

**BOARD OF EDUCATION  
NEWINGTON PUBLIC SCHOOLS  
NEWINGTON, CT 06111**

Newington Town Hall  
Helen Nelson Meeting Room  
Wednesday, January 15, 2020  
7:00 p.m.

**A G E N D A**

A. Call to Order

Pledge of Allegiance

B. Presentation of Awards/Proclamations

Presentation - Everyday Hero – Magie Alves – Anna Reynolds

C. Public Participation on Any Matter Related to Board Responsibilities

**(In Person/Via Telephone: 860-665-8736)**

D. Standing Committee Information Items

1. Report – Finance Committee (January 13, 2020)
2. Report – Facilities Committee
3. Report – Student Policy Committee
4. Report – Curriculum Committee
5. Report – Executive Committee
6. Report – Student Representatives

E. Other Business Information Items

1. Update – Transportation Department
2. Discussion – Board Priorities 2019-2021
3. Discussion – Revision Policy #0200 – School District Goals and Objectives
4. Discussion – Revision Policy #3010 – Business/Non-Instructional – Goals & Objective
5. Discussion – Revision Policy #3171.1 – Non-Lapsing Education Fund
6. Discussion – Revision Appendix #3171.1 – Memorandum of Agreement - Non-Lapsing Account
7. Discussion – Revision Policy #3516 – Safe and Secure School Facilities, Equipment & Grounds
8. Discussion – Revision Policy #4119 – Personnel –Certified/Non-Certified – Staff Conduct
9. Discussion – Revision Policy #4131 – Professional Learning / Development
10. Discussion - Education Specifications for Anna Reynolds School

F. Public Participation on Any Matter Related to Board Responsibilities

**(In Person/Via Telephone: 860-665-8736)**

G. Remarks by Board Members

H. Adjournment

JAN 15 2020

E 1

DATE: January 10, 2020  
TO: Members of the Board of Education  
FROM: Dr. Maureen L. Brummett, Superintendent of Schools  
SUBJECT: **UPDATE ON TRANSPORTATION SERVICES**

Mr. Dean Barnes, Supervisor of Transportation Services, will update the Board on the Transportation Department at the January 15<sup>th</sup> Board of Education meeting.

MLB:skp

JAN 15 2020

E2

DATE: January 10, 2020  
TO: Members of the Board of Education  
FROM: Dr. Maureen L. Brummett, Superintendent of Schools  
SUBJECT: **BOARD OF EDUCATION PRIORITIES 2019-2021**

The Board of Education will discuss the 2019-2021 priorities at the January 15<sup>th</sup> Board of Education meeting. The Board of Education will officially vote to adopt the 2019-2021 priorities at the January 29<sup>th</sup> Board of Education meeting

MLB:skp

## NEWINGTON BOARD OF EDUCATION PRIORITIES 2019-21

(draft developed at Board Retreat on December 5, 2019)

(revised to include special education as discussed on December 11, 2019 )

- Improve Student Achievement through the expansion of equitable and challenging learning opportunities.
- Ensure All Students Are College, Career, and Citizenship ready through the expansion of diverse learning opportunities that include the trades
- Optimize the Integration of Technology and Coding into Instruction
- Increase Access to high quality Early Childhood Education at all four elementary schools
- Provide a culturally responsive, social and emotionally healthy learning environment along with appropriate training for all staff
- Increase the Number of Students Who Are Proficient in Two Or More Languages
- Attract, Develop, Support, And Retain Professional Talent that reflect our increasingly diverse community
- Continue Support for The Arts, Athletics, And Student Activities
- Continue to expand the Mastery Based Learning practices districtwide
- Ensure continuity between the Middle and High School Academies
- Support the continuous improvement of all aspects of school safety and security
- Support the continuous improvement of special education services in light of the increasingly complex needs of our students

JAN 15 2020

E3 - E9

DATE: January 10, 2020  
TO: Members of the Board of Education  
FROM: Stephen J. Foresi, Assistant Superintendent of Schools  
SUBJECT: **POLICIES FOR REVIEW**

As discussed during the December 11, 2019 meeting, attached you will find all of the policies for your review. Highlighted in each policy are the suggested revisions to meet the legislative requirements. These suggested changes are based on recommendations from CAFE and our attorneys, and in some cases, improvements suggested by our BOE Policy Subcommittee meeting held back on September 25, 2019.

- Revision Policy #0200 – School District Goals and Objectives
- Revision Policy #3010 – Business/Non-Instructional Operations - Goals & Objectives
- Revision Policy #3171.1 – Non-Lapsing Education Fund
- Revision Appendix #3171.1 – Memorandum of Agreement –Non-Lapsing Account
- Revision Policy #3516 – Safe and Secure School Facilities, Equipment & Grounds
- Revision Policy #4119 – Personnel – Certified/Non-Certified - Staff Conduct
- Revision Policy #4131 – Professional Learning / Development

The Board will be asked to approve these policies at the January 29, 2020 Board of Education meeting.

SJF:skp

## Mission-Goals-Objectives

### School District Goals and Objectives

The overall purpose of public education in Newington is to help its children develop their capabilities and talents to their fullest potential. The Newington Board of Education believes that this educational purpose will best be accomplished if the staff, together with their students and their families, jointly pursue the goals identified below.

Substantial progress toward these goals should result in healthy individuals who have purpose and self-respect and whose lives are rewarding to themselves and to society.

#### Statewide Goals

#### Newington Goals

##### 1. Motivation to Learn

1. Students develop a desire for learning now and in the future.

To realize their potential to learn, students must be highly motivated.

2. Students are motivated to achieve according to their ability.

##### 2. Mastery of the Basic Skills

3. Students develop skills in reading.

Proficiency in the basic skills is essential for acquiring knowledge and for success in our society.

4. Students learn to communicate effectively in writing and speaking.

##### 3. Acquisition of Knowledge

5. Students develop skills in mathematics and science.

Acquiring knowledge leads to fuller realization of individual potential and contributes to responsible citizenship.

6. Students are aware of the dangers of using alcohol, tobacco and drugs.

##### 4. Competence in Life Skills

7. Students acquire good habits and attitudes for their own physical and emotional health.

Students are challenged to function successfully in multiple roles: as citizen, family member, producer and consumer.

8. Students develop pride in their work and a feeling of self-worth.

9. Students learn how to examine and use information.

To be responsible citizens and contribute to positive change, students must understand and respect the underlying values of this society

10. Students develop the skills necessary for career placement or advanced education immediately following graduation.

11. Students develop the skills, knowledge and values necessary to adapt and adjust to living in society.

12. Students acquire the skills necessary to adapt and adjust to living in society.

13. Students acquire the information needed to make job selections.

14. Students understand and practice the skills of family living.

15. Students acquire an understanding of how people depend on one another.

16. Students develop respect for all individuals, races, religions and cultures.

17. Students learn to express their own point of view and to respect the right of others to express theirs.

18. Students understand and practice democratic ideas and ideals.

19. Students develop respect for living things and the environment.

The above goals shall be pursued with respect for tradition and stability as well as with a spirit of open-minded inquiry and adaptability to change. The Newington Board of Education will devote itself to securing the resources needed for those programs it judges will contribute to the attainment of these goals. The pursuit of these goals shall only be constrained by limitations of the students, the time available, and the extent to which resources sought by the Board are provided by the community.

**19-58 An Act Promoting Careers In Manufacturing To Public School Students And Establishing A Task Force To Study The Demand For Career And Technical Education Teachers.**

**Policy adopted: September 23, 1998**

**Policy revised: TBD**

## Business/Non-Instructional Operations

### Goals and Objectives

The Board of Education recognizes excellent fiscal planning as a key factor in attaining the district's educational goals and priorities. Money and its management constitute the fundamental support of the school program.

To make that support as effective as possible, the Board intends to:

1. Encourage advance planning through the best possible budget procedures.
2. Explore all appropriate sources of revenue.
3. Guide the expenditure of funds so as to extract the greatest educational returns.
4. Expect the highest standards in accounting and reporting procedures.
5. Maintain the highest level of unit expenditure needed to provide high quality education within the ability of the community to pay.
6. Post quarterly current and projected fiscal year expenditures and revenues on the Board's website - and submit a copy of such information to the Town Manager.

Budget planning is a cooperative process and should involve the administrative staff and professional staff, employee associations, community organizations and the Board.

**19-117 An Act Concerning The State Budget For The Biennium Ending June 30, 2021, And Making Appropriations Therefor, And Provisions Related To Revenue And Other Items To Implement The State Budget**

**Policy adopted: May 23, 2001**

**Policy revised: TBD**



**Business and Non-Instructional Operations****Non-Lapsing Education Fund**

The Newington Board of Education (Board) may request the town's Finance Director deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such amount does not exceed ~~two one~~ percent (~~2% +1%~~) of the total budgeted appropriation for education for such prior fiscal year pursuant to C.G.S. [10-248a](#).

Any expenditure from the Non-Lapsing Education Fund shall be authorized solely by the Board of Education.

The Board of Education may designate these funds for a specific purpose or for other extraordinary or emergency expenditures which may be necessary, but not otherwise budgeted.

The Finance Director for the Town of Newington shall create the non-lapsing account and be responsible for the accounting of the funds in accordance with Governmental Accounting Standards and Generally Accepted Accounting Principles (GAAP). The account shall be subject to the annual audit as required by State statute. The Board of Education shall review the fund balance on an annual basis.

**Legal Reference: Connecticut General Statutes**

[10-222 Appropriations and budget](#)

[10-248a Unexpended education funds account](#)

[19-117 An Act Concerning The State Budget For The Biennium Ending June 30, 2021, And Making Appropriations Therefor, And Provisions Related To Revenue And Other Items To Implement The State Budget](#)

**Policy adopted: June 15, 2016**

**Policy revised: TBD**

**NEWINGTON PUBLIC SCHOOLS**

**Newington, Connecticut**

JAN 15 2020

EG

3171.1 Appendix

MEMORANDUM OF AGREEMENT

This Agreement, made and entered into this TBD 16th day of June, 2016 by and between the Newington Board of Education (hereinafter referred to as "Board of Education") and the Newington Town Council (hereafter referred to as "Town Council").

WHEREAS, C.G.S. 10-248a, specifically authorizes the Town Council to establish a non-lapsing account to deposit unexpended funds from the prior fiscal year's budgeted appropriation for educational purposes capped at one percent (2+) of the Board of Education operating budget for that year; and

WHEREAS, the Board of Education is desirous of establishing a non-lapsing account in accordance with the statutes; and

WHEREAS, the Town Council is desirous of doing so to provide the Board of Education with an incentive to reduce costs, pursuant to the terms and conditions set forth herein, and

NOW THEREFORE, in consideration of the Town Council establishing a non-lapsing account in accordance with C.G.S. 10-248a, the parties hereby agree as follows:

1. The Town Council shall vote to establish a non-lapsing account to be used by the Board of Education in accordance with C.G.S. 10-248a., and direct the Town Finance Director deposit any unexpended Board of Education funds at the end of each fiscal year into this account up to the 2+ allowable annual cap.
2. The Board of Education agrees that the use of such funds from this account shall be for a specifically designated purpose or for other extraordinary or emergency expenditures which may be necessary, but not otherwise budgeted.
3. The Town Council agrees to deposit into this account any reimbursement of funds received for state-approved capital projects funded through this account.
4. This Agreement shall become effective and binding upon the parties hereto upon the approval hereof by the affirmative vote of the Town Council of each respective part and the subsequent execution hereof.
5. This Agreement may not be modified orally but only by written agreement between the parties hereto upon affirmative vote of the respective bodies.
6. This Agreement shall terminate upon the following events (i) by agreement of the parties hereto; (ii) upon the non-lapsing account established herein having a zero (0) balance.

In Witness whereof, the parties hereto subscribe their names on the date and year first above written.

BOARD OF EDUCATION

TOWN COUNCIL

Dr. Maureen Brummett, Dr. William C. Collins, Tanya Lane, Town Manager  
Superintendent of Schools

TBD

TBD

Date

Date

## Business/Non-Instructional Operations

### Safety

#### Safe and Secure School Facilities, Equipment and Grounds

**Goal:** It is Board's goal to ensure that all facilities, grounds, equipment, and vehicles meet accepted injury and violence prevention standards for design, installation, use and maintenance.

**Safety and Hazard Assessments:** Schools/District shall develop and implement a written school security and safety plan to conduct regular safety and hazard assessments of all classrooms, buildings, school grounds, gymnasiums, playgrounds, sports-related equipment, and buses and other vehicles used to transport students.

The school safety and security plan shall be an all hazards approach to emergencies at schools and shall include, but limited to:

1. Involvement of local officials, including member from public safety (police, fire, EMS) as well as public health and emergency management in the emergency plan's development.
2. A command center organization structure based upon the federal National Incident Management System (NIMS) and a description of the responsibilities of each position.
3. The establishment of a school security and safety committee for each school.
4. The development of an Emergency and Crisis Management Plan for each school, including procedures for alerting a child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation, as outlined in PA#19-184.
5. Local law enforcement and fire department involvement in fire and emergency drills for evaluating and scoring and providing feedback.
6. The annual submission of fire drills and emergency response drills to the Department of Emergency Services and Public Protection as prescribed by law.
7. Procedures for managing various types of emergencies.
8. A bi-annual security and vulnerability assessment for each school in the district and the development of a school security and safety plan for each school based upon the school security and safety standards developed by the Department of Emergency Services and Public Protections (DESPP)
9. A requirement that the Safe School Climate Committee of each school collect and evaluate information relating to instance of disturbing or threatening behavior that may not meet the statutory definition of bullying.
10. A requirement that each school provide an orientation pertaining to the security and safety plan to each employee and provide violence prevention training as prescribed in the school and safety plan.

The Board will annually submit each school's security and safety plan to the Department of Emergency Services and Public Protection.

The plan shall include provisions for reporting hazards to appropriate staff, prompt repairs or upgrade of identified hazards and other shortcomings, and appropriate communication of repair/upgrade plans to those affected.

**Maintenance:** A maintenance plan shall be developed for all classrooms, buildings, school grounds, gymnasiums, playgrounds, sports-related equipment and buses and other vehicles used to transport students. The plan shall include provisions for reporting maintenance needs to appropriate staff, schedule of maintenance activities, and communication of details to appropriate staff, students and family members. Maintenance files shall be kept on file for 10 years.

**Supervision of Students:** All school-related activities shall be supervised by adults to enforce safety rules and prevent injuries. At least one adult trained in first aid, cardiopulmonary resuscitation, and infection control shall always be available when students are present on school grounds.

Safety during school or schools sponsored events in order to respond to injuries and medical emergencies. All adults supervising playgrounds, athletic fields, gymnasiums, science classrooms, and cafeterias shall have easy access to appropriate first aid supplies. Supervising adults shall be informed of any relevant medical guidance on file with the school concerning limits on the participation of individual students in physical activity. Such information will be treated with strict confidentiality.

**Staff Training:** All school personnel, including bus drivers and athletic program coaches, shall receive adequate preparation and participate in ongoing professional development activities relating to the preventing and responding appropriately to unintentional injuries and acts of violence. The professional development program shall include at a minimum the following topics:

- Emergency response procedures, including the use of fire extinguishers;
- Proper use of protective gear by students and staff when appropriate;
- Identifying students in need of medical attentions and referring them for appropriate services;
- Administering first aid and CPR;
- Methods of responding to bullying, sexual harassment, and threats of violence;
- Identifying students who have been victims of crime or violent behavior and referring them for appropriate services; and
- Maintaining student confidentiality.

**School Security and Safety Committee**

Effective July 1, 2014 and each school year thereafter, each district school shall have a school security and safety committee under the jurisdiction of the Board. Such committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan.

Membership must consist of a local police officer, a local first responder, a teacher at the school, a school administrator, a school mental health professional, a parent/guardian of an enrolled student and any other person the Board finds necessary.

Parents/guardians on the committee shall not have access to information about disturbing or threatening behavior reported to the committee, as such access may compromise student confidentiality.

**Policy Evaluation:** The Building Principal, school health coordinator/other shall regularly monitor, evaluate and submit an annual report to the School Health Advisory Council/Board of Education/other on the implementation of this policy and its effectiveness in reducing injuries at school. The report shall include recommendations for improvements to the policy and its implementation.

(cf. [3517](#) - Security of Buildings and Grounds)

(cf. [4148.1/4248.1](#) - School Security and Safety Committee)

**Legal Reference:** Connecticut General Statutes

[10-221](#) Boards of education to prescribe rules

[10-203](#) Sanitation

[10-207](#) Duties of medical advisors

[10-231](#) Fire Drills

[29-389](#) Stairways and fire escapes on certain buildings

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

**P.A. 19-184 An Act Concerning The Provision Of Special Education**

**Policy adopted:** March 26, 2014

**Policy revised:** TBD

**NEWINGTON PUBLIC SCHOOLS**

**Newington, Connecticut**

**Personnel -- Certified/Non-Certified****Staff Conduct**

The Board reaffirms one of the oldest beliefs in education: One of the best methods of instruction is that of setting a good example.

The Board expects that the staff of the district will strive to set the kind of example for students that will serve them well in their own conduct and behavior which will contribute toward an appropriate school atmosphere.

To that end, in dress, conduct, language and interpersonal relationships all staff should recognize that they are being continuously observed by students while on duty or attending school functions and that their actions and demeanor will be reflected in the conduct of the students.

The personal life of an employee will not be the concern nor warrant the attention of the Board unless it directly prevents the employee from effectively performing assigned functions during duty hours, or as it violates local, state, or national law or contractual agreements.

All staff members have the responsibility to become familiar with, and abide by, the laws of the State of Connecticut as they may affect their work, the policies of the Board, and the administrative regulations designed to implement them. All staff members shall be expected to carry out their assigned duties, support and enforce Board policies and administrative regulations, submit required reports, protect District property, oversee students and contribute to the education and development of the District's students.

No local or regional board of education shall discipline, suspend, terminate or otherwise punish any member of a planning and placement team employed by such board who discusses or makes recommendations concerning the provision of special education and related services for a child during a planning and placement team meeting for such child.

The Superintendent and building Principals shall assume the major responsibility for interpreting this policy.

**19-184 An Act Concerning The Provision Of Special Education.**

**Policy adopted: December 10, 2008**

**Policy revised: TBD**

## Personnel -- Certified

### Professional Learning/Development

"Professional Learning/Development" is viewed by the Board of Education (Board) as a continuous systematic effort to improve educational programs in this school district through (1) staff involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning.

Each certified employee, beginning July 1, 2013, shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance,
4. be comprised of professional learning that is aligned with state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers and includes a repository or best practices for teaching methods developed by educators within each school,
5. provide certified employees training in culturally responsive pedagogy and practices;
6. provide all employees with two hours of sexual harassment training; and
7. includes training in (A) the nature and the relationship of alcohol and drugs, as defined in subdivision (17) of section 21a-240, to health and personality development, and procedures for discouraging their abuse, (B) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence and child abuse, (C) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the Substitute Senate Bill No. 1020 Public Act No. 19-100 3 of 5 identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (c) of section 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and response to bullying, (D) cardiopulmonary resuscitation and other emergency life saving procedures, (E) the requirements and obligations of a mandated reporter, [and] (F) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d, and (G) culturally responsive pedagogy and practice

Professional Learning/Development experiences made available by the Board directly, or through a RESC, with another Board of Education or through a provider approved by the Commissioner, shall be guided by activities designed to:

- improve the integration of reading instruction, literacy and numeracy enhancement and cultural awareness into instructional practice,
- include strategies to improve English language learner instruction into instructional practice,
- improve teacher and administrator practice based on general results and findings from teacher evaluations reported by the Superintendent or his/her designee,
- be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance,
- be aligned with state student academic achievement standards,
- foster collective responsibility for improved student performance.

Teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education to enhance the capabilities of educators to improve student learning. The Board of Education recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance and attitudes. The Board of Education and teachers' organizations support the principle of continuing training of teachers and the improvement of instruction.

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

The Board, in order to determine its professional development program seeking the advice and assistance of teachers, shall establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan, in fulfillment of the statutes, for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and (2) on or after July 1, 2012, be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education.

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups. Special effort shall also be given to administrators and/or supervisors in training pursuant to their obligations in the evaluation of the teacher.

Professional Learning/Development activities should respond directly to the educational needs of the student body, including, (a) content areas such as language arts, including reading, writing, speaking, listening, viewing and enacting; math, social studies and science; (b) methodological areas such as motivation, teaching techniques, including the use of computers in the classroom and classroom management; and second language acquisition and (c) affective areas of interpersonal relations of students and faculty, student growth and development and staff communication, problem solving, and decision making. The in-service program shall fulfill all applicable statutory requirements, especially those delineated in CGS 10-220a.



The Board will allow any noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

The District, as required, will participate in compliance audits of the professional development program, as required and conducted to the State Department of Education.

#### Professional Development Pertaining to Teacher Evaluation and Support Program

The Board, prior to implementing the teacher evaluation and support program contained within P.A. 12-116, An Act Concerning Educational Reform, but not later than July 1, 2014, shall provide training for all evaluators and orientation to all certified District employees relating to the provisions of such teacher evaluation and support program. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to the use of the new evaluation and support program. Such orientation shall be completed by all certified personnel, below the rank of Superintendent, before the certified employee receives an evaluation under the teacher evaluation and support program.

(cf. [4115](#) - Evaluation)

#### Legal Reference: Connecticut General Statutes

**10-27 Exchange of professional personnel and students.**

**10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act No. 09-1 and PA 10-91 and PA 12-116, An Act Concerning Educational Reform)**

**10-153b Selection of teachers' representatives**

**10-226f Coordinator of intergroup relations.**

**10-226g Intergroup relations training for teachers.**

**10-145b Teaching certificates (as amended by PA 01-173)**

**10-151(b) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. 12-116, An Act Concerning Educational Reform)**

**19-16 An Act Combatting Sexual Assault And Sexual Harassment**

**19-100 An Act Concerning The Inclusion Of Instruction In Culturally Responsive Pedagogy And Practice In The Preservice Training, Professional Development And In-service Training Provided To Teachers**

**Policy adopted: December 12, 2012**

**Policy revised: TBD**

JAN 15 2020

E10

DATE: January 10, 2020  
TO: Members of the Board of Education  
FROM: Dr. Maureen L. Brummett, Superintendent of Schools  
SUBJECT: **ANNA REYNOLDS “RENOVATE AS NEW” PROJECT**

Attached you will find a copy of the Education Specifications for the potential Anna Reynolds Elementary School “Renovate as New” project. These Education Specifications were approved in 2016 by the BOE but have been updated to reflect changes since 2016. In May 28, 2019, the Newington Town Council authorized the formation of a Building Committee for this potential project. The Newington Town Council still needs to pass two additional motions so that this project can be submitted to the State Department of Education for a potential school construction grant. The remaining required motions are:

1. Authorize the Superintendent of Schools to submit a construction grant request to the State
2. Authorize the preparation of schematic drawings and outline specifications for the proposed project.

Since it has now been three years since the original Education Specifications were developed, there now appears to be significant interest in the community to move this project forward. It appears that this would be a good time to review the Education Specifications (and update them if necessary) to address any changes in the project concept that have occurred during this period of time. This information is also essential for the Project Building Committee to effectively accomplish their work.

## **Newington Board of Education**

### **Education Specifications Background**

#### **Historical Elementary School Expansion & Renovation Anna Reynolds Elementary School**

Several years ago, the Town of Newington supported a school construction referendum that provided new construction for additional classrooms, a media center and computer lab, art and music rooms, and special education learning centers at two of the four elementary schools in the community. In addition, this referendum project addressed code compliance requirements, air quality improvements, technology infrastructure, technology equipment, furniture and fixtures, school security, site improvements for student/school bus drop off and pick up, and the renovation/conversion of selected areas within the school buildings to other uses. The schools that received these improvements were Ruth Chaffee and Elizabeth Green. This work was completed in 2005.

It is determined that the same type of renovations and improvements are necessary at the Anna Reynolds Elementary School to address the long term needs at this facility. Significant needs are identified in the areas of heating/plumbing/electrical infrastructure, traffic flow management/parking/site work, hazardous material abatement, ventilation, and the interior/exterior conditions of the building. In addition, these improvements will provide Anna Reynolds School with comparable facilities and resources to Ruth Chaffee and Elizabeth Green.

Incentives available to Newington through the State Department of Education school construction reimbursement formula were considered during the development of these Education Specifications.

The attached scope of these Education Specifications contemplates that the grant applications for this work will be filed as "Renovate As New" project.

**Anna Reynolds Elementary School Education Specifications**

- Attain full handicap accessibility throughout facility
- Site improvements for improved Parent/Student/Bus Drop Off and Pick Up, and Parking
- Replace core building infrastructure elements; power plant, heat distribution system, electrical service, lighting, plumbing fixtures, clock & paging system
- New exterior lighting
- Gymnasium improvements: floor, ceiling, office space
- Air handling & exchange system (entire building)
- Develop Outdoor Gathering Area/Classroom Activity Area with Courtyard
- Building security system improvements
- Conference rooms
- A new stage and lighting system
- Lavatories (new and renovated)
- Code compliance including hazardous material abatement
- Utilization of Construction Management company/clerk of the works
- Air conditioning throughout the school
- Renovation of administrative offices
- Furniture and fixtures to outfit new and renovated spaces
- All necessary related renovations/code compliance activities to achieve "Renovate as New" status to maximize state grant reimbursements
- Technology infrastructure improvements (as needed)
- Energy Management System
- Renovations to building envelope; window systems, insulated panels, brick repair/replacement, concrete balconies/stairs/walkways; railing systems, roofing, canopy systems, exterior doors
- Interior facelift to the facility; new flooring, carpeting, painting, lockers, storage cabinetry, blackboards, whiteboards, bulletin boards, ceilings, acoustic treatments
  
- Expand pre-school facilities
- New kitchen and cafetorium