LYME-OLD LYME SCHOOLS

Regional School District #18

A Private School Experience *in a Public School Setting*

Regular Board of Education Meeting
April 2, 2025

Board Present: Jason Kemp, Chair; Anna James, Vice Chair; Christopher Staab, Treasurer; Martha Shoemaker, Secretary; Laura Dean-Frazier; Susan Fogliano; Gavin Lodge; Alexander Lowry

Absent by Previous Arrangement: Scott Brown

Administration Present: Ian Neviaser, Superintendent of Schools; Mark Ambruso, Principal of Lyme-Old Lyme Middle School; Michelle Dean, Director of Curriculum; Melissa Dougherty, Director of Special Services; Kelly Enoch, Principal of Mile Creek School; Hildie Heck, Athletic Director; Allison Hine, Principal of Lyme Consolidated School; Sean Kennedy, Assistant 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: Chloe Datum and Ada LaConti, High School Student Representatives; 30 community members from LOL

I. Call to Order
The meeting was called to order at 6:30 p.m. by Chair Jason Kemp. The Pledge of Allegiance was recited.

II. Consent Agenda
1. Approval of Minutes
MOTION: Mr. Lowry made a motion, which was seconded by Mr. Staab, to approve the minutes of Regular Meeting of March 5, 2025 as presented.

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

III. Visitors

1. Transition Academy Program Student

Kendra Flaherty, a teacher in the Transition Academy Program, described the program housed at Center School which has a ten student population from Lyme-Old Lyme and Old Saybrook. Paige Winchell, a student in the Transition Program, gave a presentation on how the program has helped her grow and become more independent.

2. LOLHS Boys Hockey Team – State Champions

The Board recognized the high school boys hockey team (in a cooperative with East Haven, Wallingford, Clinton and East Hampton) who recently won the Division II State Championship. One of the members of the team, Carter McGlinchey, spoke to their winning season.

3. Report from Student Representatives

Chloe Datum and Ada LaConti reported on the following activities taking place at the schools:

At LOLHS: March was a fun, successful and busy month at LOLHS. The month began with course registration for all underclassmen, where the students selected their classes for the upcoming school year. Student council hosted a very successful blood drive, collecting 31 units of blood, the most we have collected in the past four years. The Old Lyme Players production of *Newsies* was a huge success with three of the four shows selling out. Congratulations to everyone involved. Our robotics team earned an excellence in engineering award at the regional robotics competition for their high-quality engineering practices. The LOLHS Unified Team participated in Unified Prom and played basketball at Mohegan Sun during halftime of the state championship game. Our Unified Sports program was also the only program in the state to be awarded the Michael's Cup from the CIAC as the best Unified program in the state. Chinese and French Honor Societies hosted their annual ping pong tournament, and three seniors are preparing to travel to China this spring break to visit our sister school. At lunch, Wildcats celebrated Saint Patrick's Day with games hosted by Student Council, and they also learned about National Drugs and Alcohol Facts Week from the LYSB Prevention Coalition. Spring sports are now in full swing, and we are looking forward to Junior Prom on April 26. Four Wildcat hockey players who play for the East Haven co-op team won the Division II State Championship. Junior Chase Gilbert set the New England record in the mile with a time of four minutes and 44 seconds. Junior Tyler Cann has qualified for the National Chemistry Olympiad on April 10.

At LOLMS: At the middle school, March was a month full of exciting events for our students. We hosted a second school dance of the year with approximately 175 students attending and enjoying a night of fun and friendship. Our middle school drama production, *A Broadway Revue*, was a tremendous success featuring performances for the elementary and preschool students, middle school students and two public shows. Congratulations to the talented performers, dedicated stage crew, supportive parent volunteers and hardworking directors for bringing this production to life. Looking ahead, we are excited to host the annual *Wellness Day* next Friday. With over 30 interactive stations focused on health, nutrition and mental wellness, students will have the opportunity to learn and engage in activities that promote overall

well-being. Thank you to everyone who helps make these events possible and memorable for our students.

At Lyme Consolidated School and Mile Creek School: This past month grade five students from both schools participated in the district choral concert, and students in grades 3-5 traveled to the middle school to watch a performance of their musical. At Mile Creek School last week, students participated in a school-wide vote planned and run by third grade students as part of their study of government. All students cast their vote for one of three playground items that may eventually be added to the current playground. Also last week, a school-wide community meeting was held with the theme of celebrating and appreciating differences. A Crazy Sock Spirit Day was held on the same day. At Lyme Consolidated School, all students wore mismatched socks on March 21, which is World Down Syndrome Day. On March 28, Student Leaders planned a "Mystery Spirit Day" when each grade level secretly planned their theme for the day.

In the Preschool Program: In March we welcomed families in for a stem activity in which we built leprechaun traps out of recycled materials. We also visited the middle school to see this year's production of *A Broadway Review*, which is a collection of songs from popular musicals including Winnie the Pooh, Charlie and the Chocolate Factory and many others. The middle school performers were excellent, and we really liked the show. In April we are looking forward to learning about spring and oviparous animals. Among lots of books, we will read *Chickens Aren't the Only Ones* and *An Extraordinary Egg*. We will also take a cleanup walk to celebrate Earth Day. We will learn the letters X and Y, we will learn about symmetry and sequencing in math and we will do egg-speriments in science. On April 11, we will show our school spirit with silly hair day and, later in the month, we will celebrate Pirate Day because X marks the spot. Our color of the month is purple, the shape is an oval and Lucy Arnold is our artist of the month.

4. Public Comment

Emily Bjornberg, a long-time Lyme resident and former student representative on the Board of Education, addressed the Board to express deep concern about issues of elitism, classism and racism in the Lyme-Old Lyme School District. Her statement, in its entirety, is attached to these minutes for informational purposes.

Meghan Anderson spoke in support of the cooperative hockey team that Lyme-Old Lyme shares with East Haven, Wallingford, Clinton and East Hampton, of which her son is a member. Reflecting on her own lack of access to similar opportunities growing up, she expressed initial uncertainty about what to expect. She thanked the other players and Athletic Director Hildie Heck, emphasizing how impressed and grateful she was for the inclusive and welcoming environment. She noted that the experience exceeded her expectations, highlighting how the cooperative team truly felt like one unified group rather than just a collection of students traveling long distances.

Sarah Goldin, a 2014 graduate of LOLHS, spoke in strong opposition to the proposed consolidation of music educators in the district. Drawing on her own experience in the district's music program and its

impact on her career, she emphasized that eliminating a music educator is a definitive cut—not a neutral reorganization. Ms. Goldin argued that unlike other subjects, music education requires dedicated, full-time vocal and instrumental teachers, which is the accepted standard. She warned that such a cut could severely damage the quality and reputation of the district's music program, potentially beyond repair. Ms. Goldin also presented a petition she created, which had garnered over 880 signatures, primarily from local residents, alumni and music educators nationwide. She submitted the petition and accompanying comments to the Board, urging them to reconsider the plan to downsize the music staffing. This petition is attached to these minutes for informational purposes.

Mary Powell St. Louis read a statement in opposition to the proposed staffing cuts in the music department. Her statement is attached to these minutes for informational purposes.

Hector Migliacci read a statement in opposition to the proposed staffing cuts in the music department. His statement is attached to these minutes for informational purposes.

Dominic Clark, a 12th grade student at LOLHS, spoke in support of the music department, urging the Board to reconsider proposed cuts. He emphasized that music education is not just extracurricular, but a vital part of a well-rounded education, fostering academic success, discipline, teamwork and emotional intelligence. Dominick warned that reducing staffing, particularly cutting choral director hours, would limit student growth and send the wrong message about the value of the arts. He called on the Board to explore alternative funding solutions to preserve the program, stressing that the loss would be deeply felt by students, faculty and the broader community.

Amirah D'Lizarraga, a 10th grade student at LOLHS, voiced strong opposition to the proposed consolidation of the Music Department staffing. She emphasized the personal and educational impact of the music program, particularly the high school musical, which has fostered meaningful relationships, student engagement and school pride. Amirah warned that removing dedicated educators like Mrs. Pekar and Mrs. Ventres would significantly reduce student participation and harm the quality of music programs. She questioned the justification for the consolidation and urged the Board to consider its long-term negative effects on current and future students pursuing arts education.

T. J. Buckley, a parent of three daughters involved in school music programs, spoke passionately about the importance of these programs, particularly the high school musicals. He shared how his eldest daughter, Natalie, used music to cope with frequent moves as a Navy family and is now studying music therapy. His youngest, Cassidy, an eighth grader, was devastated by the news that budget cuts might eliminate future musicals. Although Cassidy was sick and couldn't attend the meeting, Mr. Buckley shared her feelings on how musicals provide students a chance to build confidence, express themselves and feel a sense of community. Cassidy emphasized the widespread support for these shows, which often sell out, and warned that cutting the budget could crush students' dreams and remove vital opportunities for creative expression and growth. Mr. Buckley concluded by urging the Board to recognize the value of the music program and to reconsider any cuts that would jeopardize it.

Robert Archbald spoke on behalf of his family, expressing strong dissatisfaction with the decision to cut music staffing while still expanding the facilities. He criticized the administration's decision, arguing that reducing music programs is unacceptable. He also noted that while Lyme-Old Lyme is a desirable but expensive place to live, it is not attracting new residents. Mr. Archbald voiced disappointment that the Board and administration supported the cuts and emphasized his frustration over the impact on his children's education.

Carmen Oulahan, speaking as both a parent and a teacher, emphasized the challenges faced by educators, particularly those who split their teaching time between multiple schools. She highlighted the difficulty of teaching subjects across different buildings, noting that it hinders teacher focus and reduces student engagement. Ms. Oulahan praised the high quality of education in Lyme-Old Lyme compared to other nearby districts and shared a personal story about her daughter, who temporarily left the music program due to academic needs but plans to return, as music had a positive impact on her learning. She urged the Board to consider how staff assignments affect both teachers' effectiveness and students' access to enriching programs like the arts.

Tracie Ortoleva, a 25-year resident and parent in the district, voiced strong opposition to proposed budget cuts to the music program. She emphasized the program's importance, particularly for her son, a junior involved in choir and the musicals. Mrs. Ortoleva argued that reducing or consolidating classes contradicts the district's philosophy of offering individualized, high-quality education comparable to private schools. She questioned the rationale behind staff reductions, noting that despite decreasing high school class sizes, the overall budget has increased by 7.4%. She also challenged the claim that classes with fewer than five students cannot be offered, citing a lack of supporting policy. Mrs. Ortoleva urged the Board to reconsider the proposed cuts to preserve educational opportunities and maintain the district's standards of excellence.

Sarah Sahl voiced concerns over the proposed cuts to the school music program, emphasizing that the issue should have been addressed proactively, especially given declining enrollment. She suggested promoting earlier engagement by introducing instrumental instruction as early as third or fourth grade. Mrs. Sahl expressed surprise and concern that middle school students, particularly rising seventh graders, are no longer required to take music, arguing that music education supports cognitive development and collaboration. She proposed maintaining a music requirement through middle school and suggested more flexible options, such as allowing students to take both band and chorus or creating a combined general music class. For students less interested in performance, she recommended alternative offerings like music history or music and movement. At the high school level, Mrs. Sahl advocated for surveying students to better understand their interests and suggested creating a mixed ensemble combining vocal and instrumental students. She also proposed community performance opportunities, expanding offerings like music composition and theory, and including courses like music history to engage a broader range of students.

Ellen Caulkins, a parent of four graduates from the district, urged the Board of Education to reconsider proposed cuts to the high school music program. She credited the program with playing a key role in her children's success, noting that while they weren't standout students or athletes, the strong music education they received helped them thrive and go on to attend top colleges and become successful professionals.

Sabrina Jungkeit, a graduate of Lyme-Old Lyme High School and current vocal performance college student, voiced strong support for educators Mr. Wilson and Mrs. Pekar. She credited them and the district's music program for her personal and academic development, stating she wouldn't be where she is today without their guidance. Ms. Jungkeit emphasized the value of the small, specialized music classes she took in high school, which gave her the skills and confidence needed for college. Ms. Jungkeit warned that consolidating the music program would harm future students by removing this vital support system. She praised the dedication of both teachers, particularly highlighting their long hours and decades of work building the program, and expressed concern that cutting the program would send a harmful message about the district's commitment to music education.

Rachel Jungkeit spoke in support of preserving music programs amid proposed staffing cuts. Acknowledging the difficulty of budget decisions, she emphasized that music is not merely an extracurricular activity but a vital emotional refuge for students—especially those experiencing high stress or who identify as LGBTQ and often feel marginalized. Mrs. Jungkeit argued that music provides a sense of belonging, reduces stress, supports mental health and helps develop important life skills. Citing rising teen suicide rates, particularly among LGBTQ youth, she warned that eliminating these programs could have serious consequences. She urged the Board to find alternative solutions that do not sacrifice students' mental health and well-being.

IV. Correspondence

Mr. Kemp reviewed a summary of the correspondence that the Board received 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.*

Sender	Date	Subject
Emily Bjornberg	March 11, 2025	Concern over silence from Board of Ed and Administration over alleged racist behavior at boys basketball game.
Ryan Ortoleva	March 31, 2025	Letter of appreciation for Music Teacher Kristine Pekar.

V. Administrative Reports

1. Superintendent's Report

Mr. Neviaser reviewed the April personnel report which reflected the following:

Vacancies 2024-2025	
Instructional Assistants	All Levels
School Nurse Supervisor with School Nurse Duties	Districtwide
Vacancies 2025-2026	
Elementary Teacher (pending budget approval)	Mile Creek School
Elementary Teacher	Lyme Consolidated School
Special Education Teacher	Mile Creek School (.5 FTE)

Mr. Neviaser reviewed the April enrollment report which reflected a total of 1,275 students in-house, an increase of one student from last month this time.

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

Curriculum
Utilize Panorama to track and monitor progress across all domains in order to make informed decisions about individual student programming.
Waiting for Panorama to update our program based on our personalization requests from March. It is still being used during this time period.

Human Resources
In alignment with state guidelines, implement the newly created Region 18 Educator Support Plan and gather feedback on the process to inform any plan revisions for year two.
Michelle Dean is presenting survey results and updates at tonight's meeting.

Community
In order to streamline communication to our students and families, evaluate school and district processes to determine the most efficient and effective methods of disseminating information.
Goal complete per the Communications Committee.

Facilities
In preparation for construction to begin, develop strategies to minimize classroom disruption, adhere to the approved budget and design, and continue to maintain existing facilities via the five-year plan.
Construction at the schools continues while finalization of the GMP's is edging closer. Moving to other phases at HVAC schools but disruption has been quite minimal.

Sustainability
Maintain and expand "Green Teams" at each building to identify, address, and support student, staff and community-driven sustainability initiatives.
Mile Creek School: Working to establish habitats for bluebirds on the grounds of Mile Creek School. Aiming for installation during the week of Earth Day. Beginning to research steps necessary to begin composting.

Lyme School: Focused on work of educating their peers about composting. The Green Team performed a skit about the system in place for composting and the importance of composting for our environment at a recent Town Meeting.

LOLMS: Met with a representative from the Food Share Garden to plant lettuce seeds hydroponically in our greenhouse with the goal of growing more food for our next donation. Hiked to the Ward's house to deliver some tokens of gratitude for all the work Jim Ward has done in the community. Went to Nehantic State Forest to continue with the work we started in January where we hauled out a truckload of tires. Planted understory shrub/tree seedlings purchased with the Old Lyme Land Trust grant.

LOLHS: Work party with Old Lyme Open Space and Kris Vargos, a wildlife and plant biologist. Lead the group in an invasive species identification and removal at Champlain North. Will run "Reduce, Reuse, Refuse, Recycle" workshop at LOLMS. Field trip to WIN Waste Solutions. Earth Day "Green" tips will be offered during morning announcements each day of Earth Week.

Center School: Making a collage to recognize Earth Day, and students will read *I Am Earth*, which teaches how people can keep the earth healthy, including reusing, recycling and conservation.

Board of Education
Attend professional development opportunities offered through CABE including the CABE/CAPSS Convention and other statewide board of education activities.
No new updates.

2. Business Manager's Report
Mrs. McCalla reviewed the Executive Budget Summary as of March 31, 2025. Fluctuations of note: As previously reported, special education overage is based upon student need and stipulated financial obligations. Support Services is over budget due to contract for nursing services to cover for an extended medical leave. Administrative Services' overage is mainly due to the builder's risk insurance policies for the four-school project that the Board approved at December's meeting. Even with these overages, the total percent to spending to budget is .6% higher than fiscal year 2024 due to reduced spending in other line items.

	2024-2025 Received YTD
Town of Old Lyme	$20,437,153
Town of Lyme	$4,610,628

Mrs. McCalla reviewed the Contingency Maintenance Report.
There is an increase of $6,894 due to delivery, replacement and installation of Sentinel cellular alarm system to replace the Chatterbox alarm system. Balance stands at $122,330.

VI. Educational Presentation

1. Teacher Evaluation Survey

Michelle Dean, Director of Curriculum, gave a presentation on the results of the recent teacher evaluation survey given to all teachers. A copy of her presentation is attached to these minutes for informational purposes.

Follow-up included discussion on the percentage of staff that responded to survey; collaboration opportunities consideration; submission of neutral responses; and how they are using data to drive instruction.

VII. Chairman & Committee Reports:

a. *Facilities*. No report.
b. *Finance*. No report.
c. *Communications*. Mr. Kemp referred to the minutes of this committee's meeting of March 11 where discussion centered on the next edition of the *Focus on Education* newsletter.
d. *Policy*. Mr. Kemp reported that there are three policies to be reviewed under New Business.
e. *LEARN*. No report.
f. *LOL Prevention Coalition*. No report.
g. *PreK-8 Building Committee*. Mrs. Fogliano gave the following report.

As we approach the April school vacation, be aware that there will be a great deal of activity in all of our project schools because some of the construction work is best done without students in the building for safety reasons. For example, there will be very large cranes present at both the Middle School and Lyme Consolidated School, as some HVAC rooftop units will be placed on the roofs of both schools. Center School's units will wait for summer due to the need to reinforce the ceiling/roof to hold the additional weight. (This was an anticipated expense).

Keeping in mind that there are solar panels on four of our five schools (not on the roof of Mile Creek School), this requires a fair amount of coordination with all the subcontractors and our solar vendor. Our District facilities folks will be involved in this coordination as well. Downes Construction continues to work through all the phases of removing old ductwork, installing new ductwork and controls, etc., so that the commissioning of the full HVAC systems in the three schools can occur outside of the heating season in the summer months.

Although we had hoped to complete the security vestibules this summer, this construction will most likely be completed fully by October. Supply chain issues have reared their heads here, particularly around the metal door frames and ballistic glass, which are highly specialized and custom items, with very few national vendors. The district will work closely with Downes to ensure that security is not compromised while students are in the building.

At Mile Creek School, April break will be devoted to the installation of underground plumbing under the addition now that the foundation footings are complete. Downes anticipates pouring the slab for the foundation the week of April 22.

Now that the full site work and paving has been returned to the scope at Mile Creek School, it is likely that the work will be done over two summers to minimize disruption and provide parking alternatives where needed. You will be pleased to know that the architects, engineers and construction firm are in discussions to ensure that there is appropriate drainage in place on site at all times, regardless of the sitework timeline.

The mechanical contractor will do an additional 3-D scan above the entire ceiling in the existing Mile Creek School (again at no additional cost). Because there is a great deal of ductwork, fire dampers and piping that must run through all the hallways and the above ceiling space is limited, they want to ensure that everything will fit before they construct. Because this building is "inconsistent" above the ceiling line (meaning not identical in every space), it is better to design and build based on actuals. As you might imagine, this is less of an issue in the new addition.

Lastly, there has been some recent coordination between the Town of Old Lyme and the school district, based on a shared property line with the little league field at Cross Lane. I was interested to discover that the district provides power to the little league scoreboard from Mile Creek School and that their batting cage was constructed on District property without either of us knowing. It turns out that one of the necessary drainage ponds is to be constructed at the edge of district property near the little league field. As a result, the batting cage must be moved. The site contractor agreed to help us here by moving the batting cage at no additional cost using existing materials.

As always, we are happy to answer any questions as best we can for Board members and for the public at large.

VIII. New Business

1. LOLHS Field Trip Request

Jim Wygonik, Principal of LOLHS, presented a high school field trip proposal to Costa Rica in April 2026 through the Costa Rica Service Adventure Program. This program offers students a 10-day experience to immerse themselves in Costa Rican culture, enhance their Spanish language skills and engage in impactful community service. The Board was provided with detailed information about the trip including travel dates, cost and itinerary.

MOTION: Mr. Staab made a motion, which was seconded by Mrs. James, to approve the LOLHS field trip proposal to Costa Rica in April 2026 as presented.

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

2. AP Biology Textbook Proposal

Michelle Dean, Director of Curriculum, and Dawn Kelley, Science Teacher at LOLHS, gave a presentation on a textbook proposal for AP Biology instruction. A copy of the textbook will be available for Board inspection in the Central Office over the next several weeks. A decision on this selected textbook will be voted on by the Board of Ed at their May meeting.

3. Annual Review of Tuition Policy/Rate

Per policy #5118, the Board is required to set a tuition rate for non-resident students by May 30. These are the current tuition rates:

A) Tuition Student Rates
- Grades 9-12 - $19,000
- Grades 6-8 - $17,000
- Grades K-5 - $15,000
- Grade PreK - $10,000

B) Students attending under Attendance Agreements (unless a multiple-year agreement to provide education facilities is entered into with another Board of Education)
- PK-12 $30,000

C) Children of current staff members will be charged 50% of the applicable tuition.
D) Children of active military parents will be charged 80% of the applicable tuition.
E) Foreign students attending under an F-1 visa as required by SEVIS will be charged 150% of the applicable tuition.
F) Multiple students from the same family attending together will be required to pay the following amounts:
- 1st child– 100% of the applicable tuition
- 2nd child– 75% of the applicable tuition
- 3rd child– 50% of the applicable tuition
- Any additional children will be charged 50% of the applicable tuition.

Mr. Neviaser recommended that the tuition rates remain as currently in place and gave his reasoning behind that recommendation after several Board members posed questions on the rate and its relation to per pupil costs. It was also noted that there are no resources for those out of town residents who want to attend the district's schools but cannot afford the tuition costs.

MOTION: Mrs. Shoemaker made a motion, which was seconded by Mr. Lodge, to approve the tuition rates for the 2025-2026 school year as presented.

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

4. Nonrenewal of Non-Tenured Staff

As is 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-tenured teacher should be offered a contract for the subsequent school year, Mr. Neviaser recommended the nonrenewal of all non–tenured teachers.

MOTION: Mr. Lodge made a motion, which was seconded by Mrs. Fogliano, 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 at the end of the 2024-2025 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 and to reinstate teachers included in the 2025-2026 budget and as determined by the Superintendent in the event that the budget passes at referendum on May 6.

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

5. Ground Maintenance Contract

Ron Turner, Director of Facilities and Technology, provided the following background information on this agenda item: We request Board approval to move forward with the acceptance of Mystic Lawn Care's bid for lawn care services, following a publicly advertised competitive bid process. Mystic Lawn Care was the only qualified bidder for this contract.

The scope of the contract includes:

- Lawn mowing and trimming
- Mulching
- Sand removal
- Leaf pickup

These services will be provided across all three District properties. Mystic Lawn Care has been our trusted grounds upkeep and maintenance contractor from 2007 to 2016, and again from 2019 to the present. We have been very satisfied with their level of service and are confident that they will continue to be a reliable and successful provider.

Below is a summary of the bids received: Mystic Lawn Care: $259,875.00
Given their longstanding experience and consistent performance, we believe Mystic Lawn Care is the best choice for continuing the grounds maintenance services.

The yearly contracted value is included in the proposed 25/26 FY budget, and final acceptance will be contingent upon budget approval.

MOTION: Mrs. Shoemaker made a motion, which was seconded by Mrs. Fogliano, to award Mystic Lawn Care the grounds upkeep and maintenance three-year contract for $259,875.00 (yearly value of $86,625).

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

6. Policy Review

Policy 0521.3 Institutional Neutrality

Mr. Neviaser reviewed CABE's model "optional" policy #0521.3 on Institutional Neutrality for the purpose of providing boards and superintendents guidance on posting position statements that take stances on a variety of significant and often troubling local, national and world events. CABE believes that an effective policy may be another tool for boards to emphasize and keep central their commitment to providing safe spaces for student learning. Mr. Neviaser concurred that this issue should be codified with a policy. He also compared this CABE policy with current Board Policy 6144 Controversial Issues to see if there are any overlapping verbiage. It was Mr. Neviaser's opinion that Policy 6144 is more geared toward instruction and what happens in the classroom. As well, he believes that the institutional neutrality policy is on a broader scale and more of a district-wide policy.

MOTION: Mr. Lodge made a motion, which was seconded by Mrs. Shoemaker, to waive the second reading and approve Policy #0521.3 on Institutional Neutrality as presented.

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

Policy 4118.112/4218.112 (Personnel) and Policy 5145.44 (Students) Prohibition of Sex Discrimination and Sexual Harassment

Background on this policy: *On January 9, 2025, a federal district court in Kentucky ruled that the 2024 Title IX Regulations "are invalid and must be set aside." In response, the U.S. Department of Education's Office for Civil Rights (OCR) issued guidance indicating, "Consistent with the court's order, the 2024 Title IX Regulations are not effective in any jurisdiction." Districts are advised to discontinue the use of policies and regulations that follow the 2024 Title IX Regulations and resume using policies and regulations that were in place under the 2020 Regulations.*

The April 19, 2024 "Final Rule" that went into effect on August 1, 2024, redefined sexual harassment and broadened the scope of sex discrimination to include sex stereotyping, sex characteristics, pregnancy or related conditions, sexual orientation and gender identity.

The Eastern District of Kentucky found that the 2024 Final Rule exceeded the DOE's authority under Title IX, violated the First Amendment and the Spending Clause of the U.S. Constitution and was unlawfully vague, overbroad and arbitrary.

Due to this ruling, the district will transition back to the 2020 Title IX policy. Mr. Neviaser presented these sample policies (for personnel and students) as well as the administrative regulations supplied by legal counsel.

MOTION: Mr. Lodge made a motion, which was seconded by Mrs. Shoemaker, to waive the second reading and approve Policy 4118.112/4218.112 (Personnel) and Policy 5145.44 (Students) Prohibition of Sex Discrimination and Sexual Harassment as presented.

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

7. Auditor Contract

Mrs. McCalla reviewed the proposed fees for the fiscal years ending June 30, 2025 through June 30, 2027 for extending the current auditor contract with King, King and Associates.

MOTION: Mr. Staab made a motion, which was seconded by Mr. Lowry, to approve the extension of the auditor contract with King, King and Associates as presented.

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

8. Tuition Student Request at Center School for 2025-2026 School Year

Mr. Neviaser reviewed this tuition request for the PK-4 program and LOLHS (F1 visa student) with the Board. He recommended approval of the preschool request pending enrollment numbers as residents have priority for admission. He also recommended approval of the high school tuition request.

MOTION: Mrs. Shoemaker made a motion, which was seconded by Mrs. Dean-Frazier, to approve the tuition request for the PK-4 program for the 2025-2026 school year as presented continent on enrollment numbers.

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

MOTION: Mrs. Shoemaker made a motion, which was seconded by Mrs. Dean-Frazier, to approve the tuition request for LOLHS for the 2025-2026 school year as presented.

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

IX. Old Business

1. Budget Review

Due to much public comment made at the March Board meeting opposing the proposed staffing cuts in the music department for the 2025-2026 school year, the Board requested that this item be added to the April Board meeting agenda when the Board would have more data on the music course enrollment numbers for next year.

Discussion and background information from the March meeting included the following: *The Board discussed adjusting music teacher allocations due to excess staffing. Despite concerns (staying true to values and character of the towns), the Board emphasized that no music programs are being cut. Teachers currently teach in multiple buildings due to insufficient high school enrollment. The decision is based on a needs-based budget, not financial constraints. Teachers will maintain their contracted workload and prep time. Extracurricular activities will continue, funded by stipends. Enrollment data shows a decline in music participation. The Board assured that the changes will not impact programming and will monitor enrollment closely.*

Mr. Neviaser gave a presentation on the music staffing proposal for the 2025-2026 school year, which is attached to these minutes for informational purposes. It includes information on the workday hours for a 1.0 FTE teacher; co-curricular/extracurricular stipends (music-related) for work done with students above and beyond the regular teaching assignment and/or beyond regular teaching hours as defined by the teachers' contract; schedule of high school chorus and band teacher as compared to a teacher of English; 2025-2026 LOLHS music course requests; and the music instruction schedules at the high, middle and elementary schools.

The Board discussed the feasibility of maintaining six music teachers. Some of the topics discussed included inequity of music instruction at the elementary level (increasing it at Mile Creek would cut into core academic instruction); minimum state mandates of core academic instruction; other alternatives other than cutting FTEs; music course requests; precedent in rolling classes together; administrative decision-making in music staffing recommendations; public school music departments vs. private schools; decline in interest in the music program; serving the needs of the students first; basing a decision on interest and enrollment; other issues to be addressed besides the staffing issue; students focusing on academic subjects vs. the arts; and the effect on morale of other teachers who feel there is staffing inequity.

MOTION: Mr. Lodge made a motion, which was seconded by Mrs. Shoemaker, to restore the music staff funding in the proposed 2025-2026 budget to current levels.

The motion was eventually withdrawn as it was the consensus of the Board to hold a special meeting and invite the Music Department staff for their input on this important issue. Areas that the Board would like to discuss at this meeting include comparable music instruction at the elementary level; music staffing at area schools; how the Music Department's plan would differ from the Superintendent's proposal (cutting 1.0 FTE teacher) if they were to have six full-time staff members; and their thoughts on the reasoning behind lower interest in music instruction.

X. Executive Session

Mr. Staab made a motion, which was seconded by Mrs. Fogliano, to move into executive session for the purpose of interviewing the candidate for the assistant principal position at Lyme-Old Lyme High School. Mr. Neviaser was invited to join the session.

XI. Adjournment

The regular meeting adjourned at 10:01 p.m. upon a motion by Mr. Staab and a second by Mrs. Fogliano.

Respectfully submitted,

Martha Shoemaker, Secretary

Good evening. My name is Emily Bjornberg. I have lived in the town of Lyme for the last 43 years. My children were the fourth generation of my family to graduate from this district. My mother is a minister at the First Congregational church of Old Lyme and I just finished 10 years of service to the Lyme congregational church. I myself sat on the OLBOE from 1997-1999 as the High School representative. I know this district well and my entire family has invested in it generously.

Many of you know that last month I attended a basketball game at the High School that was upsetting for a number of reasons. I intend to speak with you about that experience. In order to do that, and in compliance with your statutes, I requested to speak with this board beyond the usual 3-minute limit during public comment. Your good chairman said that he is only capable of granting me five minutes. So I have broken my discussion into five parts and I will present to you for five minutes at each of the next five meetings of the Lyme Old Lyme Board of Education.

I want you to know that I stand before you - on your turf and in compliance with your regulations - out of respect. I am not trying to hurt Old Lyme. In fact, my honesty here tonight is meant to be an act of deep love and respect for the community and for the elected officials that are charged with running our schools. I believe we must do better for the sake of our children.

Tonight I will speak from my own experience as a student in this district. My freshman year, I was on the LOLHS girls basketball team that won both the shoreline and state tournaments. I take no personal credit for those tournament wins as we were graced with players far more talented than I. But what I remember when I think of that season are three things.

First, when we travelled to other schools, we had a term we would use to describe them. It applied no matter where we went, and we reveled in using it viciously. The term was: "poverty." We would walk through other school hallways and point out imperfections - scratches in the floors or missing ceiling tiles. We would declare these buildings "pov" and make jokes about how poor the other team's families must be. Sometimes our coaches would reference these poverty jokes in practice. It was a running theme and the source of team unity. Everyone joined in.

But no moment better underscores the pervasiveness of this elitism than the moment my coach entered the locker room at halftime against Morgan High School. We were behind at the half in Clinton when the coach screamed "don't you dare let those blue collar kids push you around!"

I knew those words were wrong at the time. But I didn't feel I had the authority or even the knowledge to speak up. And that silence took me years, in fact, to really face. I know that it felt like a heavy burden I was forced to carry at the age of 14.

It was that elitism, that classism, that cocky affluence that coursed through the veins of my high school experience.

I am not convinced that we all fully understood what was going on, but we were normalizing the systematic dehumanization of our peers based on the income level of their parents. Constantly. And that was encouraged by our coaches, teachers, administrators and peers.

I also had a nickname thanks to that team: Wigger. For those of you who don't know, that stands for "white nigger." I understood it to be an accusation that I was "not white enough." I never really understood the slur, but it was avoidable until I was on that basketball team that won states. Once that happened, the team was well known across the LOLHS campus and my nickname really stuck.

I was called "wigger" by my coaches. I was called a wigger by my peers. It was even a running joke with teachers and administrators. I am ashamed to say to you that at the time, I was unable to push back against the slur so I accepted it as my fate. In truth, there were times I wore it proudly but I wish I had had the gumption and the strength to stand up and say "please stop." Not for me, but for my black friends for whom the slur of "nigger" is deeply deeply painful to this day.

These stories are not new to some of you on the Board.

When I graduated in 1999, we had a fantastic principal. Over the course of my high school career, the two of us had many discussions about the unchecked elitism in Old Lyme and the damage it does to our kids. I can remember distinctly, him saying: "the real Lyme disease, has nothing to do with ticks: its the overwhelming and oppressive elitism that burdens our schools." Dr. Brown, now is your chance to say that in a venue that matters. I hope you will.

This is not a problem that only affects children outside our district. This toxic elitism inevitably gets turned on our own kids. It creates an economic competition that has no end. Where value is assessed based on income level. Where no one can keep up with the proverbial "Jones'" and where our own children feel shame about their economic position.

As stated earlier, I have very limited time tonight due to your good chairman. Tonight I wanted you to understand directly from a student perspective that unchecked racism, classism and elitism have been doing damage to our school system since at least the 1990's.

At the next meeting, I will discuss the much more recent experiences of my children, both of whom graduated in 2024, one from LOLHS and one from LOLMS. Both struggled with far worse classism and racism than I experienced. Which would suggest that this problem of ours continues to get worse. At the request of my children, I reached out over and over again to administrators who remain on your payroll today and I was told that they did not have the ability to discuss this with their students.

So it's up to you - to stand up and discuss honestly how we can improve this climate in our schools. Our children deserve better than what they all just saw at that basketball game last month. Our teachers, administrators and students deserve to be given the tools to identify and fight back against classism and racism. They deserve to have a serious discussion about how this climate hurts them, and how it can be improved for future students. They deserve to know that human value is not dictated by income level. Please consider the good that you can do by dragging this issue into the sunlight rather than hiding behind the status quo.

Thank you for your time this evening. I look forward to speaking with you at your next meeting.

Emily Anne Bjornberg

Public comment – Mary Powell St Louis

4/2/25 R18 Board of Education

Thank you for the opportunity to be here and thank you for your service on board.

Tonight, I come before you again as someone who deeply values the role of music in our schools and in our lives. The proposed cuts to full-time equivalents in the music department and consolidation of roles are not just numbers on a spreadsheet—they represent a profound loss for our students, our educators, and our community.

Although I presume, we will soon hear from Superintendent Neviaser on music class enrollment in the district as promised - you must look beyond this. Electives like music, especially at the high school level must be treated differently than traditional academic subjects. There are long term consequences of the proposed consolidation in music – most prominently reduced student engagement, lower school appeal, and loss of community involvement.

I want you to visualize the following - imagine a child or young adult who has ever picked up an instrument or joined a choir. The first attempt at a new piece is often pure cacophony—disjointed, uncertain, even frustrating. But with perseverance, practice, and guidance from dedicated music educators, those sounds transform into something greater than the sum of their parts: harmony.

But tonight, I am reminded of *Taps*. A simple melody, played in moments of somber reflection. It signifies finality, closure—a goodbye. If this cut and consolidation move forward, we are, in effect, sounding *Taps* on a transformative element of our educational system.

Please, do not let this be the end of something so vital. Let's work together to ensure that music education remains a thriving, integral part of our district. Because once you MAKE A CHANGE like this, bringing it back is far more difficult than sustaining it.

As I proposed at the February Board of Ed meeting, you can do this and lower the budget by over half a percent - let me show you the numbers:

R18 Budget 2025-26	
7.39 % increase from 24-25 budget:	$ 39,650,803
HS Aud. Sound & MS Aud. Lighting (Remove line item currently in budget and pay for these facility improvements with Undesignated fund which hold over $3M)	- $ 300,000
Music teacher retained (estimate) 1 FTE	+ $ 100,000
Reduce budget to 6.85% increase	= $ 39,450,803

We can save music. We can save student education in music. We can save the music educator, and we can continue the community involvement and commitment to the music program in this district.

Thank you for your time.

Why do we begin our sporting events, commemorations, and moments of national significance with music, particularly by singing "The Star-Spangled Banner"? It's because the anthem's stirring lyrics and tune that remind us of the profound power of music—its ability to inspire, uplift, and connect us all. Music transcends borders and generations; it speaks directly to the heart, nurturing our shared humanity.

My name is Hector Migliacci. I am the parent of students in our district, the Director of Music at St. Ann's Episcopal Church, and 1st Trumpet in the Old Lyme Town Band. Incidentally, St. Ann's has a rich history of collaboration with the Lyme-Old Lyme Department of Music. For over 25 years, Steve Houser, the longtime Choral Director of Lyme-Old Lyme, was also the Director of Music at St. Ann's. And Ruth Ann Heller, in whose honor many instrumental scholarships are awarded, was a frequent conductor at our church. Sadly, Steve Houser died yesterday at the age of 79.

Today, amidst concerns about reduced enrollment in our music programs, I am here to emphasize the profound importance of music education, particularly starting in the earliest grades. This education plays a critical role in shaping well-rounded, culturally rich, and thoughtful individuals.

Music education is not just an ancillary part of the curriculum—it is a cornerstone. It lays the groundwork for academic success and emotional intelligence while promoting social interaction. Music fosters creativity, discipline, and a deep appreciation for the arts, sciences, and more.

This rich educational experience is facilitated by vibrant, passionate educators who inspire a lifelong love of music in their students. These educators are essential to igniting this passion. And we are fortunate to have these educators in Region 18.

Music should not simply be an option or elective; rather, it should be a *promise* we make to our children to nurture their abilities and imaginations. Consider the possibilities:

In **Music Composition**, students can unlock their inner composers, experimenting with sound and silence, melody and harmony. Here they embrace innovation and learn to communicate emotions and ideas through original creations.

Music Business classes would offer practical insights into the music industry landscape. From understanding contracts to launching music careers, students can discover paths to turn their passion into profession.

In **Music in Marketing and Advertising**, we unlock analysis and creativity, showcasing how music shapes perceptions and drives campaigns. This class reveals music's pervasive influence across all forms of media.

In **Musical Theater** classes, students could explore the world of storytelling through song, learning the art of expression, collaboration, and performance. As they stand on stage, they build confidence and courage, virtues that extend into all aspects of life.

Recently, I attended the sold-out performances of the High School musical, "Newsies." The performances were exhilarating! These talented students, on stage and behind the scenes, could greatly benefit from courses that explore the full spectrum of musical theater. It's concerning that involvement in the School Musical might prevent participation in athletics. We need to look at ways to keep both alive.

Given the number of participants in the Musical, offering classes in Musical Theater would no doubt swell the enrollment in music classes.

To move forward, we need ongoing support for our music educators—those passionate and inventive individuals dedicated to fostering creative minds. By equipping our educators with resources, training, and support, we are affirming our commitment to cultivating the next generation of artists and music lovers.

I urge every parent, policymaker, and community leader here to advocate for broadening our music programs. Let's recognize music education as a vital aspect of every child's development. Together, we can ensure that music doesn't just echo through our schools' halls but resonates in the hearts and lives of all our students.

Remember, the conductors, leaders, and citizens of tomorrow are sitting in our classrooms today. Let's provide them with the baton of music education and watch as they compose a future filled with harmony, creativity, and innovation.

Thank you for your time this evening. Hector Migliacci

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

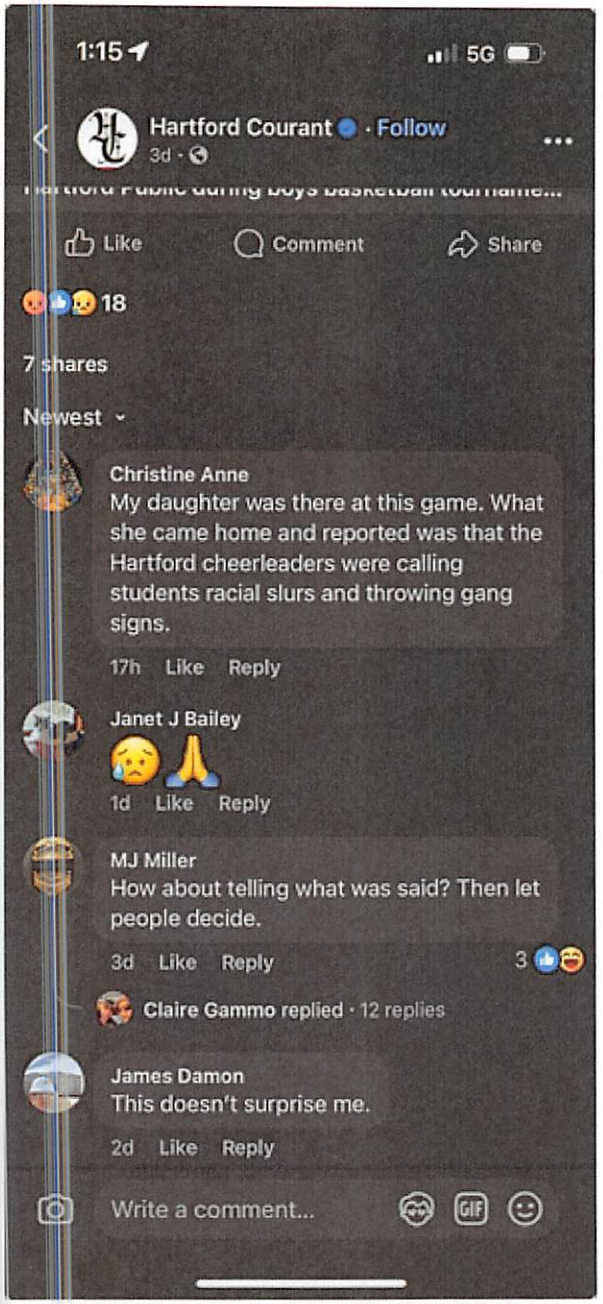
From: Emily Bjornberg <emilyabjornberg@gmail.com>
Sent: Tuesday, March 11, 2025 1:59 PM
To: Delaura, Jeanne
Subject: Please forward to the BOE.

Dear BOE Clerk:

Please see the screenshot below. While the BOE remains silent about the racist behavior displayed by Old Lyme fans at the March 4th basketball game, its residents are not subtly expressing online that Hartford's children were throwing gang signs.

Your silence at this point is dangerous to the children of Hartford. These false rumors are cropping up BECAUSE of the silence of the Old Lyme administration and board of ed.

I am asking for your BOE schedule of upcoming meetings so that I can publicly address the board myself. Continued silence on your part is dangerously irresponsible at best. It must end, even if that is uncomfortable for your members.



Emily Anne Bjornberg
860-575-1127
EmilyABjornberg@gmail.com
Sent from my iPhone

Lyme-Old Lyme Board of Education
49 Lyme Street
Old Lyme, CT 06371

****Subject: Letter of Appreciation for Ms. Kristian Pekar****

Dear Members of the Lyme-Old Lyme Board of Education,

I am writing to express my deep appreciation for my chorus teacher, Ms. Kristian Pekar, and to share the profound impact she has had on my life. Ms. Pekar is more than just an educator—she is a mentor, an inspiration, and a driving force behind my personal and musical growth.

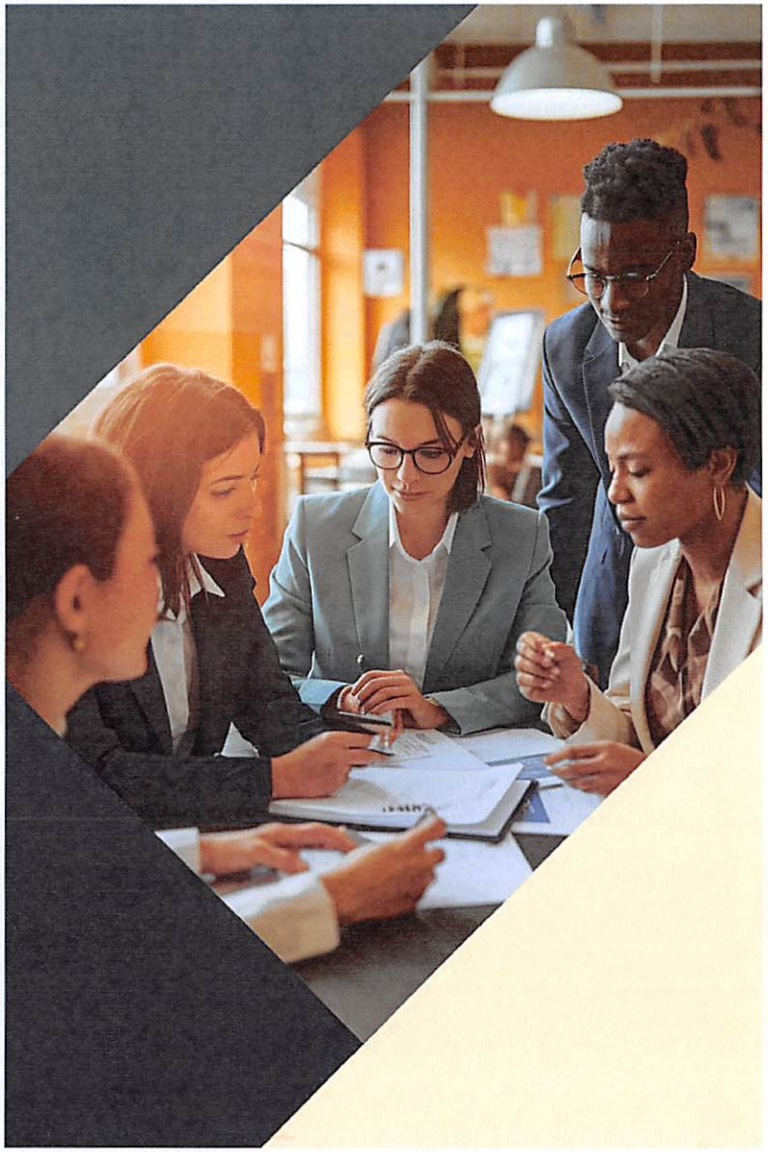
Through her passion for music and unwavering support, Ms. Pekar has helped me develop both as a singer and as an individual. Her ability to create a welcoming and encouraging environment in the classroom has given me the confidence to step out of my comfort zone and embrace challenges. She pushes her students to reach their full potential while always reminding us of the joy that music brings.

Beyond teaching vocal techniques and performance skills, Ms. Pekar instills valuable life lessons—discipline, perseverance, teamwork, and self-expression. Her dedication to her students goes far beyond the classroom, as she continuously encourages us to believe in ourselves and our abilities. Thanks to her guidance, I have gained not only musical skills but also the self-assurance to pursue my passions. I have reached the Rank of Eagle Scout where I have had to speak to the Board of Review as to my accomplishments, I am a Select Singer , A National Honor Society Member and A Scholar Athlete as recognized by LOL high School but also the Shoreline Conference. As a junior, I was also selected to be the captain of the LOL High Scholl Track Team. My ability to present myself well comes from my parents and teachers, particularly KP.

I truly believe that educators like Ms. Pekar deserve recognition for the incredible impact they have on students' lives. She is an irreplaceable part of our school community, and I am grateful for the opportunity to learn from her. I hope you will acknowledge the invaluable contributions she makes to our school and the lives of her students.

Thank you for taking the time to read this letter, and for your dedication to supporting exceptional teachers like Ms. Pekar.

Ryan Ortoleva



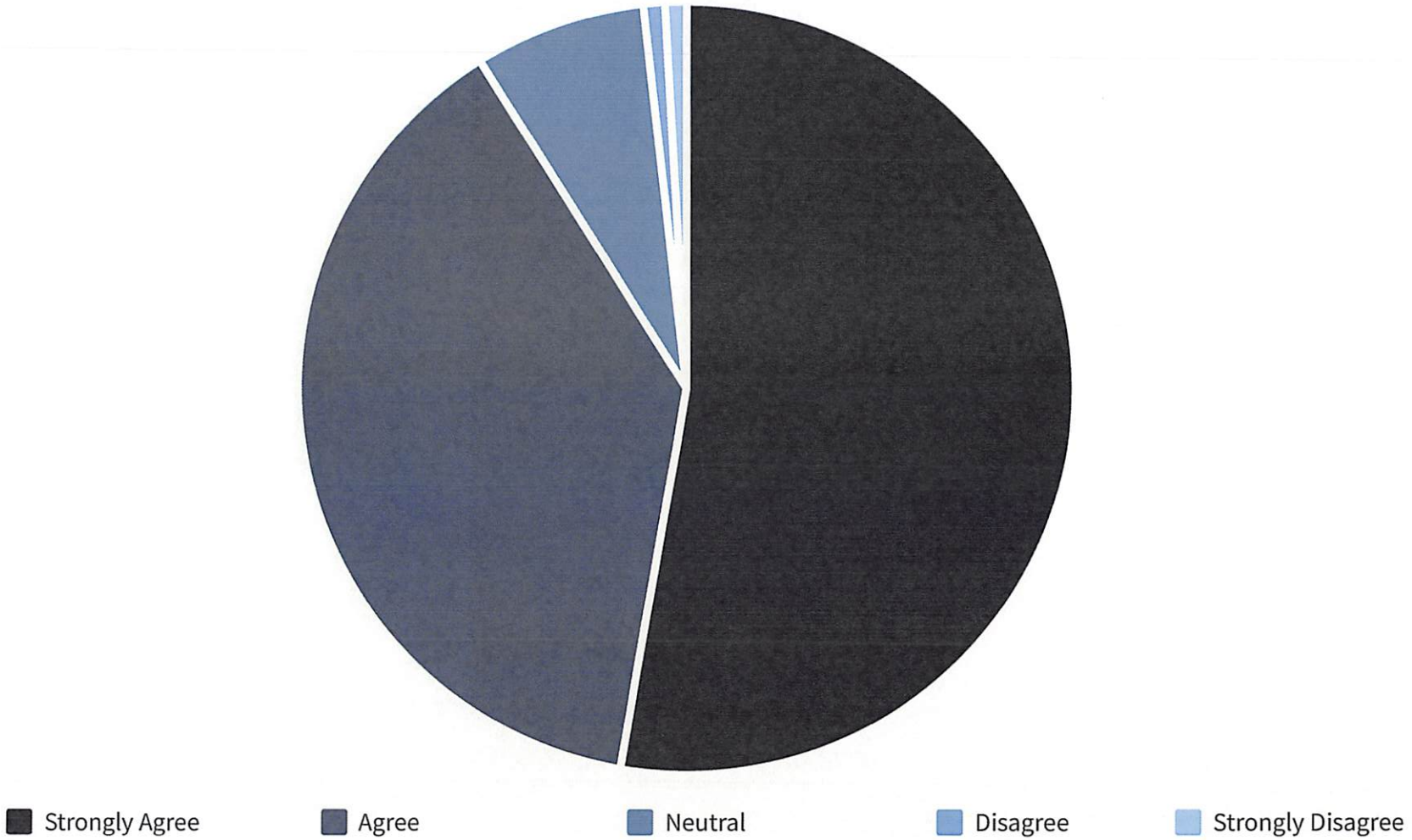
Region 18 Growth and Support Plan Survey Results

This presentation analyzes feedback from 112 educators across Region 18 schools regarding the implementation of the new Growth and Support Plan. The survey captured responses from staff at Center School (13.4%), Lyme School (35.7%), Mile Creek (23.2%), Middle School (24.1%), and High School (35.7%), with some respondents working across multiple buildings.

in summary, the data reveals high satisfaction with the plan's orientation, resources, and implementation timeline. Educators feel adequately prepared to use the evaluation rubrics and appreciate the meaningful dialogue fostered through check-ins and observations.

by Michelle Dean

Orientation and Communication Effectiveness



The chart represents responses to whether orientation sessions adequately explained the Growth and Support Plan. An overwhelming 91.9% of respondents agreed or strongly agreed that the orientation was effective, with only 1.8% disagreeing.

Additionally, 82.1% of respondents indicated they received timely responses to questions about the plan after orientations.

Plan Awareness and Accessibility

92.9%

Document Access

Know where to find the complete Support and Evaluation Plan

91.1%

Rubric Preparation

Feel adequately prepared to use CCT Rubric as a self-reflection tool

85.6%

Learning Goals

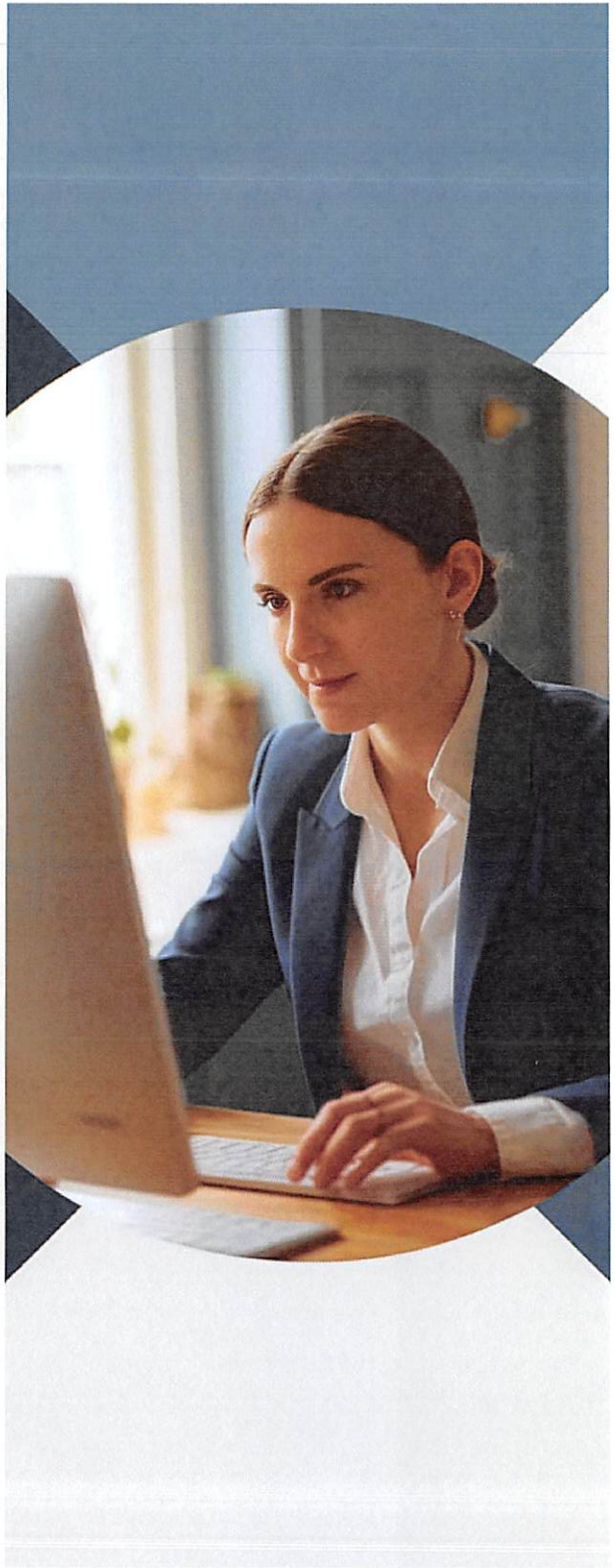
Found the Executive Summary of district goals clear with 12% not being aware of the document

95.5%

Goal Awareness

Aware of district/peer participation goal

The survey shows strong awareness of the Growth and Support Plan across all schools. Nearly all respondents know where to access the complete document and feel prepared to use the appropriate rubrics for self-reflection.



Goal Setting and Documentation

Goal Documentation

1

92% of respondents rated the clarity of goal documentation process as good or excellent.

2

Reflective Questions

75% found the reflective questions provided in the plan helpful in framing their goals, while 23.2% did not reference these questions during goal setting.

Mid-Year Documentation

3

92.7% rated the clarity of documenting artifacts, evidence, and mid-year reflections as good or excellent, showing strong understanding of the process.

Some suggestions for improvement included addressing inconsistent headings, clarifying where to document evidence for personal/professional goals, and providing additional exemplars.

Observation and Feedback Process

Pre/Post Observation Guidelines

91% of respondents found the guidelines for pre- and post-observation conferences reasonable and achievable. Some concerns were raised about tight turnaround times (24 hours) and scheduling challenges.

Feedback Quality

Most respondents indicated the feedback process effectively celebrates strengths while identifying actionable areas for growth. One educator noted, "It is highly valuable in that it is ongoing and supportive - involving growth oriented conversations."

Timeline Adequacy

96.4% of respondents felt the annual timeline for goal setting and evaluation allows sufficient time for reflection, adjustment, and feedback.

Some respondents suggested the pre-observation form is "extremely lengthy and time-consuming" and recommended a more condensed version or specifically allocated planning time to complete the form.

Effectiveness of Check-ins and Observations

Meaningful Dialogue

Respondents consistently described check-ins and observation feedback as "effective," "very effective," or "helpful" in promoting meaningful dialogue about professional goals and practices.

Growth-Oriented

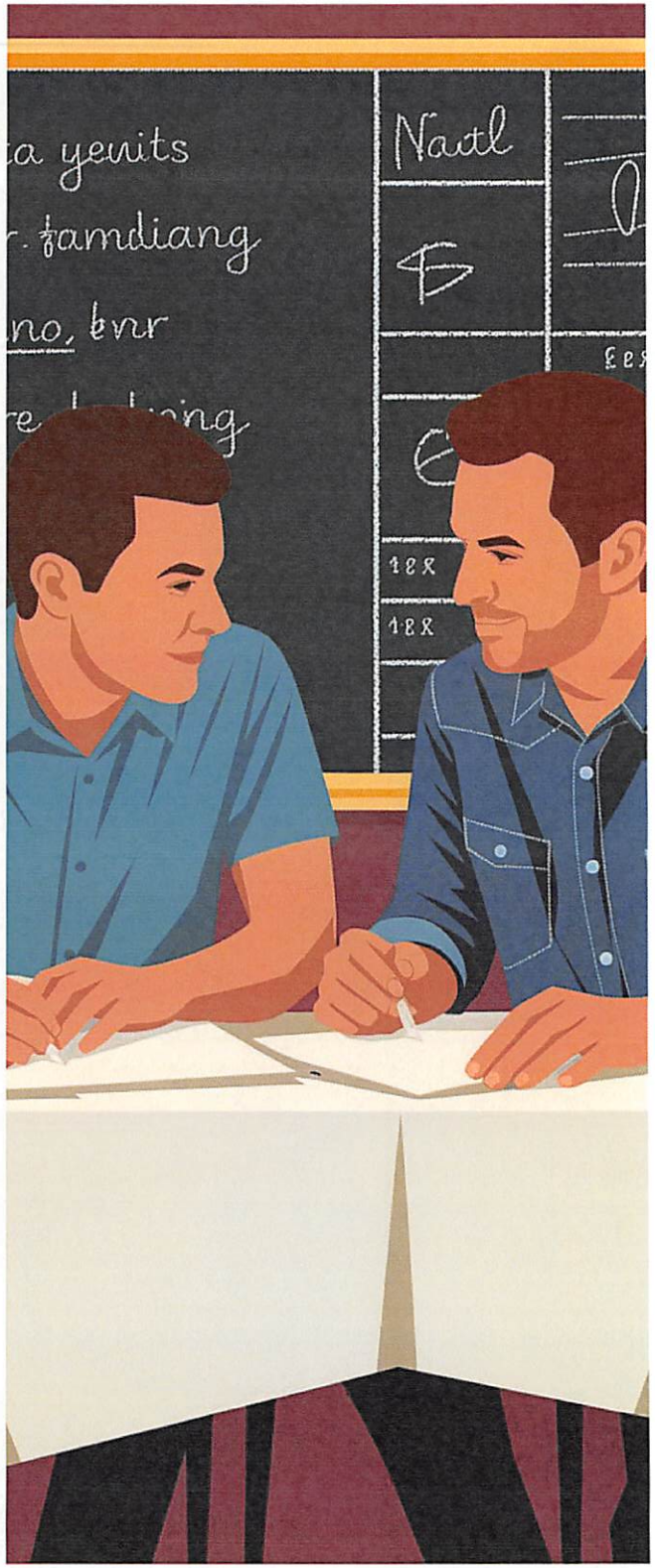
"The evaluation meetings invite self-assessment and problem-solving rather than just delivering a list of what to fix," noted one educator, highlighting the growth-oriented nature of the feedback.

Supportive Approach

Many respondents appreciated that administrators recognize effective strategies already in place while providing concrete examples of "what to try" moving forward.

Collaborative Opportunity

"I think the check-ins and ongoing discussions of the PLG provides a collaborative opportunity as well as structure that helps continued focus on the PLG," shared one participant.



Areas for Improvement

1

Paperwork Reduction

Several respondents mentioned "less paperwork" as their one desired change to make the plan more effective. One noted, "Built in time to complete the paperwork is most important resource. This allows teachers to find clarity with what is being asked."

2

Clearer Documentation System

Some respondents suggested "a cleaner system where documentation actually resides (in the form)" and noted confusion about form language.

3

More Collaboration Opportunities

Educators requested "more opportunities to collaborate with other staff members, as well as opportunities to observe others or share ideas" and "pre-scheduled 'learning walks'/review of practice by department."

4

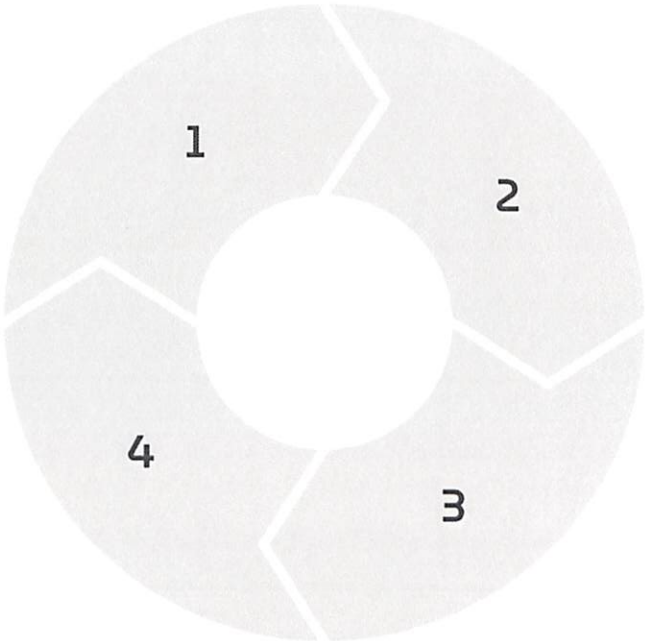
Simplified Vocabulary and Less Restrictive Rubric

Some suggested simplifying the vocabulary/terms used in the plan and making the CCT rubric less restrictive with "more open-endedness to where the areas of focus can be chosen from."

Moving Forward: Single Point Competency Rubrics

Current Status

The PDEC acknowledges the need to move from current rubrics to single point competency rubrics as encouraged by the CSDE.



New Approach

Single point rubrics focus on one clear, defined goal of proficiency rather than multiple performance levels.

Future Development

PDEC will calibrate the new rubric based on multiple sources with excellence in mind.

Alignment with Plan

This approach aligns with the state's plan to move away from 'ratings' toward reciprocal feedback.

The survey indicates that 39.6% of respondents feel it's too soon to tell if there are gaps in the current Growth and Support Plan that make it difficult to achieve professional learning goals, while 57.7% do not perceive any gaps. This suggests that while the current plan is working well, we will still need to evaluate and refine moving forward.

Understanding Staffing Proposals

Music 2025-2026

1.0 FTE teacher

- 7 hour and 10 minute contractual workday
- Must arrive 20 minutes before school starts and remain 20 minutes after
- Duties occur both before school, during school, and after school
- Extracurricular assignments are voluntary and are paid as separate stipends

FTE Guidelines There is variation between PK, elementary, middle and high school due to differences in the jobs/scheduled blocks of time.
.1 = 2-3 classes/112 instructional minutes per week minimum
.2 = 5 classes/225 instructional minutes per week minimum
.3 = 7-8 classes/337 instructional minutes per week minimum
.4 = 10 classes/450 instructional minutes per week minimum
.5 =12-13 classes/562 instructional minutes per week minimum
.6 = 15 classes/675 instructional minutes per week minimum
.7 = 17-18 classes/787 instructional minutes per week minimum
.8 = 20 classes/900 instructional minutes per week minimum
.9 = 22-23 classes/ 1,012 instructional minutes per week minimum
1.0 = 25 classes/1,125 instructional minutes per week minimum

Co-curricular/ Extracurricular Stipends

As defined in the RETA contract: Stipends and other compensation for extracurricular activities are offered by the Board for work done with students above and beyond the regular teaching assignment and/or beyond regular teaching hours as defined in this Agreement.

- Covers time for rehearsals, concerts, competitions, and performances outside of the normal workday (requirement of the position and included in TRB salary)
  - Middle School Band Director $1560
  - High School Band Director $6323
  - Middle School Choral Director $1560
  - High School Choral Director $6323
- Voluntary positions (Employees may elect to apply for these positions. Payments are not included in TRB salary*)
  - High School Drama $4805
  - Middle School Drama $4805
  - Middle School Assistant Drama $2195
  - Elementary School Musical Director $1079
  - Music K-12 Area Coordinator $4171 (*included in TRB salary as duties occur as a part of regular workday)
  - Chamber Choir (MS intramurals account) $1136
  - Jazz Band (MS intramurals account) $1136

HS Chorus (40 LOLHS students)

Day A	Course		Day B	Course
Period 1 7:40 - 9:05 85 minutes	Soprano/Alto Chorus (15 Students)		Period 5 7:40 - 9:05 85 minutes	Tenor/ Bass Chorus (5 Students)
Period 2 9:08 - 10:33 85 minutes			Period 6 9:08 - 10:33 85 minutes	
Period 3 10:45 - 12:43 88 minute class/ 30 lunch	Middle School 11:44 - 12:32 (*support for 45 students- 48 minutes)		Period 7 10:45 - 12:43 88 minute class/ 30 lunch	Select Singers (17 Students)
Period 4 12:46 - 2:10 84 minutes	Music Exploration (3 Students)		Period 8 12:46 - 2:10 84 minutes	

- Instruction: 217 minutes (3 hours 37 minutes)
- Prep/planning time: 2 hours 53 minutes (includes 30 minute lunch)

- Instruction: 173 minutes (2 hours 53 minutes)
- Prep/planning time: 3 hours 37 minutes (includes 30 minute lunch)

4 classes/ 997 instructional minutes per week = 0.8 FTE

English Teacher (91 LOLHS classroom students)

Day A	Course		Day B	Course
Period 1 7:40 - 9:05 85 minutes			Period 5 7:40 - 9:05 85 minutes	English 11 L1 (21 Students)
Period 2 9:08 - 10:33 85 minutes	English 9 L2 (14 Students)		Period 6 9:08 - 10:33 85 minutes	English 10 L1 (21 Students)
Period 3 10:45 - 12:43 88 minute class/ 30 lunch	English 9 L2 (13 Students)		Period 7 10:45 - 12:43 88 minute class/ 30 lunch	English 11 L1 (22 Students)
Period 4 12:46 - 2:10 84 minutes	Study Hall (31 Students)		Period 8 12:46 - 2:10 84 minutes	

- Instruction: 173 minutes (2 hours 53 minutes)
- Prep/planning/duty time: 3 hour 37 minutes (includes 30 minute lunch)

- Instruction: 258 minutes (4 hours 18 minutes)
- Prep/planning time: 2 hour 12 minutes (includes 30 minute lunch)

5 classes/ 1077.5 ave. instructional minutes per week = 1.0 FTE

HS Band (73 LOLHS students)

Day A	Course		Day B	Course
Period 1 7:40 - 9:05 85 minutes			Period 5 7:40 - 9:05 85 minutes	Concert Band (24 Students)
Period 2 9:08 - 10:33 85 minutes	Wind Ensemble (35 Students)		Period 6 9:08 - 10:33 85 minutes	Coverage Duty (ave. once every two weeks)
Period 3 10:45 - 12:43 88 minute class/ 30 lunch	Middle School 11:44 - 12:32 (*support for 30 students- 48 minutes)		Period 7 10:45 - 12:43 88 minute class/ 30 lunch	Music Production (10 Students)
Period 4 12:46 - 2:10 84 minutes	Music Production (4 Students)		Period 8 12:46 - 2:10 84 minutes	

- Instruction: 217 minutes (3 hours 37 minutes)
- Prep/planning time: 2 hours 53 minutes (includes 30 minute lunch)

- Instruction: 173 minutes (2 hours 53 minutes)
- Prep/planning/duty time: 3 hours 37 minutes (includes 30 minute lunch)

4 classes/ 975 ave. instructional minutes per week = 0.8 FTE

2025-26 LOLHS Music Course Requests

Course	Requests	Duration	Teacher
Concert Band	24	Year	Wilson 1
Wind Ensemble	45	Year	Wilson 2
Music Theory I	4	Semester	Wilson .5 Combined (5)
AP Music Theory	1	Year	
Music Exploration	5	Semester	Wilson .5
ECE Music Appreciation	2	Semester	
ECE Pop Music	1	Semester	
Music Production	14	Semester	Wilson .5
Soprano / Alto	15	Year	Pekar 1 Combined (23)
Tenor / Bass	8	Year	
Select Singers	12	Year	Pekar 2

Potential LOLHS classes for 2025-26
Wilson: 3.5 - 4
Pekar: 2

BAND SCHEDULE AT MS	Total students- 87							
	A1	B1	C1	D1	A2	B2	C2	D2
7:45-8:34	6TH GRADE LESSON - 3			6TH GRADE LESSON - 3	6TH GRADE LESSON - 3	6TH GRADE LESSON - 4	6TH GRADE LESSONS - 2	
8:35-9:23		7TH GRADE LESSONS - 7		8TH GRADE LESSONS - 2	8TH GRADE LESSONS - 6		7TH GRADE LESSONS - 5	7TH GRADE LESSONS - 3
9:35-10:23	8TH GRADE LESSONS - 3	8TH GRADE LESSONS - 4			7TH GRADE LESSONS - 5			8TH GRADE LESSON - 6
10:24-11:12		TEAM MEETING		8TH GRADE FULL BAND - 30		8TH GRADE FULL BAND - 30		GUIDANCE MEETING
11:13-11:43	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:44-12:32	6TH GRADE FULL BAND* - 30	7TH GRADE FULL BAND - 27	6TH GRADE FULL BAND* - 30	7TH GRADE FULL BAND - 27	6TH GRADE FULL BAND* - 30	7TH GRADE FULL BAND - 27	6TH GRADE FULL BAND* - 30	7TH GRADE FULL BAND - 27
12:33-1:21	8TH GRADE LESSONS – 0.5	6TH GRADE LESSON - 6	8TH GRADE LESSON - 2	6TH GRADE LESSON - 4	8TH GRADE LESSON - 3	6TH GRADE LESSON - 2	7TH GRADE LESSON - 1	7TH GRADE LESSON - 4
1:22-2:10		8TH GRADE FULL BAND - 30	7TH GRADE LESSONS - 4		7TH GRADE LESSON - 3	7TH GRADE LESSON - 4	8TH GRADE LESSON - 5	8TH GRADE FULL BAND - 30
Instruction:	• 169 minutes (2 hours 49 minutes)	• 240 minutes (4 hours)	• 144 minutes (2 hours 24 minutes)	• 241 minutes (4 hours 1 minute)	• 289 minutes (4 hours 49 minutes)	• 241 minutes (4 hours 1 minute)	• 241 minutes (4 hours 1 minute)	• 240 minutes (4 hours)
Prep/ planning/ duty time:	• 3 hours 36 minutes (includes 30 minute lunch)	• 2 hours 25 minutes (includes 30 minute lunch)	• 4 hours 1 minute (includes 30 minute lunch)	• 2 hours 24 minutes (includes 30 minute lunch)	• 1 hour 36 minutes (includes 30 minute lunch)	• 2 hours 24 minutes (includes 30 minute lunch)	• 2 hours 24 minutes (includes 30 minute lunch)	• 2 hours 25 minutes (includes 30 minute lunch)

*With support from WILSON

4.75 ave. classes/ 1128 ave. instructional minutes per week = 1.0 FTE

CHORUS SCHEDULE AT LOLMS	Total students -119							
	A1	B1	C1	D1	A2	B2	C2	D2
7:45-8:34	6TH GRADE LESSON - 6			6TH GRADE LESSON - 6	6TH GRADE LESSON - 4	6TH GRADE LESSON - 5	6TH GRADE LESSONS - 6	
8:35-9:23	7TH GRADE LESSONS - 4	7TH GRADE LESSONS - 6		8TH GRADE LESSONS - 8	8TH GRADE LESSONS - 3		7TH GRADE LESSONS - 4	7TH GRADE LESSONS - 3
9:35-10:23	8TH GRADE LESSONS - 3	8TH GRADE LESSONS - 8			7TH GRADE LESSONS - 2		8TH GRADE LESSON - 3	8TH GRADE LESSON - 3
10:24-11:12		TEAM MEETING		8TH GRADE FULL CHORUS- 45		8TH GRADE FULL CHORUS - 30		GUIDANCE MEETING
11:13-11:43	LUNCH	LUNCH	LUNCH	LUNCH DUTY	LUNCH	LUNCH	LUNCH	LUNCH
11:44-12:32	6TH GRADE FULL CHORUS – 45*	7TH GRADE FULL CHORUS - 29	6TH GRADE FULL CHORUS – 45*	7TH GRADE FULL CHORUS - 29	6TH GRADE FULL CHORUS – 45*	7TH GRADE FULL CHORUS - 29	6TH GRADE FULL CHORUS – 45*	7TH GRADE FULL CHORUS - 29
12:33-1:21	8TH GRADE LESSONS – 0.5	6TH GRADE LESSON - 5	8TH GRADE LESSON - 4	6TH GRADE LESSON - 3	8TH GRADE LESSON - 4	6TH GRADE LESSON - 6	7TH GRADE LESSON - 1	7TH GRADE LESSON - 6
1:22-2:10		8TH GRADE FULL CHORUS- 45	7TH GRADE LESSONS - 2		7TH GRADE LESSON - 4		8TH GRADE LESSON - 5	8TH GRADE FULL CHORUS- 45

Instruction:	• 217 minutes (3 hours 37 minutes)	• 240 minutes (4 hours)	• 144 minutes (2 hours 24 minutes)	• 241 minutes (4 hours 1 minute)	• 289 minutes (4 hours 49 minutes)	• 193 minutes (3 hours 13 minutes	• 289 minutes (4 hours 49 minutes)	• 240 minutes (4 hours)
Prep/ planning/ duty time:	• 2 hours 48 minutes (includes 30 minute lunch)	• 2 hours 25 minutes (includes 30 minute lunch)	• 4 hours 1 minute (includes 30 minute lunch)	• 2 hours 24 minutes (includes 30 minute lunch)	• 1 hour 36 minutes (includes 30 minute lunch)	• 3 hours 12 minutes (includes 30 minute lunch)	• 1 hour 36 minutes (includes 30 minute lunch)	• 2 hours 25 minutes (includes 30 minute lunch)

*With support from PEKAR

4.875 ave. classes/ 1158 ave. instructional minutes per week = 1.0 FTE

7TH GRADE ELA SCHEDULE AT MS	Total students- 97 students							
	A1	B1	C1	D1	A2	B2	C2	D2
7:45-8:34	ELA 1 - 17	ELA 4 - 18	ELA 1 - 17	ELA 2 - 18	ELA 1 - 17	ELA 2 - 18	ELA 1 - 17	ELA 4 - 18
8:35-9:23			ELA 4 - 18	ELA 4 - 18	ELA 4 - 18	ELA 4 - 18	STUDY HALL – 19	
9:35-10:23	ELA 2 - 18	ELA 2 - 18		ELA 3 - 19	STUDY HALL – 16	ELA 3 - 19	ELA 2 - 18	ELA 2 - 18
10:24-11:12	ELA 3 - 19	ELA 3 - 19	ELA 3 - 19	ELA 5 - 25	ELA 3 - 19	ELA 5 - 25	ELA 3 - 19	ELA 3 - 19
11:13-12:02	ELA 4 - 18		ELA 5 - 25		ELA 5 - 25		ELA 4 - 18	DEPARTMENT MEETING
12:02-12:32	LUNCH	LUNCH DUTY	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:33-1:21	TEAM MEETING	ELA 1 - 17	ELA 2 - 18	ELA 1 - 17	ELA 2 - 18	ELA 1 - 17		ELA 1 - 17
1:22-2:10	ELA 5 - 25	ELA 5 - 25		GUIDANCE MEETING			ELA 5 - 25	ELA 5 - 25

Instruction: 241 minutes (4 hours 1 minute)

Prep/planning/duty time: 2 hours 24 minutes (includes 30 minute lunch)

5 classes/ 1205 instructional minutes per week = 1.0 FTE

Mile Creek Music

- 314 students

18 classes plus lessons and rehearsals/ 1010 instructional minutes
per week = 0.8 - 0.9 FTE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-8:50					
8:50-9:00	Nee - 23 students				
9:00-9:35	8:50-9:35				
9:35-10:00		Butler - 16 students	Kennedy - 16 students	Petersen - 15 students	Oliver - 16 students
10:00-10:20		9:35-10:20	9:35-10:20	9:35-10:20	9:35-10:20
10:20-10:45		Donato - 18 students	Gregory - 19 students	Hatchel - 18 students	
10:45-11:05		10:20-11:05	10:20-11:05	10:20-11:05	
11:05-11:20					
11:20-11:50		Fenner - 19 students	Staschke - 19 students	Whritner - 20 students	
11:50 - 12:05		11:20-12:05	11:20-12:05	11:20-12:05	
11:05-11:20					
11:20-11:35					
11:35-12:00					
12:00 - 12:30					
12:35 - 1:05					12:35-1:05 Full Band - 42 students
1:05 - 1:20		Herel - 17 students	Velikaneye - 16 students		Mulligan - 16 students
1:20 - 1:50		1:05-1:50	1:05-1:50		1:05-1:50
1:50 - 2:10	Beauprez - 15 students	Bowman - 17 students	Karpuska - 17 students	Wilson - 17 students	
2:10 - 2:35	1:50-2:35	1:50-2:35	1:50-2:35	1:50-2:35	BAND-2:15 percussion 3 students
2:35 - 3:05	BAND-Flute 4 students	BAND-clarinet 11 students	BAND-sax 10 students	BAND-trumpet 11 students	BAND- trombone and euponium 4 students
3:05-3:15					

- Instruction: 120 (2 hours); 255 (4 hours 15 minutes); 255 (4 hours 15 minutes); 210 (3 hours 30 minutes); 170 (2 hours 50 minutes)
- Prep/ planning/ duty time: 4 hours 30 minutes (includes 30 minute lunch); 2 hours 15 minutes (includes 30 minute lunch); 2 hours 15 minutes (includes 30 minute lunch); 3 hours (includes 30 minute lunch); 3 hours 40 minutes (includes 30 minute lunch)

Mile Creek 2nd Grade Teacher

- 16 students

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 8:50	Morning Work	Morning Work	Morning Work	Morning Work	Morning Work
8:50 - 9:35	Science Social Studies	Science Social Studies	Science Social Studies	Science Social Studies	Spanish
9:35 - 10:20	Prep	Prep	Prep	Prep	Prep
10:20 - 11:20	ELA	ELA	ELA	ELA	ELA
11:20 - 11:30	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting
11:35 - 12:05	X Block	X Block	X Block	X Block	X Block
12:05 - 12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35 - 1:05	Plan/Prep	Plan/Prep	Plan/Prep	Plan/Prep	Recess Duty
1:05 - 1:35	Fundations	Fundations	Fundations	Fundations	Fundations
1:35 - 3:10	Math	Math	Math	Math	Math
3:10 - 3:15	Daily Review	Daily Review	Daily Review	Daily Review	Daily Review

Instruction: 285 minutes (4 hours 45 minutes)

Prep/planning/duty time: 1 hour 45 minutes (includes 30 minute lunch)

5 or 40 classes/ 1425 instructional minutes per week = 1.0 FTE

Lyme/ Center Music
- 330 students

	M	T	W	TH	F
8:55-9:25	Lessons- 8:55-9:25 Flute- 4	Lessons- 8:55-9:25 Trump/trom- 8	DeLima - 23 students (8:50-9:35)	Lessons- 8:55-9:25 Perc.-2	Lessons- 8:55-9:25 Clari/Sax- 10
9:25-9:50					
9:55-10:40	4- Adanti 18 Students		Lucier 9:55-10:15 10 Students Gere 10:15-10:35 12 Students	4C- Crawley 18 Students	
10:40-11:25	3-Atkins 21 Students	3-Tartisel 19 Students	Newman 10:35-11:05 16 Students Goucher 11:05-11:35 15 Students		
11:25-12:10			Bocian 11:35-12:05 14 Students		
12:10-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-12:55	Recess Duty		Lucier 12:35-12:55 7 Students		Full band rehearsal 24 Students (12:10-12:35)
12:55-1:40		2- Sobus 20 Students	Gere 12:55-1:15 8 Students	2-Withington 19 Students	
1:40-2:25	Chorus 4- 36 students (Every other week)	1-McDermott 17 Students		1-Campbell 17 Students	
2:25-3:10	5-Kaczor 21 Students	5-Hrozenchik 21 Students	K-Croll 18 students	Chorus Alt weeks 3rd- 40 students 5th- 42 Students	K- Watson 16 students

	M	T	W	TH	F
Instruction	210/165 (3 hours 30 min/ 3 hours)	210 (3 hours 30 min.)	260 (4 hours 20 min.)	210 (3 hours 30 min.)	100 (1 hour 40 min.)
Prep/ planning/ duty time:	180/225 (2 hours 45 min./ 3 hours 45 min.)	180 (3 hours)	130 (2 hours ten min.)	180 (3 hours)	290 (4 hours 50 min.)

20 classes plus lessons and rehearsals/ 945-990 instructional minutes per week = 0.8 FTE