

# Eastford School District

Eastford Elementary School

12 Westford Road, P.O. Box 158, Eastford, CT 06242

Telephone 860-974-1130 • Fax 860-974-0837

Dr. Donna Leake, *Superintendent*  
Carole McCombe, *Principal*



September 8, 2023

Mr. Stephen Bowen  
Bowen's Garage  
184 Eastford Road  
P.O.Box 8  
Eastford, CT 06242

Dear Mr. Bowen,

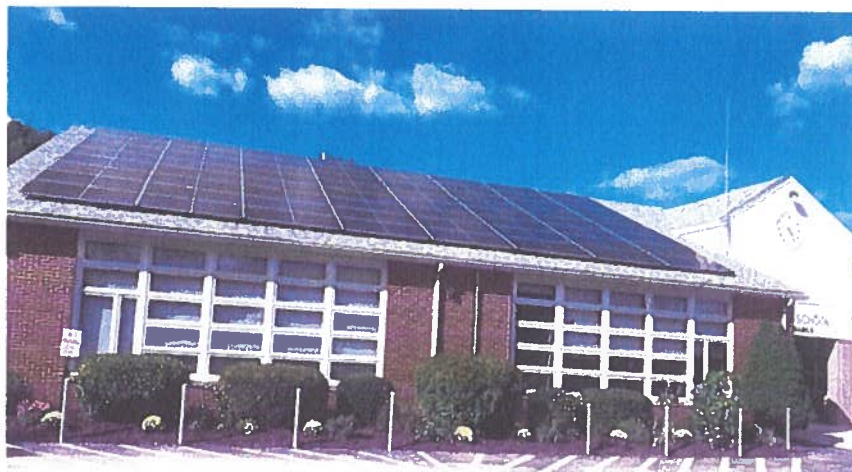
On behalf of the Eastford Elementary School Safety and Security Committee, I would like to thank you and your business for your generous monetary donation. Your donation, along with that of other citizens and local businesses has enabled us to install safety bollards along the front of the school building. This added layer of security helps us to better protect our most valuable assets, the students and staff at Eastford Elementary School. As you can see from the photo below, the bollard installation is aesthetically pleasing and blends nicely with the front gardens.

We appreciate your generosity and thank you again for your contribution.

Sincerely,

A handwritten signature in blue ink that reads "Carole McCombe". The signature is written in a cursive, flowing style.

Carole McCombe  
Principal



*"Shaping Futures Together"*

[www.eastfordct.org](http://www.eastfordct.org)



RECEIVED SEP 11 2023

57 Academy Rd. Woodstock, CT 06281



(860) 928-6575 | woodstockacademy.org

September 6, 2023

Eastford Board of Education  
Eastford Public Schools  
P.O. Box 158  
Eastford, CT 06242-0158

Dear Members of the Eastford Board of Education:

We hope your school year is off to a wonderful start. Last week, over 1,000 students arrived on campus as The Academy started its 222<sup>nd</sup> year.

As each municipality is gearing up for its municipal elections, this letter is being sent on behalf of the Nominating Committee regarding your sending town representation on The Woodstock Academy Board of Trustees.

For over 30 years, our sending town communities have been able to actively participate in the governance of The Academy through the Board of Trustees. We greatly value the input and perspective our Trustees of the Sending Towns offer.

Under The Academy bylaws (enclosed), each *Trustee of the Sending Towns*' term ends at the next municipal election after their appointment. Historically, the representative does not change after an election. However, according to the bylaws, we request notification from each Board of Education regarding who will represent your Board.

If your sending town representative will be changing, we ask that the suggested individual please complete an official application to the Board of Trustees. This can be obtained by contacting Julie Woodland at 860-928-6575 x1111 or at [jwoodland@woodstockacademy.org](mailto:jwoodland@woodstockacademy.org). If your sending town representative will remain the same, we would appreciate an email confirmation sent to Julie's email address provided above.

In either case, we ask that you notify Julie of your decision by January 2, 2024, so the Nominating Committee can complete all necessary actions ahead of the Board of Trustees meeting scheduled for February 20, 2024.

As always, please reach out to us with any questions or if there are ways we can be of service to your district. Please know we are more than willing to attend any Board meeting you feel appropriate to discuss our program and your students' many academic achievements.

Your educational partnership is appreciated, and we look forward to a great year.

Sincerely,

Christopher Sandford  
Head of School

Cc. Dr. Donna Leake, Superintendent, Eastford Public Schools  
The Woodstock Academy Board of Trustees

**1.2.2 Trustees of the Community:**

The nominating committee shall propose to the Board of Trustees candidates for Trustees of the Community. The Board of Trustees shall elect, by majority vote, trustees of this class.

The term of Trustees of the Community is six years.

**1.2.3 Trustees of the Sending Towns:**

Trustees of this class are also responsible for maintaining communications between the sending towns and the Board of Trustees. A sending town is a town or jurisdiction which has a contract with The Woodstock Academy for the education of its students.

The term of Trustees of the Sending Towns ends at the first municipal election following their election to the Board of Trustees.

Sending towns may have a maximum of one trustee of this class who must be a member of the Board of Education.

Only the Board of Education of a sending town may propose to the nominating committee candidates of this class. The nominating committee may submit candidates to the Board of Trustees. The Board of Trustees shall consider nominees and elect, by majority vote, Trustees of the Sending Towns.

**1.2.4 Ex-Officio Trustees:**

The Woodstock Academy Alumni Association may submit its president, or designee, as a candidate to the nominating committee. The nominating committee may submit that candidate to the Board of Trustees for consideration as an ex-officio trustee with a one-year term of office. The Board of Trustees shall consider nominees and elect, by majority vote, Ex-Officio Trustees.

**1.2.5 Honorary Trustees:**

From time to time, the Board of Trustees may confer the title of Honorary Trustee on persons in recognition of distinguished service to The Academy. Such a trustee shall not have voting privileges and shall not be numbered among the trustees allowed by the charter.

**1.3 Vacancies in Board of Trustees:**

**1.3.1 Replacement of Trustees of the Corporation or Community**

Any vacancy caused by the death, removal, or resignation of a Trustee of the Corporation or Community may be filled for the unexpired term of such vacancy by the Board of Trustees.

Eastford Elementary School  
Textbook Request Form

Please complete this form for a **new** textbook you are requesting that the Board of Education approve and purchase

Grade(s): fifth or sixth grade

Title(s): *Swim Team*

Author(s): (may not be relevant to many textbooks) Johnnie Christmas

Publisher: Harper/Alley

Copyright Date 2022                      ISBN #**978-0-06-305676-3**

Company Representative: NA

Website for materials: Amazon.com or Firstbook.org

Explain the process that was used to choose this book.

This is an engaging, easier read for incoming fifth graders, especially for my 5A group. I found the book had the classic story elements of setting, characters, rising action, conflict, climax, falling action, and resolution of the story. There are also easily grasped issues like self-doubt, dealing with peers and perseverance. I believe this book will be a wonderful springboard for discussions, deepening confidence in their abilities and to strengthen their skills and concepts for ELA.

This book is rated 8+ by Common Sense Media.

**Coretta Scott King Illustrator Honor**

**National Book Award Longlist**

***Kirkus* Best Book of the Year**

**Harvey Award Best Children's or Young Adult Book Nominee**

Explain how this material aligns with the Common Core State Standards.

These are some of the key standards that I believe will most benefit the students who are struggling readers:

Reading Literature:

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic.

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RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic.

Writing:

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Explain how the material has significant value for instructional use.

*Swim Team* by Johnnie Christmas can offer significant value for instructional use in a fifth-grade classroom due to several reasons:

Engaging Storyline: The book's plot, centered around a group of kids forming a swim team and working together to achieve their goals, can captivate young readers' interest. The relatable characters and their journey can keep students engaged and eager to find out what happens next.

Diverse Representation: If the book features a diverse cast of characters, it can provide opportunities for students to see themselves and others from different backgrounds

represented in literature. This can lead to meaningful discussions about identity, empathy, and inclusivity.

**Themes of Teamwork and Friendship:** The theme of teamwork is central to the story. The characters' collaboration, support for one another, and overcoming challenges can offer valuable lessons about the importance of working together and the strength of friendship.

**Character Development:** As the characters pursue their swimming goals, they may undergo personal growth and development. Analyzing how characters change over the course of the story can prompt discussions about character traits, motivations, and character arcs.

**Discussion of Themes:** *Swim Team* could explore themes such as perseverance, determination, goal-setting, and facing fears. These themes can provide opportunities for students to reflect on their own experiences and share insights.

**Visual Literacy:** Since *Swim Team* is a graphic novel, it provides an opportunity to teach visual literacy skills. Students can analyze the artwork, panels, and how visuals complement the text to convey meaning and emotions.

**Text-Image Relationship:** Graphic novels inherently require readers to engage with both textual and visual elements to understand the story fully. Exploring how the text and images work together can enhance comprehension and critical thinking skills.

**Different Learning Styles:** The combination of visual and textual elements can cater to different learning styles. It can be particularly beneficial for students who may struggle with traditional text-heavy formats.

**Discussion of Challenges:** If the characters face obstacles or difficulties in the story, it can lead to discussions about problem-solving, resilience, and strategies for overcoming challenges.

**Creative Projects:** The book can inspire creative projects, such as students creating their own graphic novels, writing reflections on teamwork, or even exploring related science topics like swimming techniques and water safety.

**Connections to Real Life:** The themes and situations in the book can be related to students' own experiences, making the story more relevant and meaningful.

**Critical Thinking:** Analyzing the characters' decisions, the consequences of their actions, and the author's choices in storytelling can encourage critical thinking and deeper literary analysis.