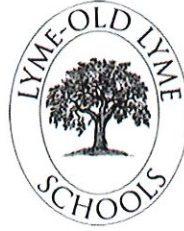


LYME-OLD LYME SCHOOLS

Regional School District #18

A Private School Experience



in a Public School Setting

Regular Board of Education Meeting

April 6, 2022

Board Present: Steven Wilson, Chair; Martha Shoemaker, Vice Chair; Mary Powell St. Louis, Treasurer; Suzanne Thompson, Secretary; Laura Dean-Frazier; Anna James; Jason Kemp; Jennifer Miller; Christopher Staab

Administration Present: Ian Neviaser, Superintendent of Schools; Mark Ambruso, Principal of Lyme-Old Lyme Middle School; James Cavalieri, Principal of Lyme Consolidated School; Michelle Dean, Director of Curriculum; Melissa Dougherty, Director of Special Services; Kelly Enoch, Principal of Mile Creek School; Holly McCalla, Business Manager; Jeanne Manfredi, Assistant Principal of Lyme-Old Lyme High School; Ron Turner, Director of Facilities & Technology; Noah Ventola, Assistant Principal of Lyme-Old Lyme Middle School; James Wygonik, Principal of Lyme-Old Lyme High School

Others Present: Elise DeBernardo and Andrew Hedberg, High School Student Representatives; five community members from Lyme-Old Lyme

I. Call to Order

The meeting was called to order at 6:30 p.m. by Chair Steven Wilson. The Pledge of Allegiance was recited.

II. Approval of Minutes

MOTION: Dr. Powell St. Louis made a motion, which was seconded by Mrs. Shoemaker, to approve the minutes of Regular Meeting and Executive Session of March 2, 2022.

VOTE: the Board voted unanimously in favor of the motion.

III. Visitors

1. Report from Student Representatives

Elise DeBernardo reported on the following activities taking place at the schools:

49 Lyme Street, Old Lyme, Connecticut 06371

T: 860-434-7238 F: 860-434-9959 E: neviaseri@region18.org www.region18.org

At LOLHS: March was a busy month at the high school. The month started off with the Winter Ball on March 11. The event was held at the Pequot Museum. A good time was had by all. Spring sports have started. The teams have been practicing for the past few weeks, and games begin this week. On March 17, Student Leaders hosted the first ever Spring Fest which was an event open to all students in grades 9-12 where students enjoyed an evening of activities, games and food. Underclassmen have finished their course selections for the 2022-2023 school year. On March 30, the Juniors took their SATs. This is the first year that the SATs were taken in a digital format on the students' Chromebooks. March 31 marked the end of the third quarter, which, for seniors, means only 44 days until graduation. On April 9 at 9:00 a.m., the 2022 Lyme Road Race 10K & 1M will be held at Ashlawn Farm.

At LOLMS: The middle school began March with half of the 8th graders participating in the NAEP assessment that compares American students to others around the world. Later that month, the 8th graders joined the 5th graders and high school choral members for an amazing musical performance demonstrating their district-wide talents. The 8th grade students hosted the first 8th grade showcase demonstrating National History Day projects with over 35 individual research projects from traditional papers to full video documentaries. Their hard work, commitment and preparation were apparent. A special thanks to 8th grade ELA Teacher Jane Regan; Library Media Specialist Jamie Ottaviano; Enrichment Teacher Bill Eydman, and Tech Specialist Andy Raucci for their support of this amazing endeavor. Of these projects, 13 are moving on to the state competition. We ended March with spirit week which culminated with a pep rally held on the turf field. We are so proud of all of the directors, cast and crew of the Mary Poppins, Jr. production. Special thanks to both the Mile Creek and Lyme School 4th and 5th graders, as well as the preschoolers, who attended the daytime productions. Congratulations to all those involved.

At Lyme Consolidated School: Our 4th and 5th graders thoroughly enjoyed the LOLMS play last Wednesday. We would like to thank Laura Ventres for putting on such a fabulous show. On April 4, the Mystic Art Museum held workshops for both 5th grade classes. The students created Mexican Mirror Art using radial symmetry. This activity was an extension to the novel *Esperanza Rising* that the 5th graders recently finished reading. The PTO is sponsoring the afterschool Curiosity Shop workshops for students over the next four Wednesday afternoons. The Denison Pequotsepos Nature Center will be providing programs to celebrate Earth Day. On April 12, the 2nd graders will learn about trees and the essential roles they play in the ecosystem; 3rd graders will have a hands-on introduction with frogs, toads, turtles and snakes and their interesting adaptations of native amphibians and reptiles; and 4th graders will learn about landforms, volcanic activity, earthquakes, weathering and erosion through a variety of hands-on activities. On April 28, the 1st graders will collect and observe different specimens from ponds; the kindergarten students will learn about animal senses; and the 5th graders will learn about beavers, master engineers, and how these adaptations allow beavers to alter and engineer habitats for their survival. The Lyme staff would like to thank Gavin Lodge for organizing the grade level programs, and thanks were also extended to the Lyme Land Trust for sponsoring both days. On April 13, Mr. Ambruso, Principal of LOLMS, and Mrs. Molnar, Guidance Counselor at LOLMS, will visit and will be sharing their middle school expectations with the 5th graders. The next PTO meeting will be held on April 26 at 6:30 p.m. The next Town Meeting will take place on April 29. During the first week of May, we will be celebrating

Children's Book Week and conclude the week with an all-school assembly featuring students and staff dressing up as their favorite author or book character.

At Mile Creek School: At Mile Creek School, we have begun nominating students at each grade level for the honor of Wildcat of the Week. Students are nominated for showing the Wildcat Way, including how to be safe, be kind, and do their best. The Wildcats of the Week are highlighted in the weekly newsletter, have their names announced on Morning Broadcast, have a special table to sit at with a friend during lunch, and have several other privileges during the week they are being honored. So far, 12 students have been recognized as Wildcat of the Week. On March 18, fourth-grade students celebrated the culmination on their study of the waves of sound with a musical parade. They marched around the back circle to the cheers of the younger students as they played the instruments they had made. On March 18, as a culminating event to their study of the Iditarod, the 5th grade participated in the Iron Dog Race. Students designed and raced their own balloon powered snow mobiles, similar to the ones used to patrol the Iditarod race. On March 25, kindergarten students enjoyed a visit from the Pequotsepos Nature Center. The students are learning about owls and had the pleasure of meeting an owl during the visit. On March 25, students celebrated each other's differences by wearing unique socks. They read stories highlighting the importance of celebrating each individual's uniqueness. On March 30, 4th and 5th graders visited LOLMS to watch the school play. We would like to thank Laura Ventres for putting on such a fabulous show. On March 31, fifth grade students will be performing *Pirates, The Musical* for the students during the school day and for families in the evening. It will also be Dress as a Pirate Day in celebration of this special event. On April 12 and 13, all grades will be participating in a spring painting event with an artist from the Florence Griswold Museum. We can't wait to see what they create. On April 13, we will have a visit from Mr. Ambruso, Principal of LOLMS, and Mrs. Molnar, Guidance Counselor at LOLMS. They will be sharing their middle school expectations with the 5th graders. The next PTO meeting will be held on May 2 at 6:30 p.m.

In the Preschool Program: The preschoolers ended the month of March with a trip to the middle school to watch this year's production of Mary Poppins, Jr. We were great audience members, and we thought the middle school students put on a fantastic show. We welcomed the month of April with crazy hair day on April 1, and we are excited for crazy hat day this Friday. This month, we look forward to learning about eggs, dinosaurs, and planting. Among lots of other books, we will read *Chickens Aren't the Only Ones*, *An Egg is Quiet*, and *I am Triceratops*. In math, we will learn about symmetry, sequencing and addition. During science instruction, we will learn about the season of spring, and we will learn the letters R, S, and T. Our shape of the month is the oval, the color is purple, and Lucy Arnold is the artist of the month.

2. Public Comment

There was no public comment.

IV. Correspondence

The Board received several emails over the last month. The correspondence is attached to these minutes for informational purposes. *The opinions expressed in the attached correspondence are solely those of the*

authors. They do not purport to reflect the position of the Regional School District #18 Board of Education or its employees.

V. Administrative Reports

1. Superintendent's Report

Mr. Neviasher reviewed the April personnel report which reflected the resignation of several instructional assistants and the secretary at Mile Creek School (effective June 30, 2022). Mr. Neviasher reported that they are currently working on filling the various positions that are available for the 2022-2023 school year. Mr. Neviasher reported that there is no formal exit interview when staff leave the district upon a question posed to him.

Mr. Neviasher reviewed the April enrollment report which reflected a total of 1,333 students in-house, a decrease of two students from last month this time.

Mr. Neviasher gave an update on the progress towards the district goals.

Curriculum. Use multiple points of data to evaluate academic and social emotional progress over the last 18 months in order to inform instruction, supports, interventions, and, when necessary, development of supplemental programming.

- Preparing for state standardized testing with practice IAB assessments (CT SAT Day took place last week).
- Working with departments on curriculum revision needs/goals for summer work.

Human Resources. Continue to provide ongoing support for staff to ensure existing and new employees have the resources necessary to perform the duties of their jobs at the highest level possible.

- Hiring process in full swing for numerous positions.
- Professional Development Day on March 11.

Community. Invite community involvement and feedback in preparation for upcoming renovations and strategic planning.

- LYSB presentation (with student participation) for the community on the alcohol and drug survey.
- Public Art for Racial Justice Education (PARJE) mural.

Facilities. Monitor and evaluate facility, safety, and technology plans to ensure appropriate use, improvements, and maintenance of buildings, grounds, and infrastructure.

- Tennis court commercial.
- Turf field use for teams and outside organizations. Boost to grass fields.

Sustainability. Continue to explore and adopt processes and programs that support the district's vision and mission of sustainability.

- Still collecting plastics for Trex Challenge.
- Investigated food waste in cafeteria.

Board of Education. Through professional development and training, transition new members into their roles and share processes and procedures that support the high standards and expectations of Lyme-Old Lyme.

- Subcommittee work continues as does budget process.

2. Business Manager's Report

Mrs. McCalla reviewed the Executive Budget Summary as of March 31, 2022. Fluctuations of note:

Special Education: due to encumbrances for settlement agreements.

Support Services: due to increased library media and guidance purchases (supplies/books).

Transportation: down due to reduced runs as a result of the nationwide bus driver shortage and consolidation of routes and stops.

Year To Date Revenue Report

	2020-2021 Received	2021-2022 Received YTD
Town of Old Lyme	\$27,556,679	\$19,018,058
Town of Lyme	\$6,376,133	\$4,222,487

Mrs. McCalla reviewed the Contingency Maintenance Report. New spending from the account totals \$9,610 for an oil pump repair and camera system purchase. Balance stands at \$124,091.

VI. Educational Presentation

Allis Behnke, Prevention Coordinator of the Lymes' Youth Service Bureau, gave a presentation on their recent youth drug and alcohol survey. A copy of her presentation is attached to these minutes for informational purposes.

Follow-up discussion centered on parent-child communication, the importance of parents as role models, the effect of social media normalizing alcohol/drug usage, and the survey data on the usage of hard drugs.

Mr. Neviasser updated the Board on the status of NARCAN® training for the staff.

VII. Chairman & Committee Reports:

- Facilities.* Ms. Miller reported on the work of this committee which included the five year facilities plan, the Mile Creek gazebo, and the hiring of an auditor. A decision on the committee's recommendation for an auditor will come before the Board at the May meeting.
- Finance.* No report.
- Communications.* No report.
- Policy.* Changes to Policy 6144 *Controversial Issues* will have a first reading later in the meeting.

- e. *LEARN*. No report.
- f. *LOL Prevention Coalition*. No report.

Mr. Wilson, referring to letters/emails received from parents who have concerns, encouraged community members to communicate with the Board of Education as they are trying to be responsive to issues brought to their attention.

There was Board consensus to move Old Business item #1 up in the agenda for the convenience of the representatives from QA+M Architects and Downes Construction Company who were present.

1. PK-8 Facilities Study Update

Rusty Malik from QA+M Architects gave an update on the PK-8 Facilities Study which included more detailed cost estimates on the options chosen by the Board for further study. A copy of his presentation is attached to these minutes for informational purposes.

Building and Site Options Under Consideration:

- Base Option All codes, security, HVAC and building envelope updates.
- Option 3a Renovations and additions at Mile Creek School (as new status).
- Option 4 Renovate Center School for PK and kindergarten plus renovations and additions at LOLMS Grades 6-8 with Board of Education and Alternate Ed Programs relocation (as new status).

Discussion followed the presentation on the following subjects: construction staging to minimize disruption and financing costs; availability of material/supplies during this prolonged period of shortages; total project cost and relation to contingencies and escalation; state budget for reimbursement and possibility of priority districts obtaining the majority of the funds; effect on students as they move through the buildings under construction; interim central office space during construction under option 4; storage space that would be needed when portables are demolished (outside scope of project); issues that might arise if multiple projects are put out to bid at same time; state approval timeline; percentage of total project cost if only did HVAC; the option of only seeking state reimbursement on certain buildings; and creative adjustment to school calendar for least amount of disruption to students/staff.

Mr. Neviasser made a recommendation to have a backup plan should the Board choose to move forward with the base scope option only and then experience the enrollment growth that this predicted in two enrollment projections. He noted how unfortunate it would be to spend \$45 million and then not have enough educational space. Mr. Neviasser suggested a backup plan of moving the 5th grade to Middle School if they don't add educational square footage and need extra space down the line. Noting how hard it is to predict enrollment into the future, Mr. Neviasser recommended having this option as their backup plan. Mr. Staab inquired about class size guidelines and the effect it would have if they increased them slightly to save money. Follow-up discussion centered on the variables of enrollment projections and possibly looking at student enrollment growth in the southeast region of Connecticut.

David Patrick, President of Downes Construction Company (the firm that supplied the construction cost estimates), discussed the benefits of building faster vs. spreading the project over several years. He reported that supply chain management and labor has not been a problem with projects overseen by his company but that escalation numbers are real (138% increase in steel cost was cited as an example). Mr. Neviasser noted that the 20 year threshold (since last school building project) must be met for state reimbursement which might prevent them from starting certain projects early. There was Board consensus to have Downes Construction Company prepare costs for all options being considered if they were done simultaneously (compressed timeline).

VIII. New Business

1. Policy 6144 Controversial Issues – 1st reading

Mr. Neviasser reviewed changes to Policy 6144 *Controversial Issues* as recommended by the Policy Committee. The Board reviewed and wordsmithed the policy. As this was a first reading, there was no action required at this time.

2. Healthy Food Certification

Mrs. McCalla reported that the motion on this subject that was approved at the March meeting omitted some verbiage that the State requires be included so she asked for another motion and vote on the new motion.

MOTION: *language for healthy food option:* Mrs. Thompson made a motion, which was seconded by Mrs. James, that pursuant to C.G.S. Section 10-215f, the board of education or governing authority certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2022, through June 30, 2023. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

VOTE: the Board voted unanimously in favor of the motion.

MOTION: *language for combined food and beverage exemptions:* Mrs. Thompson made a motion, which was seconded by Dr. Powell St. Louis, that the board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not.

The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales.

VOTE: the Board voted unanimously in favor of the motion.

3. Nonrenewals of the Non-Tenured Staff

Mr. Neviaser explained that this agenda item is an annual practice to ensure compliance with state statute, and in accordance with Conn. Gen. Stat. § 10-151(b), which gives authority to the Superintendent to determine whether a non-tenure teacher should be offered a contract for the subsequent school year. Mr. Neviaser recommended the non-renewal of all non-tenured teachers.

MOTION: Ms. Miller made a motion, which was seconded by Mrs. Dean-Frazier, that pursuant to Connecticut General Statutes Section 10-151, the Region 18 Board of Education non-renew the teacher contracts of the non-tenured teachers on the list supplied by the Superintendent at the end of the 2021-2022 school year as recommended by the Superintendent. Further move that the Superintendent of Schools be directed to communicate this action of the Board in writing to named staff members.

VOTE: the Board voted unanimously in favor of the motion.

4. Annual Review of the Tuition Policy/Rate

Mr. Neviaser reported that per Policy 5118, the Board is required to set a tuition rate for non-resident students by May 30. The current tuition rates are as follows:

Tuition Student Rates

- Grades 9-12 - \$19,000
- Grades 6-8 - \$17,000
- Grades K-5 - \$15,000
- Grade PreK - \$10,000

Mr. Neviaser's recommendation was to retain the current tuition rates for the 2022-2023 school year.

MOTION: Mrs. Shoemaker made a motion, which was seconded by Dr. Powell St. Louis, to approve the tuition rates for the 2022-2023 school year as presented (no change to current rate).

VOTE: the Board voted unanimously in favor of the motion.

IX. Old Business

1. PK-8 Facilities Study Update – reported earlier in the evening

2. Closing of LOLHS Project

The district is still waiting for the final change order from the State so there is no action required on this agenda item.

X. Executive Session

There was no need for an executive session.

XI. Adjournment

The regular meeting adjourned at 9:05 p.m. upon a motion by Mr. Kemp and a second by Mrs. Shoemaker.

Respectfully submitted,

Suzanne Thompson, Secretary

The opinions expressed in the attached correspondence are solely those of the authors. They do not purport to reflect the position of the Regional School District #18 Board of Education or its employees.

Delaura, Jeanne

From: Neviaser, Ian
Sent: Monday, March 7, 2022 2:11 PM
To: Delaura, Jeanne
Subject: FW: EXTERNAL: questions related to SEL, stemming from 3/2 curriculum presentation

For the next minutes

From: Susan Arico <sbarico@hotmail.com>
Sent: Monday, March 7, 2022 1:56 PM
To: Dean-Frazier, Laura (BOE) <deanfrazierl@region18.org>; James, Anna (BOE) <jamesa@region18.org>; Kemp, Jason (BOE) <kempj@region18.org>; Miller, Jennifer (BOE) <millerj@region18.org>; Powell-St Louis, Mary (BOE) <powellstlouism@region18.org>; Shoemaker, Martha (BOE) <shoemakerm@region18.org>; Staab, Christopher (BOE) <staabc@region18.org>; Thompson, Suzanne (BOE) <thompsons@region18.org>; Wilson, Steven (BOE) <wilsons@region18.org>
Cc: Neviaser, Ian <neviaseri@region18.org>
Subject: EXTERNAL: questions related to SEL, stemming from 3/2 curriculum presentation

Dear Region 18 Board of Ed,

I'm writing to ask for more information about the use of social emotional learning (SEL) in Region 18 schools following the 3/2 curriculum meeting, and to ask three follow-up questions.

(By way of background:

During a 12/8/21 community forum for the Region 18 strategic planning process with Chuck Dumas, a robust conversation about SEL was held. Parents had concerns when they saw that SEL was being added, or augmented, in the strategic plan. I exchanged emails with Ian Neviaser at the time and am pasting the exchange below for your review, as it's relevant.)

At the 3/2 BOE meeting. Mrs. Enoch presented the SEL curriculum provided by Second Step, talked through the aims for kids (gain confidence, make better decisions, collaborate with others, etc), and emphasized the positives. It sounded good, all the more because everyone wants well-adjusted, emotionally stable kids who get along with others.

However after listening to the presentation, I was left wondering about the realities that Mrs. Enoch *didn't* address about Second Step and SEL. Here are four:

1. In the slide show Mrs Enoch presented, **Second Step claims SEL's "not psychotherapy or an attempt to parent kids," but how can they substantiate these claims?** For example, see valid concerns raised in [this article](#) (there are others) by a teacher concerning the untested impact of psychologizing within the classroom.
2. **Second Step overtly champions principles of [Diversity, Equity, and Inclusion](#) and [anti-racism](#)**, and seeks to enfold them into their curricular models. These are progressive political positions. (In this, Second Step is like seemingly all SEL outlets - see links from leading SEL org CASEL in my December email below on the same)
3. In middle school and high school, SEL curricula become **more [intentional and targeted](#) about calling out and affirming issues of gender identity...** and Mrs. Enoch and Ms. Dean didn't indicate how SEL is being implemented at LOLMS or LOLHS, in intentional or subtle ways.

4. SEL determines and then seeks to enact what *it* thinks is “healthy and appropriate” for children socially and emotionally.... and it's a position that many parents don't agree with, especially in middle and high school years. Schools and systems that promote SEL (especially in upper grades) without gaining parental consensus create strife, tension, and division - as [this recent article](#) about SEL in the Hartford Courant makes clear. There, parents said “the education establishment is sowing division and encroaching on the rights of parents by indoctrinating students with untested liberal ideas on race, gender and sexuality.”

After hearing the curriculum presentation and reviewing the underlying realities of SEL, I have these questions:

-Do Region 18 schools promote the idea that equality of opportunity (the principle on which America was founded) is insufficient, and that equality of outcome (equity) is necessary for all - that this is actually “justice”? Do LOL schools agree and teach that equity must replace equality, as traditionally understood?

-Do Region 18 schools agree with the idea of, and promote, [anti-racism](#), a “range of ideas and political actions which are meant to counter racial prejudice, systemic racism, and the oppression of specific racial groups”? Do LOL schools hold and teach the position that “systemic racism” exists in America today?

-Do Region 18 schools believe and teach the idea that there is a scientifically-grounded, proven distinction between sex, gender identity, and gender expression - and that all students must affirm this truth claim? Is this presented in LOLMS or LOLHS health or science classes (or anywhere)?

It's crucial that Region 18 parents get answers to these questions, because SEL philosophies (including Second Step, the curriculum Region 18 uses) *do* plainly believe these things and seek them to impress them on the students who receive their curricular support.

Thank you for your work on the board, and for your attention to these matters.

Best,

Susan

Susan Arico, Region 18 parent
603 767-2029

Begin forwarded message:

From: Susan Arico <sbarico@hotmail.com>
Subject: follow up on Wednesday night's meeting
Date: December 10, 2021 at 9:20:39 AM EST
To: "Neviaser, Ian" <neviaseri@region18.org>

Hi Ian,

Thanks for the follow-up; I appreciate it.

I'm glad to know that 16 of the 44 people at the representative groups were parents, which is a good percentage, but I still wish the sample size were larger. After the presentation, when we were talking, Chip said something to the effect of “any superintendent would love to have more community input into the process, but it's just not realistic.” I'm not sure *why* it's not realistic. A higher number of personal invitations would have resulted in a greater quantity of parents present. In addition, a customized survey with the questions emailed to all parents would also have provided more input from parents.

Regarding the SEL piece, thanks for your follow-up and for providing input regarding Second Step. I looked at their website and watched their short video.

I have seen the research showing that SEL reportedly provides better outcomes for children who engage in it in many measures. I understand that if we want students with greater empathy, respect, and confidence, it's logical that schools would overtly seek to include these concepts in their teaching and culture.

The organization I mentioned is called [CASEL](#) - The Collaborative for Academic, Social, and Emotional Learning. It is the oldest and largest organization doing SEL work in America, and its leadership, curricular offerings, training, and evolving focus set the tone and direction for SEL as a whole. To give you an description from an objective third party, this article "[12 SEL Organizations Making a Difference](#)" lists CASEL first (as they all do) and provides this descriptor:

There are numerous organizations and individuals doing great work in this space... Here, we feature 12 high impact organizations making a difference through thought leadership, collaboration and research.

[Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#)

CASEL is the nation's leading organization advancing the development of academic, social and emotional competence for all students. CASEL's mission is "to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school." Through research, practice and policy, CASEL collaborates to ensure all students become knowledgeable, responsible, caring and contributing members of society. CASEL publishes the [CASEL Guide](#) on effective SEL programs for pre-school/elementary and middle/high school.

The quotes that I mentioned in Wednesday's meeting were these:

First: *The CEO of CASEL, America's preeminent SEL advocacy organization, said "social emotional learning must actively contribute to anti-racism... we see SEL as a tool for anti-racism."*

Second: Officials define "equitable outcomes in education" and the core competency of "self-awareness" based on the CASEL resource "[Equity & Social Emotional Learning: A Cultural Analysis](#)," which argues for "making explicit issues such as power, privilege, prejudice, discrimination, [and] social justice . . . in the field of SEL." Similarly, the framework defines the core competency of social awareness as "recognizing the many factors influencing equity in the social context including power dynamics, cultural demands, race, class and privilege."

I appreciate the fact that Region 18 does not think about or use SEL in this way or interact directly with CASEL and its offerings. However I think it's very important that Region 18 leaders, administrators, and BOE members understand the progressive underpinnings of the SEL movement and the reality of where this movement is going in America. Parents have real reasons to be concerned when we see the expansion of SEL in schools and classrooms, because we know the background of this movement, see its trajectory, and know the woke mindset that it ultimately wishes (fairly explicitly, in the case of its leader CASEL) to foster through its products and influence.

Teaching kids empathy, respect, and kindness is one thing. Using these concepts as a way to usher in concepts of equity, privilege, social justice, and anti-racism (and more) is entirely another.

Hope this helps, and thanks again for your follow-up.

Best,

Susan

PS. This recent SEL-focused [article](#) in the Hartford Courant presents the ways in which administrators and educators can have very different opinions about the value of SEL and what *they* see as positive effects on students, especially older students... whereas parents experience this very differently. I include it here because a) it's local and b) it objectively demonstrates the way that SEL policies, when implemented with students at higher levels, can lead to politically charged issues that parents dislike and don't want for their kids.

For example: *"Programs that teach empathy and understanding can be literal lifesavers for trans and nonbinary teens.... Moore said West Hartford's social and emotional learning curriculum aims to send a message of belonging and support to 'that child who feels different, who has been labeled 'weird' or 'freak' by the callous few.' Lessons that focus on diversity and inclusion bolster the mental health of kids who identify as LGBTQ as well as their cisgender peers, said Barry Walters, the founder and team leader of West Hartford Pride."* Not all parents want this particular type of "focus on diversity and inclusion" or agree that it "bolsters mental health" in positive ways- either individually or globally. I know I don't.

On Dec 9, 2021, at 3:54 PM, Neviaser, Ian <neviaseri@region18.org> wrote:

Susan,

Sorry I did not get to this before the meeting. I know you had a chance to ask some of your questions last night, but wanted to share some more information with you specific to this email. I reviewed my meeting notes and 16 of the 44 people who made up our representative group were parents. They were selected based on their roles in the community, most through their association with the PTO.

In terms of SEL, you mentioned a company called SEL. I have searched the internet and can find no such thing. Could you please share with me where I might find this information? As you know from your children at Mile Creek, we are using the Second Step program which was aptly described by Kelly Enoch in her letter to parents in August. "The Second Step Social-Emotional Learning Curriculum is utilized... to establish classroom routines and expectations, to establish a nurturing and compassionate classroom community, to resolve conflicts, to problem solve, and to address any concerns or needs that may arise." More information describing the specifics of the program we are using can be found here: <https://www.secondstep.org/social-emotional-learning>. Of note is the idea that, "Social-emotional learning isn't just a feel-good activity. It's not psychotherapy or an attempt to parent kids. Nor is it a substitute for core academic subjects such as math, science, or literacy. Instead, SEL concepts provide an extra dimension to education, focusing on improving cooperation, communication, and decision making. In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, SEL gives students a framework for developing these skills." I hope this helps clarify our use of the term SEL versus the interpretation of some members of the audience last evening.

Thanks,

Ian

-----Original Message-----

From: Susan Arico <sbarico@hotmail.com>

Sent: Tuesday, December 7, 2021 1:33 PM

To: Neviaser, Ian <neviaseri@region18.org>

Subject: Re: question about Cooperative Educational Services and its role in Region 18 planning processes

Thanks Ian, that's helpful!

I watched the Wednesday BOE meeting on YouTube and have a couple of quick follow-up questions...

In his presentation, Chuck Dumais referenced a Saturday meeting with 45 people of various types serving as a "representative" or "feedback" group. I'm curious- among the 45, how many parents participated in this group, and how were they selected?

Dr. Dumais referenced SEL in his presentation and included several circles on his powerpoint that he referred to as SEL-based. I wonder: is there specific information about SEL in the materials, survey results, or analysis that CES has produced so far in this process that we could look at?

Thanks for your help!

Susan

On Dec 6, 2021, at 2:52 PM, Neviaser, Ian <neviaseri@region18.org> wrote:

Susan,
Attached is the proposal from CES for their services. They were selected after discussing our needs with LEARN and other school districts who had recently completed a strategic planning process.
Thanks,
Ian

-----Original Message-----

From: Susan Arico <sbarico@hotmail.com>
Sent: Monday, December 6, 2021 2:01 PM
To: Neviaser, Ian <neviaseri@region18.org>
Subject: question about Cooperative Educational Services and its role in Region 18 planning processes

Hi Ian,

I hope you're well.

I understand that Cooperative Educational Services have been hired in Old Lyme to facilitate part of the strategic planning process.

I was traveling for work and missed the Wednesday 12/1 BOE meeting, in which I believe this organization made a presentation. I will try to catch some of the meeting on YouTube in advance of the strategic planning forum on Wednesday.

However, I wonder if you could supply me with some information.

Is there a write-up/summary that I could review of the specific service

that Cooperative Educational Services is providing to Region 18, that you could forward to me for my review?

Also, can you tell me how Cooperative Educational Services was selected to provide this service?

Thanks so much!

Susan

Susan Arico
603 767-2029

<Region 18 Strategic Planning Proposal April 2021.pdf>

Delaura, Jeanne

From: Neviaser, Ian
Sent: Tuesday, April 5, 2022 9:51 AM
To: Delaura, Jeanne
Subject: FW: EXTERNAL: health classes in school
Attachments: LOLHS Planned Parenthood letter, Mar 31 22.docx; PP Birth Control Choices full.pdf

For the minutes.

From: Margaret Kuhn <kuhn10@comcast.net>
Sent: Thursday, March 31, 2022 8:26 PM
To: Wygonik, James <wygonikj@region18.org>
Cc: Neviaser, Ian <neviaseri@region18.org>; Dean-Frazier, Laura (BOE) <deanfrazierl@region18.org>; James, Anna (BOE) <jamesa@region18.org>; Kemp, Jason (BOE) <kempj@region18.org>; Miller, Jennifer (BOE) <millerj@region18.org>; Shoemaker, Martha (BOE) <shoemakerm@region18.org>; Thompson, Suzanne (BOE) <thompsons@region18.org>; Staab, Christopher (BOE) <staabc@region18.org>; Wilson, Steven (BOE) <wilsons@region18.org>
Subject: EXTERNAL: health classes in school

Hi Jim,

I'm a parent of two students at the high school: Joe, a senior, and Peter, a freshman; my youngest, Paul is in seventh grade.

Attached is a letter for your consideration from some LOLHS parents regarding Planned Parenthood at the school. I appreciate your reflection on this.

Thank you,

Peg Kuhn

March 31, 2022

Dear Principal Wygonik,

Thanks for leading a candid PAB conversation on 3/9/22 about Planned Parenthood and its role in LOLHS health classes over the years, a helpful jumping off point on the topic. You said gym/health teachers don't feel optimally equipped to speak on topics pertaining to sex and relationships and explained their preference to use speakers for whom these matters are more routine. This makes sense.

You also expressed that sex/relationships are normative parts of all high school curricula, that parents (and students) have a wide range of views on these matters, and that LOLHS seeks to not take a partisan view on any topic. This also makes sense.

However, we LOLHS parents would like to raise the following points for your consideration:

- While Planned Parenthood offers education and health services, it is best known as an abortion provider (provides 40% of America's abortions). By taking one of America's leading abortion providers and bringing them to the school as "leaders and experts in health," LOLHS is taking a political position.
- Planned Parenthood's "Birth Control Choices" presented to LOLHS in Dec '21 includes the emergency contraception pill, also called the morning after pill (see handout attachment). This is a form of abortion. In this, LOLHS is suggesting an abortion practice to its students through Planned Parenthood.
- If/as Planned Parenthood presents LOLHS' sex and health information to students, it gets to define the tone and terms of information presents – and they aren't neutral. It selects language– for example "can be used for anal, oral, and vaginal sex" (suggestive) and "helps prevent ovarian cancer" (positive spin). It can, and does, choose to omit valid forms of contraception, such as Natural Family Planning (NFP) and abstinence.
- Birth control topics (one of the two topics about which PP currently presents) are inherently medical, but Planned Parenthood staff are not medical staff and have no medical training.
- Planned Parenthood's history and worldview are circumspect, since its founder Margaret Sanger was an openly racist woman whose purpose in starting it was eugenics ([for](#) "the gradual suppression, elimination and eventual extinction, of defective stocks;" she did not "want word to go out that we want to exterminate the Negro population.") Since LOLHS does not support these views and trajectory, it's inconsistent to have the organization teach in the school.
- LOLHS formerly invited Adrian McElwee, a community educator not tied to a political organization, to present yearly in LOLHS health classes. When he retired, he was not replaced with a person of balanced perspective, which is regrettable.








We respectfully request that LOLHS no longer use Planned Parenthood as a guest for health classes. Instead we request that LOLHS's licensed medical staff (such as the school nurses) or other Region 18 medical staff lead in the sex/relationships portion of the curriculum and present birth control information to students in health. These individuals are trained and equipped in medical issues, and because they are in-community, they can also be real-life resources for teens looking for ongoing support in issues of health. Region 18 has indicated the importance of having properly licensed personnel leading and presenting materials for all other classes; this should also apply to health.




If LOLHS does continue to use outside vendors as guests within topics of relationship, health, and sex, we ask that the school looks for other viable instructors that are not Planned Parenthood.

Thank you,

T.J. Buckley
Rachel Buckley
Annie Sullivan
Adam Kuhn
Peg Kuhn
Meghan Anderson
Matt Miller
Megan Miller
Traci Russell
Steve Spooner
Susan Arico
Sandra King
Drew King
Mona Colwell
Stephanie McAdams
Doug McAdams

Birth Control Choices

Method	Effectiveness	How to Use	Benefits	Challenges
The Implant <i>Nexplanon®</i> 	> 99%	<ul style="list-style-type: none"> - A health care provider places it under the skin of the upper arm - Removed by a health care provider 	<ul style="list-style-type: none"> - Long lasting (up to 5 years) - No daily requirements - Often decreases cramps - Can be used while breastfeeding - Becoming pregnant is possible right after it is removed 	<ul style="list-style-type: none"> - Can cause irregular bleeding. After 1 year, may have no period at all - Does not protect against human immunodeficiency virus (HIV) or other sexually transmitted infections (STIs)
Progestin IUD <i>Liletta®, Mirena®, Skyla®, Kyleena®</i> 	> 99%	<ul style="list-style-type: none"> - A health care provider places it in uterus - Removed by a health care provider 	<ul style="list-style-type: none"> - May be left in place 3 to 7 years, depending on which IUD - No daily requirements - May improve period cramps and bleeding - Becoming pregnant is possible after it is removed 	<ul style="list-style-type: none"> - May cause lighter periods, spotting, or no period at all - Rarely, uterus is injured during placement - Does not protect against HIV or other STIs
Copper IUD <i>ParaGard®</i> 	> 99%	<ul style="list-style-type: none"> - A health care provider places it in uterus - Removed by a health care provider 	<ul style="list-style-type: none"> - May be left in place for up to 12 years - No daily requirements - Becoming pregnant is possible after it is removed - Can be used while breastfeeding 	<ul style="list-style-type: none"> - May cause more cramps and heavier periods - May cause spotting between periods - Rarely, uterus is injured during placement - Does not protect against HIV or other STIs
The Shot <i>Depo-Provera®</i> 	Perfect Use: 99% Typical Use: 94%	<ul style="list-style-type: none"> - Get a shot every 3 months 	<ul style="list-style-type: none"> - Each shot works for 12 weeks - Usually lightens/eliminates periods - Helps prevent cancer of the uterus - No daily requirements - Can be used while breastfeeding - Private 	<ul style="list-style-type: none"> - May cause spotting, no period, weight gain, depression, hair or skin changes, change in sex drive - May cause delay in getting pregnant after stopping shots - Side effects may last up to 6 months after stopping shots - Does not protect against HIV or other STIs
The Ring <i>Nuvaring®</i> 	Perfect use: 99% Typical use: 91%	<ul style="list-style-type: none"> - Insert a small ring into the vagina - Change ring each month 	<ul style="list-style-type: none"> - One size fits all - Can make periods more regular and less painful - No daily requirements - Becoming pregnant is possible right after stopping the ring 	<ul style="list-style-type: none"> - Can increase vaginal discharge - May cause spotting the first 1-2 months of use - Cannot be used while breastfeeding - Does not protect against HIV or other STIs
The Patch <i>Ortho Evra®</i> 	Perfect use: 99% Typical use: 91%	<ul style="list-style-type: none"> - Apply a new patch once a week for three weeks - No patch in week 4 	<ul style="list-style-type: none"> - Can make periods more regular and less painful - No daily requirements - Becoming pregnant is possible right after stopping patch 	<ul style="list-style-type: none"> - Can irritate skin under the patch - May cause spotting the first 1-2 months - Cannot use while breastfeeding - Does not protect against HIV or other STIs
The Pill 	Perfect use: 99% Typical use: 91%	<ul style="list-style-type: none"> - Must take the pill daily 	<ul style="list-style-type: none"> - Can make periods more regular and less painful - Can improve PMS symptoms - Can improve acne - Helps prevent ovarian cancer - Becoming pregnant is possible right after stopping pills 	<ul style="list-style-type: none"> - May cause nausea, weight gain, headaches, change in sex drive – some of these can be relieved by changing to a new brand - May cause spotting the first 1-2 months - Cannot be used while breastfeeding

Male/External Condom 	Perfect use: 98% Typical use: 86%	<ul style="list-style-type: none"> - Use a new condom with every new sex act - Use a polyurethane condom if allergic to latex - Use extra lubrication as needed 	<ul style="list-style-type: none"> - Can buy at many stores - Can help prevent early ejaculation - Can be used for oral, vaginal, and anal sex - Protects against HIV and other STIs 	<ul style="list-style-type: none"> - Can decrease sensation - Can sometimes break or slip off
Female/Internal Condom 	Perfect use: 95% Typical use: 79%	<ul style="list-style-type: none"> - Use a new condom with every new sex act - Use extra lubrication as needed 	<ul style="list-style-type: none"> - Can be used for anal and vaginal sex - May increase pleasure when used for vaginal sex - Latex-free, good for people with a latex allergy - Protects against HIV and other STIs 	<ul style="list-style-type: none"> - Can decrease sensation - May be challenging to insert - May slip out of place during sex
Withdrawal <i>Pull-out</i>	Perfect use: 96% Typical use: 78%	<ul style="list-style-type: none"> - Pull penis out of vagina before ejaculation (fluid called semen being released from penis) 	<ul style="list-style-type: none"> - Free 	<ul style="list-style-type: none"> - Does not work if penis is not pulled out in time of any amount of semen being released from penis - Must interrupt sexual activity - Does not protect against HIV or other STIs
Emergency Contraception Pills <i>Progestin EC (Plan B® One-Step and others) and ulipristal acetate EC (Ella®)</i> 	58-94% Ella works better than progestin EC for someone who is overweight Ella works better than progestin EC in the 2-5 days after sex	<ul style="list-style-type: none"> - Works best the sooner it's taken after unprotected sex - Can take EC up to 5 days (120 hours) after unprotected sex - Most brands contain one single pill. If pack contains 2 pills, take both together. 	<ul style="list-style-type: none"> - Available at pharmacies, health centers, or health care providers; call ahead to see if they have it - People of any age can get progestin EC without a prescription (Plan B One-Step, Next Choice One-Dose, etc.) - Can be used while breastfeeding 	<ul style="list-style-type: none"> - May cause stomach upset or nausea - Next menstrual period may come early or late - May cause spotting (light bleeding) - ella requires a prescription - May be expensive - Does not protect against HIV or other STIs

LYME-OLD LYME YOUTH SURVEY 2021

In collaboration with
Lymes' Youth Service Bureau
Lyme-Old Lyme Schools
REACH

Grant funded through
ONDGP Drug-Free Communities



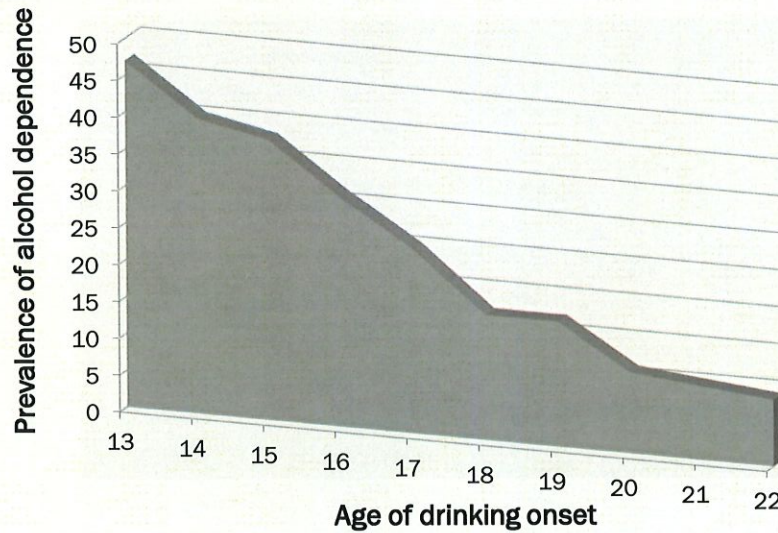
Our Mission

To prevent and reduce alcohol and other drug use among youth by collaborating with the community to raise awareness, modify social norms, educate youth and adults, initiate policy change, and promote healthy activities.

www.lysb.org/prevention
Resources and MORE

Risk of alcohol dependence drops each year

drinking is postponed: Children who drink alcohol (more than a few sips) before their 13th birthday are nearly five times more likely to develop alcohol dependence than those who begin drinking at age 21.



DID YOU KNOW?

90% of people with addictions started using substances in their teen years.

NATIONAL CENTER
ON
ADDICTION AND
SUBSTANCE ABUSE
(CASA)

About the Survey

December 21, 2021, grades 6-12 (7-12 reported)

Anonymous through Survey Monkey

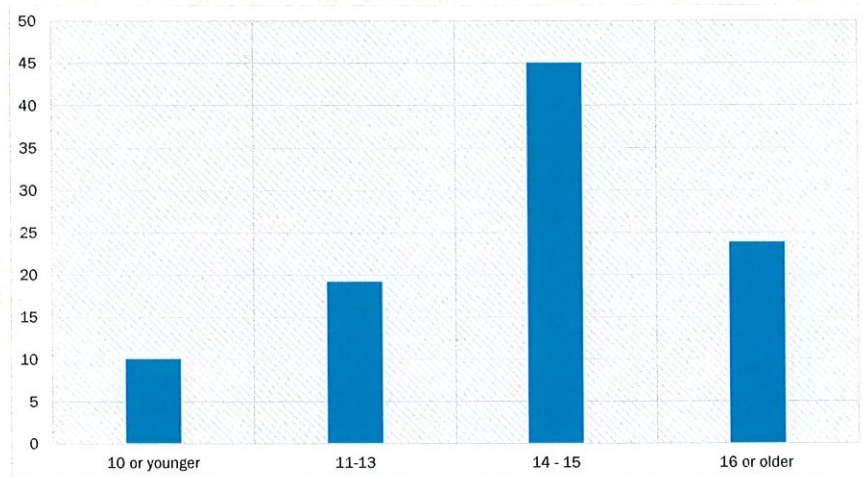
662 surveyed, 70 excluded

Looking for trends and new behaviors among middle and high school students to best serve

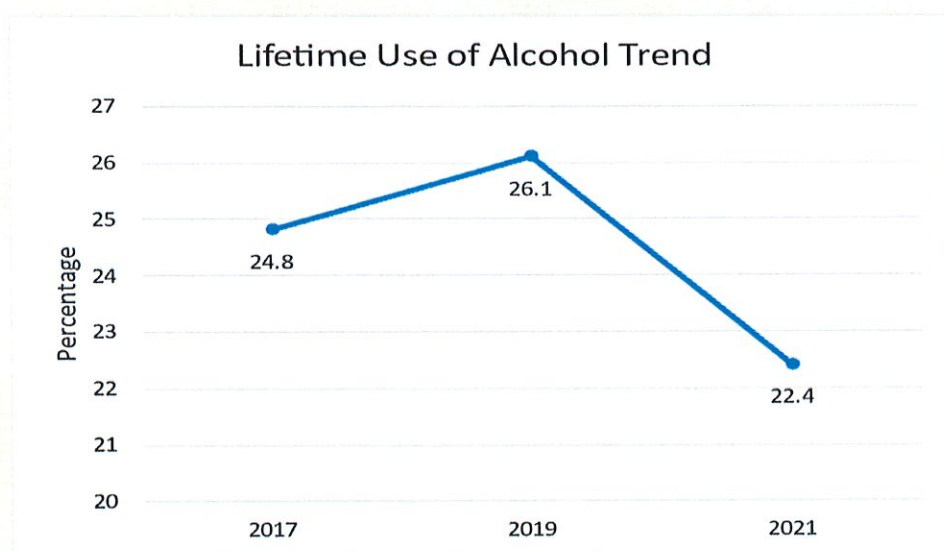
Alcohol
still #1 drug used by LOL youth

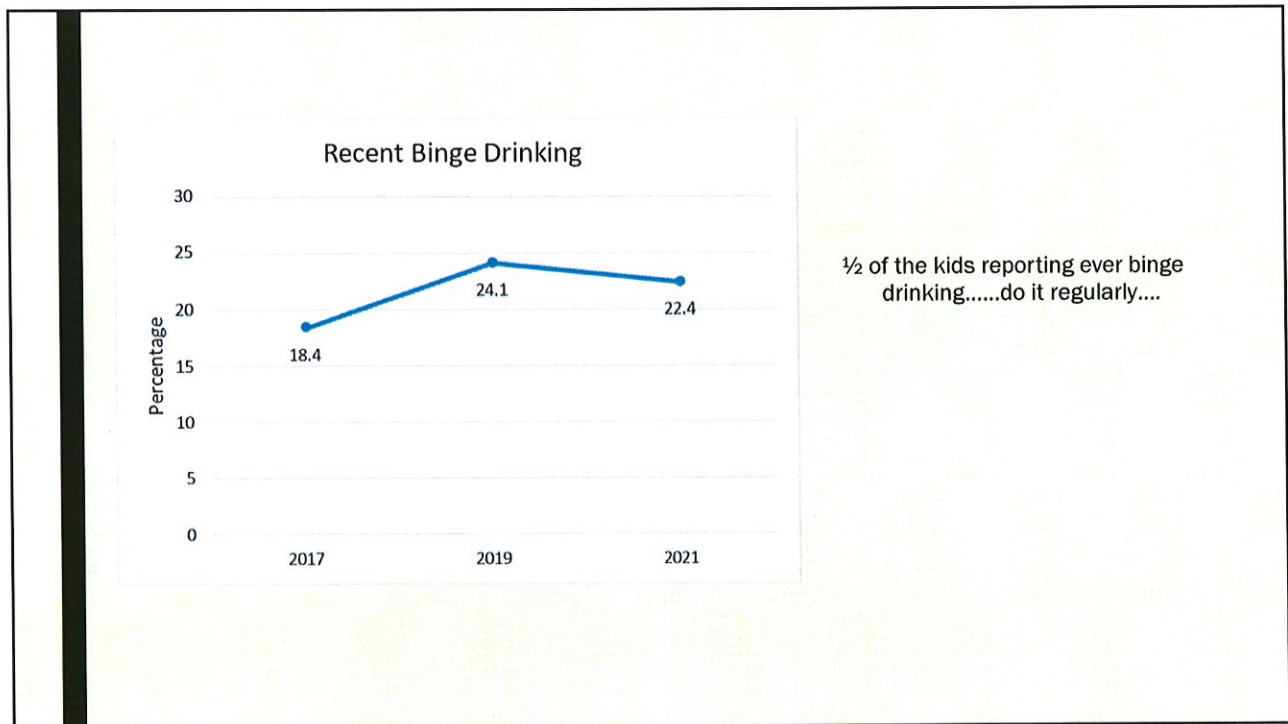
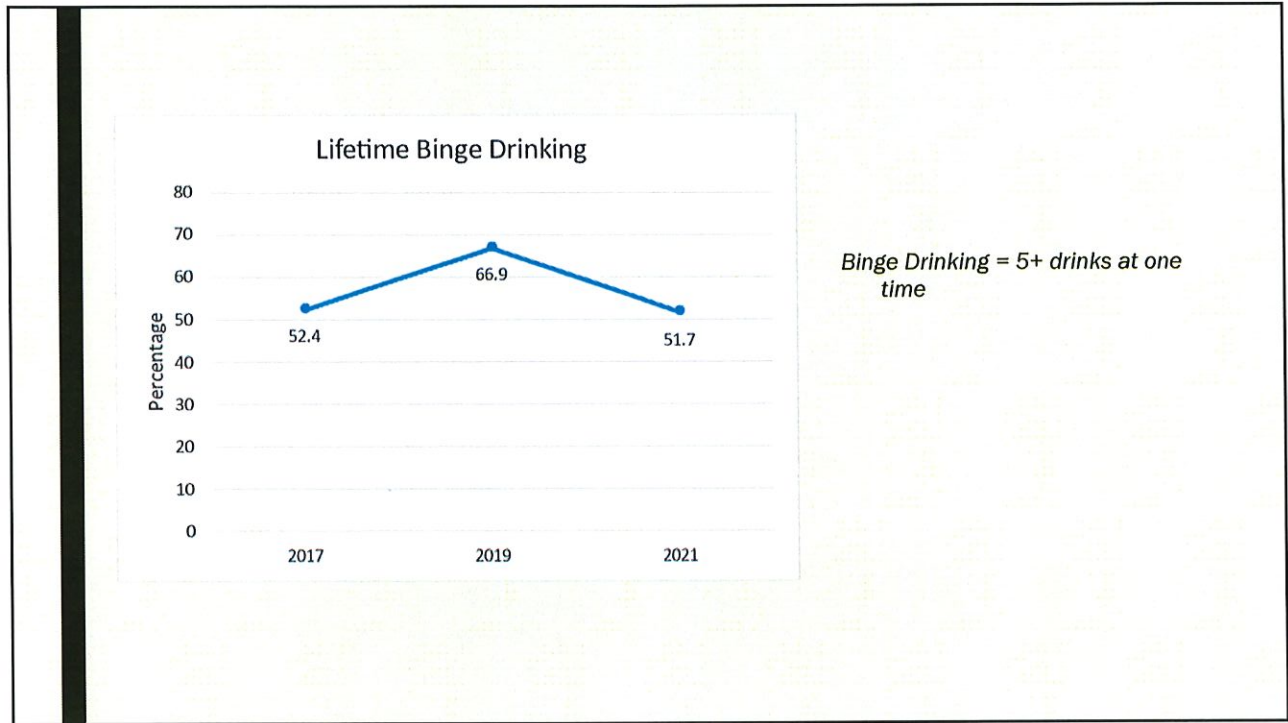


Age of First Use in L/OL: Alcohol



The Covid Effect.....





Access to Alcohol- 2021

Question: *If you wanted to, how easy would it be for you to get alcohol?*

- **Increase from 2019**

	7	8	9	10	11	12
Very Easy/ Sort of Easy	42.7 %	59.3%	64.7%	70.6%	67.4%	68.9%
Sort Of Hard/ Very Hard	57.3%	40.8%	35.2%	29.4%	32.6%	31.1%

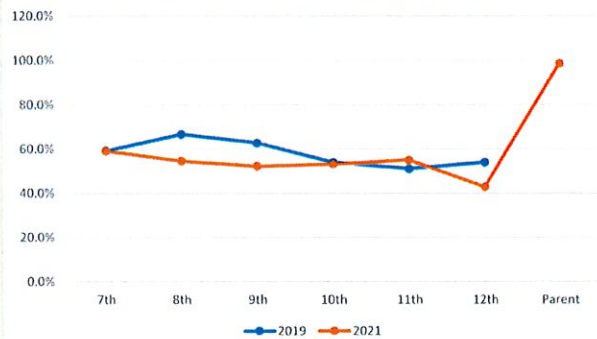
Where are LOL kids getting alcohol?

- Friends 70.0%
- Parents, w/out permission 50.0%
- **From your parents with permission 43.5%**
- Party w/out adult permission 43.5%
- **Party- adult knows alcohol is there 39.2%**
- Siblings 28.2%
- A store or bar (you buy it) 17.3%
- A restaurant 15.2%

Rules at Home

My family has clear rules discouraging me from drinking alcoholic beverages

Percentage "Definitely True" Alcohol Family Rules



7	8	9	10	11	12
59%	54.4%	52%	53%	54.8%	42.7%

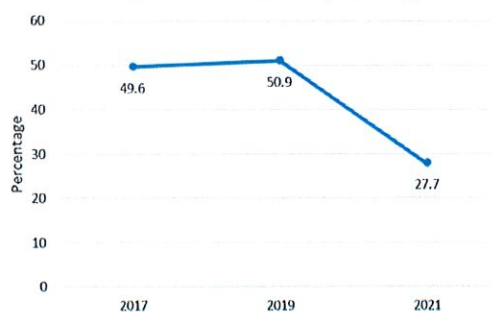
Protective Factor:

Talking early and often about rules and expectations
Take Away!

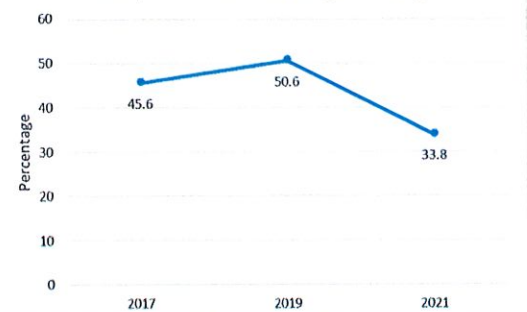
Perception of Harm- ***alarming***

How much do people risk harming themselves when they drink alcohol every day/
binge drink once or twice a week (5+ drinks)?

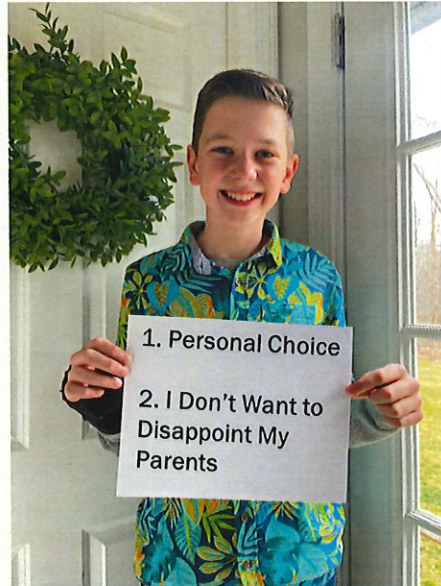
Perception of Harm of Daily Drinking



Perception of Harm of Binge Drinking



The Reasons LOL Kids Choose NOT to Use Alcohol



So- Why Do L/OL Kids Drink?

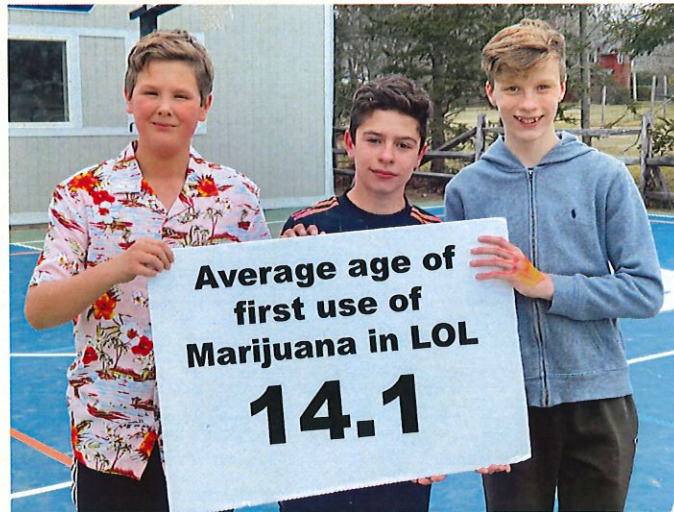
#1 Social celebration/party

#2- Enhancement
(pleasure/like the feeling)

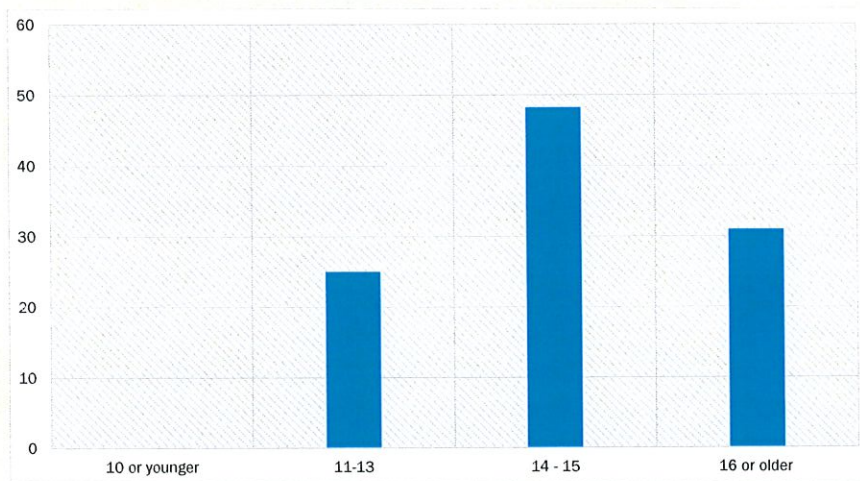


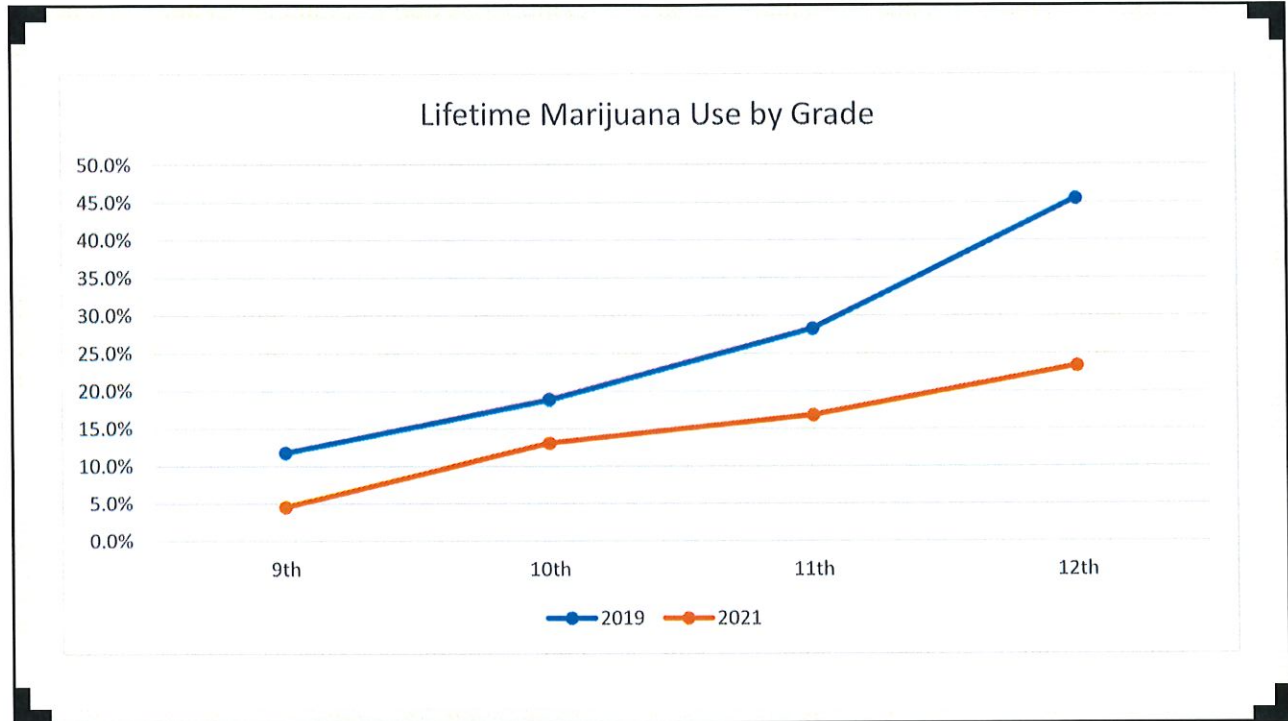
Marijuana

#2 drug used by LOL youth (tied with vaping)



Age of First Use in L/OL: Marijuana





Where Are LOL Kids Getting Marijuana?

- Friends 77.2%
- Other people buy for you 38.6%
- You buy it in person 36.8%
- Siblings 28.1%
- Parents, w/out permission 21.1%

What Are Kids Saying About Marijuana?

Question: "How much do people risk harming themselves when using....?"

(asked of all students)

Answer: Great risk

34.5% - Edibles

50.8% - Vaping

41.0% - Dabbing (high potency)

Question: "How have you used Marijuana in the last 30 days?"

80% - Smoking (joint)

53% - Edibles

65% - Vaping

50% - Dabbing (high potency)

We aren't talking about yesterday's marijuana.....

...But This



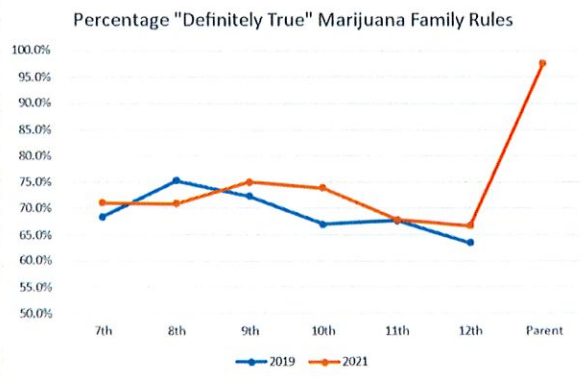
Marijuana in the 1960's-1990's: 1-4% THC
 Today's Marijuana: Up to 40% THC
 With concentrates up to 95% or more THC



© Photos courtesy Matt Engman, People Magazine Show

Rules at Home

My family has clear rules discouraging me from marijuana use

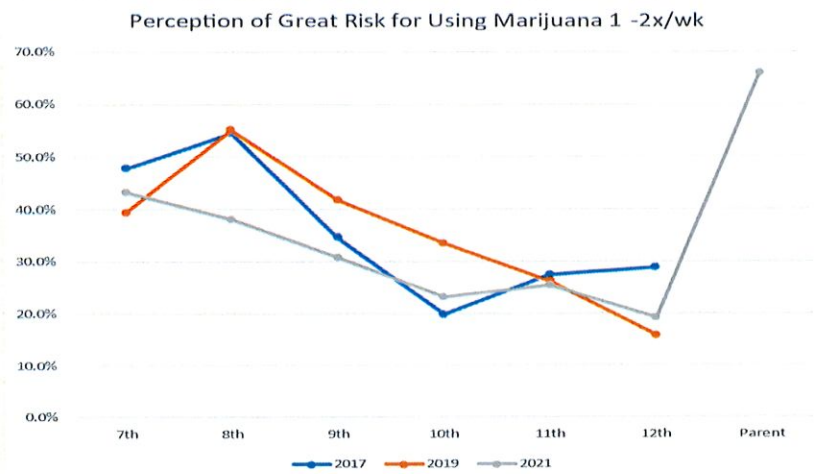


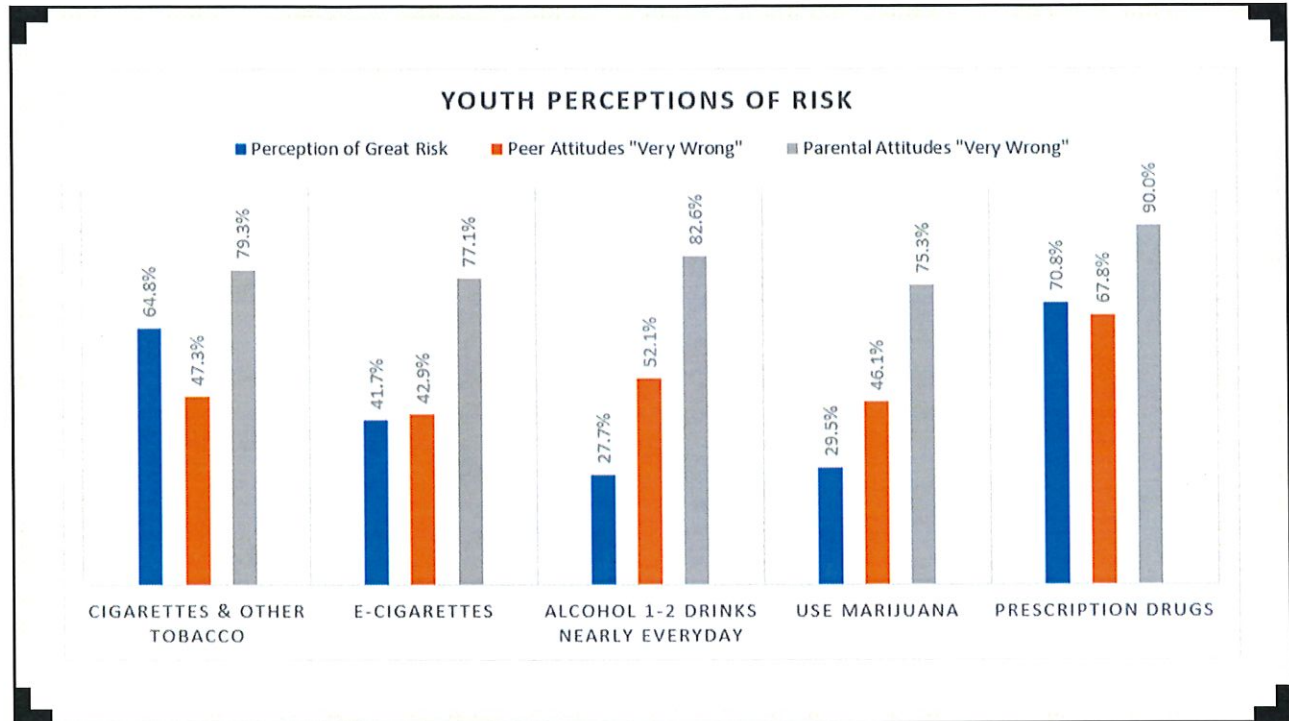
7	8	9	10	11	12
71.1%	70.9%	75%	73.9%	67.9%	66.7%

Keep talking! Keep rules clear and consistent!

Perception of Harm – **alarming!**

How much do people harm themselves physically or in other ways when using marijuana 1 to 2 times/week?





Where are LOL Kids Using Marijuana?

- Homes of Other People 76.6%
 - In Your Own Home 69%
 - Woods/Parks/On Street 57%
 - @Party with NO adults 57% (84% 12th graders)
 - @Party WITH adult 36.7% (50% 12th graders)
- 33% of recent marijuana users report having been under the influence of marijuana while at school during the past 30 days.

So- Why Do L/OL Kids Use Marijuana?

#1- ENHANCEMENT (pleasure/like the feeling)

#2- COPING (mood management, cope with problems)

Vaping and Our Kids (We've learned- Let's keep talking!)

- *Rates of Lifetime Use Reduced*
- Average Age First Use 14/15
- 7.5% - 8th graders lifetime use
- 24.4% - 12th graders lifetime use
- 89% of users report vaping nicotine
- 66% of users report vaping MARIJUANA
- NOTE!!!! 15.7% of 12th graders report trying cigarettes (seeing this on college level.....an increase.....)
- Perception of Harm of Vaping
 - 2017 - 29% 7-12th graders feel great risk
 - 2019 - 50%
 - 2021 - 42% (let's keep going!)

Mental Health Crisis Among Youth

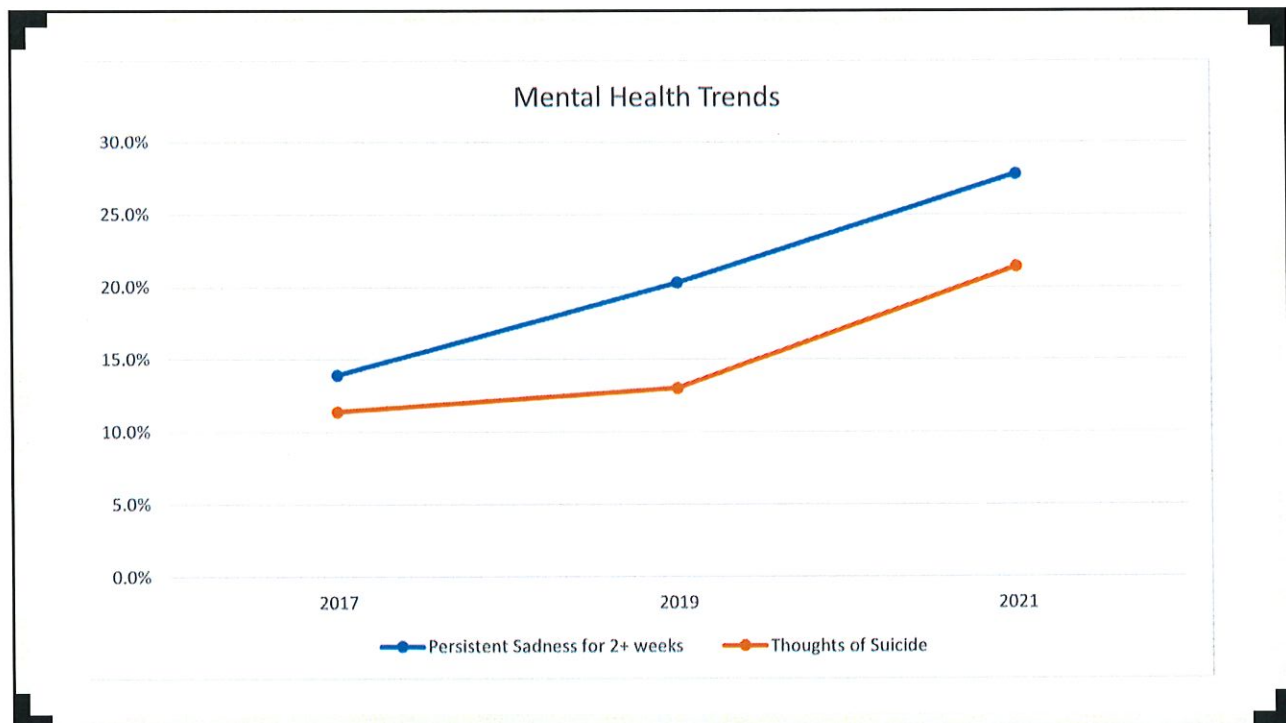
- According to US Surgeon General's recent report:
 - Nationwide – Symptoms of depression and anxiety among youth doubled during the pandemic.
- Connecticut Children's Medical Center reports:
 - 1 in 4 youth now experiencing symptoms of depression.
 - 1 in 5 experiencing symptoms of anxiety.
 - The number of kids ending up in the emergency room due to suicide attempts is on the rise.
- In SE CT alone, Mobile Crisis Intervention Services (211) is averaging 80 calls a month for youth in crisis, a 70% increase from last year.

Positives for Our Kids! grades 7-12

- 93% are trying hard to do well in school
- 84% describe “making good decisions”
- 75% can talk to someone when needed
- 88% feel valued and loved/close to parents
- **60% feel they can talk to a parent about a problem**

Mental Health and L/OL Youth (7th-12th)

- 70% feel stressed
- 60% feel anxious
- 28% have felt sad or hopeless almost every day for 2 weeks
- 21% report suicidal thinking (in last 12 months)



Why Are We Concerned About Today's Marijuana?

- What are we talking about?
 - High potency** marijuana and kids
- Lessons learned from legalized states
- Marijuana and mental health

Mental Health Concerns and High Potency THC/Youth Use (& lessons learned)

- 1 in 6 teens who try marijuana will become addicted.
- There was a 25% increase in Cannabis Use Disorder among 12-17 year olds in legal states (Cerde et al, 2019)
- CO – Teen visits to the ER for marijuana increased post legalization, 71% for psychiatric events
- Among youth who use weekly or daily, 33% are Cannabis Dependent
- LOL data indicates 33% of marijuana users report going to school "high"
- LOL data indicates that kids use marijuana to "cope"

Source: Kenneth Finn, MD, editor of Cannabis in Medicine,
10/19 SAM Webinar

MARIJUANA FACT:

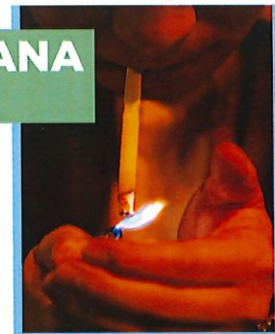
“

There is increasing research demonstrating that regular use of marijuana with THC greater than 10% can result in development of psychotic symptoms.

”



<https://www.medpagetoday.com/psychiatry/addictions/92253?trw=no>



JOHNNY'S
YOUTH MARIJUANA PREVENTION
AMBASSADORS

Key Points From Our Youth

- Feel use rates- under reported (vaping and marijuana)
- Feel mental health- under reported
- Social media- huge negative (Tik Tok)
- Drinking and driving isn't happening much, but smoking and driving is
- Peer pressure is less external and more internal
- Work on strategies for HS to MS conversations on these topics
- Huge pressure at school and home- talking early and positive strategies early
- Next survey- work together to reassure they will remain unidentified



Join us at an upcoming
LOL Prevention Coalition Meeting

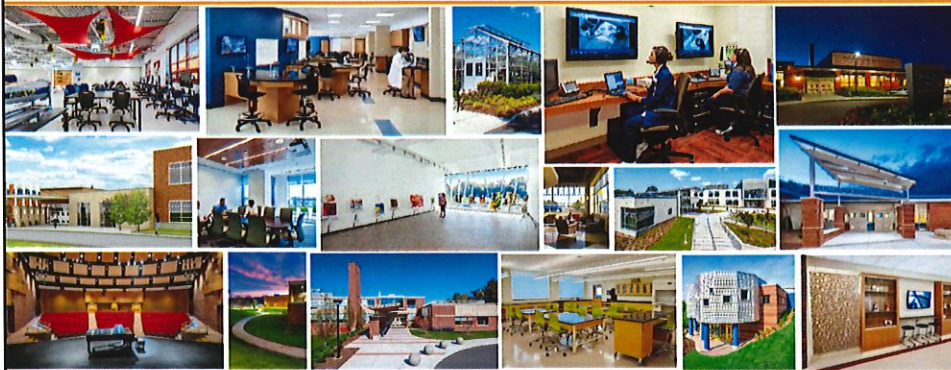
Resources and Info at
www.lysb.org/prevention

Follow LOLPC on social media

Alli Behnke, Prevention Coordinator: abehnke@lysb.org

Regional School District 18 BOE Meeting

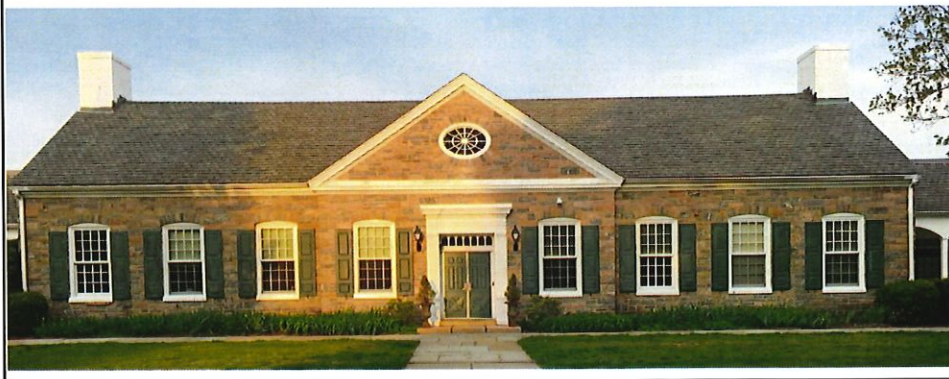
April 5th, 2022



QA+M
architecture

Objectives and Next Steps

1. Tonight: QA&M presents more refined cost estimates for the selected option.
2. Future: BOE selects one option for consideration
3. Future: QA&M/Superintendent will then review that option with OSCG&R
4. Future: Develop Educational Specifications based on selected option.
5. Future: QA&M will then update estimates and develop grant application data for submission by the Superintendent.
6. Possible grant application by June 30th, 2022 with fall referendum



Building & Site Options

Base Option - All Codes, Security, HVAC and Building Envelope Updates

- ~~1. Renovations & Additions at LOL Middle as a 5th Thru 8th Grade School~~
- ~~2. Renovate Center for PK & K plus Renovations & Additions at LOL Middle as a 5 Thru 8th Grade School w/ BOE & Alt Ed Programs~~
- ~~3. Renovations & Additions at Mile Creek and Lyme Consolidated Schools~~
- 3.A **Renovations and Additions at Mile Creek (As New Status)**
4. **Renovate Center for PK & K plus Renovations & Additions at LOL Middle Grades 6-8 w/ BOE & Alt Ed/PG Programs (As New Status)**
- 4A ~~Purchase property for BOE & Alt Ed/PG Programs no addition to LOLMS~~
- ~~5. New K thru 5th Grade School at a Site To Be Determined~~

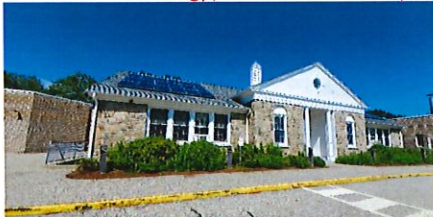
Region 18 Lyme-Old Lyme School Facilities Study



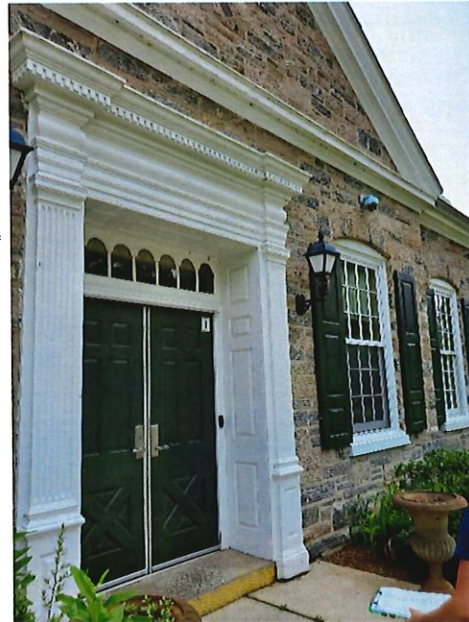
BASE SCOPE OF WORK

Requirements/Recommendations

1. HVAC Systems & Healthy Indoor Environments
2. Envelope Repair & Classroom Acoustics
3. Building & Site Accessibility / Code Compliance*
4. Safety & Security*
5. **Parking & Circulation**
6. **Sustainable Energy / Reduce Carbon Footprint**

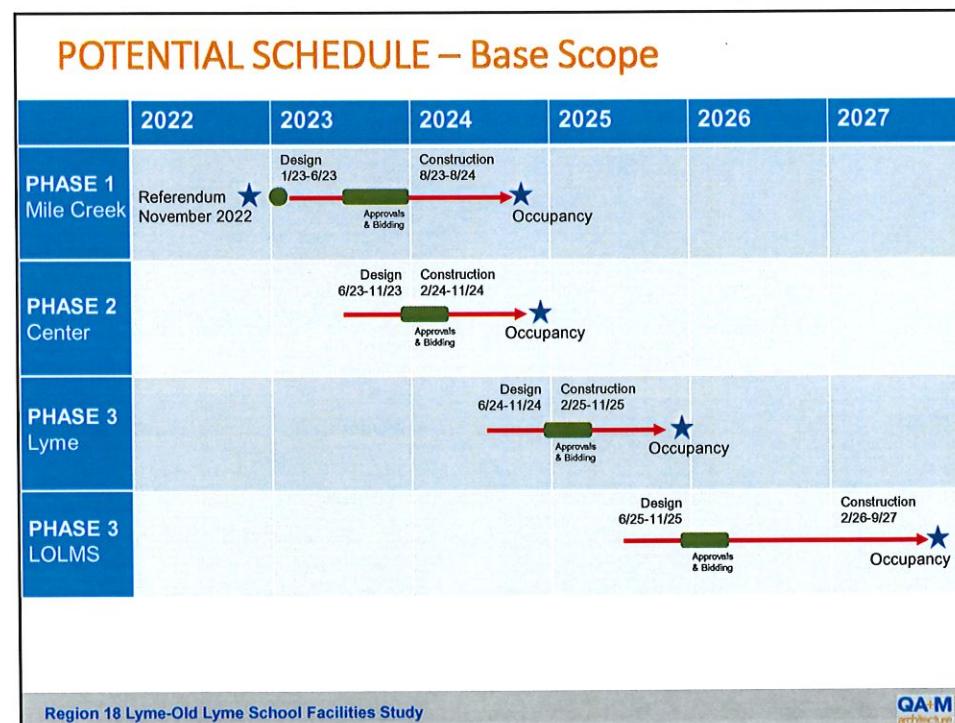
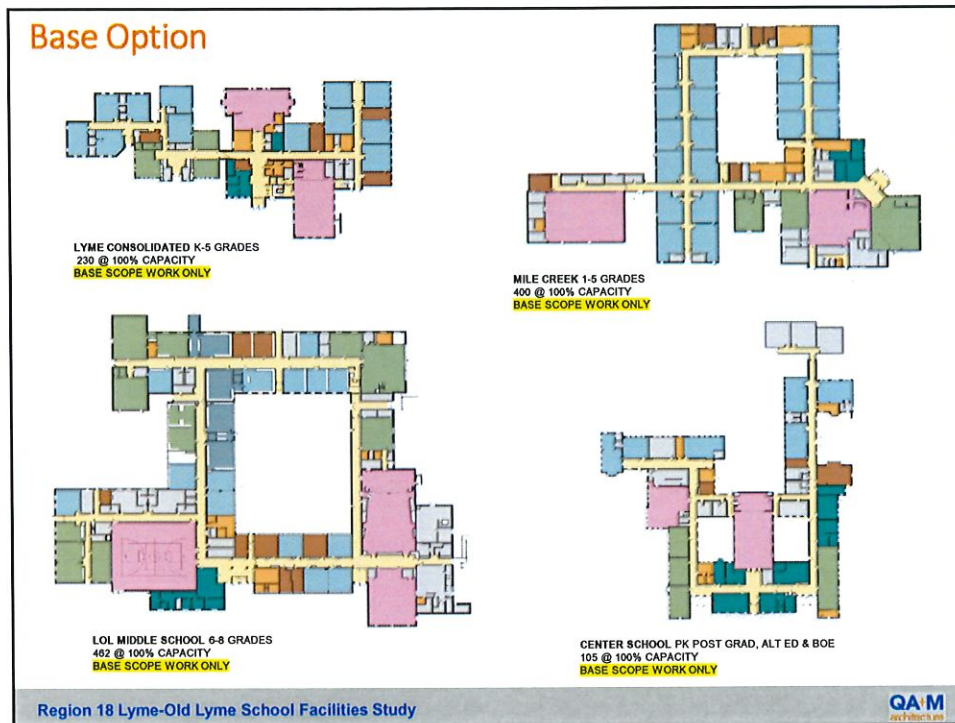


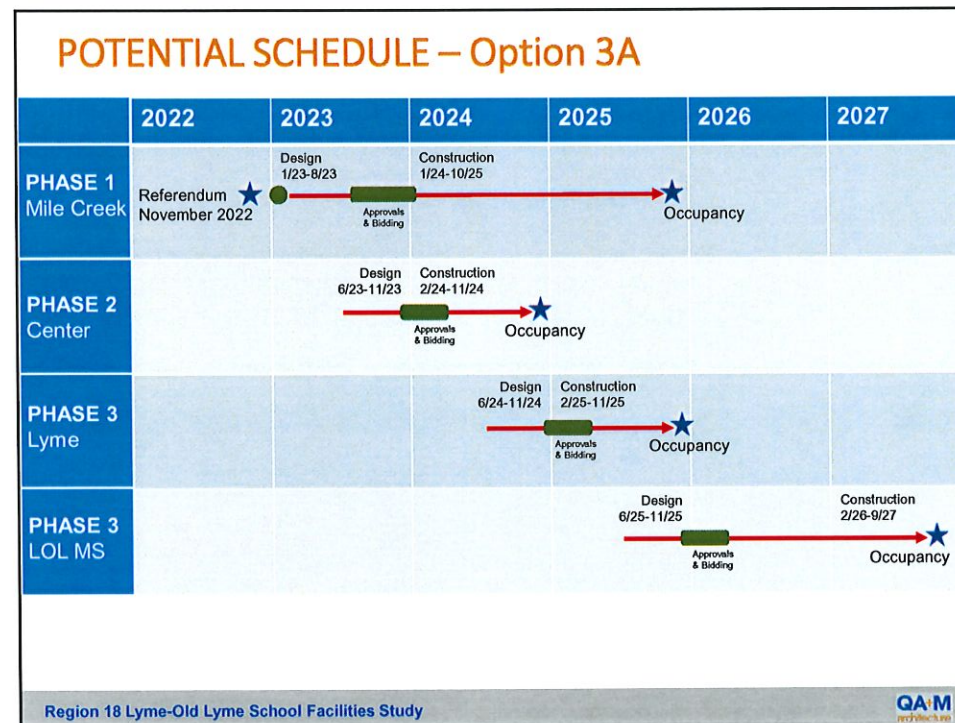
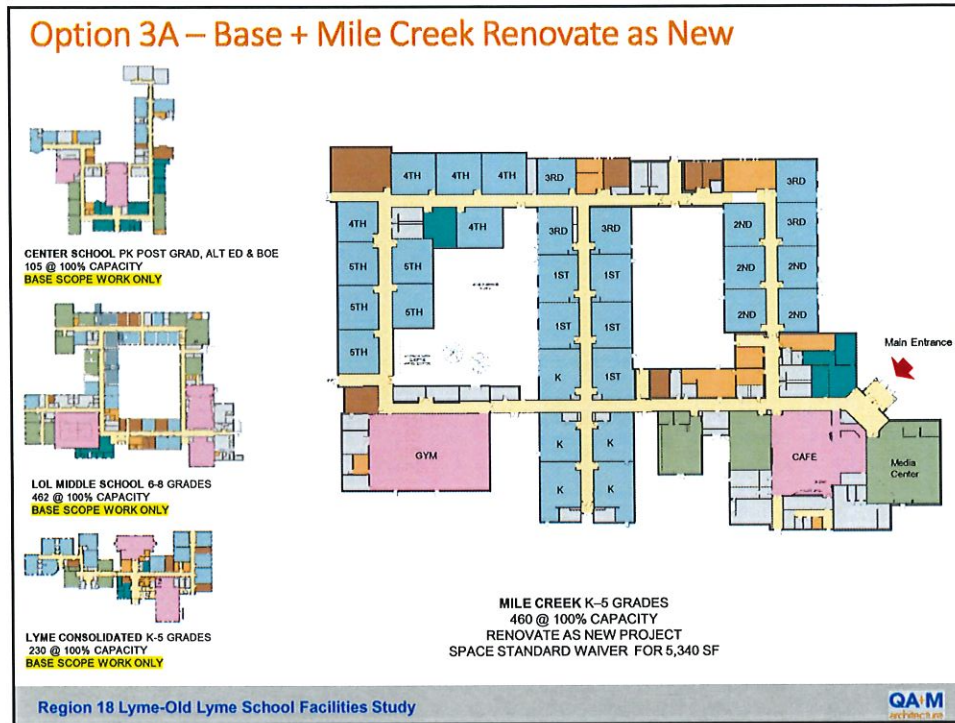
* Eligible for State Reimbursement

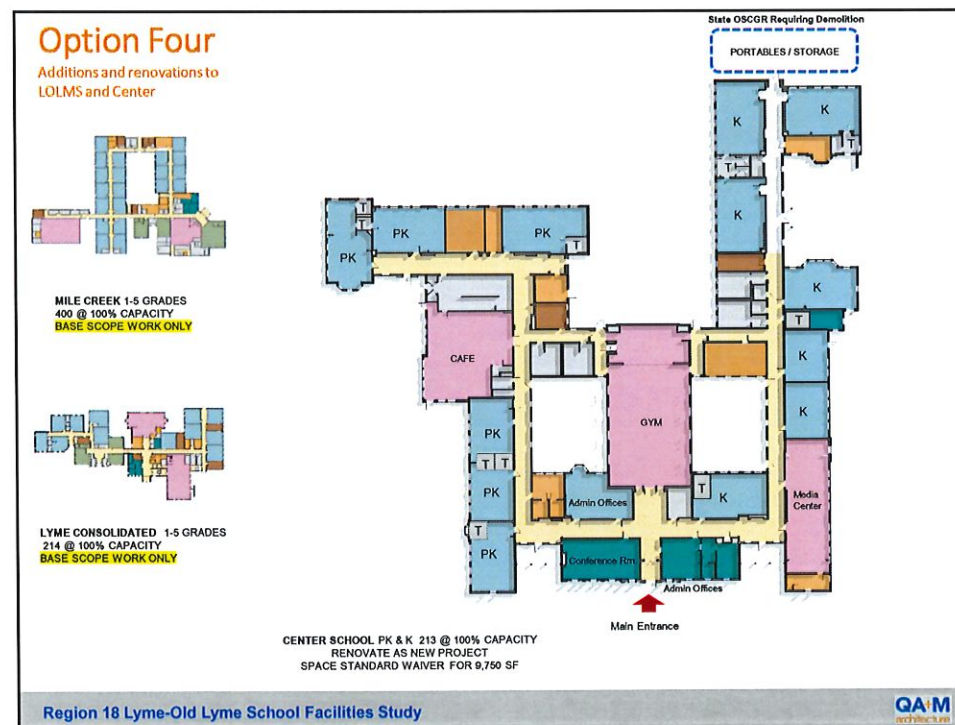
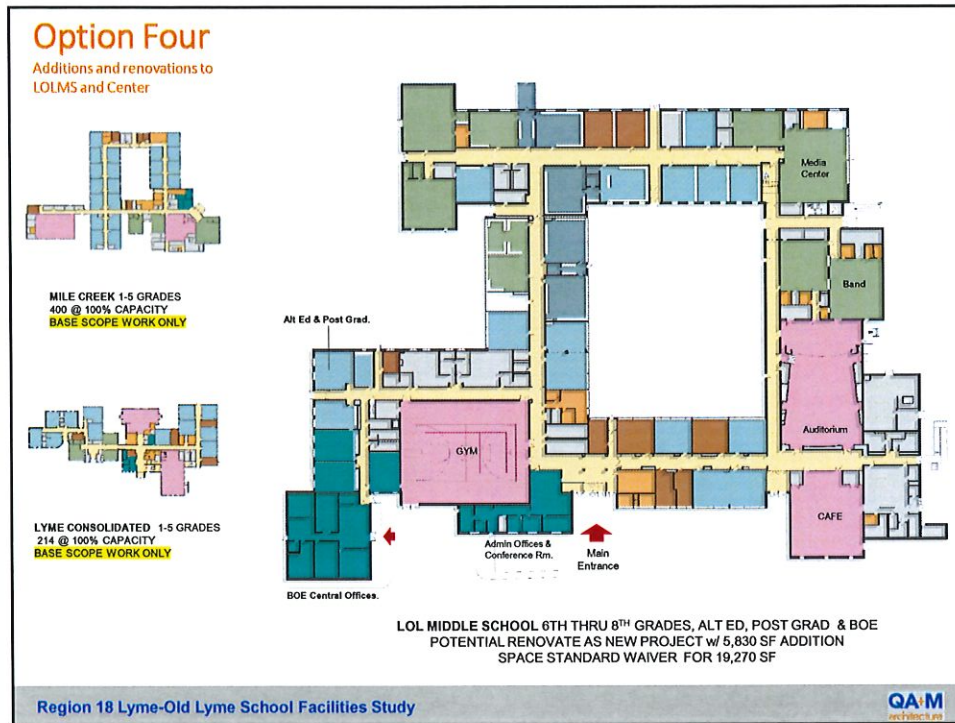


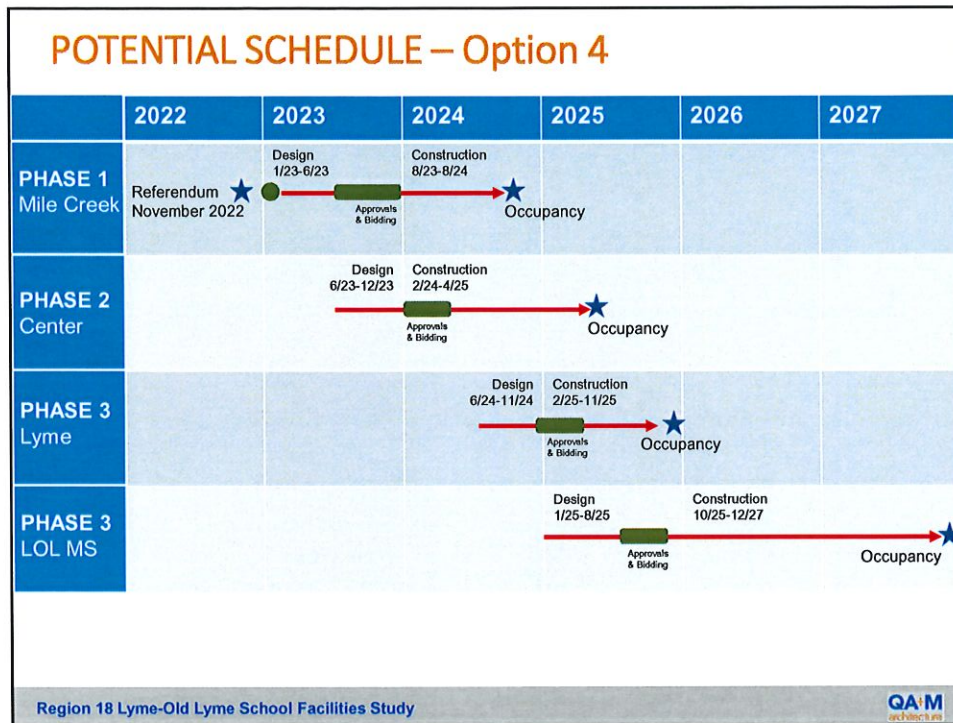
Region 18 Lyme-Old Lyme School Facilities Study












State OSCGR Project – Option 4



DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS)
Office of School Construction Grants & Review (OSCGR)

PROJECT TYPE LIST
FORM SCG-002

The following list indicates the Project Types available for grant reimbursement:

- A – alteration of existing facility
- AA – asbestos abatement
- CV – code violation
- CW – contaminated water
- E/A – combined extension & alteration (existing site)
- E – extension (existing site)
- EC – energy conservation
- EM – emergency repairs
- FC – fire code
- IIC – handicapped codes
- IAQ – indoor air quality ★
- LA – lead abatement
- N – new construction (new site)
- O – outdoor athletic facilities
- OT – oil tank replacement
- P – purchases of facility and/or site
- PF – facility purchase
- PS – site acquisition
- RE – relocatable classrooms
- RR – roof replacement
- RNV – renovation - LOL MIDDLE & CENTER
- Replacement - within new areas of an existing school property and/or site improvements (existing site)
- SD – sewage disposal
- SI – site improvement
- THSS – technical high school system project
- VE – Vo-Ag equipment purchase

Region 18 Lyme-Old Lyme School Facilities Study

QA/M
QUESTIONS

Objectives and Next Steps

1. Tonight: QA&M presents more refined cost estimates for the selected option.
2. Future: BOE selects one option for consideration
3. Future: QA&M/Superintendent will then review that option with OSCG&R
4. Future: Develop Educational Specifications based on selected option.
5. Future: QA&M will then update estimates and develop grant application data for submission by the Superintendent.
6. Possible grant application by June 30th, 2022 with fall referendum

