Supply and install 20' height ball safety netting includes foundations, ground sleeves, posts, netting, and hardware on lacrosse field. Foundations only on soccer field.
  - Supply and install turf communication boxes within synthetic turf field
  - Furnish and install conduits for future electrical and lighting system
  - Furnish and install stone dust pathways around field
  - Furnish and install 4' ht. chain link fencing and gates around field
  - Furnish and install concrete base for permanent bleacher system
  
- **225 Seat Permanent Bleacher System**
  - Furnish and install metal system of bleachers with ADA access ramp and ADA seating
  
- **Project Closeout**
  - Clean site and demobilize
  - Provide project as-built and warranty information
  - Provide field care training to staff and deliver attic stock to Town specified location on site

**Alternate 1: Ball Netting Soccer Field****\$ 49,600.00**

- Furnish and install 16' netting above 4' tall fencing
- Includes, poles, hardware for poles, netting and installation
- +/- 200 l.f. each side of field

**Alternate 2: Scoreboard****\$ 55,600.00**

- Furnish and install new LED fully programable scoreboard 4.5' x 18' scoreboard
- Furnish and install foundations

**Alternate 3: Additional Scoreboard****\$ 25,000.00**

- Furnish and install additional scoreboard on foundation

**Alternate 3: Scoreboard Upgrades****\$ 39,600.00**

- Furnish and install decorative truss above scoreboard
- Furnish and install naming panel above scoreboard
- Increase foundation size to accommodate upgrades

**EXCLUSIONS:**

- Any costs associated with necessary charges relating to the delineation of the field
- The supply of manholes or clean-outs or grates, or supply of the manhole covers
- Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders, and will become an extra charge over and above the offered price
- Soil stabilization or remediation of any type
- Rock excavation and/or ledge removal
- Offsite disposal of generated spoils other than topsoil
- Excavation or disposal of unsuitable or contaminated soils
- Site security
- Wetland remediation
- Alterations to buildings or structures
- All electrical wiring
- New scoreboard or existing scoreboard relocation
- Once subgrade has been established, a proof roll will be performed to ensure structural stability of the soils; in the event that unsuitable soils are encountered, a price to remedy these areas can be negotiated based on recommended methods per project Engineer
- Testing or Inspection Fees
- Site restoration, sodding, landscaping or grow-in beyond disturbed areas
- Repair or resurfacing existing asphalt parking lot if damaged by truck traffic
- All union labor, prevailing wages or other labor law levies
- Permits and permit fees
- Contingency
- Plantings
- Any work not listed in the inclusions

# PROJECT PROPOSAL



*The price is valid for a period of 90 days. The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction.*

**Please feel free to reach out to any member of our project team with questions about our offer:**

**Andrew Dyjak**  
Regional Vice President  
(860) 333-7839

[Andrew.Dyjak@Fieldturf.com](mailto:Andrew.Dyjak@Fieldturf.com)


**Chris Hulk, PE**  
Director of Design & Construction  
(203) 676-4445

[Christopher.Hulk@FieldTurf.com](mailto:Christopher.Hulk@FieldTurf.com)

**Jonathan Luster, PE**  
Regional Construction Manager  
(860) 227-4915

[Jonathan.Luster@FieldTurf.com](mailto:Jonathan.Luster@FieldTurf.com)

Thank you again for your interest in FieldTurf, we look forward to working with you.

Per:   
Marie-Christine Raymond, Director of Operations  
FieldTurf USA, Inc. / Tarkett Sports Canada, Inc.

**FieldTurf USA, Inc. holds the Cooperative Purchase contract, any PO for Contract must be made out to FieldTurf USA, Inc. 175 N Industrial Blvd NE. Calhoun, GA 30701**

If you have questions regarding the FieldTurf and Beynon SmartBuy Cooperative Purchasing Program, please contact Eric Fisher at: [Eric.Fisher@smartbuycooperative.com](mailto:Eric.Fisher@smartbuycooperative.com).



## CONDITIONS

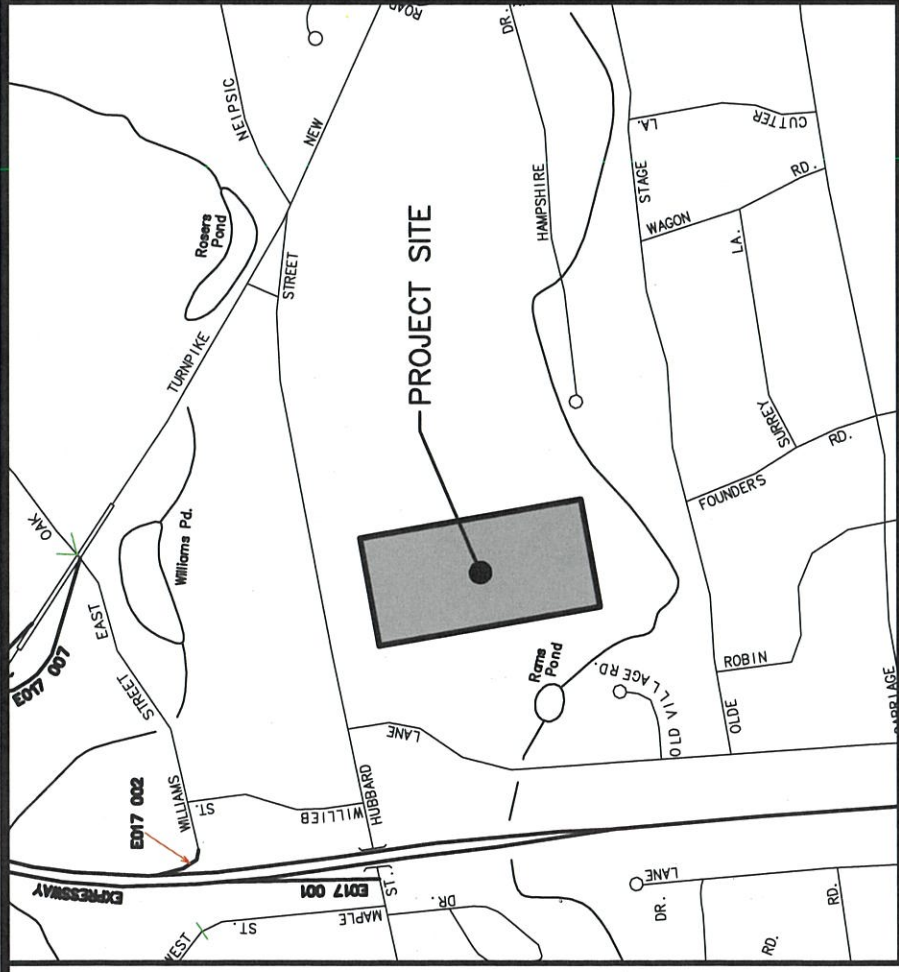
Notwithstanding any other document or agreement entered into by FieldTurf in connection with the supply and installation only of its product pursuant to the present bid proposal, the following shall apply:

- a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and *force majeure*.
- b) FieldTurf's preferred payment terms are as follows: (i) 50% of the Price upon Customer's execution of contract; (ii) 40% of the Price upon shipment of materials from FieldTurf's manufacturing facility; and (iii) Remaining balance of ten percent (10%) upon substantial completion of the field, which shall be achieved when Customer is able to use the field for its intended purpose, even if punchlist items remain and the Certificate of Completion has not been executed by Customer.
- c) Accounts overdue beyond 30 days of invoice date will be charged at an interest rate of 10% per annum.
- d) FieldTurf requires a minimum of 21 days after receiving a fully executed contract or purchase order and final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, FieldTurf further requires a minimum of 28 days per field to install the Product subject to weather and *force majeure*.
- e) FieldTurf requires a suitable staging area. Staging is anticipated in the last row of parking in the adjacent parking lot. minimum access of 15 feet wide by 15 feet high, and, no more than 100 ft from the site. A 25 foot wide by 25 foot long hard or paved clean surface area located within 50 feet of the playing surface shall be provided for purposes of proper mixing of infill material. Access to any field will include suitable bridging over curbs from the staging area to permit suitable access to the field by low clearance vehicles. Staging area surface shall be suitable for passage with motor vehicles used to transport materials to the site and/or staging area. FieldTurf shall not be liable for any damages to the staging area or its surface unless such damages are caused by FieldTurf's intentional misconduct or negligence.
- f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.
- g) Upon substantial completion of FieldTurf's obligations, the Customer shall sign FieldTurf's Certificate of Completion in the form currently in force; to accomplish this purpose, the Customer will ensure that an authorized representative is present at the walk-through to determine substantial completion and acceptance of the field, which may include a list of punch list items.
- h) FieldTurf shall not be a party to any penalty clauses and/or liquidated damages provisions.
- i) FieldTurf shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that FieldTurf pursues collection of payment of any past due invoice.
- j) All colors are to be chosen from FieldTurf's standard colors.

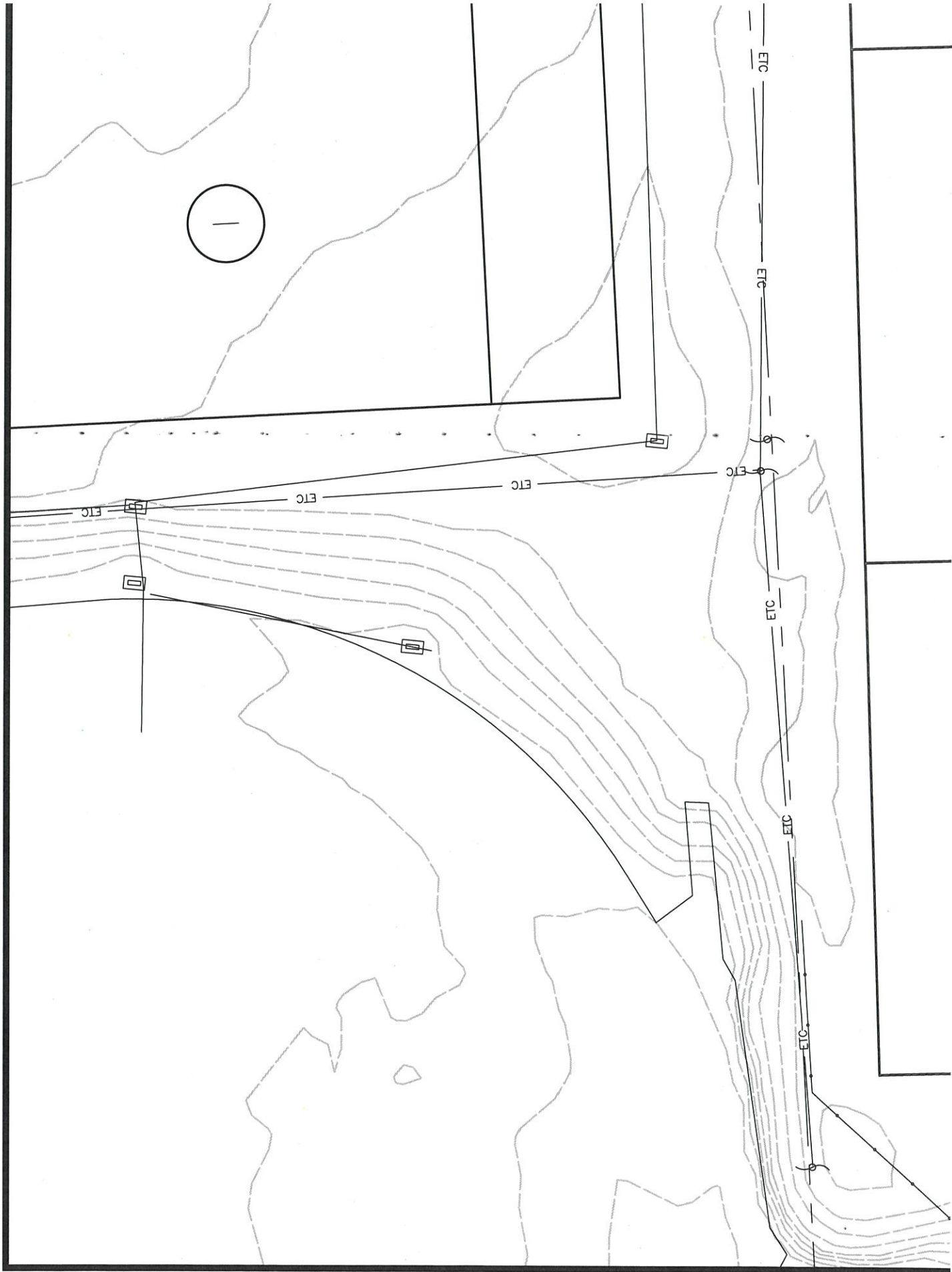
THE TARKETT SPORTS FAMILY - LEADERS IN SPORTS SURFACING



# GLASTON FIELDS



**LOCATION MAP**  
SCALE: 1" = 1000'







CONCRETE  
-SEE DET./

1' MIN. COVER

VARIES  
±3'-5' TYP.

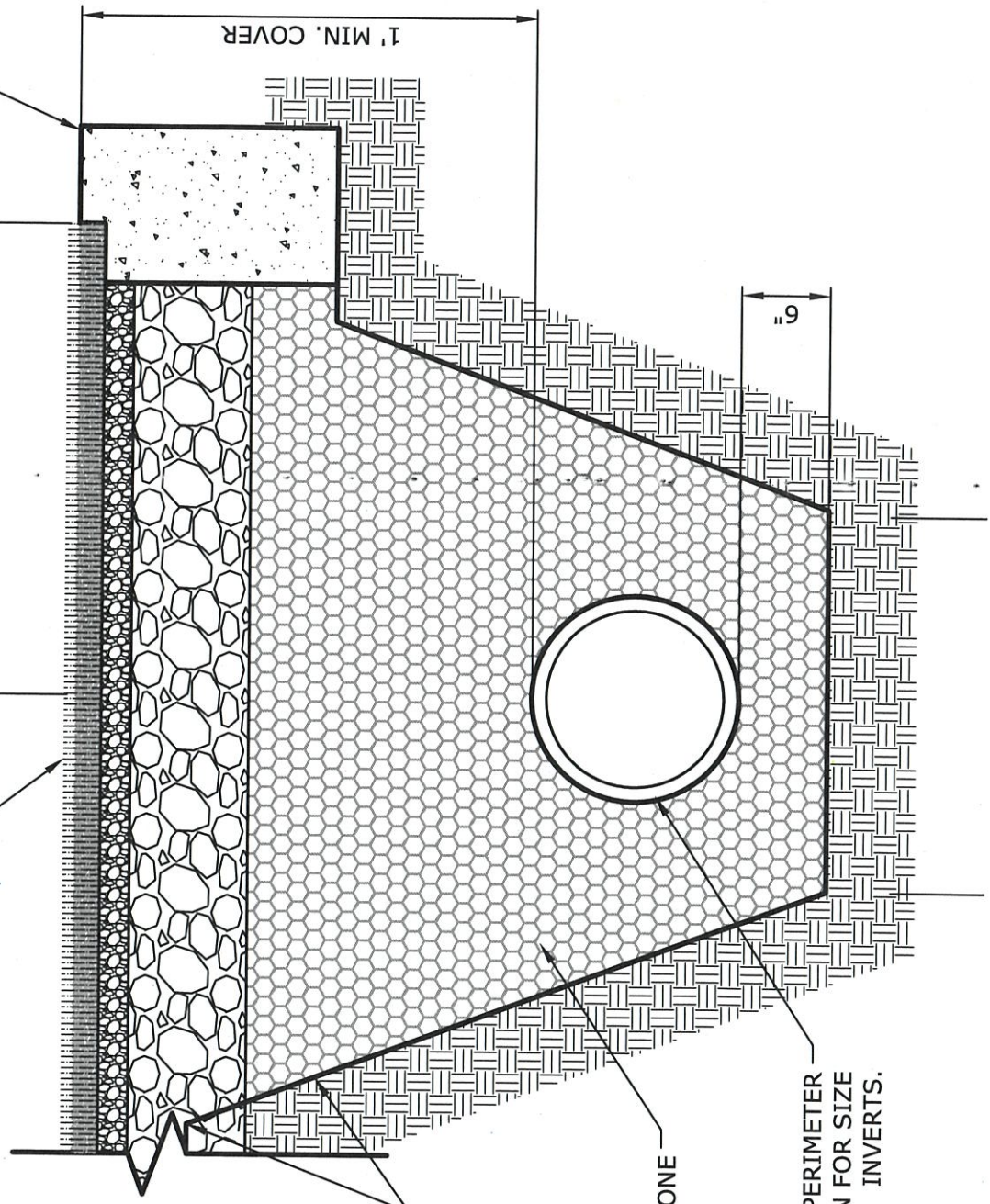
SYNTHETIC TURF

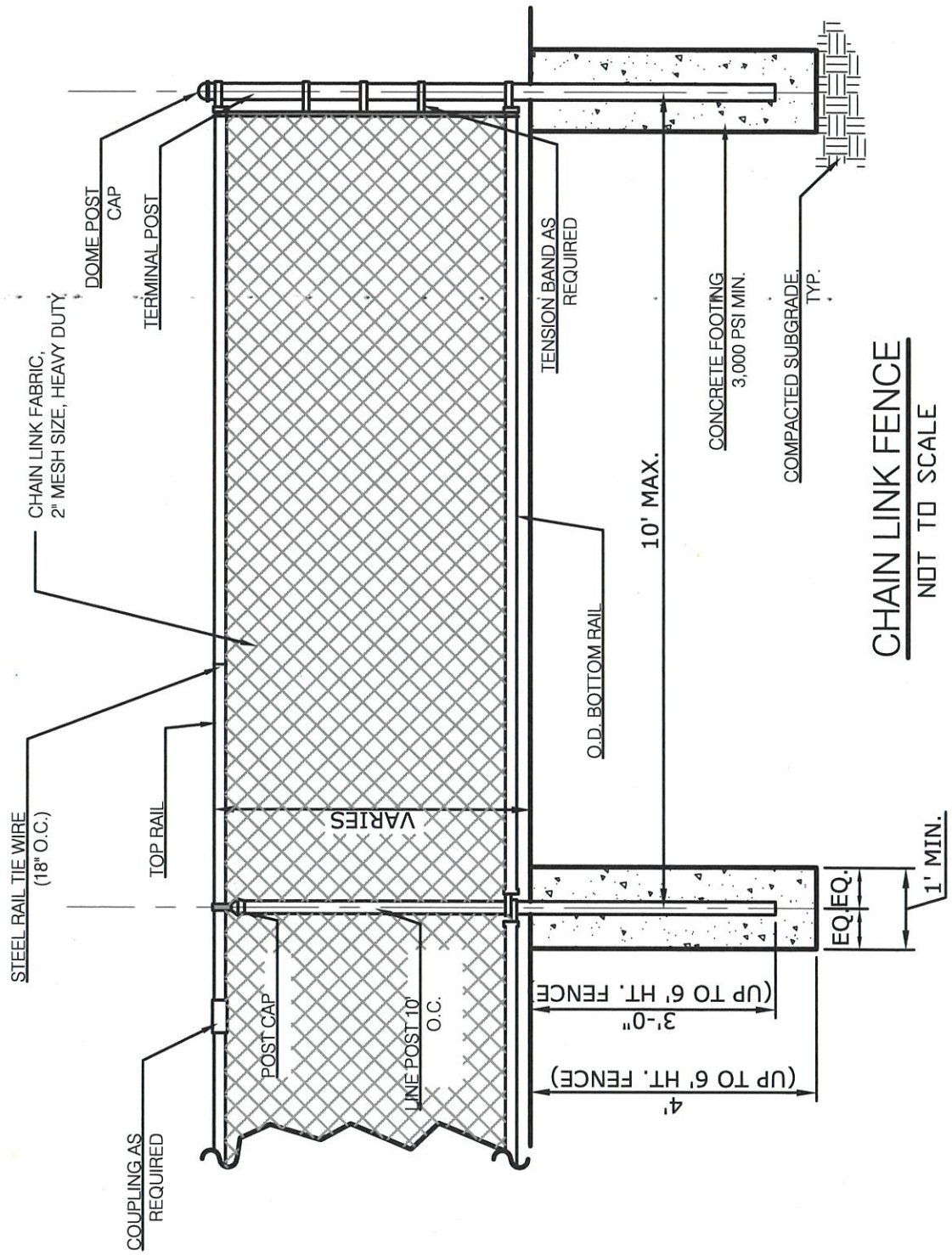
NON-WOVEN GEOTEXTILE  
FILTER FABRIC

¾" CRUSHED STONE

HDPE PERFORATED PERIMETER  
COLLECTOR PIPE. SEE PLAN FOR SIZE  
AND INVERTS.

9"





**CHAIN LINK FENCE**

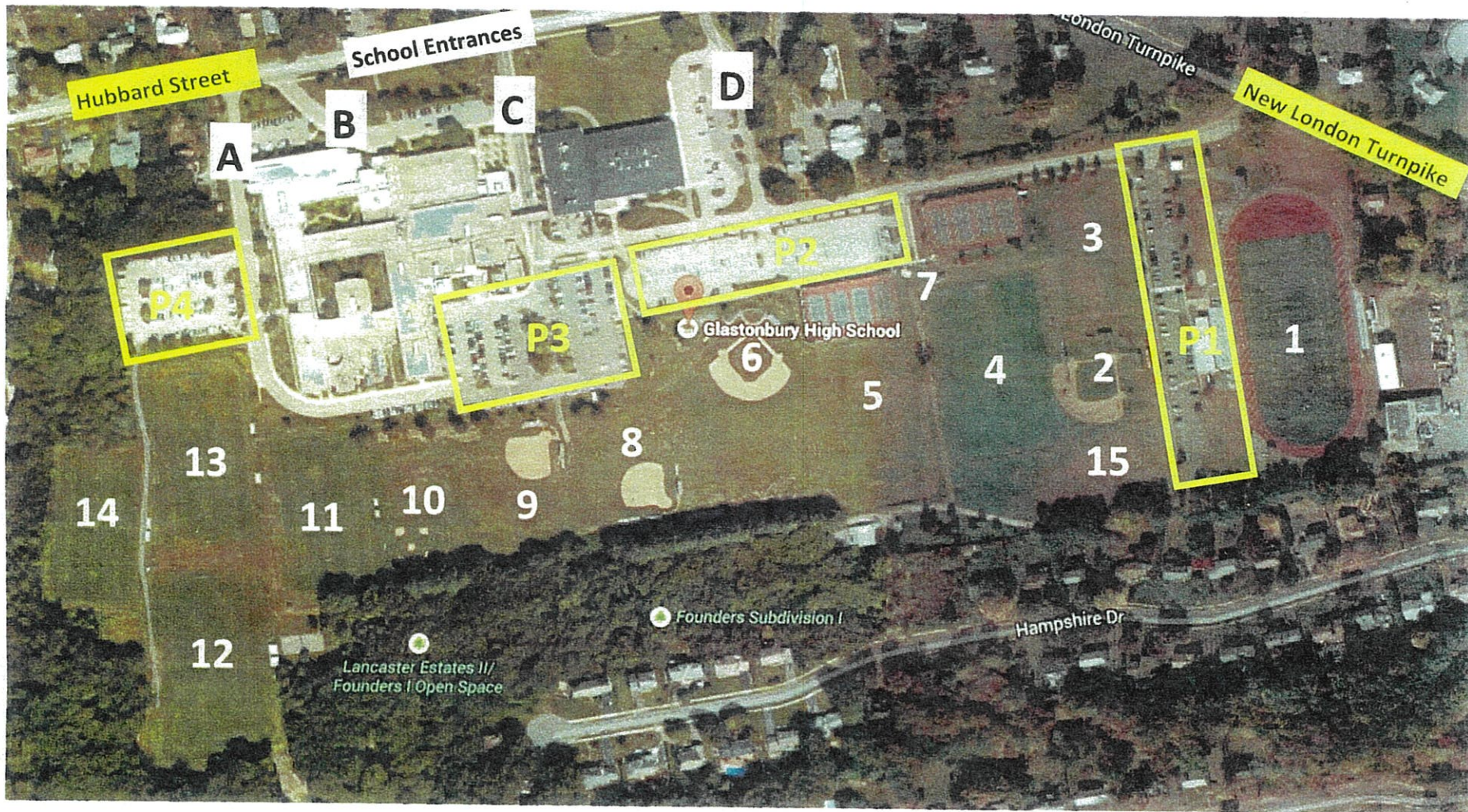
NOT TO SCALE

**NOTE:**  
 1. ALL CHAIN LINK POSTS, RAILS, FABRIC AND HARDWARE TO BE BLACK VINYL

**CHAIN LINK FENCE POST AND RAIL SIZING**



# Glastonbury High School Athletic Fields



## Fields:

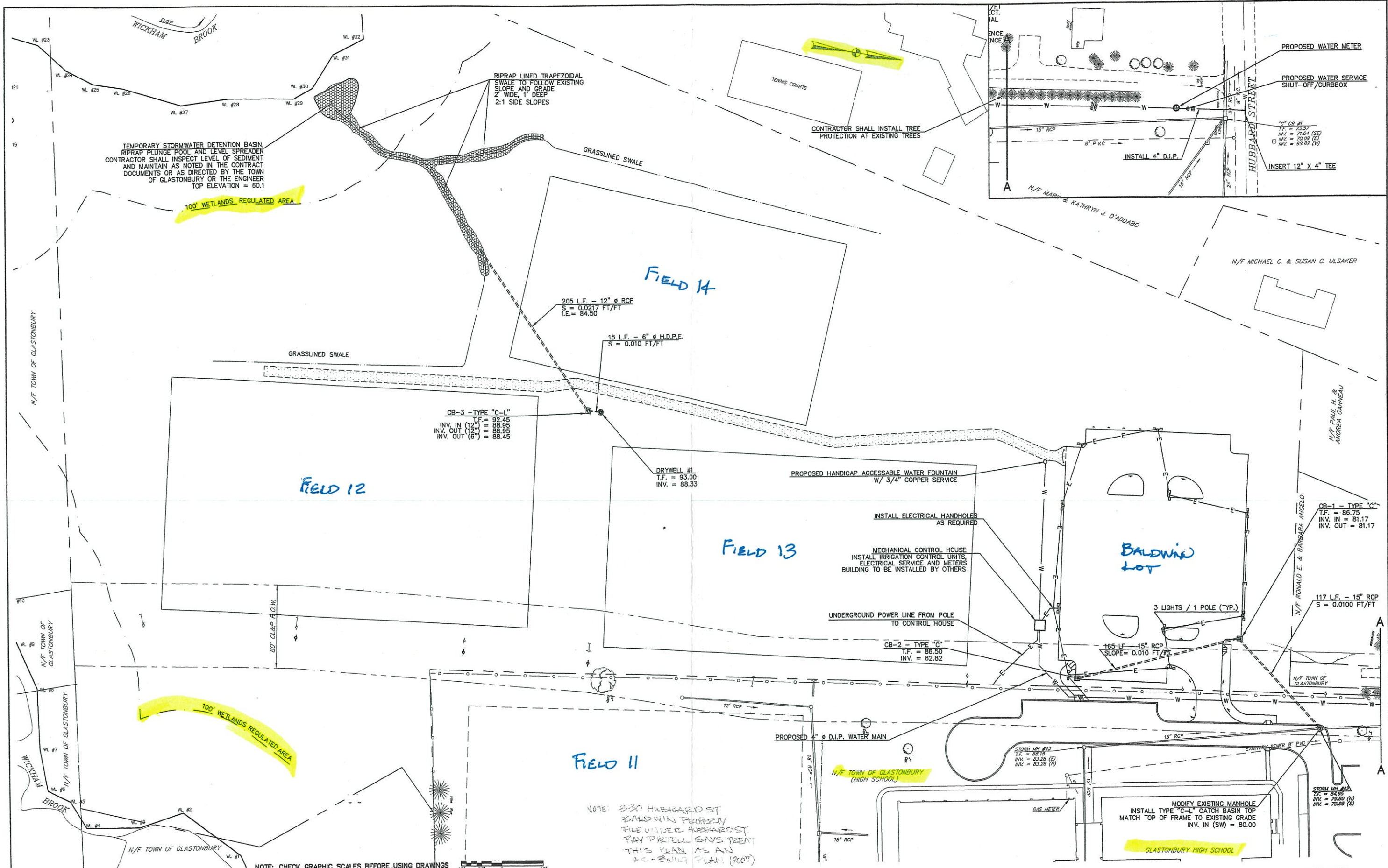
- 1) Track, Football, Field Hockey, Lacrosse
- 2) JV/FR Baseball
- 3) Practice Football, Track and Field Events
- 4) Varsity Soccer

- 5) Practice Soccer
- 6) Varsity Baseball
- 7) Tennis Courts
- 8) Varsity Softball
- 9) JV Softball
- 10) Freshman Softball

- 11) Boys Lacrosse, Field Hockey
- 12) Soccer, Girls Lacrosse
- 13) Soccer, Boys Lacrosse, Girls Lacrosse
- 14) Field Hockey, Lacrosse Practice
- 15) Practice Football

## Parking:

- P1 Access via New London Tpk.
- P2 Access via Entrance D
- P3 Access via Entrance C
- P4 Access via Entrance A



TEMPORARY STORMWATER DETENTION BASIN, RIPRAP PLUNGE POOL AND LEVEL SPREADER. CONTRACTOR SHALL INSPECT LEVEL OF SEDIMENT AND MAINTAIN AS NOTED IN THE CONTRACT DOCUMENTS OR AS DIRECTED BY THE TOWN OF GLASTONBURY OR THE ENGINEER. TOP ELEVATION = 60.1

100' WETLANDS REGULATED AREA

RIPRAP LINED TRAPEZOIDAL SWALE TO FOLLOW EXISTING SLOPE AND GRADE. 2' WIDE, 1' DEEP. 2:1 SIDE SLOPES.

CONTRACTOR SHALL INSTALL TREE PROTECTION AT EXISTING TREES

PROPOSED WATER METER

PROPOSED WATER SERVICE SHUT-OFF/CURBBOX

C.C. CR #1  
T.F. = 73.57  
INV. = 71.04 (SE)  
INV. = 70.09 (E)  
INV. = 69.82 (W)

INSERT 12" X 4" TEE

CB-3 - TYPE "C-1"  
T.F. = 92.46  
INV. IN (12") = 88.95  
INV. OUT (12") = 88.95  
INV. OUT (6") = 88.45

DRYWELL #1  
T.F. = 93.00  
INV. = 88.33

INSTALL ELECTRICAL HANDHOLES AS REQUIRED

MECHANICAL CONTROL HOUSE. INSTALL IRRIGATION CONTROL UNITS, ELECTRICAL SERVICE AND METERS. BUILDING TO BE INSTALLED BY OTHERS.

UNDERGROUND POWER LINE FROM POLE TO CONTROL HOUSE

CB-2 - TYPE "C"  
T.F. = 86.50  
INV. = 82.82

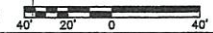
CB-1 - TYPE "C"  
T.F. = 86.75  
INV. IN = 81.17  
INV. OUT = 81.17

117 L.F. - 15" RCP  
S = 0.0100 FT/FT

100' WETLANDS REGULATED AREA

NOTE: 330 HUBBARD ST BALDWIN PROPERTY FILE UNDER HUBBARD ST. RAY DIPIELLO SAYS TREAT THIS PLAN AS AN AS-BUILT PLAN (2007)

NOTE: CHECK GRAPHIC SCALES BEFORE USING DRAWINGS



1	1/18/98	PRELIMINARY REVISIONS TO LAYOUT	SUPV.	S.R.M.
2	2/18/98	TOWN OF GLASTONBURY COMMENTS	DESIGN	R.C.S.
3	1/29/99	PLANNING AND ZONING SUBMITTAL	DRAWN	A.W.P.
4	4/23/99	PLANNING AND ZONING CONDITIONS	CHECKED	J.A.C.
5	4/30/99	BIDDING AND CONSTRUCTION		
NO.	DATE	SUBMISSIONS		
			DATE	4/30/99

GLASTONBURY PUBLIC WORKS  
FILE:  
STREET:  
HUBBARD STREET  
SHEET NO. 42

SCALE  
1" = 40'

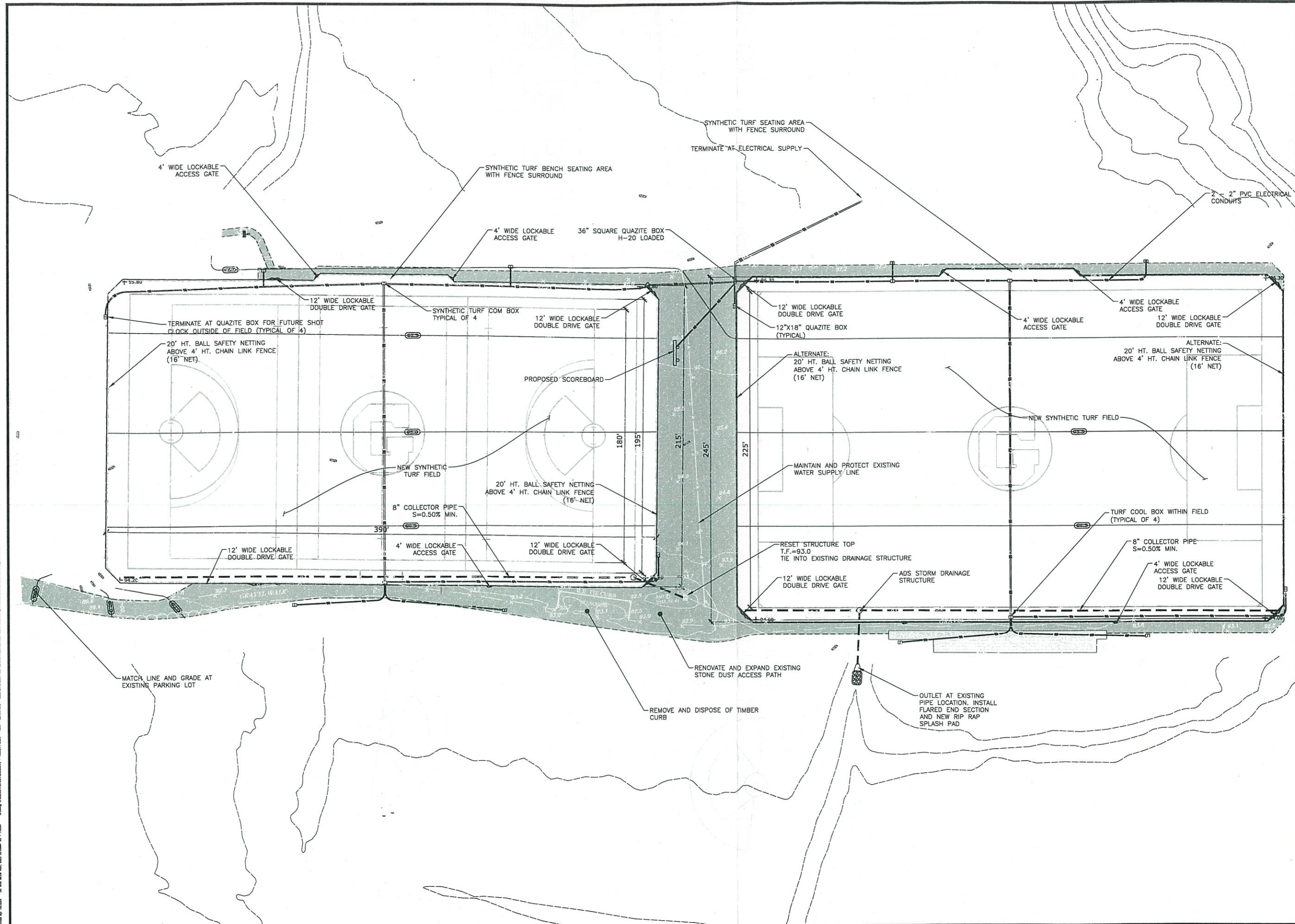
**WMC**  
CONSULTING ENGINEERS

WENGELL, McDONNELL & COSTELLO  
87 HOLMES ROAD  
NEWINGTON, CT 06111  
(860) 667-9624

PREPARED FOR  
TOWN OF GLASTONBURY  
PARKS and RECREATION  
1086 NEW LONDON TPKE  
GLASTONBURY, CT 06033

PROPOSED ATHLETIC FIELDS  
UTILITY PLAN  
TOWN OF GLASTONBURY, CONNECTICUT

GLASTONBURY D - ATHLETIC FIELDS - BALLFLD - 98044 -	SHEET 7
DATE PROJECT FILE NAME NUMBER REV OF	18



General Notes

0' 15' 30' 40'

SCALE: 1"=30'

No.      Revision/Issue      Date

No.	Revision/Issue	Date

Project Name and Address  
**GLASTONBURY HIGH SCHOOL  
 FIELDS 12 & 13  
 IMPROVEMENT**  
 330 HUBBARD STREET  
 GLASTONBURY, CONNECTICUT

Sheet Name  
**SITE DEVELOPMENT  
 PLAN**

Drawn JDL	Sheet <b>C-03</b>
Checked CEH	
Date SEPT 23, 2025	

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

---

---

**Title of Report:** Next Generation Accountability Report 2024-2025

**Board Meeting Date:** November 24, 2025

**Action:**

**Report: X**

**Information:**

**Discussion:**

---

---

As an annual requirement of the Every Student Succeeds Act (ESSA), The Connecticut State Department of Education (CSDE) has released the 2024-2025 *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 and reflect an overall accountability index score of 82.3, which is an increase of 1.2 points over last year's score of 81.1.

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 B. Bookman

# CT Accountability Index Results for Glastonbury Public Schools 2024-2025

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	76.8	75	50.0	50	100.0	86.3
1b. ELA Performance Index - High Needs Students	63.4	75	42.2	50	84.5	73.2
1c. Math Performance Index - All Students	76.1	75	50.0	50	100.0	81.5
1d. Math Performance Index - High Needs Students	61.0	75	40.7	50	81.4	67.5
1e. Science Performance Index - All Students	72.6	75	48.4	50	96.8	83.5
1f. Science Performance Index - High Needs Students	56.6	75	37.7	50	75.5	69.5
2a. ELA Academic Growth - All Students	65.8%	100%	65.8	100	65.8	60.6
2b. ELA Academic Growth - High Needs Students	59.0%	100%	59.0	100	59.0	55.7
2c. Math Academic Growth - All Students	71.0%	100%	71.0	100	71.0	62.3
2d. Math Academic Growth - High Needs Students	55.9%	100%	55.9	100	55.9	55.9
2e. Progress Toward English Proficiency - Literacy	70.8%	100%	35.4	50	70.8	58.7
2f. Progress Toward English Proficiency - Oral	64.9%	100%	32.4	50	64.9	55.7
4a. Chronic Absenteeism - All Students	7.6%	<=5%	44.8	50	89.7	51.3
4b. Chronic Absenteeism - High Needs Students	16.3%	<=5%	27.4	50	54.8	20.8
5. Preparation for CCR - Percent Taking Courses	85.0%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	70.6%	75%	47.0	50	94.1	62.9
7. On-track to High School Graduation	97.5%	94%	50.0	50	100.0	91.4
8. 4-year Graduation: All Students (2024 Cohort)	96.8%	94%	100.0	100	100.0	94.6
9. 6-year Graduation: High Needs Students (2022 Cohort)	93.0%	94%	98.9	100	98.9	92.9
10. Postsecondary Entrance (Graduating Class 2024)	84.2%	75%	100.0	100	100.0	89.3
11. Physical Fitness (estimated participation rate = 97.0% )	64.1%	75%	42.8	50	85.5	65.4
12. Arts Access	53.0%	60%	44.2	50	88.3	91.9
<b>Accountability Index</b>			1193.6	1450	82.3	71.8

## 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	63.4	11.6	16.9	N
Math Performance Index Gap	75.0	61.0	14.0	18.4	N
Science Performance Index Gap	75.0	56.6	18.4	18.2	Y
Graduation Rate Gap (2022 Cohort)	94.0	93.0	1.0	8.6	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.

Indicator	Participation Rate (%)
ELA - All Students	99.6
ELA - High Needs Students	98.8
Math - All Students	99.5
Math - High Needs Students	98.6
Science - All Students	98.8
Science - High Needs Students	97.0

Minimum participation standard is 95%.



*Glastonbury Public Schools*  
GLASTONBURY, CONNECTICUT

**COMMITTEE MEMBERS & LIAISON REPRESENTATIVES**  
**November 2025**

**WORKING COMMITTEES:**

Budget	*Thompson, Peniston, Cavanaugh (Foyle, Ex-officio)
Personnel	*Couture, Saunig, Faust (Foyle, Ex-officio)
Communications	*Saunig, Couture, Cavanaugh (Foyle, Ex-officio)
Curriculum	*Peniston, Thompson, Jennings (Foyle, Ex-officio)
Policy Review	*Saunig, Peniston, Faust (Foyle, Ex-officio)
Facilities	*Couture, Thompson, Jennings (Foyle, Ex-officio) Jennifer Wang (Town Council Representative) Susan Karp (Board of Finance Representative)

**REPRESENTATIVES TO:**

CABE	Matt Saunig
CREC	Jen Faust
PTSO Council	Julie Thompson
Public Buildings Commission	Jenn Jennings
Youth and Family Services Commission	Kali Cavanaugh
Education Foundation	Matt Saunig
Security	David Peniston, Jr.

\* = Chairperson

Revised: 11.2025



1. Total Number of Suspensions by Month	1	7	8								
In-School	1	7	8								
Out-of-School											
2. No. of 1 Day Suspensions											
3. No. of 2-4 Day Suspensions	1	6	6								
4. No. of 5-10 Day Suspensions		1	2								
5. * No. of Different Students Suspended for the Month	1	6	8								
6. * No. of Different Students Suspended this Year (Cumulative)	1	7	15								
7. * No. of Different Students Suspended More than Once this Month	0	1	0								
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	1	1								

Revised 11.15.05

**\*See Reverse Side**

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

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



<b>1.</b>	<b>Total Number of Suspensions by Month</b>	0	2	9								
	In-School	0	2	9								
	Out-of-School	0	0	0								
<b>2.</b>	<b>No. of 1 Day Suspensions</b>	0	0	4								
<b>3.</b>	<b>No. of 2-4 Day Suspensions</b>	0	2	5								
<b>4.</b>	<b>No. of 5-10 Day Suspensions</b>	0	0	0								
<b>5.</b>	<b>* No. of Different Students Suspended for the Month</b>	0	2	8								
<b>6.</b>	<b>* No. of Different Students Suspended this Year (Cumulative)</b>	0	2	9								
<b>7.</b>	<b>* No. of Different Students Suspended More than Once this Month</b>	0	0	1								
<b>8.</b>	<b>* No. of Students Suspended More than Once this Year (Cumulative)</b>	0	0	2								

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

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