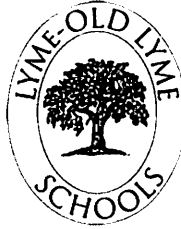


LYME-OLD LYME SCHOOLS

Regional School District #18

A Private School Experience



in a Public School Setting

Regular Board of Education Meeting

September 7, 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; Michelle Dean, Director of Curriculum; Kelly Enoch, Principal of Mile Creek School; Allison Hine, Principal of Lyme Consolidated 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: Karen Duhamel, English Teacher at LOLHS; Annie Fuller, School to Career Coordinator at LOLHS; Chloe Datum and Billy Barry, High School Student Representatives; 50 community members from LOL

I. Call to Order

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

II. Approval of Minutes

MOTION: Mr. Staab made a motion, which was seconded by Ms. Miller, to approve the minutes of the Regular Meeting of August 3, 2022.

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

MOTION: Mr. Staab made a motion, which was seconded by Mr. Kemp, to approve the minutes of the Special Meeting of August 31, 2022.

49 Lyme Street, Old Lyme, Connecticut 06371

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

Mrs. Shoemaker made a correction to a staff member's name that appeared incorrectly in these minutes.

VOTE: the Board voted unanimously in favor of the motion with the noted correction.

III. Visitors

1. Invention Convention Honors

Nila Kaczor, Talented and Gifted Teacher, gave the following background information on the Invention Convention and introduced the following students who were honored with state and national recognition for their inventions.

Inventors from grade 5 (20 inventors) and grade 7 (14 inventors) participated in the Invention Convention in January at Old Lyme Town Hall. Inventors learned about the engineering and design process, created display boards and gave speeches to pitch their invention ideas. Thirteen judges from within town (Mentor Corps for Community Development members, LYSB staff, town hall employees and Board of Education members) volunteered their time to judge the inventors in four different categories: purpose and practicality, attention to detail, presentation skills and display board. We are extremely proud of all the inventors for the time, commitment, and hard work they have put into this project as they have been working on this project since September at our very first 'junk' lesson.

REGION 18 DISTRICT-WIDE INVENTION CONVENTION RESULTS

From Lyme Consolidated:

Griffin Karpinski with the invention "Hive Alive"

Lillian Reynolds with the invention "Scoli-Cool"

Jack Montmeat with the invention "The Blanketing"

From Mile Creek School:

Annie Gingras with the invention "Tangle Tamer 2000"

Victoria Glaras with the invention "Hen Helper"

Kylie Grethel with the invention "Pedal 4 Prizes"

From the Lyme-Old Lyme Middle School:

Lucy Arico with the invention "Sea Cow Saver"

Vinny Pietrowicz with the invention "Flex Tube"

Ainsley Rinoski with the invention "Wrist Guard"

AWARDS

Recognized Inventor Awards and invitation to Nationals in Michigan:

These awards were presented by the CIC to high-scoring inventors in their respective grades.

Victoria Glaras

Kylie Grethel

Griffin Karpinski

Lillian Reynolds

Kylie Grethel received two additional awards:

- Push for Entrepreneurship Sports and Fitness Award:

Push for Entrepreneurship is the largest annual fundraiser of the Connecticut Invention Convention, bringing together hundreds of supporters of fitness and youth innovation. This award is presented on behalf of these supporters and to the young inventor advancing health and fitness oriented living for all.

- Boehringer Ingelheim Cares Foundation Award:

These Best of Show awards are presented by CIC sponsor Boehringer Ingelheim Cares Foundation to students and inventions that show particular promise in their incorporation of medical technology and IT/CAD.

Griffin Karpinski received two additional awards:

- Connecticut Environmental Forum Environmental Innovation Awards:

These awards are presented by CIC partner the CT Environmental Forum to students and their inventions who demonstrate particular success in environmental sustainability.

- Category Award:

Animal Care and Pets Award

Lillian Reynolds

After sharing her invention with Dr. Pahys in Philadelphia, Lillian's orthopedic surgeon, he shared her concept with the organization "Setting Scoliosis Straight" out of El Cajon, California. Dr. Pahys serves on their board and it is a not for profit organization that provides education and resources for individuals and families dealing with scoliosis as well as supports research for all forms of scoliosis. They offer panel presentations with their orthopedic surgeons and their patients as part of a webinar educational program several times a year. Lillian was asked to participate in June of this year. She spoke about being diagnosed at such a young age, what bracing is like, how you cope with and manage bracing and how to still be fashionable. She also pitched her invention.

2. Report from Student Representatives

Chloe Datum and Billy Barry reported on the following activities taking place at the schools:

At LOLHS: The high school got off to a great start this year. The teachers and students arrived with renewed energy with the prospect of an exciting year. Mr. Wygonik and Ms. Manfredi conducted class meetings and set the expectations of the Wildcat Way, presenting the theme of kindness. We also did a school-wide launch of the new Wildcat Nation App that will strengthen our school community and encourage participation and involvement. In addition to this, fall sports have started with games beginning next week. Clubs are starting up over the next two weeks. We welcomed three foreign exchange students to our school. Each appears to have settled in quite well.

At LOLMS: The middle school has had a smooth opening this year. The 6th graders were welcomed to the middle school on August 26 with small group tours followed by an ice cream social sponsored by LYSB. That evening, new parents were invited to a question-and-answer session with several veteran

parents and administration. Teachers and students have built relationships and established routines over the past few days, and we are well into teaching our curriculum. We are looking forward to welcoming families to the middle school back to school night, which is scheduled for September 8. Athletics have begun, and clubs will begin over the next few weeks.

At Lyme Consolidated School: The school year is off to a wonderful start at Lyme School. We welcomed the new kindergarteners who are quickly picking up the routines and schedules of the school. This Friday we will hold an assembly to practice our Town Meeting expectations and to celebrate the Summer Reading Program. Everyone is appreciative of the custodial and maintenance staff who made the building bright and shiny for the first day. The bus drivers have been working hard to get the students to school and home safely each day. Over the summer, the Lyme School PTO redecorated the staff room, and the teachers now have an inviting space to make their morning coffee and eat their lunch. Thank you, PTO volunteers.

At Mile Creek School: We've had a great start to the school year at Mile Creek. Staff and students were thrilled to return to school and want to extend their thanks and appreciation to the custodial and maintenance staff for all of their hard work over the summer to make the school look so great. All classrooms are quickly adjusting to the new school year routines and schedules. Each classroom has established a set of community agreements regarding what they will do to ensure each member of the classroom is safe, kind, and doing their best. On Friday the agreements will be shared at a school-wide assembly. We extend gratitude for all of the parent volunteers who served as kindergarten greeters during the opening days and who volunteer during valet at morning drop off. Additionally, we are looking forward to having school pictures on October 6.

In the Preschool Program: We are off to a fantastic start at Center School. In our first month of school, we are learning the school routines, exploring the playgrounds, and meeting new friends. This month our themes are "all about me" and apples. Among lots of other books, we will read *Apples* and *The Seasons of Arnold's Apple Tree*. These books help us practice the letters of the month, which are A and B. In math we are learning the numbers from 1-6, and we are learning the AB pattern. In social studies and STEM, we are learning about family, the community, and cooking. We are looking forward to celebrating International Dot Day on September 15, and we are excited to have our parents visit school on September 29 for Center School's back to school night. The artist of the month is Matisse and the shape of the month is the circle.

3. Public Comment

Jarod Bushey read a statement (via Zoom) encouraging the Board to *stand boldly against radical gender theory, its proponents, and to not allow it in our schools*. A copy of Mr. Bushey's full statement is attached to these minutes for informational purposes.

Steven Cinami asked that the Board of Ed not make the same mistake that was made when the first referendum failed for the renovation of the high school. He cautioned that this new proposed plan will be a very divisive issue.

Mona Colwell asked that the Board reduce the cost of the proposed PreK-8 facilities project. *I think there's a lot of extra costs in this \$58 million ask that can be reduced now before we make a vote on it, and I just ask you to please think about that and reduce it now before you ask the taxpayers to pay more out-of-pocket for things that we already know we don't need like the extra classrooms at Mile Creek School.* Mrs. Colwell's statement is attached to these minutes for informational purposes.

Mr. Wilson asked if any Board member wanted to make a motion to add an item to the agenda to have a disinterested third party review their needs for the PreK-8 facilities project. No Board member made this motion.

IV. Correspondence

Mr. Wilson reviewed a summary of the correspondence that the Board received over the last month. The correspondence is attached to the 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
Mona Colwell	July 22, 2022	Opposed to hiring Aces International to recruit students from foreign countries and questions why we are paying to recruit students if we are running out of space.
David Kelsey	August 31, 2022	Concern over the process and scope of the proposed PreK-8 Building Project
Susan Arico	September 5, 2022	Gender pronouns and ideology at LOLHS.

Mr. Staab asked what was the district's policy on the usage of gender pronouns. Mr. Neviasaer explained that the policy is in line with state law and Title IX and any conversation between teacher and student on their pronoun preference is done privately.

V. Administrative Reports

1. Superintendent's Report

Mr. Neviaser reviewed the September personnel report noting the various positions which have been filled and recent resignations. The district currently has vacancies for instructional assistants, a custodian and a full- and part-time campus security monitor.

Mr. Neviaser reviewed the September enrollment report which reflected a total of 1,290 students in-house. Dr. Powell St. Louis asked if the international students could be differentiated from the tuition students on the report.

2. Business Manager's Report

Mrs. McCalla reviewed the Executive Budget Summary as of August 31, 2022. Fluctuations of note: nothing of significance to report; spending is on par with last year to date spending.

Year To Date Revenue Report

	2021-2022 Received	2022-2023 Received YTD
Town of Old Lyme	\$27,006,352	\$3,816,889
Town of Lyme	\$5,996,088	\$820,864

Mrs. McCalla reviewed the Contingency Maintenance Report. New spending totaled \$28,141 associated with the oil leak, which has not been finalized.

VI. Educational Presentation

1. LOLHS English Department: The Teaching of the Classics

Karen Duhamel, Area Coordinator of the English Department, gave a presentation on the teaching of the classics at LOLHS. Her presentation included the reasons why we teach the classics, when the instruction begins, and what is taught in addition to the classics. A copy of her presentation is attached to these minutes for informational purposes.

2. Career Preparation at LOLHS

Annie Fuller, School to Career Coordinator at LOLHS, gave a presentation on how the high school supports students' career choices. A copy of her presentation is attached to these minutes for informational purposes.

Mrs. Fuller answered questions about the *Pfizer Digital for Girls* career visit and the percentage of students involved in job shadows.

VII. Chairman & Committee Reports:

There was nothing to report at this time but the committees are working on finalizing their schedule of meetings for the 2022-2023 school year.

- a. *Facilities.*
- b. *Finance.*
- c. *Communications.*
- d. *Policy.*
- e. *LEARN.*
- f. *LOL Prevention Coalition.*

There was additional discussion amongst the Board members about bringing in a disinterested third party to look at the needs for the PreK-8 facilities project.

MOTION: Laura Dean-Frazier made a motion to hire a disinterested third party to provide a figure on the scope of the PreK-8 facilities project. There was no second to the motion.

MOTION: Mr. Staab made a motion, which was seconded by Mrs. Dean Frazier, to hold the referendum on November 8, 2022.

Discussion followed on the issue of holding this referendum on election day as some residents would only be able to vote in the election (meeting age requirement) and not the referendum (property owner requirement) which would mean possibly two polling stations with absentee ballots also adding to the concern. It was noted that the registrar of voters in Old Lyme said this was doable but those that moderate the voting asked that it not be done on the same day.

VOTE: the Board voted in favor of the motion to hold the referendum on November 8 with all voting in favor with the exception of Mrs. Shoemaker who voted against the motion and Mr. Kemp who abstained.

VIII. New Business

1. Approval of Bond Resolution and Referendum Date

Mr. Wilson introduced and read the following resolution. A copy of the full resolution is attached to these minutes for informational purposes.

RESOLVED: The resolution entitled “Resolution Appropriating \$57,555,000 For The Planning, Design, Demolition, Construction, Renovation, Equipping And Furnishing Of Mile Creek School, Center School, Lyme Consolidated School, And Lyme-Old Lyme Middle School And Related Costs And Authorizing The Issuance Of \$57,555,000 Bonds Of The District To Meet Said Appropriation And Pending The Issuance Thereof The Making Of Temporary Borrowings For Such Purpose,” a copy of which is incorporated in the minutes of this meeting, is hereby recommended for approval by the legal voters of the District at a referendum to be held in each of the member towns on November 8, 2022, and the Chairperson is directed to notify the Town Clerks of each of the member towns to call a referendum on the date specified.

MOTION: Mrs. Thompson made a motion, which was seconded by Dr. Powell St. Louis, that said resolution be adopted as introduced and read.

VOTE: the Board voted in favor of the motion with all voting in favor with the exception of Mr. Staab who voted against the motion and Mrs. Dean-Frazier who abstained.

2. Goals for 2022-2023

Mr. Neviasser presented a draft of the 2022-2023 goals based on the feedback from last month's Board meeting.

Curriculum

By June of 2023, in collaboration with the Teaching and Learning Committee, departments, and/or grade levels, the five year curriculum review schedule and framework will be evaluated and updated to demonstrate what is currently being addressed and what will be completed in the future.

Human Resources

Over the course of the 2022-2023 school year, ensure employees have the resources necessary to perform their jobs at the highest level possible by offering a minimum of five building level training meetings to introduce new certified staff to the Wildcat Way; and utilize CFG protocols, resulting in a minimum of 80% of all certified staff indicating that collaboration and efficiency increased as a result.

Community

By June of 2023, complete an inventory of community partnerships and service opportunities that promote student growth and development to ensure purposeful, diverse, and equitable experiences for each student over the course of their PK-12 experience.

Facilities

Over the course of the 2022-2023 school year, audit, update, and further develop the My-EOP platform to streamline the dissemination and training of building-specific and district-wide security procedures and practices for all staff and substitutes.

Sustainability

Throughout the 2022-2023 school year, support and promote the TREX challenge to increase the amount of plastic waste collected by 10%.

Board of Education

During the 2022-2023 school year, at least six of the nine BOE members shall participate in eight hours of professional development offered through CABE.

MOTION: Mr. Kemp made a motion, which was seconded by Ms. Miller, to approve the goals for the 2022-2023 school year as presented.

Mrs. Dean-Frazier asked about the term the *Wildcat Way*. Mr. Neviaser explained the high expectations concept of the District. A written document on this subject will be shared with the Board when completed.

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

3. Tuition Student Request for LOLHS

Mr. Neviaser reported on a tuition student request for LOLHS (10th grader) per the request of another school district. Mr. Neviaser recommended this request be granted.

MOTION: Ms. Miller made a motion, which was seconded by Dr. Powell St. Louis, to approve the tuition student request as presented.

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

IX. Old Business

1. 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.

Mr. Neviasser reported that his last conversation with a representative at the state indicated that they were checking on the status and planned to move this to the next level (executive committee).

X. Executive Session

There was no need for an executive session.

XI. Adjournment

The regular meeting adjourned at 9:18 p.m. upon a motion by Mr. Kemp and a second by Ms. Miller.

Respectfully submitted,

Suzanne Thompson, Secretary

Good evening. As a concerned parent of two children in this district I wanted to share my thoughts with you, and hope you will receive them with an open mind.

I remember well, as you likely do, the awkwardness and uncomfortable feelings of adolescence. Bodies and voices changing and growing. Developing sexual curiosity and the emotional mood swings of raging hormones brought on by puberty. The challenges of finding peer groups of common interest. All said, a confusing and uncomfortable time.

I am 100% certain this is still the case for children these days, if not worse.

Worse from social media pressure and online bullying.

And Worse evenmore, from the inappropriate interference of outside parties into the sacred custodial relationship between parents and their children.

Although it may be appropriate to call William - "Will" - or Jessica "Jess" for short, these nicknames are typically given within the family and with both child and parental consent.

Jessica wanting to become James, or "He" becoming "they", is a very different circumstance and should be a cause for concern and professional intermediation, lead by the family.

Children are NOT born in the wrong bodies and there is no wrong way to be a boy or a girl. There are masculine women, and effeminate men - and that's OKAY. Growing up is an uncomfortable and confusing time, but to propagate this myth that biological boys can choose to identify as girls and vice versa, is a fallacy, and is inappropriate at best and malicious at worst. And is grounds for moral, ethical, and perhaps even legal repercussions. It is a tenuous predicament for any district, teacher, or administrator to adopt, encourage, affirm, support... either actively, or passively... by policy or by blind eye.

Question: Would you affirm the underweight 13 year old girl's anorexia, because she "feels it deepy" and "believes her truth" that she's fat? No, of course not.. What then is different about gender dysphoria?

Would you tell the talented athlete struggling with Calculus that "he just doesn't have the capacity to learn it" ... or would you encourage him to get the additional support outside of school he needs to overcome his challenges?

These analogies hold true for children struggling with identity, gender, self image, peer group inclusion, and so on. Affirming a child's negative manifestations in response to a confounding time in their development does not help them. In fact, it hinders their development - and prevents their ability to grow beyond their immaturity.

To condone it and make it a focus of school social policy distracts from academic achievement.

And worse, it interferes in the family. The primary, and most sacred institution of Western civilization...nay, of humanity itself.

I am one of many like minded parents who may not be there to speak for themselves, but hold strong convictions concerning their rights, their children's safety and well being, and the overreach of "some" within social institutions who presume to exercise liberties that are not theirs to take.

This is an expression of love for all children, the rights of families in their development, and caution to our civil servants not to overstep their proper boundaries.

I encourage the Board to stand boldly against radical gender theory, its proponents, and to not allow it in our schools.

Jarod Bushey

My name is Mona Colwell I live in Old Lyme

And I just want to say that after last weeks meeting, there were a few things that came to light that I think should make a difference on how you vote tonight on this Referendum

We learned last week that we don't actually need 11 classrooms, that we may need more like five We haven't really explored using the classrooms here at Center School

This \$58 million ask could be lowered

It could benefit the taxpayers of Old Lyme and Lyme significantly if we were to reduce it because a lot of the costs are based on a percentage

I believe Rusty's cost and forgive me for getting this wrong even though I have been following all along this past year, they get a percentage of the total ask. So if they're asking for \$58 million, he'll be paid more and other people will be paid more

I just really ask you all as a Board of Ed to really think about reducing the cost

We know that the HVACs are an issue, that's not a concern

We're going to change the HVACs and change the furnaces

But let's make this affordable for Lyme and Old Lyme taxpayers

We have so many things going on in our town right now

There are people that cannot afford groceries and gas, heating and electric bills and how are they going to afford a tax increase?

So I think there's a lot of extra costs in this \$58- million ask that can be reduced now before we make a vote on it, and I just ask you to please think about that and reduce it now before you ask the taxpayers to pay more out-of-pocket for things that we already know we don't need like the extra classrooms at Mile Creek

Thank you

Mona Colwell

Summary of Communication to Board of Education
September 7, 2022

Sender	Date	Subject
Mona Colwell	July 22, 2022	Opposed to hiring Aces International to recruit students from foreign countries and questions why we are paying to recruit students if we are running out of space.
David Kelsey	August 31, 2022	Concern over the process and scope of the proposed PreK-8 Building Project.
Susan Arico	September 5, 2022	Gender pronouns and ideology at LOLHS.

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: Wilson, Steven (BOE)
Sent: Wednesday, August 3, 2022 6:36 PM
To: Delaura, Jeanne
Subject: Fwd: EXTERNAL: Future Expansion Plans

Sent from my iPhone

Begin forwarded message:

From: Mona Colwell <monacolwell@gmail.com>
Date: July 22, 2022 at 3:37:37 PM EDT
To: "Wilson, Steven (BOE)" <wilsons@region18.org>, "Staab, Christopher (BOE)" <staabc@region18.org>, "Shoemaker, Martha (BOE)" <shoemakerm@region18.org>, "Dean-Frazier, Laura (BOE)" <deanfrazierl@region18.org>, "Miller, Jennifer (BOE)" <millerj@region18.org>, "James, Anna (BOE)" <jamesa@region18.org>, "Kemp, Jason (BOE)" <kempj@region18.org>, "Powell-St Louis, Mary (BOE)" <powellstlouism@region18.org>, "Thompson, Suzanne (BOE)" <thompsons@region18.org>
Cc: Tim Griswold <tgriswold@oldlyme-ct.gov>, mward@oldlyme-ct.gov
Subject: EXTERNAL: Future Expansion Plans

Hello Region 18 Board of Education,

Back in [November, 2019](#), Region 18 Superintendent Ian Neviaser proposed a paid program hiring [Aces International](#) to recruit students from foreign countries. This past Friday, parents at Lyme-Old Lyme High School received an email that the first foreign tuition student will be arriving soon.

I questioned the program then as I do not believe this is a good use of taxpayer money. At that time, it was merely approved by two outgoing [Board of Education](#) members for further investigation. As far as I can see in minutes and recall from meetings, there was never a BOE vote to approve moving forward with the proposal - I may have missed it. Nonetheless, the program did show up as an expense in the [2020/2021 budget](#) which I questioned at the [public hearing](#) and was told by Superintendent Ian Neviaser that it will not ultimately cost money as it brings students to the school.

But will it cost us money?

We may have paid Aces International for the past two years, or maybe three. How much has it cost the taxpayers to have this relationship or contract with Aces International to date? Does the Board of Education know and can this information be public?

But an even more important question is:

Why are we paying to recruit students if we are running out of space?

Since November, 2021, Superintendent Ian Neviasser has been presenting plans to the Board of Education that include adding classroom space in one or more of the five Region 18 buildings. The Region 18 BOE has been given vague and expensive proposals accompanied by future population estimates. The proposals estimate the schools will exceed building capacities in the next few years and we need to borrow \$50 million from the state immediately to address space and update concerns.

Myself and others have written numerous letters to the administration in regards to the fears that we are running out of room for our students. We do not believe that the estimates are accurate. Our current enrollment is at about 1300 students and our buildings have an estimated capacity for 1600 students. In addition, over the last few months, Region 18 has been actually losing students.

For many years before now, the BOE meetings have involved threats to programs that would be cut as our student population numbers declined. This is supposedly one of the reasons why we have the tuition program and perhaps one of the reasons why Superintendent Neviasser proposed the Aces International program. What does not make sense is that the current administration is suddenly calling for increasing classroom space while continuing to pay for programs, foreign and domestic, to recruit students if we are running out of space for our tax paying families.

As I have stated [before](#), I believe our town can adequately address capacity concerns at certain schools like Mile Creek by moving Kindergarten classes from Mile Creek to Center School. The district could use funds from our existing budget to pay for upgrades on HVACs plus other necessary repairs without the expense and commitment of borrowing from the state. It would be wise, in my opinion, to explore the least expensive way to address updates for our buildings without requiring debt from the state. It may also be wise to stop advertising for students with taxpayer money.

I hope the members of the Board of Education will use their power as elected officials to stop unnecessary plans and frivolous spending. We all agree Old Lyme is a great town. Please, let's work together to keep our town a wonderful and affordable place to live.

Thank you for your consideration,

Mona Colwell

74 Sill Lane
Old Lyme, CT 06371
August 31, 2022

Members of the Board of Education
Region 18
49 Lyme St.
Old Lyme, CT 06371

Re: Region 18 Proposed Renovations – Starting New Process

Dear All,

I am writing in great distress over the process and scope of proposed Region 18 renovations, which I have kept close to since they showed up November 2021 just days after the last municipal elections and the inauguration of several new board members. I offer what I hope you will find are constructive steps to get a proper process so the community can have confidence its Board of Education has given the correct consideration to get what it needs for its schools.

At this point, I would support nothing less than starting anew with a correct process that properly protects taxpayers. We are on a runaway \$50+ million train in a deteriorating economy with spiking interest rates using firms that are NOT objective about the scope or cost of the project and without a proper process that represents the taxpayers. I made a point of asking two years ago why we were using \$2.5 million for a turf field out of our capital account typically used for renovations, if future renovations were to be needed. On that Zoom call, a figure of \$15 million for renovations was thrown out, well below what was presented a very short period later.

First, as background, my business for the last 35 years has been as an owner of commercial real estate, and with my firm and partners, I have owned over 22,000 apartment units and 7,000 hotel rooms. We currently own close to 11,000 apartment units comprised of 600 buildings and 1,000 hotel rooms in nine elevated and high-rise properties – complicated buildings. The board of education is the owner's representative when it comes to financial decisions for 1,300 students, all the school facilities, and literally 80% of required taxes from our towns. I am also the chairman of the Old Lyme Board of Finance, though I write in my capacity as a resident.

My understanding is that the Board of Education facilities committee had little to no input into the scope of the projects nor anything else to date, which is a very large oversight problem. Here is how a typical significant renovation project would work, with best practices:

- 1) School staff should draft an evaluation/project scope and request for qualifications, which should be agreed by both the BOE facilities committee and then the full board. Disturbingly, the original scope/RFQ dated March 21, 2021 (a copy which follows) a) does not require meaningful alternative approaches, e.g., high, low, middle of the road scopes and cost, b) incorporates a goal of 100% clean energy, which was a resolution only, c) states a REQUIREMENT for demonstrated ability to work with Region 18 – effectively restricting the chosen firms to those that had done business in the past, eliminating many qualified firms.
- 2) The district would then engage, with approval of the full board, a third-party engineering firm who specializes in property condition evaluations to evaluate the needs and potential renovation costs of the facilities, based upon the agreed scope by the owner. This firm nor its employees

should in no way have an interest in future work on the project. We have at least four national firms we use in my business and our lenders use for this purpose.

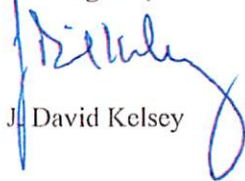
- 3) The next step would be to engage a flat fee owner's representative to coordinate the hiring of a qualified project manager and ultimately a general contractor. The flat fee arrangement is crucial, as it eliminates the incentive to do as large a project as possible if a group has a percentage-of-cost arrangement. This is the mistake municipalities consistently make – they may lack the expertise to oversee a project, but instead of hiring an objective party to look after their interests, they hire the fox to build the largest henhouse.

Having overseen smaller and much larger renovation projects, I would have expected a range of scope and costs that was a much wider band - \$15 million bare bones, \$30 million mid-range and \$50+ million Cadillac. I also note the scope continues to grow, now discussing need for additional teaching space at significant cost. It sure looks like we have done fine for space historically, with buildings to accommodate 1,620 kids in January 2005, with projection of only 1,401 for 2025-2026 in the latest budget. What has changed from then, besides a drop of over 200 kids?

On a material side issue, I also note with great dismay that we are STILL owed \$1,000,000 from the state from the high school project over ten years ago, with no satisfactory answer as to the district's efforts to secure that owed sum, which is WITHOUT interest, meaning close to \$2,000,000 in today's dollars due to the delay. I am not sure who is tasked with responsibility for return of this money to the towns, but I would be curious the efforts to date.

I appreciate your strong consideration of the points above. What is currently proposed is a massive project for what appears a modest need of renovation, and I believe the community would join me in imploring you for significant caution and prudence in your decision making.

Best regards,



J. David Kelsey

REQUEST FOR PROPOSAL
Lyme-Old Lyme Middle School, Center School, Lyme Consolidated School
and Mile Creek School Facilities Study.
EXISTING CONDITIONS, ASSESSMENT AND EVALUATION,
RECOMMENDATIONS, AND BUDGET COST ESTIMATING SERVICES

Regional School District No. 18
(Lyme-Old Lyme Schools)
Board of Education
49 Lyme Street
Old Lyme, CT 06371

March 18, 2021

A. Overview

The Regional School District 18 Board of Education ("Region 18") is soliciting proposals from design or other qualified firms for the following professional services to address developing a facilities study reviewing interior and exterior building conditions, site needs, and mechanical, electrical and plumbing assessment with budget cost estimating for Lyme-Old Lyme Middle School, Center School, Lyme Consolidated School, and Mile Creek School: (1) survey and review of existing conditions for Region #18 consideration; (2) assessment, evaluation, and recommendations; and (3) budget cost estimation for future construction.

This project will include, but not be limited to the following:

1. Review of existing building documentation and building history.
2. Field surveys and evaluations of existing interior and exterior building conditions.
3. Field reviews and evaluations of existing building mechanical, electrical, and plumbing systems.
4. Field survey and evaluation of existing site conditions.
5. Meetings with administrators and staff.
6. Solutions and recommendations accompanied by graphic documentation.
7. Budget cost estimation with implementation timelines.

Region 18 will accept proposals from all interested firms. After evaluation of all proposals, Region 18 will develop a short list of firms that will be interviewed and further evaluated as provided herein.

Region 18 reserves the right to reject any or all proposals submitted. Region 18 reserves the right to waive any informality or defect in any or all proposals if such action is in the best interests of Region 18. The selection of the successful firm

will be based on several factors including, but not limited to, qualifications, track record, experience, and price. To that end, Region # 18 reserves the right to award this contract to a firm other than the lowest bidder if, in its sole discretion, it is in Region 18's best interests to do so.

B. Background

Based upon initial construction and last renovation dates, the Lyme-Old Lyme Middle School, Center School, Lyme Consolidated School, and the Mile Creek school have reached the point where a study for potential renovations and site improvements is necessary. The Board of Education has requested this proposed facilities project to evaluate, prioritize, schedule, and budget the most effective modernization of the District buildings. The District adopted a resolution in 2020 to move towards 100% clean energy, so all proposals should consider sustainability and zero emission options.

✓ HUGE COST DRAWS
NOT BINDING!!

C. Selection Process

The solicitation, review and selection process to be used for procurement of the professional services firm for the project will be conducted as outlined in the following four phases:

1. A public notification (Request for Proposals) shall be made requesting qualifications and fee structure from firms interested in providing the services.
2. A short list of firms shall be established by Region #18 based on objective criteria including, but not limited to, the firm's proposed personnel, qualifications and capabilities and fees, as indicated in the response to the Request for Proposals.
3. The selected firms will be required to make a formal 45-minute presentation at an interview followed by Q & A.
4. A final selection will be made on the basis of the presentation, references and information provided in the proposal response including, but not limited to, the following criteria:
 - a. The firm's and the firm's proposed project team members' experience with projects of similar size and scope. The firm will be committed to assigning the "proposed project team" to this project;
 - b. Number of years in business and the financial condition of the firm;

- c. Demonstrated ability to work with Region 18 as a member of a team for the benefit of the school district;
- e. Demonstrated knowledge of architectural and engineering services;
- f. Recommendations from previous clients with an emphasis on working with boards of education and the design of educational facilities especially multi-purpose fields;
- g. Scope of services offered and firm capabilities;
- h. References and reputation;
- i. Fee structure (including the proposed fee as a percentage of total construction costs, reimbursable rates, expense multipliers and the like);
- j. Insurance capabilities and costs for project specific insurance.

D. Required Information

Responses to this Request for Proposal shall include the following information:

- 1. Firm history
 - a. Name of firm, and location of principal and branch offices;
 - b. Number of years in business under current name or any other name;
 - c. Firm ownership structure;
- 2. Personnel
 - a. List total number of firm's and/or team's personnel, other than secretarial/clerical, by professional or skill group (i.e., Architects, Engineers, Cost Estimators, etc.).
 - b. List any outside firms that will be used to provide such services as estimating, value engineering analysis, scheduling or computer services.
 - c. Identify your company's proposed management team for the project. Provide an organizational chart identifying all of

your key staff members and showing how each interacts with other staff members assigned to this project. For each key staff member, include a detailed resume that summarizes:

1. Education, including name of institution, field of study, degree(s) earned and year(s) received;
2. Professional registration(s) and/or professional society membership(s);
3. Professional experience.

Please note that the personnel proposed by the firm shall be the personnel used for the project. Substitution of personnel shall not be allowed without the written consent of Region # 18, which it may grant or deny in its sole discretion. Substitutions will be allowed if a member of the proposed project team ceases to be employed by the firm. This will be a contract requirement.

3. Firm Experience

- a. List all projects of a similar nature, with emphasis on projects performed in the State of Connecticut, in which the firm has provided design and/or construction administration services for the past five years. The following information is requested on each completed project:
 1. Project name and address;
 2. Year completed;
 3. Reference (name, position and telephone number).

Submission of these names shall constitute your permission for Region 18 to contact those individuals.

- b. Provide any information on any involvement in litigation or arbitration. Explain the circumstances that led to it and describe the resolution.

4. Fee Structure

- a. Provide a lump sum fee to develop and present conceptual design and estimate options which best meet Region #18.

needs. Provide a proposed fee structure as a percentage of construction cost for the proposed items of work. The Firm will be responsible to incorporate such information into the design documents.

1. Conceptual design;
 2. Cost estimating and budgeting
 3. Implementation Schedule
- b. Provide the following additional cost information:
1. Schedule of reimbursable expenses;
 2. Personnel rates;
 3. Proposed multiplier on contracted services and expenses;
 4. Other miscellaneous costs, expenses or fees (please specify)
5. Insurance
- b. Provide a description of the firm's standard insurance;
- c. Provide the cost per million for additional professional liability insurance. State any cap on available professional liability insurance.
6. Schedule - Furnish a basic schedule setting forth the estimated time for approvals, each phase of design (schematic, design development and construction documents) and construction.

E. Time Frame

1. Region 18 expects to award a contract to the successful firm on or about June of 2021.
2. Construction is anticipated for the 2023-2024 fiscal year.

START JULY 1, 2023

DID THE BOARD KNOW ABOUT OR
APPROVE THIS EXPECTATION? MAYBE, JUST
DON'T KNOW

F. Form of Agreement

The successful firm will be required to execute a modified version of the AIA B141-1997 Standard Form of Agreement between Owner and Architect with Standard Form Architect's Services. The successful contractor shall be required to execute a modified version of the AIA A101-1997 Standard Form of Agreement between Owner and Contractor and a modified version of the AIA A201-1997 General Conditions.

G. Site Visits

A site visit for all interested firms shall be held on April 14, 2021 at 9:00 AM. All parties are to meet at the front entrance of the Lyme-Old Lyme Middle School, 53 Lyme Street, Old Lyme, CT 06371. The visit will include all four of the school buildings with exterior and interior access. Although attendance at the site visit is strongly encouraged, it is not required.

H. Format of Response to Request for Proposal

Responses to this Request for Proposal shall be in a bound booklet with a table of contents and tabs for each heading. Six (6) copies of the response are to be submitted to the office of Mr. Ronald Turner, Director of Facilities and Technology, Regional School District No 18, 49 Lyme Street, Old Lyme CT, 06371 by 2:00 p.m. on May 7, 2021. Late proposals will not be accepted and will be returned unopened.

I. Questions and Clarifications

Any questions or clarifications should be directed to the Mr. Ronald Turner, Director of Facilities and Technology, Regional School District No 18 via email at turnerr@region18.org. No telephone calls will be accepted. Responses to questions submitted shall be provided to all known respondents to this Request for Proposal. No questions will be accepted or answered after April 23, 2021.

Delaura, Jeanne

From: Neviaser, Ian
Sent: Tuesday, September 6, 2022 10:32 AM
To: Delaura, Jeanne
Subject: FW: EXTERNAL: Gender pronouns and ideology at LOLHS

For the minutes.

From: Susan Arico <sbarico@hotmail.com>
Sent: Monday, September 5, 2022 8:37 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: Gender pronouns and ideology at LOLHS

Dear Region 18 Board of Education,

At last September's BOE meeting I raised the issue of gender pronouns at LOLHS. Several teachers asked students to identify their pronouns, it hadn't happened before, and parents weren't notified that their children may be queried. Afterwards Jim Wygonik contacted me, asked me questions. and said he hadn't been aware this was happening.

In the opening days of HS this fall, more HS teachers (perhaps 10 - 12) asked students to identify their gender pronouns - generally through Google forms, with sometimes-optional pronoun boxes. When I asked Jim, he said the school didn't sanction the process but approved of teachers using private forms to gather whatever info they found pertinent to best support students. I asked if parents were notified if students requested to be addressed by pronouns different from their biological sex. Jim said no. I asked if students in the class were expected to use the pronouns the students identified. Jim said, "Our goal at Lyme-Old Lyme is to support all students and we would hope that all students will do the same for their classmates."

It would seem that, while LOLHS doesn't have a *stated* gender ideology policy, it does have a policy:

Teachers may ask students to identify their pronouns. Teachers' requesting pronouns is understood to be supportive. Parents are not told if students request alternate

pronouns. Students are expected to use alternate pronouns for classmates when identified (and if they don't, it's seen as unsupportive).

Progressive gender ideology, while not being taught overtly, is being assumed and implemented at LOLHS.

Some students experience gender dysphoria, believe gender is fluid, and/or wish to experiment with being the other sex. These students may feel "supported" when others - adults and peers - use requested alternate pronouns. Other students feel uncomfortable being asked their gender pronouns, because to answer is to implicitly agree that it's a valid question - that boys can become girls or vice versa; that gender is fluid. They don't see this as factual. They can't easily voice their viewpoint because if they do, they're cast as "unsupportive" or bigoted.

The chief underlying questions are twofold:

1. What does "support" mean?

The current viewpoint gaining traction in America - that a person's gender may not match his/her biological sex - is new in human history, scientifically untested, and leads down a path that becomes radical. Kids who feel they're misgendered often take cross-sex hormones, have elective surgeries on breasts, uteruses, and testes, become sterile, and become lifelong medical patients. Some feel that "support" means affirming a child in his or her belief that his/her gender doesn't match his/her sex, and helping the child access this path.

Other disagree. They feel it's unsupportive, big-picture and long-term, to tell minors they can change genders and assist them on a road that leads to irreversible outcomes - when they're so young they can't vote, drink, or sometimes drive, and when their prefrontal lobes aren't fully formed. More and more young people are decrying their own experiences, mutilated [detransitioners](#) angry at adults who encouraged them into processes that turned out to be self-harming. Countries like [England](#) (which recently [closed down](#) its largest gender identity clinic), [Sweden](#), [Finland](#), and [France](#) are taking note and changing protocols. In the US, parents are [speaking out](#) and [suing schools](#) for damage done by adults who affirmed their children's dysphoria.

So it is crucial that we carefully explore and articulate what we mean by "support."

2. Where is critical thinking in this process?

Schools are meant to foster critical thinking; LOLHS says this is its ultimate goal. Critical thinking in this arena would ask, research, and debate questions like: what evidence exists that gender and sex don't innately align? Can a boy completely become a girl or vice versa (even if gender surgeries occur) - can a person with xx chromosomes become a person with xy? How do trauma and mental health affect a person's self-concept when it comes to gender and identity? How should a person who feels misgendered consider and weigh the longterm implications of radical medical processes, and what steps might s/he take if the transition doesn't resolve the dysphoria? Is it reasonable to disagree with the belief that people can change sexes, and that transitioning is innately healthy/positive? How should differences in fundamental beliefs on this topic be navigated in ways that are fair and respectful for both sides?

None of these questions is being asked or discussed at LOLHS.

Given the huge importance of the topic in our times and for our students, I respectfully request that the Region 18 BOE:

- **Carefully examine all sides, angles, and voices of the gender ideology discussion**, including those being sidelined by powerful lobbies (particularly within public education),
- Include all community stakeholders in its examination and discussion, especially parents** - whom LOL schools describe as partners in fostering health and wellbeing of students,
- Formulate and circulate a clear policy** about what the schools will and won't do, expect, and accept when it comes to gender issues - in teacher interactions, school curriculum, peer-to-peer rapport, and the like.

For Region 18 educational leaders to not do these things is a significant disservice to all members of the community, regardless of their viewpoint on this issue.

Susan Arico
Region 18 parent
603 767-2029

LOLHS English Department

The Teaching of the Classics

Classic Literature

“The literature of any **language** in a period notable for the excellence and enduring quality of its writers’ works” (*Collins English Dictionary*).

Why do we teach the Classics?

English Department Reading Mission Statement:

- The LOLHS English Department believes that it is vital for all students to develop a curiosity and love of reading.
- Through the close reading of **challenging texts**, both in class and independently, students acquire skills essential to their future success.
- Students will cultivate **reading stamina** by engaging with and persevering through a variety of texts that represent a range of diverse backgrounds, voices, and perspectives.

Why do we teach the Classics?

- **Cultural touchstones** - *these texts are referred to in popular culture and referenced throughout contemporary literary works.*
- **Timeless and universal themes** - *students explore connections between classic texts and contemporary themes, topics, and events.*
- **Text complexity** - *interacting with challenging texts builds reading stamina and skills for future success.*
- **Cultural and historical relevance of the text** - *gives students a lens to view the time period and the author's purpose/point of view.*

Where do we see the Classics?

- All classes, beginning in grade 9.
- Titles align with College Board (SAT), Common Core of Learning, and College/University expectations.

Grade 9:

The Odyssey by Homer (725-675)

Romeo and Juliet by William Shakespeare (1597)

A Tale of Two Cities by Charles Dickens (1859)

Fahrenheit 451 by Ray Bradbury (1951)

A Raisin in the Sun by Lorraine Hansberry (1959)

Poetry: Hughes, Arnold, Shakespeare's sonnets

Independent Reading - Choice of various classic works of literature

Grade 10:

Various classical myths & folk tales

The Taming of the Shrew by William Shakespeare (1590-1592) / *A*

Midsummer Night's Dream by William Shakespeare (1605)

Of Mice and Men by John Steinbeck (1937)

The Glass Menagerie by Tennessee Williams (1947)

Lord of the Flies by William Golding (1954)

To Kill a Mockingbird by Harper Lee (1960)

Selected poetry and short fiction: Dunbar, Burns, Angelou, Hughes, Bradbury

One Flew Over the Cuckoo's Nest by Ken Kesey (1962)

Grade 11:

Native American poetry (traditional songs)

Macbeth by William Shakespeare (1611)

Selections from Colonial Literature: Bradstreet, Paine, Franklin, Edwards, Wheatley

Selections from Transcendentalist writers: Emerson, Thoreau, Fuller

The Scarlet Letter by Nathaniel Hawthorne (1850)

The Great Gatsby by F. Scott Fitzgerald (1925)

Harlem Renaissance poetry (Hughes *et al.*)

Their Eyes Were Watching God by Zora Neale Hurston (1937)

Independent Reading: Choice of various classic American works of literature

Grade 12:

Oedipus Rex by Sophocles (429)

Beowulf (6th Century)

The Canterbury Tales by Geoffrey Chaucer (1400s)

Hamlet by William Shakespeare (1602) / *King Lear* by William Shakespeare (1606)

Gulliver's Travels by Jonathan Swift (1726)

Pride and Prejudice by Jane Austen (1813)

Frankenstein by Mary Shelley (1818)

Wuthering Heights by Emily Bronte (1847)

Grade 12, Continued:

Dubliners by James Joyce (1914)

Things Fall Apart by Chinua Achebe (1958)

The Catcher in the Rye by J.D. Salinger (1951)

Slaughterhouse Five by Kurt Vonnegut (1969)

Song of Solomon by Toni Morrison (1977)

Poetry Selections: Shakespeare, Burns, Blake, Keats, Shelley, Byron, Yeats, Cullen, McKay, Cummings, Heaney, Boland, Oliver, Atwood, Lee

What do we teach in addition to the Classics?

Contemporary Literature

Why do we teach contemporary literature?

From English Literature and Composition Course Description, The College Board, 2014:

“Most of the works studied in this course were written originally in English including African, Australian, Canadian, Indian and West Indian authors. Some works in translation may also be included (e.g., Greek tragedies, Russian or Latin American fiction). In addition to British and American writers, as well as works written from the 16th century to contemporary times...In an ongoing effort to recognize the widening cultural horizons of literary works written in English, the AP English Literature Development Committee will consider and include diverse authors in the in the representative reading list.”

Contemporary Texts - Grades 9 & 10:

The Joy Luck Club by Amy Tan (1989)

Interpreter of Maladies (selected stories) by Jhumpa Lahiri (1999)

Krik Krak (excerpts) by Edwidge Danticat (1996)

Selected contemporary poetry and short fiction titles: Garcia Marquez, O'Flaherty, Gordimer, Murakami, Allende, Erdrich, Tan, *et al.*

Independent Reading - Choice of contemporary literature from a curated list of titles

Contemporary Texts: Grades 11 & 12*

The House on Mango Street by Sandra Cisneros (1984)

Into the Wild by Jon Krakauer (1996)

The Things They Carried (selected stories) by Tim O'Brien (2009)

Hamilton by Lin Manuel Miranda (2015)

Grand Union (selected stories) by Zadie Smith (2019)

Selected contemporary poetry and short fiction titles: Angelou, Harjo, Liu

*Titles align with Common Core of Learning, College Board, and UConn Early College Experience courses.

Career Preparation at Lyme-Old Lyme High School

Annie Fuller
Transition & School-to-Career Coordinator

Career Preparation Overview



1. School-to-Career
2. School Counseling Department
3. Classroom & Extracurricular Activities

School-to-Career

- Career Resource Center
- High School 101
- Junior Presentation
- Job Skills Help
- Part-Time Job Postings
- Work Credit Program
- Career Assessments
- ASVAB (Armed Services Vocational Aptitude Battery)
- Perkins Grant
- Career Fairs
- *Career Visits
- *Job Shadows

Career Visits & Job Shadows

Career Visits

- Yale Healthcare Careers
- Nursing
- Law Enforcement
- Sports Management
- Electric Boat
- International Business
- Pfizer Digital for Girls
- Fashion Industry
- Graphic Design

Job Shadows

- Sports Dietician
- Architect
- Detective
- Town Hall - Local politician
- Physical Therapist
- Occupational Therapist
- Dentist
- Accountant
- Orthopedic Surgeon
- Financial/Retirement Planner

School Counseling Department



9th Grade

- Develop a 4-year plan based on Career Research

10th Grade

- Connect Interests, Values, & Skills with Careers

11th Grade

- Classroom Visits, Junior Meetings

12th Grade

- Post-High School Plans

Classroom & Extracurricular Activities

INTEGRATING CAREER PREFERENCES



Classroom

- High School 101
- College Career Pathways
- Business & Technology Classes
- Senior Projects

Clubs & Organizations

- FBLA (Future Business Leaders of America)
- DECA (Distributive Education Clubs of America)
- Robotics
- Mock Trial
- Community Service
- WLYM (LOLHS Newscast)

*Choose a job you
love, and you will
never have to work
a day in your life.*

Confucius

**Questions?
&
Thank You!**

RESOLUTION APPROPRIATING \$57,555,000 FOR THE PLANNING, DESIGN, DEMOLITION, CONSTRUCTION, RENOVATION, EQUIPPING AND FURNISHING OF MILE CREEK SCHOOL, CENTER SCHOOL, LYME CONSOLIDATED SCHOOL, AND LYME-OLD LYME MIDDLE SCHOOL AND RELATED COSTS AND AUTHORIZING THE ISSUANCE OF \$57,555,000 BONDS OF THE DISTRICT TO MEET SAID APPROPRIATION AND PENDING THE ISSUANCE THEREOF THE MAKING OF TEMPORARY BORROWINGS FOR SUCH PURPOSE

RESOLVED:

Section 1. The sum of \$57,555,000 is hereby appropriated by Regional School District No. 18, Connecticut (the "District") for (1) the planning, design, demolition, construction, renovation, equipping and furnishing of Mile Creek School, including the addition of up to 14,000 square feet for up to eleven (11) new classrooms, and related costs, including, but not limited to, expenses related to architectural and advisory services, engineering, permitting, environmental and geological testing, heating, ventilation, air conditioning upgrades, ADA and other code compliance upgrades, security upgrades, and other infrastructure improvements, hazardous components abatement, demolition of portable classrooms, roofing, doors, frames and hardware, windows, flooring, painting, fire protection, plumbing, electrical upgrades, site work, furniture, fixtures, equipment, temporary parking and storage, relocation of students, and (2) the planning, design, demolition, construction, renovation, equipping and furnishing of Center School, Lyme Consolidated School, and Lyme-Old Lyme Middle School and related costs, including, but not limited to, expenses related to architectural and advisory services, engineering, permitting, environmental and geological testing, heating, ventilation, air conditioning upgrades, ADA and other code compliance upgrades, security upgrades, and other infrastructure improvements, hazardous components abatement, demolition of portable classrooms, roofing, doors, frames and hardware, windows, flooring, painting, fire protection, plumbing, electrical upgrades, site work, furniture, fixtures, equipment, temporary parking and storage, relocation of students, and legal, consulting, advisory and administrative fees and expenses and costs of issuance related thereto, said appropriation being inclusive of any and all State and Federal grants-in-aid thereof, including State grants estimated at approximately \$9,775,000 (together, the "Projects").

Section 2. To meet said appropriation, \$57,555,000 bonds of the District or so much thereof as shall be necessary for such purpose shall be issued, maturing not later than the maximum maturity permitted by the General Statutes of Connecticut, Revision of 1958, as amended from time to time (the "Connecticut General Statutes"). Said bonds may be issued in one or more series as determined by the Chairperson of the Board of Education ("District Chair") and the Treasurer of the Board of Education ("District Treasurer"), in the amount necessary to meet the District's share of the cost of the Projects determined after considering the estimated amount and timing of State and Federal grants-in-aid of the Projects, provided that the total amount of bonds to be issued shall not be less than an amount which will provide funds sufficient with other funds available for such purpose to pay the principal of and the interest on all temporary borrowings in anticipation of the receipt of the proceeds of said bonds outstanding at the time of the issuance thereof, and to pay for the costs of issuance of such bonds. The bonds shall be executed in the name and on behalf of the District by the facsimile or manual signatures of the District Chair and the District Treasurer, bear the District seal or a facsimile thereof, be certified by a bank or trust company which bank or trust company may be designated as the paying agent and registrar and transfer agent, and be approved as to their legality by Robinson & Cole LLP, Attorneys-at-Law. The bonds shall be general obligations of the District and its member towns of Lyme and Old Lyme, Connecticut ("Member Towns") and each of the bonds shall recite that every requirement of law relating to its issue has been duly complied with, that such bond is within every debt and other limit prescribed by law, and that the full faith and credit of the District are pledged to the payment of the principal thereof and interest thereon. The aggregate principal amount of the bonds of each series to be issued, the annual installments of principal, redemption provisions, if any, the certifying, registrar and transfer agent and paying agent, the date, time of sale and issue, and other terms, details and particulars of such bonds,

including the approval of the rate or rates of interest shall be determined by the District Chair and District Treasurer in accordance with the Connecticut General Statutes.

Section 3. Said bonds shall be sold by the District Chair in a competitive offering or by negotiation, in his discretion. If sold in a competitive offering, the bonds shall be sold at not less than par and accrued interest on the basis of the lowest net or true interest cost to the District. A notice of sale or a summary thereof describing the bonds and setting forth the terms and conditions of the sale shall be published at least five days in advance of the sale in a recognized publication carrying municipal bond notices and devoted primarily to financial news and the subject of state and municipal bonds. If the bonds are sold by negotiation, provisions of the purchase agreement and the interest rate or rates shall be subject to the approval of the District Chair and District Treasurer.

Section 4. The District Treasurer is authorized to make temporary borrowings in anticipation of the receipt of the proceeds of said bonds. Notes evidencing such borrowings shall be signed by the District Chair and District Treasurer, have the seal of the District affixed, be payable at a bank or trust company designated by the District Chair, be approved as to their legality by Robinson & Cole LLP, Attorneys-at-Law, of Hartford, Connecticut, and be certified by a bank or trust company designated by the District Chair pursuant to Section 7-373 of the Connecticut General Statutes. The notes shall be issued with maturity dates which comply with the provisions of the Connecticut General Statutes governing the issuance of such notes, as the same may be amended from time to time. The notes shall be general obligations of the District and its Member Towns and each of the notes shall recite that every requirement of law relating to its issue has been duly complied with, that such note is within every debt and other limit prescribed by law, and that the full faith and credit of the District are pledged to the payment of the principal thereof and the interest thereon. The net interest cost on such notes, including renewals thereof, and the expense of preparing, issuing and marketing, to the extent paid from the proceeds of such renewals or said bonds, shall be included as a cost of the Projects. Upon the sale of the bonds, the proceeds thereof, to the extent required, shall be applied forthwith to the payment of the principal of and the interest on any such notes then outstanding or shall be deposited with a bank or trust company in trust for such purpose.

Section 5. The District hereby expresses its official intent pursuant to Section 1.150-2 of the Federal Income Tax Regulations, Title 26 (the "Regulations"), to reimburse expenditures paid sixty days prior to and any time after the date of passage of this Resolution in the maximum amount of the Projects with the proceeds of bonds, notes, or other obligations ("Tax Exempt Obligations") authorized to be issued by the District. The Tax-Exempt Obligations shall be issued to reimburse such expenditures not later than 18 months after the later of the date of the expenditure or the substantial completion of the Projects, or such later date the Regulations may authorize. The District hereby certifies that the intention to reimburse as expressed herein is based upon its reasonable expectations as of this date. The District Treasurer or his/her designee is authorized to pay Project expenses in accordance herewith pending the issuance of the Tax-Exempt Obligations.

Section 6. The District Chair and District Treasurer are hereby authorized, on behalf of the District, to enter into agreements or otherwise covenant for the benefit of bondholders to provide information on an annual or other periodic basis to the Municipal Securities Rulemaking Board (the "MSRB") and to provide notices to the MSRB of material events as enumerated in Securities and Exchange Commission Exchange Act Rule 15c2-12, as amended, as may be necessary, appropriate or desirable to effect the sale of the bonds and notes authorized by this Resolution. Any agreements or representations to provide information to MSRB made prior hereto are hereby confirmed, ratified and approved.

Section 7. The District hereby authorizes the preparation, printing and dissemination of concise explanatory texts or other printed material with respect to the appropriation and the bond and Note authorization for the Project in accordance with Section 9-369b of the Connecticut General Statutes.

Section 8. The District Chair and District Treasurer, or either of them, are hereby authorized, on behalf of the District, to enter into any other agreements, instruments, documents and certificates,

including tax and investment agreements, for the consummation of the transactions contemplated by this Resolution. The District Chair and District Treasurer, or either of them, are hereby authorized, on behalf of the District, to apply for and accept any and all Federal and State loans and or grants-in-aid of the Projects, to expend said funds in accordance with the terms hereof, and in connection therewith to contract in the name of the District with engineers, contractors and others.

Section 9. The District Chair and District Treasurer, or either of them, are hereby authorized in the name and on behalf of the District to apply to the Commissioner of the Department of Administrative Services and other agencies for any and all State grants-in-aid of the Projects described in Section 1.