



## BOARD OF EDUCATION REGULAR MEETING

Monday, October 4, 2021 7:00 PM

MEETING ONLINE-ZOOM Please use the link below to join the webinar:

<https://glastonburyus-org.zoom.us/j/86906828095?pwd=SWt6dTF0eE14SjBxTU5UWkRvSzVDUT09>  
Passcode: 621801, Or Telephone: US: +1 929 205 6099 or +1 301 715 8592 or +1 312 626 6799 or +1 669 900 6833 , or +1 253 215 8782 or +1 346 248 7799  
Webinar ID: 869 0682 8095

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
  - A. PRIDE Program
4. Student Representatives' Report
  - A. Ben Wilkinson, Class of 2022
  - B. Jade Wong, Class of 2023
5. Informal Session for Public Comment
6. Special Reports
  - A. Equity and Social Justice Update
7. Business Requiring Action
  - A. Approval to Extend Early Dismissal Wednesday's (Grades K-5) December, January, and February 2022.
  - B. Approval of October Budget Revision to the Approved 2021-2022 Board of Education Budget
  - C. Approval of Board of Education Policy #0200 (Goals for Glastonbury Public Schools)
  - D. Approval of Board of Education Policy #1110 (Communications with the Public/Distribution of Printed Material)
  - E. Approval of Board of Education Policy #3542.43 (Food Service Charging Policy)
  - F. Approval of Board of Education Policy #4111/4211 (Staff Planning/Creation of Positions/Recruitment, Screening, & Selection/ Initial Compensation and Benefits/Bonuses and Increments)
  - G. Approval of Board of Education Policy #4118.11/4218.11 (Nondiscrimination)
  - H. Approval Board of Education Policy #5113 (Student Attendance/Punctual Attendance Grades K-12)
  - I. Approval of Board of Education Policy #5113.2 (Truancy)

- J. Approval of Board of Education Policy/Regulation #5141.25 ( Management plan and guidelines for students with food allergies, glycogen storage disease and/or diabetes)
  - K. Approval of Board of Education Policy #6112 ( School Day)
  - L. Approval of Board of Education Policy/Regulation #6112.1 (Parent Instruction of Children at Home)
  - M. Approval of Board of Education Policy #6171.2 (Preschool Special Education)
  - N. Approval of Board of Education Policy #9125 (Attorney)
  - O. Approval of Board of Education Policy #9300 (Methods of Operation)
  - P. Approval of Board of Education Policy #9325 (Meeting Conduct)
8. Reports and Discussion
- A. Program Reports
    - 1. Athletics Program Report
    - 2. English Language Arts/Reading Program Report
    - 3. Library Media Program Report
  - B. Strategic Action Plans 2021-2022
  - C. Federal COVID-19 Funding
  - D. Glastonbury Education Foundation
9. Approval of Minutes
- A. Meeting Minutes of September 27, 2021
10. Committee Reports
11. Chairman's Report
12. Superintendent's Report
- A. Board of Education Regulation #4118.239/#4218.239
  - B. After-School Activities at Gideon Welles School (Fall Session)
  - C. GHS Vignone's Gallery STEAM Series- Kate Reed - *Craft to Computation* (September 27-November 6, 2021)
  - D. AgriScience and Technology Training Center Project Donation
  - E. Dates to Remember
13. Adjournment
- A. Please note: It is possible that the Board of Education may go into Executive Session

**GLASTONBURY BOARD OF EDUCATION  
EXECUTIVE SUMMARY REPORT FORM**

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**Title of Report: Extension of Elementary Early Release Days**

**Board Meeting Date: October 4, 2021**

**Action: X**

**Report:**

**Information:**

**Discussion:**

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In order to respond to the academic and mental health needs for our students during the ongoing COVID-19 pandemic, Glastonbury Public Schools requests Board of Education consideration to extend the elementary school early release Wednesday schedule through the winter months (December, January, and February).

Additional early release days will provide teachers with the needed professional learning time to create strategies to address student academic needs (including gaps in learning) and mental wellness needs.

Our elementary teachers have noted an increased need for student social and emotional support this year. Across the country students are struggling, particularly those students who have returned to the classroom after learning from home for some time. Common elementary student issues, at this time, include trouble adjusting to school routines, difficulty in transitioning to and from school and between activities, and disruptive behaviors.

The demands of teaching during the pandemic continue to be great. We have maintained our focus on the mental wellness of our teachers throughout. We are working to assist our staff in managing their stress levels and in setting appropriate expectations as they support our students and families. We want to provide our educators with the time necessary to meet current challenges.

We appreciate the inconvenience that this change in schedule can cause for families, but we believe the extra time is critical for teachers and students. We expect it to lead to improved learning, support, and growth for our youngest students.

Thank you for consideration and continued support for students and teachers to do the best job they can do.

**Submitted By:** Cheri Burke

**Reviewed By:** Alan Bookman

**GLASTONBURY BOARD OF EDUCATION  
EXECUTIVE SUMMARY REPORT FORM**

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**Title of Report: FY2021-2022 Education Budget Fall Revisions**

**Board Meeting Date: October 4, 2021**

**Action: XX**

**Report:**

**Information:**

**Discussion:**

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**Overview of Budget Revisions:** The FY2021-2022 October Revisions for the Educational Budget are attached for your review and approval.

- The budget revisions focused on salary accounts as they were adjusted to reflect retirements, resignations, degree changes, wage increases and new hires.
- Program 0300 Elementary Education - Reduced magnet school due to decreased enrollment
- Program 1300 World Languages - Certified staffing increased by .20 as a result of contractual obligations
- Program 1600 Health Services – Additional two nurses for special education student needs
- Program 2700 Special Education - Certified staffing increased by 1.10 as a result of student needs
- Program 2700 Special Education – Tuition Increase
- Program 3200 Secondary Operations - Reduced magnet school due to decreased enrollment
- Program 3400 Fringe Benefits/Substitutes - Classified retirement and workers compensation were adjusted to reflect the actual amounts. Health Insurances adjusted for staff changes.

**Submitted By:** Karen Bonfiglio

**Reviewed By:** Alan Bookman

2021 - 2022

***BOARD OF EDUCATION  
APPROVED BUDGET***

***FALL REVISED***

**October 4, 2021**

**GLASTONBURY PUBLIC SCHOOLS  
GLASTONBURY, CONNECTICUT**

## PROGRAM 0200: ART

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	0.80	0.80	0.80	0.80
TEACHERS	11.60	11.60	12.20	12.20
<b>SALARIES</b>				
ADMINISTRATIVE	127,354	102,742	106,021	106,021
TEACHERS	1,024,264	1,054,216	1,125,045	1,111,668
FIELD TRIPS	0	0	250	250
SUBTOTAL	1,151,618	1,156,957	1,231,316	1,217,939
<b>SUPPLIES/MATERIALS</b>				
INSTRUCTIONAL MATERIALS	42,673	74,563	40,000	40,000
<b>OTHER</b>				
DUES/FEES	334	435	300	300
TOTAL	1,194,625	1,231,955	1,271,616	1,258,239

## PROGRAM 0300: ELEMENTARY EDUCATION K - 6

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	1.80	1.80	1.80	1.80
TEACHERS	148.00	148.00	148.00	149.00

### SALARIES

ADMINISTRATIVE	281,407	292,277	298,124	298,124
TEACHERS	13,515,469	13,795,548	14,305,741	14,170,703
PARAPROFESSIONALS, P-T, SCIENCE	17,573	0	16,598	16,598
IN-CLASS TUTORS/PARAS	154,007	71,208	165,601	165,601
SUMMER SCHOOL (AE)	12,770	3,234	10,000	0
LANG.ARTS/MATH -TUTORS/PARAS	607,179	709,968	649,888	649,888
DRIVERS/EARLY LITERACY PROGRAM (NA)	4,335	0	3,000	0
FIELD TRIPS	4,932	0	15,000	15,000
SUBTOTAL	14,597,672	14,872,235	15,463,952	15,315,914

### PURCHASED SERVICES

EXPLORING THE ARTS (GW)	7,555	7,515	8,000	8,000
MAGNET SCHOOL	80,813	40,824	110,000	60,000
SUBTOTAL	88,368	48,339	118,000	68,000

### SUPPLIES/MATERIALS

INSTRUCTIONAL MATERIALS	515,271	246,015	311,385	311,385
TECHNOLOGY - SOFTWARE	64	4,375	6,590	9,869
SUBTOTAL	515,335	250,390	317,975	321,254

### OTHER

DUES/FEES	5,711	0	7,200	7,200
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### GRANT

TOTAL EXPENDITURES	15,207,086	15,170,964	16,191,416	16,003,564
GRANT OFFSET			(284,289)	(291,196)
BUDGET TOTAL	15,207,086	15,170,964	15,907,127	15,712,368

	2019-2020	2020-2021
<b>Grants Actual Expenditures</b>		
TITLE I	156,263	167,878
PROJECT CHOICE - EARLY BEGINNINGS, ACADEMIC & SOCIAL SUPPORT AND OPEN CHOICE	63,875	62,350
	33,000	54,000
TOTAL	253,138	284,228

**PROGRAM 0400: ENGLISH 7-12/READING & LANGUAGE  
ARTS K-12**

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	0.50	0.50	0.50	0.50
TEACHERS (ENGLISH)	29.00	29.00	29.00	29.00
TEACHERS (READING)	13.00	13.00	13.00	13.00

**SALARIES**

ADMINISTRATIVE	74,457	81,188	82,812	82,812
TEACHERS (ENGLISH)	2,783,147	2,969,317	3,053,436	3,053,736
TEACHER (READING)	1,300,175	1,350,748	1,380,164	1,380,164
FIELD TRIPS (ENGLISH)	0	0	300	300
<b>SUBTOTAL</b>	<b>4,157,779</b>	<b>4,401,253</b>	<b>4,516,712</b>	<b>4,517,012</b>

**SUPPLIES/MATERIALS**

INSTRUCTIONAL MATERIALS (ENGLISH)	8,310	7,076	6,000	6,000
INSTRUCTIONAL MATERIALS (READING)	6,473	7,880	6,000	6,000
TESTING MATERIALS (READING)	2,506	4,215	9,685	9,685
TECHNOLOGY SOFTWARE (ENGLISH)	13,500	12,075	12,075	12,075
<b>SUBTOTAL</b>	<b>30,789</b>	<b>31,246</b>	<b>33,760</b>	<b>33,760</b>

<b>TOTAL</b>	<b>4,188,568</b>	<b>4,432,499</b>	<b>4,550,472</b>	<b>4,550,772</b>
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## PROGRAM 0500: MATHEMATICS 7-12

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	0.60	0.60	0.60	0.60
TEACHERS	27.20	27.20	27.20	27.20
<b>SALARIES</b>				
ADMINISTRATIVE	95,515	97,426	99,374	99,374
TEACHERS	2,524,390	2,618,334	2,716,395	2,730,620
TUTORS	27,504	36,815	30,456	30,456
MATH LAB SUPV.	2,250	4,500	4,500	4,500
FIELD TRIPS	43	0	200	200
SUBTOTAL	2,649,702	2,757,075	2,850,925	2,865,150
<b>SUPPLIES/MATERIALS</b>				
INSTRUCTIONAL MATERIALS	6,144	11,553	11,000	11,000
TECHNOLOGY - SOFTWARE	2,332	5,919	3,000	3,000
SUBTOTAL	8,476	17,472	14,000	14,000
<b>OTHER</b>				
DUES/FEES	2,382	1,649	2,500	2,500
TOTAL	2,660,560	2,776,196	2,867,425	2,881,650

## PROGRAM 0600: SCIENCE 7-12

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	0.50	0.50	0.50	0.50
TEACHERS	33.00	33.00	32.00	32.00
PARAPROFESSIONALS	3.00	3.00	3.00	3.00
<b>SALARIES</b>				
ADMINISTRATIVE	79,596	81,188	82,812	82,812
TEACHERS	3,240,509	3,232,363	3,322,600	3,331,797
PARAPROFESSIONALS	94,243	94,878	96,873	96,873
FIELD TRIPS	2,416	0	3,000	3,000
TUTOR CREST LAB	18,263	31,544	30,456	30,456
SUBTOTAL	3,435,027	3,439,973	3,535,741	3,544,938
<b>PURCHASED SERVICES</b>				
TRANSPORTATION/MENTOR PROGRAM	12,836	625	16,000	16,000
PRINTING	1,085	695	800	800
SUBTOTAL	13,921	1,320	16,800	16,800
<b>SUPPLIES/MATERIALS</b>				
INSTRUCTIONAL MATERIALS	60,043	109,367	60,000	60,000
TECHNOLOGY SOFTWARE	2,122	10,260	6,000	8,165
SUBTOTAL	62,165	119,627	66,000	68,165
<b>OTHER</b>				
DUES/FEES	1,630	750	2,500	2,500
TOTAL	3,512,743	3,561,671	3,621,041	3,632,403

## PROGRAM 0700: HISTORY & SOCIAL SCIENCE 7-12

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	0.60	0.60	0.60	0.60
TEACHERS	22.40	22.40	22.40	22.40
<b>SALARIES</b>				
ADMINISTRATIVE	95,515	97,426	99,374	99,374
TEACHERS	2,166,192	2,227,826	2,307,760	2,275,077
FIELD TRIPS	0	0	200	200
SUBTOTAL	2,261,707	2,325,252	2,407,334	2,374,651
<b>PURCHASED SERVICES</b>				
RESOURCE SPEAKERS	150	0	1,500	1,500
<b>SUPPLIES/MATERIALS</b>				
INSTRUCTIONAL MATERIALS	7,907	5,750	8,000	8,000
TECHNOLOGY SOFTWARE	1,565	9,501	12,500	12,500
SUBTOTAL	9,472	15,251	20,500	20,500
<b>OTHER</b>				
DUES/FEES	75	0	2,000	2,000
TOTAL	2,271,404	2,340,502	2,431,334	2,398,651

# PROGRAM 0900: CAREER & TECHNICAL EDUCATION

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	0.90	0.90	0.90	0.90
TEACHERS	14.20	14.20	14.20	14.20

<b>SALARIES</b>				
ADMINISTRATIVE	146,873	146,138	149,062	149,062
TEACHERS	1,386,954	1,382,313	1,430,375	1,421,053
TRANSPORT/TECHNICAL SCHOOLS	21,629	16,611	23,006	31,000
FIELD TRIPS	763	0	1,000	1,000
SUBTOTAL	1,556,219	1,545,062	1,603,443	1,602,115

<b>SUPPLIES/MATERIALS</b>				
INSTRUCTIONAL MATERIALS	46,149	81,735	55,000	55,000
TECHNOLOGY SOFTWARE	4,500	4,500	5,000	5,000
SUBTOTAL	50,649	86,235	60,000	60,000

<b>GRANT</b>			<b>45,008</b>	<b>45,008</b>
TOTAL EXPENDITURES	1,606,868	1,631,297	1,708,451	1,707,123
GRANT OFFSET			(45,008)	(45,008)
BUDGET TOTAL	1,606,868	1,631,297	1,663,443	1,662,115

	2019-2020	2020-2021
<b>Grants Actual Expenditures</b>		
PERKINS	34,009	39,457

## PROGRAM 1000: COMMUNITY SERVICES

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
CUSTODIANS	2.50	2.50	2.50	2.50
SECRETARIAL	0.75	0.75	0.75	0.75

**SALARIES**

CUSTODIAL, HIGH SCHOOL	128,013	134,094	136,630	136,755
SECRETARIAL	48,518	49,469	49,469	50,437
PART-TIME/OVER-TIME, SYSTEMWIDE	133,873	18,476	170,197	170,197
AUDIO-VISUAL SERVICES	19,724	10,379	28,526	28,526

SUBTOTAL	330,128	212,418	384,822	385,915
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**SUPPLIES/MATERIALS**

SUPPLIES	12,110	17,235	16,000	16,000
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TOTAL EXPENDITURES	342,238	229,653	400,822	401,915
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CUSTODIAL FEE OFFSET	(12,130)	0	(30,000)	(30,000)
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BUDGET TOTAL	330,108	229,653	370,822	371,915
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**PROGRAM 1100: PACE/MATH & SCIENCE RESOURCE**

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
TEACHERS	6.00	6.00	6.00	6.00

**SALARIES**  
TEACHERS 577,729 596,257 624,530 624,530

**SUPPLIES/MATERIALS**  
INSTRUCTIONAL MATERIALS 1,198 4,933 2,000 2,000

**OTHER**  
DUES/FEES 1,395 0 2,000 2,000

**TOTAL 580,322 601,190 628,530 628,530**

# PROGRAM 1300: WORLD LANGUAGES (1-12) & ELL

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	1.00	1.00	1.00	1.00
TEACHERS	40.40	40.40	40.40	40.60
TEACHERS (ELL)	1.40	1.40	1.40	1.40

**SALARIES**

ADMINISTRATIVE	159,192	162,376	165,624	165,624
TEACHERS	3,761,084	3,833,024	3,938,620	3,945,368
TEACHERS (ELL)	144,975	148,064	150,987	150,987
FOREIGN LANGUAGE SUPV.	2,076	0	4,007	4,007
TUTORS (ELL)	149,147	172,538	197,964	197,964
FIELD TRIPS	1,355	0	3,000	3,000
FIELD TRIPS (ELL)	0	0	1,000	1,000
SUBTOTAL	4,217,829	4,316,002	4,461,202	4,467,950

**PURCHASED SERVICES**

NATIONAL COMPETITION	4,511	5,280	4,500	4,500
RESOURCE SPEAKERS/ARTISTS	1,794	904	5,250	5,250
INTERPRETER SERVICES	11,607	6,820	12,000	12,000
SUBTOTAL	17,912	13,004	21,750	21,750

**SUPPLIES/MATERIALS**

INSTRUCTIONAL MATERIALS	18,530	37,446	22,500	22,500
INSTRUCTIONAL MATERIALS/ELL	12,436	25,707	21,000	21,000
TECHNOLOGY SOFTWARE	8,262	6,993	12,000	12,000
SUBTOTAL	39,228	70,146	55,500	55,500

**OTHER**

DUES/FEES	30,190	32,439	36,048	36,048
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**GRANT**

TOTAL EXPENDITURES	4,305,159	4,431,591	4,618,417	4,625,165
GRANT OFFSET			(43,917)	(43,917)
BUDGET TOTAL	4,305,159	4,431,591	4,574,500	4,581,248

	2019-2020	2020-2021
<b>Grants Actual Expenditures</b>		
TITLE III	12,828	15,025
ASIAN SOCIETY	6,112	11,331
TOTAL	18,940	26,356

## PROGRAM 1400: SCHOOL COUNSELING

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	1.00	1.00	1.00	1.00
COUNSELORS	18.00	18.00	18.00	18.00
PSYCHOLOGISTS	12.00	14.00	14.00	14.00
SECRETARIAL	5.00	5.00	5.00	5.00
<b>SALARIES</b>				
ADMINISTRATIVE	159,192	162,376	165,624	165,624
COUNSELORS	1,670,146	1,731,896	1,803,081	1,803,081
PSYCHOLOGISTS	1,108,213	1,306,559	1,378,037	1,330,361
SUMMER HELP, CERTIFIED	64,478	54,721	60,559	60,559
SECRETARIAL	237,689	249,641	259,442	264,572
PARA, P-T/SMITH SCHOOL	11,264	11,589	12,077	12,077
SUBTOTAL	3,250,982	3,516,782	3,678,820	3,636,274
<b>PURCHASED SERVICES</b>				
SCHOLASTIC APTITUDE TEST	1,695	3,500	3,500	3,500
COLLEGE PLANNING PROGRAMS	3,395	975	5,450	5,450
SUBTOTAL	5,090	4,475	8,950	8,950
<b>SUPPLIES/MATERIALS</b>				
SUPPLIES	7,552	5,613	11,500	11,500
50-YEAR REUNION	0	0	1,000	1,000
TECHNOLOGY - SOFTWARE	26,220	22,345	28,034	28,034
SUBTOTAL	33,772	27,958	40,534	40,534
<b>OTHER</b>				
DUES/FEES	20	0	500	500
TOTAL	3,289,864	3,549,215	3,728,804	3,686,258

# PROGRAM 1500: HEALTH EDUCATION & PHYSICAL EDUCATION

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	0.80	0.80	0.80	0.80
TEACHERS	21.20	21.20	21.20	21.20

**SALARIES**

ADMINISTRATIVE	127,354	115,854	132,499	132,499
TEACHERS	1,899,330	1,944,312	2,010,888	1,982,980
LIFEGUARD	3,480	1,610	2,760	2,760
FIELD TRIPS	0	0	686	686
SUBTOTAL	2,030,164	2,061,776	2,146,833	2,118,925

**PURCHASED SERVICES**

HUMAN GROWTH SEMINAR	3,554	4,147	4,147	4,147
RESOURCE SPEAKERS	570	0	1,000	1,000
PRINTING	0	0	500	500
SUBTOTAL	4,124	4,147	5,647	5,647

**SUPPLIES/MATERIALS**

INSTRUCTIONAL MATERIALS	10,398	32,020	15,000	15,000
TECHNOLOGY - SOFTWARE	1,297	1,715	1,297	1,297
SUBTOTAL	11,695	33,735	16,297	16,297

**OTHER**

DUES/FEES	2,682	3,488	3,740	3,740
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<b>TOTAL</b>	<b>2,048,665</b>	<b>2,103,146</b>	<b>2,172,517</b>	<b>2,144,609</b>
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## PROGRAM 1600: HEALTH SERVICES

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
NURSES	12.70	12.80	12.80	14.80
<b>SALARIES</b>				
NURSES	721,798	703,775	771,135	822,185
PARAPROFESSIONAL	10,248	11,151	10,349	10,349
NURSES, P-T	19,008	18,933	22,938	22,938
SUMMER HELP	9,849	0	9,800	9,800
SUBTOTAL	760,903	733,860	814,222	865,272
<b>PURCHASED SERVICES</b>				
MEDICAL ADVISOR	1,000	1,000	1,200	1,200
LIABILITY INSURANCE	688	741	771	796
SUBTOTAL	1,688	1,741	1,971	1,996
<b>SUPPLIES/MATERIALS</b>				
SUPPLIES	12,573	6,136	8,000	8,000
PUBLICATIONS	0	0	225	225
SUBTOTAL	12,573	6,136	8,225	8,225
<b>OTHER</b>				
TRAVEL	49	0	900	900
<b>TOTAL</b>	<b>775,213</b>	<b>741,737</b>	<b>825,318</b>	<b>876,393</b>

## PROGRAM 1900: LIBRARIES/MEDIA CENTERS

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
MEDIA SPECIALISTS	9.00	7.00	7.00	7.00
PARAPROFESSIONALS	11.00	11.00	11.00	11.00

**SALARIES**

LIBRARIANS/MEDIA SPECIALISTS	873,384	696,443	716,364	709,317
PARAPROFESSIONALS	341,191	321,140	344,264	307,002
SUMMER, CERTIFIED/CLASSIFIED	3,137	2,969	5,000	5,000

SUBTOTAL	1,217,712	1,020,551	1,065,628	1,021,319
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**SUPPLIES/MATERIALS**

INSTRUCTIONAL MATERIALS	77,958	90,246	70,000	70,000
TECHNOLOGY - SOFTWARE	35,191	38,869	38,870	38,870

SUBTOTAL	113,149	129,115	108,870	108,870
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**OTHER**

DUES/FEES	660	660	1,000	1,000
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TOTAL	1,331,521	1,150,327	1,175,498	1,131,189
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## PROGRAM 2000: MUSIC

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	0.80	0.80	0.80	0.80
TEACHERS	17.20	17.20	17.40	17.40
<b>SALARIES</b>				
ADMINISTRATIVE	127,354	129,901	132,499	119,131
TEACHERS	1,556,641	1,618,845	1,681,387	1,694,634
FIELD TRIPS	1,637	0	3,600	3,600
SUBTOTAL	1,685,632	1,748,746	1,817,486	1,817,365
<b>PURCHASED SERVICES</b>				
GUEST CONDUCTORS	750	600	2,800	2,800
ARTIST IN RESIDENCE	2,000	200	4,500	4,500
SUBTOTAL	2,750	800	7,300	7,300
<b>SUPPLIES/MATERIALS</b>				
INSTRUCTIONAL MATERIALS	16,964	20,362	20,475	20,475
TECHNOLOGY SOFTWARE	1,102	4,662	2,600	2,600
SUBTOTAL	18,066	25,024	23,075	23,075
<b>OTHER</b>				
ENTRANCE FEES/DUES	688	490	1,570	1,570
<b>EQUIPMENT</b>				
NEW	0	0	0	0
REPLACEMENT	40,097	26,418	14,500	14,500
SUBTOTAL	40,097	26,418	14,500	14,500
<b>TOTAL</b>	<b>1,747,233</b>	<b>1,801,478</b>	<b>1,863,931</b>	<b>1,863,810</b>

# PROGRAM 2100: OPERATIONS & MAINTENANCE

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
SUPERVISION	4.00	4.00	4.00	4.00
SECRETARIAL	1.00	1.00	1.00	1.00
CUSTODIANS	55.50	55.50	57.50	57.50
MAINTAINERS	12.00	12.00	12.00	12.00

**SALARIES**

SUPERVISION	333,881	337,178	347,300	347,300
SECRETARIAL	52,861	54,204	55,578	56,680
CUSTODIAL	2,987,278	2,979,967	3,218,084	3,210,959
CUSTODIAL, PART-TIME	77,328	162,551	0	0
MAINTENANCE	759,140	808,271	839,442	839,442
SUMMER/ PART-TIME	70,005	66,752	80,000	80,000
COVERAGE	132,361	200,103	170,000	170,000
SUBTOTAL	4,412,854	4,609,027	4,710,404	4,704,381

**PURCHASED SERVICES**

TESTING/INSPECTION/MONITOR	58,632	105,747	103,855	103,855
CONTRACTED SVCS.-BY BUILDING	570,773	433,137	515,800	515,800
CONTRACTED SVCS.-SYSTEMWIDE	219,222	196,939	223,900	223,900
MAINTENANCE PROJECTS, CONTR.	327,740	133,928	127,000	127,000
INSURANCE-PROPERTY/BOILER	169,589	182,695	190,002	196,255
VEHICLE MAINTENANCE	6,658	5,077	12,000	12,000
LEASED OFFICE SPACE	449,907	429,684	289,643	289,643
SUBTOTAL	1,802,521	1,487,207	1,462,200	1,468,453

**SUPPLIES/MATERIALS**

CUSTODIAL SUPPLIES	208,322	289,982	216,772	216,772
MAINTENANCE SUPPLIES	147,740	145,042	125,700	125,700
MAINTENANCE PROJECTS, SUPL.	90,262	99,595	90,000	90,000
TECHNOLOGY - SOFTWARE	11,573	13,656	13,657	13,657
SUBTOTAL	457,897	548,275	446,129	446,129

**OTHER**

TRAVEL REIMBURSEMENT	11,011	10,800	10,800	10,800
SPECIAL PROJECTS	696,338	1,413,110	290,000	290,000
DUES/FEES	1,678	1,994	2,000	2,000
SUBTOTAL	709,027	1,425,904	302,800	302,800

**EQUIPMENT**

NEW	119,495	22,050	0	0
REPLACEMENT	66,477	3,492	70,000	70,000
SUBTOTAL	185,972	25,542	70,000	70,000

**TOTAL** 7,568,271 8,095,955 6,991,533 6,991,763

**LINKS REVENUE OFFSET** 41,730 0 (50,000) (50,000)

**BUDGET TOTAL** 7,610,001 8,095,955 6,941,533 6,941,763

## PROGRAM 2200: UTILITIES

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
WATER	135,119	135,477	134,683	134,683
SEWER	38,838	24,326	29,967	29,967
POWER	1,272,877	1,301,291	1,585,178	1,585,178
GAS, MISC.	16,864	18,512	22,286	22,286
HEAT (OIL/GAS)	394,990	376,214	494,241	494,241
ENERGY CONSERVATION INITIATIVES	63,994	69,621	67,300	67,300
TELEPHONE	175,285	164,795	152,000	152,000
TELECOMMUNICATIONS	15,084	15,584	25,000	25,000
TELECOM REPAIR/MNTC	4,198	13,424	20,000	20,000
TELECOMMUNICATIONS/NEW EQUIPMENT	0	0	2,000	2,000
<b>TOTAL</b>	<b>2,117,249</b>	<b>2,119,244</b>	<b>2,532,655</b>	<b>2,532,655</b>

# PROGRAM 2300: PROGRAM & STAFF DEVELOPMENT

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>PROGRAM DEVELOPMENT</b>				
CURRICULUM DEVELOPMENT	148,161	190,807	145,000	145,000
TEST SCORING	15,814	16,428	38,000	38,000
TESTING SUPPLIES	24,766	21,547	15,000	15,000
INSTRUCTIONAL SUPPLIES	2,296	248	5,000	5,000
RECRUITMENT	746	717	1,000	1,000
SUBTOTAL	191,783	229,746	204,000	204,000
<b>STAFF DEVELOPMENT</b>				
PROF.MTGS., ADMINISTRATORS	10,789	3,688	6,000	6,000
PROF.MTGS., CERTIFIED	180,675	92,915	140,000	140,000
PROF.MTGS., CLASSIFIED	4,071	2,624	9,000	9,000
TEACHERS COLLEGE PROJECT	93,999	62,931	20,000	20,000
PROFESSIONAL DUES	8,315	7,771	6,500	6,500
TUITION REIM.-TEACHERS	125,000	98,823	187,500	187,500
TUITION REIM.-ADMINS.	7,200	16,612	25,000	25,000
TUITION REIM.-SECY/PARA/NON-CONTRACT	1,474	1,050	7,000	7,000
SUBTOTAL	431,523	286,415	401,000	401,000
<b>OTHER</b>				
PUBLICATIONS	23,119	18,270	10,000	10,000
<b>GRANT</b>				
TOTAL EXPENDITURES	646,425	534,430	97,754	103,161
GRANT OFFSET			(97,754)	(103,161)
BUDGET TOTAL	646,425	534,430	615,000	615,000
<b>Grants Actual Expenditures</b>				
TITLE II	82,702	84,511		
TITLE IV	11,405	13,244		
TOTAL	94,107	97,755		

## PROGRAM 2400: TRANSPORTATION

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
SUPERVISION	1.00	1.00	1.00	1.00
SECRETARIAL	1.00	1.00	1.00	1.00
BUS YARD PERSONNEL	6.00	6.00	6.00	6.00
<b>SALARIES</b>				
SUPERVISION	88,826	90,569	92,346	92,346
SECRETARIAL	49,667	56,048	55,578	56,680
DAY RATE DRIVERS	1,691,767	1,717,530	1,735,137	1,761,563
MISC. DRIVER ACTIVITIES	35,579	66,806	51,758	51,758
OVERTIME	19,575	34,046	35,705	35,705
SCHOOL CROSSING GUARDS	105,569	120,563	117,694	117,694
IN-SERVICE TRAINING	8,199	14,137	25,060	25,060
BUS YARD PERSONNEL	351,290	358,547	360,389	363,389
MAGNET SCHOOL DRIVERS	27,345	8,707	29,165	29,165
SUBTOTAL	2,377,817	2,466,952	2,502,832	2,533,360
<b>PURCHASED SERVICES:</b>				
VEHICLE RENTAL	22,150	21,504	43,790	43,790
MEDICAL ADVISOR	12,078	14,379	14,000	14,000
PUPIL/BUS SAFETY EDUC.	5,600	7,584	7,615	7,615
REPAIRS/PARTS	306,550	263,892	320,000	320,000
MAGNET SCHOOL VEH. RENTAL	18,021	11,928	15,106	15,106
INSURANCE/VEHICLE	112,604	121,043	125,885	130,027
CONTRACTED TRAINING	1,330	0	6,775	6,775
SUBTOTAL	478,333	440,330	533,171	537,313
<b>SUPPLIES/MATERIALS</b>				
FUEL	242,866	218,458	301,000	301,000
MAGNET SCHOOL FUEL	13,905	15,062	10,200	10,200
LUBRICANTS	13,795	13,823	16,790	16,790
TIRES/TUBES	60,813	34,300	60,750	60,750
SUPPLIES/UNIFORMS	17,263	20,420	16,000	16,000
PUBLICATIONS	0	846	200	200
TECHNOLOGY - SOFTWARE	33,205	42,211	47,720	47,720
SUBTOTAL	381,847	345,119	452,660	452,660
<b>OTHER</b>				
TRAVEL	3,676	4,409	6,335	6,335
DUES/FEES	4,072	5,179	6,000	6,000
SUBTOTAL	7,748	9,588	12,335	12,335
<b>EQUIPMENT</b>				
NEW	3,935	1,850	0	0
REPLACEMENT	383,025	426,878	405,500	405,500
SUBTOTAL	386,960	428,728	405,500	405,500
<b>TOTAL EXPENDITURES</b>	<b>3,632,705</b>	<b>3,690,717</b>	<b>3,906,498</b>	<b>3,941,168</b>
<b>MAGNET SCHOOL OFFSET</b>	<b>(17,800)</b>	<b>(10,600)</b>	<b>(19,500)</b>	<b>(19,500)</b>
<b>BUDGET TOTAL</b>	<b>3,614,905</b>	<b>3,680,117</b>	<b>3,886,998</b>	<b>3,921,668</b>

# PROGRAM 2700: SPECIAL EDUCATION PRE K-12

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	7.60	7.60	7.60	7.60
SPECIAL ED TEACHERS	46.80	48.80	48.80	49.90
SPEECH TEACHERS	9.80	9.80	9.80	9.80
SOCIAL WORKER	0.00	0.00	1.00	1.00
SECRETARIAL	5.00	5.00	5.00	5.00
PARAPROFESSIONALS	38.00	38.00	39.00	39.00
GENERAL SERVICES DRIVERS	2.00	2.00	2.00	2.00
CERTIFIED - IDEA B GRANT	6.00	6.00	5.00	5.00
CLASSIFIED - IDEA B GRANT	10.25	10.25	9.50	9.50
TEACHER - PRE-SCHOOL GRANT	0.50	0.50	0.50	0.50
<b>SALARIES</b>				
ADMINISTRATIVE	1,018,496	1,045,444	1,083,192	1,083,211
TEACHERS (SPECIAL ED)	4,153,347	4,337,176	4,550,887	4,624,736
TEACHERS (SPEECH)	957,804	981,616	1,004,075	1,004,075
SOCIAL WORKER	0	0	70,580	70,580
SECRETARIAL	260,629	265,920	268,609	273,949
PARAPROFESSIONALS	1,060,155	1,069,429	1,146,296	1,154,099
TUTORS	616,826	627,723	628,000	628,000
PARAPROFESSIONALS, P-T	1,012,228	917,729	1,019,339	1,019,339
OCCUP./PHYS. THERAPY	455,835	493,344	525,000	525,000
VAN DRIVERS/MONITORS	519,974	492,660	564,065	611,749
DRIVERS(GENERAL SERVICES)	102,201	104,108	105,208	108,330
ALT. AFTER-SCHOOL PROGRAMS	3,694	22,908	60,000	60,000
SUMMER PROGRAMS	210,679	151,734	215,000	178,567
FIELD TRIPS	4,685	168	10,000	10,000
SUBTOTAL	10,376,553	10,509,958	11,250,251	11,351,635
<b>PURCHASED SERVICES</b>				
VEHICLE RENTAL	157,229	157,136	160,350	160,350
TUITION	3,650,561 <sup>1</sup>	3,794,458 <sup>2</sup>	4,053,175	4,327,278 <sup>3</sup>
AUDIOLOGICAL MNTC.	38,191	32,794	50,000	50,000
COCHLEAR IMPLANT SUPPORT	7,444	7,934	7,500	7,500
INTERPRETER SERVICES	4,426	2,026	4,500	4,500
HEARING IMPAIRED	12,677	40,940	50,000	50,000
EVALUATIONS	197,966	179,927	155,000	155,000
WORK EXPERIENCE PROGRAM	0	0	3,000	0
LEGAL FEES	172,048	62,049	200,000	200,000
SUBTOTAL	4,240,542	4,277,264	4,683,525	4,954,628
<b>SUPPLIES/MATERIALS</b>				
SUPPLIES	64,983	70,927	75,000	75,000
<b>OTHER</b>				
DUES & FEES	142	0	1,520	1,520
<b>EQUIPMENT</b>				
NEW	0	0	0	0
EXCESS COST OFFSET			(1,100,000)	(1,400,000)
<b>BUDGET TOTAL</b>	<b>14,682,220</b>	<b>14,858,149</b>	<b>14,910,296</b>	<b>14,982,783</b>

**Links Revenue Offset:**

1. \$640,396
2. \$888,649
3. \$758,000

## PROGRAM 2800: ATHLETICS & CLUBS

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	1.00	1.00	1.00	1.00
SUPPORT STAFF	2.50	2.50	2.50	2.50
<b>SALARIES</b>				
SUPERVISION	159,192	162,376	165,624	165,624
SUPPORT STAFF	142,527	124,054	140,325	135,221
COACHES	638,287	661,250	696,517	696,517
LIFEGUARDS	6,776	4,208	8,000	8,000
INTRAMURALS	12,661	4,941	16,000	16,000
STUDY HALL MONITORS	0	0	1,000	1,000
ACTIVITY ADVISORS	270,343	250,986	300,500	300,500
TRANSPORTATION/ATHLETIC	44,161	30,251	63,650	63,650
TRANSPORTATION/ACTIVITY	20,546	17,839	25,280	25,280
TRANSPORTATION/CLUBS	939	0	2,000	2,000
SUBTOTAL	1,295,432	1,255,905	1,418,896	1,413,792
<b>PURCHASED SERVICES</b>				
PHYSICIAN	0	0	500	500
GAME/PRACTICE EXPENSES	154,496	79,626	177,009	177,009
RECONDITIONING/REPAIRS	21,156	10,320	17,800	17,800
OFFICIALS	34,842	36,185	58,380	58,380
G.H.S. NEWSPAPER	0	0	2,500	2,500
LITERARY MAGAZINE	0	2,965	3,300	3,300
ATHLETIC TRAINING SERVICES	26,340	40,400	45,000	45,000
MATH LEAGUE	0	0	1,400	1,400
VEHICLE RENTAL	32,190	31,840	70,761	70,761
INSURANCE	23,265	23,265	23,265	23,265
SUBTOTAL	292,289	224,601	399,915	399,915
<b>SUPPLIES/MATERIALS</b>				
SUPPLIES/UNIFORMS	55,145	145,019	55,731	55,731
TECHNOLOGY - SOFTWARE	4,054	26,000	20,000	20,000
ELEMENTARY ACTIVITY CLUB	343	746	1,500	1,500
SMITH MIDDLE ACTIVITY CLUB	1,587	138	4,000	4,000
HIGH SCHOOL ACTIVITY CLUB	5,320	1,515	6,000	6,000
SUBTOTAL	66,449	173,418	87,231	87,231
<b>OTHER</b>				
LEAGUE DUES/EXPENSES	3,260	2,405	3,380	3,380
<b>TOTAL</b>	<b>1,657,430</b>	<b>1,656,329</b>	<b>1,909,422</b>	<b>1,904,318</b>

## PROGRAM 3000: AGRISCIENCE & TECHNOLOGY 9-12

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	0.10	0.10	0.10	0.10
TEACHERS	3.00	3.00	3.00	3.00
<b>SALARIES</b>				
SUPERVISION	16,320	16,238	16,562	16,562
TEACHERS	245,613	255,912	267,479	267,979
SECRETARIAL, P-T	13,899	14,333	16,000	16,000
STUDENT HELP, P-T	2,427	1,920	2,500	2,500
FIELD TRIPS	684	123	1,000	1,000
SUBTOTAL	278,943	288,526	303,541	304,041
<b>SUPPLIES/MATERIALS</b>				
INSTRUCTIONAL MATERIALS	22,220	22,072	24,000	24,000
PRINTING/PUBLICATIONS	691	330	800	800
SUBTOTAL	22,911	22,403	24,800	24,800
<b>OTHER</b>				
STUDENT SUPERVISION	0	0	1,200	1,200
TEACHERS TRAVEL/MEETINGS	0	0	800	800
SUBTOTAL	0	0	2,000	2,000
<b>EQUIPMENT</b>				
NEW/RPLC EQUIPMENT (SYSTEMWIDE)	64,781	0	0	0
TOTAL	366,635	310,929	330,341	330,841

## PROGRAM 3100: ELEMENTARY OPERATIONS K-6

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	6.00	6.00	6.00	6.00
SECRETARIAL	6.00	6.00	6.00	6.00
PARAPROFESSIONALS	12.00	12.00	12.00	12.00
<b>SALARIES</b>				
ADMINISTRATIVE	988,406	1,008,020	1,028,024	1,028,024
SECRETARIAL	389,778	394,630	394,254	385,081
CLERICAL, P-T	8,336	11,302	21,544	21,544
PARAPROFESSIONALS	299,351	298,857	310,373	304,321
GREETERS	125,431	117,202	144,082	144,082
TEAM LEADERS STIPENDS (GW)	14,415	14,750	14,750	15,045
PARAPROFESSIONALS, P-T	267,470	300,354	259,539	259,539
SUBTOTAL	2,093,187	2,145,116	2,172,566	2,157,636
<b>PURCHASED SERVICES</b>				
PRINTING	272	0	750	750
COPIERS	166,573	158,890	145,000	145,000
SUBTOTAL	166,845	158,890	145,750	145,750
<b>SUPPLIES/MATERIALS</b>				
PUBLICATIONS	25	232	500	500
SUPER STAR PROGRAM (GW)	0	0	500	500
SCHOOL FUNCTION COSTS	1,507	1,732	17,500	17,500
SUBTOTAL	1,532	1,964	18,500	18,500
<b>OTHER</b>				
TRAVEL REIMBURSEMENT	9,960	6,209	18,000	18,000
DUES/FEES	0	0	500	500
SUBTOTAL	9,960	6,209	18,500	18,500
<b>TOTAL</b>	<b>2,271,524</b>	<b>2,312,179</b>	<b>2,355,316</b>	<b>2,340,386</b>

## PROGRAM 3200: SECONDARY OPERATIONS 7-12

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	8.00	8.00	8.00	8.00
SECRETARIAL	13.50	13.50	13.50	13.50
PARAPROFESSIONALS	7.00	7.00	7.00	7.00
IN-SCHOOL SUSPENSION MONITOR	1.00	1.00	1.00	1.00
SECONDARY STAFFING	0.00	(2.00)	(1.00)	0.00
<b>SALARIES</b>				
ADMINISTRATIVE	1,302,827	1,331,566	1,360,385	1,371,494
SECRETARIAL	769,371	796,195	797,713	813,507
PARAPROFESSIONALS	214,121	226,605	209,880	209,880
IN-SCHOOL SUSPENSION MONITOR	32,063	0	34,351	34,351
SATURDAY PROGRAM (GHS)	5,189	295	10,000	10,000
SATURDAY SCHOOL SUPV. (SMITH)	2,451	4,425	3,000	3,000
TEAM LEADERS (SMITH)	26,229	26,550	26,550	27,081
SECONDARY STAFFING	0	0	(75,000)	0
SUBTOTAL	2,352,251	2,385,636	2,366,879	2,469,313
<b>PURCHASED SERVICES</b>				
PRINTING	0	0	1,500	1,500
MANDATED STUDENT TESTING	0	0	500	500
CULTURAL ARTS - SMS/GHS	6,200	73	5,000	5,000
AWARENESS WEEK/SMITH	848	1,908	1,000	1,000
NEASC EVALUATIONS	0	0	0	0
COPIERS	170,266	123,189	155,000	155,000
SECONDARY MAGNET	128,231	102,141	140,000	110,000
SUBTOTAL	305,545	227,311	303,000	273,000
<b>SUPPLIES/MATERIALS</b>				
SUPPLIES	70,837	41,129	40,000	40,000
PUBLICATIONS	147	224	1,275	1,275
GRADUATION EXPENSES	22,993	78,375	50,000	50,000
SCHOOL FUNCTION COSTS	9,097	2,878	15,500	15,500
SUBTOTAL	103,074	122,606	106,775	106,775
<b>OTHER</b>				
TRAVEL REIMBURSEMENT	9,199	7,276	18,000	18,000
NE & CT ASSOCIATION DUES	9,515	9,910	11,000	11,000
SUBTOTAL	18,714	17,186	29,000	29,000
<b>BUDGET TOTAL</b>	<b>2,779,584</b>	<b>2,752,740</b>	<b>2,805,654</b>	<b>2,878,088</b>

# PROGRAM 3300: SYSTEMWIDE SUPPORT SERVICES

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
ADMINISTRATIVE	5.00	5.00	6.00	5.00
OSHA SAFETY OFFICER	0.32	0.32	0.32	0.32
INFORMATION SPECIALIST	1.00	1.00	1.00	1.00
ADMIN/BUSINESS SUPPORT STAFF	8.00	8.00	8.00	9.00
SECURITY SERVICES	16.00	16.00	16.00	16.00
<b>SALARIES</b>				
ADMINISTRATIVE	986,177	992,659	1,140,813	1,146,885
ADMIN/BUSINESS SUPPORT STAFF	608,857	603,881	665,645	658,789
INFORMATION SPECIALIST	82,761	88,478	90,230	90,230
SECURITY SERVICES	653,684	589,528	685,936	685,936
SECRETARIAL, PART-TIME	7,215	8,244	7,000	7,000
SECRETARIAL, OVER-TIME	7,797	9,796	10,000	10,000
SUBTOTAL	2,346,491	2,292,585	2,599,624	2,598,840
<b>PURCHASED SERVICES</b>				
AUDIT	24,000	30,797	20,000	32,000
LEGAL FEES	1,595	9,758	40,000	30,000
RESEARCH/REDISTRICT	0	0	0	0
EQUIPMENT MAINTENANCE	24,297	31,941	40,000	40,000
COPIERS	52,047	50,193	60,000	60,000
LIABILITY INSURANCE	121,901	165,513	182,686	178,325
FIDELITY BOND	2,771	2,803	3,082	2,938
INSURANCE DEDUCTIBLES	25,000	58,471	40,000	40,000
PUBLIC INFORMATION	12,428	13,261	12,500	12,500
POSTAGE	46,666	47,603	50,000	50,000
ADVERTISING/RECRUITING	925	1,124	3,500	3,500
PRINTING	18,050	16,719	18,000	18,000
ADULT EDUCATION (MANDATED)	74,556	86,809	96,598	96,598
SUBTOTAL	404,236	514,990	566,366	563,861
<b>SUPPLIES/MATERIALS</b>				
PUBLICATIONS	324	324	1,000	1,000
SUPPLIES	52,341	21,866	40,000	40,000
SECURITY SUPPLIES	3,731	12,193	7,000	7,000
SUBTOTAL	56,396	34,383	48,000	48,000
<b>OTHER</b>				
BOARD OF EDUC. EXPENSES	12,538	10,910	14,500	14,500
SUPT. OFFICE EXPENSES	0	0	2,000	2,000
SCHOOL FOODS SERVICE DEPT.	0	350,000	0	0
PROFESSIONAL MEMBERSHIP/SY	8,300	9,060	12,000	12,000
PROFESSIONAL EXPENSES	7,856	6,415	7,500	7,500
TRAVEL	16,766	13,580	20,000	20,000
CABE DUES	21,361	23,339	22,000	22,000
CREC DUES	1,255	1,242	1,750	1,750
SUBTOTAL	68,076	414,545	79,750	79,750
<b>EQUIPMENT</b>				
NEW/RPLC EQUIPMENT (SYSTEMWIDE)	280,084	380,679	52,064	52,064
STEAM	0	250,296	300,000	300,000
SUBTOTAL	280,084	630,975	352,064	352,064
<b>GRANT</b>				
TOTAL EXPENDITURES	3,155,283	3,887,478	3,657,015	3,653,726
<b>GRANT OFFSET</b>			(11,211)	(11,211)
BUDGET TOTAL	3,155,283	3,887,478	3,645,804	3,642,515

	2019-2020	2020-2021
<b>Grants Actual Expenditures</b>		
ADULT EDUCATION	10,594	11,868

# PROGRAM 3400: FRINGE BENEFITS/SUBSTITUTES

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>SALARIES</b>				
SUBSTITUTES (TEACHER)	554,821	486,618	665,000	665,000
SUBSTITUTES (NURSE)	29,621	32,445	40,000	40,000
ILLNESS COVERAGE (CLASSIFIED STAFF)	0	0	10,000	10,000
CONTRACTUAL RETIREMENT/RESIGN	152,506	117,003	125,000	125,000
SABBATICAL	0	0	0	0
NEGOTIATIONS	0	0	108,000	0
DEGREE CHANGES	0 <sup>1</sup>	0 <sup>2</sup>	100,000	0 <sup>3</sup>
PERSONNEL TURNOVER	0 <sup>4</sup>	0 <sup>5</sup>	(200,000)	0 <sup>6</sup>
SUBTOTAL	736,948	636,066	848,000	840,000
<b>EMPLOYEE BENEFITS</b>				
DISABILITY INSURANCE	48,633	50,630	53,500	53,500
LIFE INSURANCE	189,876	190,764	198,000	198,000
HEALTH INSURANCE	15,646,655	16,289,133	15,423,648	15,541,421
RETIREMENT/CLASSIFIED	2,111,955	2,610,100	2,814,903	2,832,235
SOCIAL SECURITY/EMPLOYER SHARE	2,309,209	2,345,073	2,435,639	2,435,639
WORKERS COMPENSATION	370,775	255,836	281,420	266,196
UNEMPLOYMENT COMPENSATION	51,923	21,823	50,000	50,000
EMPL. MANDATED SCREENING	0	0	500	500
PROFESSIONAL TECHNICAL SERVICES	14,508	39,981	0	0
EMPLOYEE RELATIONS	35,627	54,497	28,000	28,000
SUBTOTAL	20,779,161	21,857,838	21,285,610	21,405,491
TOTAL	21,516,109	22,493,904	22,133,610	22,245,491

**Footnotes:**

*Degree Changes*

1. \$110,565

2. \$77,394

3. \$98,979

*Personnel Turnover*

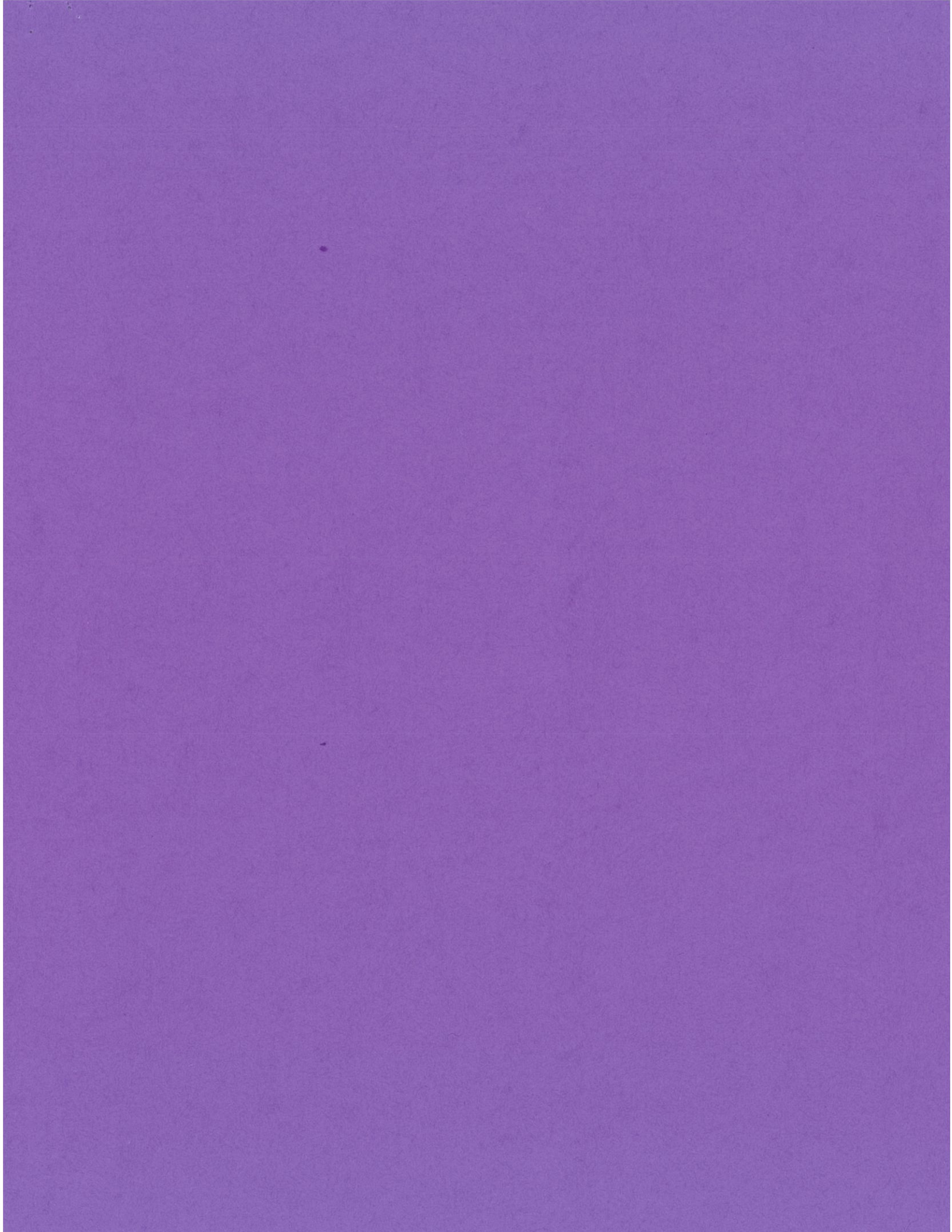
4. (504,855)

5. (326,135)

6. (316,987)

# PROGRAM 3600: TECHNOLOGY SUPPORT SERVICES

	ACTUAL 2019-2020	ACTUAL 2020-2021	BOARD APPROVED 2021-2022	FALL REVISED 2021-2022
<b>POSITIONS (FTE)</b>				
COORDINATORS	6.00	6.00	6.00	6.00
TECHNOLOGY SPECIALISTS	16.00	15.00	15.00	15.00
SECRETARIAL	2.00	2.00	2.00	2.00
<b>SALARIES</b>				
COORDINATORS	435,140	441,349	474,062	488,886
TECHNOLOGY SPECIALISTS	838,616	852,818	873,097	886,935
TECHNOLOGY MAINTENANCE, P-T	82,285	69,323	80,000	80,000
SECRETARIAL	129,854	81,337	129,918	104,605
SUBTOTAL	1,485,895	1,444,826	1,557,077	1,560,426
<b>PURCHASED SERVICES</b>				
TECHNOLOGY SUPPORT	162,343	178,882	200,000	200,000
EQUIPMENT MAINTENANCE/AV	39,166	40,211	40,000	40,000
COMPUTER MAINTENANCE	45,041	43,678	45,000	45,000
SUBTOTAL	246,550	262,771	285,000	285,000
<b>SUPPLIES/MATERIALS</b>				
SOFTWARE	526,677	561,904	560,000	560,000
SUPPLIES (SYSTEMWIDE)	62,929	52,939	50,000	50,000
SUBTOTAL	589,606	614,843	610,000	610,000
<b>PROGRAM/STAFF DEVELOPMENT</b>				
IN-SERVICE, CLASSIFIED	0	0	3,000	3,000
PROF. MTGS., CLASSIFIED	0	1,047	3,000	3,000
SUBTOTAL	0	1,047	6,000	6,000
<b>OTHER</b>				
DUES/FEES	1,214	1,254	2,500	2,500
VEHICLE LEASE	0	0	0	0
SUBTOTAL	1,214	1,254	2,500	2,500
<b>EQUIPMENT</b>				
TECHNOLOGY REPLACEMENT PROGRAM	1,162,438	1,349,550	1,200,000	1,200,000
REPLACE/REPAIR	36,856	45,117	47,000	47,000
NEW/AV EQUIPMENT	31,137	30,711	31,000	31,000
NEW TECHNOLOGY RELATED EQUIPMENT	45,009	41,175	42,100	42,100
REPLACEMENT/AV EQUIPMENT	56,921	55,953	50,000	50,000
SUBTOTAL	1,332,361	1,522,506	1,370,100	1,370,100
<b>BUDGET TOTAL</b>	<b>3,655,626</b>	<b>3,847,246</b>	<b>3,830,677</b>	<b>3,834,026</b>



### Goals for the Glastonbury Public Schools

#### Introduction

The terms "goal", "objective", and "performance objective" parallel those originally published by the American Association of School Administrators.

**Goal:** "A goal statement is one step more precise than a mission statement. Many goal statements may come out of a mission declaration. Each describes a desired terminal point to be reached sometime in the future to fulfill the mission, and general directions to pursue the mission. A goal statement, likewise, remains too broad to be useful in identifying specific operational activities. A goal is seen by some as a "broad objective". It must be broken down further if its declarations and outcomes are to serve as guides to action."

**Objective:** "An objective is an outcome statement that is consistent with and grows out of a related goal statement. It is a more specific expression of a position, behavior, process, or product to be achieved by a major operational division of an organization over a shorter time period. It is a desired outcome that is capable of being measured with specificity."

**Performance Objective:** "Performance objectives are more sharply focused on specific objectives. Usually they describe outcomes that are measurable and achievable relatively quickly. They are likely to be set primarily for categories, departments, or units within an organization for specific administrators."

We follow our Strategic Plan when developing goals. These goals are presented with the full realization that the school is only one of several social institutions or influences affecting the child. Its contribution is modified by the intellectual, social, emotional, and affective potentialities that each child brings to the school environment. Our intent is that the school should contribute as fully as possible to the development of each child in the directions indicated by the goals stated.

It is the responsibility of the School Administration and Staff to delineate and update those educational objectives and performance objectives which at each school level will best achieve the goals as stated, together with the means to evaluate periodically the attainment of such objectives. Only then will these goals have full meaning.

**To implement the Philosophy of the Glastonbury Public Schools, we accept this charge:**

1. to provide students with opportunities to master basic skills essential to competent functioning in society, including the ability to read, write, listen, and speak and view proficiently; to manipulate basic mathematical concepts; and to acquire a general knowledge of the sciences;
2. to enable students to apply knowledge, problem solving techniques, creativity, and current technology from the various disciplines to the challenges presented by our changing society and physical environment;
3. to enable students to grow academically, socially, and emotionally by encouraging them to accept responsibility and to understand the consequences of their decisions;

4. to enable students to pursue independent thought and research through both assigned and self-initiated projects;
5. to enable students to explore the world's cultural heritage through experiences which help to broaden social awareness;
6. to provide curricular and co-curricular activities which will give students the opportunity to grow aesthetically, emotionally, intellectually, physically, and socially through interaction with others;
7. to provide appropriate programs and services for students with special intellectual, physical, and emotional needs;
8. to enable students to develop aesthetic appreciation through integral experiences in art, music, science, literature, and languages;
9. to enable students to acquire the skills necessary for intellectual growth using Educational Information Services and programs, and instruction in the use of appropriate resources to support their learning;
10. to enable students to develop as healthy individuals by providing life skills through health and physical education programs and health services;
11. to enable students to develop personal and vocational skills through appropriate grade level experiences in foreign language, practical, and technical arts;
12. to enable students to meet their academic, personal, social, emotional, and vocational needs through guidance, counseling, and special services;
13. to enable students to learn the responsibilities of citizenship in a democracy, emphasizing participation in global, national, and community affairs through practical curricula and co-curricular activities in the social sciences;
14. to enhance the capabilities of the staff by setting expectations and by providing opportunities for growth through professional development and other experiences;
15. to foster greater community understanding and support by encouraging citizen involvement in school activities and programs;
16. to provide a safe and orderly environment conducive to the learning process;
17. to integrate the principles and practices of social-emotional [learning](#) into the District's required professional development program pursuant to C.G.S. 10-148a.

Legal Reference: Connecticut General Statutes

[10-4\(c\)](#) Duties of board. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.

[10-220\(b\)](#) Duties of boards of education (as amended by P.A. 21-46, Section 13)

P.A. 21-46 An Act Concerning Social Equity and the Health, Safety, and Education of Children

**Policy adopted:**

## Communications with the Public

**General** The Glastonbury Board of Education believes it is important to inform the public about school curriculum, programs, and activities so citizens can participate in these programs. Concurrently, the school staff, administration, and Board of Education will seek community input ~~in order to~~ **should and** be aware of the community's goals and concerns for its children so they may be given consideration in curriculum, program, and activity revisions.

To this end, the Board supports and encourages various means such as publications, press releases, cable television, internet and other technology communications, open houses, **websites** and ~~other~~ public events to disseminate school district information and to hear from the community.

**Community members are encouraged to visit the District's website for information about the district including Board of Education and staff e-mail addresses.**

**Administration of the Community Relations Program** The community relations program shall be a shared responsibility ~~of~~ **with** the Board of Education and the superintendent or designee. The superintendent or designee shall work with the members of the Board of Education to conduct an active and comprehensive informational program throughout the school district.

Staff members shall be kept informed of community relation efforts, and their support and participation in such efforts shall be sought.

**News of Board of Education Meetings and Activities** The Glastonbury Public Schools will cooperate with and endeavor to use all legitimate news media available to it to keep the public informed of the objectives, needs, and accomplishments of the school system and shall cooperate fully with the press, radio, and television to assure that news coverage is complete, balanced, and accurate. Board of Education website, [www.glastonburyus.org](http://www.glastonburyus.org) will be used to provide information as well.

**Board minutes shall be available in unapproved form, within 7 days of a Board meeting excluding Saturdays, Sundays, and legal holidays; a written record of Board votes shall be available for public inspection on the Board of Education website within 48 hours of a Board meeting excluding Saturday, Sundays, and legal holidays.**

~~Board minutes shall generally be available in unapproved form, within 72 hours of a Board meeting excluding Saturdays, Sundays, and legal holidays. (In determining the time herein, any day on which the Board office is closed shall also be excluded.)~~

It should be made clear to anyone wishing to review the minutes that they are unofficial until formally approved by the Board of Education at its next regular meeting.

Legal Reference: Connecticut General Statutes  
~~1-13~~ ~~1-18~~ Public Records: General Provisions  
~~1-200~~ ~~1-240~~ Freedom of Information Act  
**1-200-1-241 Public records and meeting**  
10-220 Duties of Boards of Education

Policy

Adopted: October, 1981

Revised: February 14, 2000

Revised: June 7, 2004

Revised:

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

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**Business and Non-Instructional Operations****Food Service****Charging Policy**

The Glastonbury Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

~~The District uses an automated prepayment system which allows parents/guardians to view their child's meal account balance and purchases and to make deposits to those accounts. The District maintains a "no charging policy" for the students in the District not receiving free or reduced meals. In addition, no student will be allowed to charge items which are not part of the reimbursable meal.~~

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

~~Charging is not encouraged by the District but on those occasions that a student does not have money, they will be offered a reimbursable meal which will be charged to their account.~~

The Board prohibits the public identification or shaming of a child/student for any unpaid charges including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student,
- Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.

A student needing to charge a meal will be informed of his/her right to purchase a meal, which may exclude a-la-carte items, for any school breakfast, lunch or other feeding.

## Applications for Free and Reduced Price Lunch:

In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

If at any time, a parent or guardian anticipates a problem with paying for meals, he/she should contact the Food Service Director as soon as possible for assistance. Parents and guardians are encouraged to apply for free and reduced price meals for their children. In order to qualify, families must meet eligibility criteria. Applications can be filed at any time after July 1<sup>st</sup> of the coming school year or during the school year and new applications may be filed if there is a change in household income or in the number of household members. Applicants are responsible to pay for meals until the application for free and reduced price lunch is completed and approved.

### Definitions

~~“Alternate Meals” The use of alternate meals refers to any meal served to a student that is different from the day’s advertised reimbursable meal. Alternate meals are most often provided to those students who have forgotten their meal payment(s) or medium of exchange. Alternate meals will only be provided if the student who needs to charge a meal has not already received a meal. Meals will not be taken away from a child.~~

~~“Delinquent Debt and Bad Debt”~~

~~Money owed because of unpaid meal charges shall be considered “delinquent debt,” as defined, as long as it is considered collectable and reasonable efforts are being made to collect it. Such debt must be paid by June 30, effective with the 2017-2018 school year. Student meal accounts must be at a zero balance for the next school year.~~

~~School food authorities must make reasonable efforts to collect unpaid meal charges classified as delinquent debt. The cost of these efforts is an allowable use of meal reimbursement funds.~~

~~After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts are useless or too costly, the debt must be reclassified as “bad debt.” Additionally, while bad debt must be written off as an operating loss, this particular operating loss cannot be absorbed by the schools food service, but must be restored using nonfederal funds. These funds may come from the school district’s general fund, special funding from state or local governments, school or community organizations, or any other nonfederal sources. Once delinquent meal charges are converted to bad debt, records relating to those charges must be maintained. If the Board of Education is considering part of this subsidy to cover the cost of bad debt due to unpaid student meals, it must be specifically identified in all records. If the household reimburses the food service department for the unpaid meals (after the Board of Education has covered the cost of the end-of-the-year charged meal debt) the food service department must return those funds to the Board of Education.~~

## Definitions

**"Delinquent Debt"** are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

**"Bad Debt"** are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food service account, but must be restored using nonfederal funds.

## Process for Addressing a Low or Negative Account Balance **Elementary and Secondary Students (grades K-12):**

The District uses MySchoolAccount.com, an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low-balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals up to an amount not to exceed the cost of thirty (30) meals. Negative balance status can be avoided by making a payment in the form of cash, check, or by credit card to the My SchoolAccount.com website. All other a-la-carte items shall not be charged.

Weekly communications with parents/guardians through automated calls regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town residents.

The Board will accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.

- Step I: ~~If a student's meal account falls below \$2.50, a call will be made to household to remind the parent to deposit funds into the student's meal account.~~
- Step II: ~~If the parent or guardian does not promptly deposit sufficient funds into the school meal account and the school meal account balance becomes negative, the Food Service Manager shall contact the parent by telephone or email reminding the parent to deposit funds into the student's meal account.~~
- Step III: ~~If the parent or guardian does not promptly deposit sufficient funds into the school meal account, a second reminder letter will be sent and this letter will include information for the parent or guardian about the National School Lunch Program's eligibility criteria for free and reduced price lunch along with an application for the free and reduced price lunch program.~~

~~The letter will also state that, unless the parent or guardian deposits funds into the student's meal account within five days, then for any such meals following, the student will be served an alternative meal consisting of unflavored milk, a piece of fruit and a cheese sandwich (unless there is a medically documented allergy or dietary restriction). The letter shall state that such alternative meals shall be charged to the student's account.~~

~~Step IV: If the parent or guardian does not deposit sufficient funds into the school meal account within five days, the student shall be served an alternative meal consisting of unflavored milk, a piece of fruit and a cheese sandwich (unless there is a medically documented allergy or dietary restriction). Additionally, the Food Services Manager shall send a Certified Letter to the parent or guardian reminding the parent or guardian of the need to deposit funds into the student's meal account immediately. This letter will include additional information for the parent or guardian about the National School Lunch Program's eligibility criteria free and reduced price lunch along with an additional application for the free and reduced price lunch program.~~

## **Business and Non-Instructional Operations**

### **Charging Policy (continued)**

#### **Dissemination of Policy**

This policy shall be included in student/parent handbooks, placed on the District's website, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

(cf. 3542 – Food Service)

(cf. 3542.31 – Free or Reduced Price Lunch Program)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees (as amended by PA 21-46).

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

**USDA Guidance:**

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

**Policy adopted:** October 30, 2017

**Revised:**

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## Staff Planning/Creation of Positions/Recruitment, Screening, & Selection/ Initial Compensation and Benefits/ Bonuses and Increments

**Staff Planning** – As part of annual budget development, the superintendent/designee shall review certified staffing along with recommendations for new positions or for staff reductions with the Board of Education. Before a new position is established the superintendent will present, for Board review, a job description for the new position which specifies necessary qualifications and performance responsibilities.

**Creation of Positions** – All certified staff positions are created or reduced only by the Board of Education which has the sole responsibility to create or establish positions necessary to accomplish the school system's goals and objectives.

**Recruitment, Screening, and Selection** – The superintendent/designee shall maintain an effective recruitment program to attract, secure, and retain high quality personnel for all certified and non-certified support staff positions. The recruitment program shall seek candidates who will devote themselves to the education and welfare of children in the public schools of the district. **The program shall include a plan for minority staff recruitment.**

In screening candidates for employment, the superintendent/designee shall involve, as appropriate, administrators, teachers, parents, students, support staff, and others. This involvement is advisory to the superintendent and the superintendent shall explain participant's roles and limits prior to their participation in the screening process.

The superintendent/designee shall ensure that all certified personnel employed or recommended to the Board meet all state requirements for the position. **All District teachers must meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternate routes to certification.**

Initial Compensation and Benefits – Compensation and benefits will be determined in accordance with the appropriate collective bargaining agreement. For non-contracted positions, compensation and benefits will be determined by the Superintendent or designee and reported to the Board of Education.

**Bonuses and Increments** – Bonuses and increments will be awarded in accordance with the appropriate collective bargaining agreement. For non-contracted positions, bonuses and increments recommended by the Superintendent may only be awarded upon approval by the Board of Education.

### **Hiring of Retired Teachers**

**A retired teacher receiving benefits from the Teachers Retirement Board (TRB) may be reemployed by the Board for up to one full school year in a position (1) designated by the Commissioner of Education as a subject shortage area, or (2) at a school located in a priority school district for the school year in which the teacher is being employed. Such employment may be for up to one full school year. Such reemployment may be extended for an additional school year, provided the Board (a) submits a written request for approval to the Teachers' Retirement Board, (b) certifies that no qualified candidates are available**

prior to the reemployment of such teacher and (c) indicates the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

The forty-five percent limitation applies, as described below, if the retired teacher described in this paragraph, works in excess of two years in either a subject shortage area and/or in a school in a priority school district.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service.

Except as indicated in the first paragraph in this section, a certified educator receiving retirement benefits from the Teachers Retirement Board (TRB) may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes except that such educator may be employed in such a position and receive no more than forty-five percent of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess. Fringe benefits offered by the District, if taken by the employed retired individuals, are included in the maximum compensation. The individual can continue to pay TRB for health insurance as a retired member in the same manner as prior to the post retirement employment. (Health insurance from the Board is not legally required to be offered.)

(cf. 4124, 4224 Non Discrimination)

(cf. 4117 and 4217 Assignment/Transfer/Reassignment)

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Definitions. ~~Notice and hearing on failure to renew or termination of contract. Appeal.~~ **Notice and hearing on termination of contract (as amended by P.A. 12-16 An Act Concerning Educational Reform)**

10-153. Discrimination on account of marital status.

**10-183v Reemployment of teachers, as amended by PA 10-111, An Act Concerning Education Reform in Connecticut and P.A. 16-91, An Act Making Changes to the Teacher's Retirement System, and PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes and PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.**

**10-220 Duties of Boards of Education. (as amended by PA 98-252)**

10-155f. Residency requirement prohibited.

46a-60 Discriminatory employment practices prohibited.

~~Public Act 94-221 An Act Concerning School Discipline and Security~~

**34 C.F.R. 200.55 Federal Regulations**

**P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56**

Policy

Adopted: November 14, 2005

Revised: April 11, 2011

**Revised:**



### Nondiscrimination

In compliance with regulations of Title VI of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987 and the American with Disabilities Act, the Glastonbury board of Education adopts the following Equal Employment Opportunity and Equal Education Opportunity Policy. The Glastonbury Board of Education prohibits acts of discrimination in all matters dealing with employees and applicants for positions with the school district and endorses the principle of equal employment opportunity in all actions affecting employees and applicants. As an equal opportunity employer, the Glastonbury Board of Education declares that no discrimination on the basis of race, creed, color, national origin, gender, sexual orientation, religion, gender identity or expression, marital status, veteran status, disability or age will exist in the school district with regard to employment, screening candidates for employment or in retention and promotion of employees. Sexual harassment has been established as a form of sexual discrimination as defined by Glastonbury Board of Education Policy 4118.12, in accordance with federal and state law.

“Race” is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, head wraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

### Equal Education Opportunity

Pursuant to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with handicaps shall, solely by reason of such handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the Glastonbury Board of Education.

The Civil Rights Compliance Officers for the Glastonbury Board of Education have the responsibility to monitor the compliance of this policy. The names and location of the Civil Rights Compliance Officers are posted in each school annually.

Areas in which employees/applicants shall not be discriminated against, include but are not limited to:

- Hiring and Promotion
- Compensation
- Job Assignments
- Leaves of Absence
- Fringe Benefits
- Labor Organization
- Contracts or Professional Agreements

Policy

Adopted: October, 1981

Revised: November 14, 2005  
Revised: August 12, 2013  
Revised: May 22, 2018  
Revised:

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut  
Regulation 4118.11

Personnel - Certified/Classified

4218.11

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## **DISCRIMINATION COMPLAINTS (PERSONNEL)**

Any employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and the victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.

The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.

The Board within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Board will give a written response within ten (10) working days following the completion of the hearing.

GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

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Personnel - Certified/Classified

Regulation 4118.11 (a)  
4218.11 (a)

Legal Reference:

10-15c Discrimination in public schools prohibited. School attendance by five-year olds.  
(Amended by P.A. 97-247 to include “sexual orientation” and P.A. 11-55 to include  
“gender identity or expression”)(as amended by PA 21-2 §441.)

46a-51 Definitions as amended by PA 17-127 and PA 21-2)

46a-60 Discriminatory employment practices prohibited.

**P.A. 11-55 An Act Concerning Discrimination**

10-153 Discrimination on account of marital status.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*

Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.*

Discrimination on basis of sexual orientation

Section 504 of the **Federal Vocational** Rehabilitation Act of 1973, 20 U.S.C. 706 (7) (b)..

Public Act 11-55 An Act Concerning Discrimination

**American Disability Act of 1989, as amended by the ADA Amendments Act of 2008**

Civil Rights Act of 1987.

Title IX Final Rule, May 6, 2020

Regulation

Adopted: March 26, 2012

Revised: August 12, 2013

**Revised:**

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## Student Attendance - Unexcused Absence (Grades K-12)

Regular student attendance in school is essential to the educational process and is a key factor in the success a student achieves in school. Responsibility for ensuring that students attend school rests by statute with the parent/guardian or other person having legal responsibility for the child. To assist parents and others in meeting this responsibility, the Glastonbury Board of Education instructs its superintendent/designee, to adopt and maintain a series of helpful procedures.

In accordance with Glastonbury Board of Education Policy 5113 and applicable Connecticut General Statutes, the regulations for Grades K-8 (5113a – 5113d) and Grades 9-12 (5113e – 5113i) shall be followed for monitoring, reporting and intervening with regard to student absences.

### Mental Health Day

**A mental health day is defined as an absence resulting from a student enrolled in grades K-12. Students may take ~~taking~~ two mental health days during the school year. Such absence is to permit the student to attend to their emotional and psychological well-being in lieu of attending school.**

**The student shall not be required to present documentation or parental/guardian consent. For purposes of school year limitation, such absence shall be identified as a “mental health wellness day.”**

**A student cannot take these mental health days during consecutive school days.**

### Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the board of Education, additional excused absences to visit such child’s parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible for obtaining assignments from the student’s teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

### Legal References:

Conn. Gen. Stat. § 10-184 **Duties of parents (as amended by PA 98-243, PA 00-157 and PA 18-15)**

Conn. Gen. Stat. § 10-198a **Policies and procedures concerning truants (as amended by PA 11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)**  
10-198b **State Board of Education to define “excused absence.”**

**“unexcused absence,” and “disciplinary absence” ( as amended by PA 21-46, Section 19)**

Conn. Gen. Stat. § 10-220(c) Duties of Board of Education (as amended by PA 15-225)

10-185 Penalty

Conn. Gen. Stat. § 10-235

Conn. Gen. Stat. § 46b-149

PA 14-198 An Act Concerning Excused Absences from School for Children of Service Members

10-198c Attendance review teams

Action taken by State Board of Education January 2, 2008, to define “attendance.”

Action taken by State Board of Education June 27, 2012, to define “excused” and “unexcused” absences.

PA 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children.

## Policy

Adopted: October, 1981

Revised: September, 1991

Revised: April 19, 1993

Revised: January 24, 2005

Revised: March 9, 2015

Revised:

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GLASTONBURY PUBLIC SCHOOLS

Glastonbury, Connecticut

Regulation 5113

Revised

STUDENTS

Student Attendance - Unexcused Absence (Grades K-8)

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## Procedures

1. Annually notify parent/guardian or other person having legal responsibility for school-age children enrolled in Glastonbury Public Schools, of their obligation to ensure that such children attend school or show that they are elsewhere receiving equivalent instruction.

2. Obtain from each parent/guardian or other person having legal responsibility for enrolled children, a telephone number or other means of contact during the school day.
3. Establish a system for monitoring individual absences of enrolled students, by school personnel or volunteers, and for making a reasonable effort to notify parent/guardian or other responsible person by telephone when any such student fails to report to school on a regularly scheduled school day, if school personnel have not otherwise received indication that the parent/guardian or other person legally responsible for the student has approved of the absences.
4. Identify an enrolled student in grades kindergarten through eight, as a “truant” when he or she has four unexcused absences in any one month, or ten unexcused absences from school in any school year.
5. Hold a meeting with appropriate school personnel and the parent/guardian or other person having legal responsibility for a child who is a truant, within ten school days of designation as a truant, to review and evaluate the reasons for the child being a truant.
6. Identify an enrolled student in grades kindergarten through eight, as a “habitual truant” when he or she has twenty unexcused absences with a school year.
7. Require that the superintendent/designee file a written complaint with the Superior Court, alleging that the acts or omissions of any child designated as a habitual truant are such that his or her family is a family with service needs.
8. Require that the superintendent/designee, annually report to the State Department of Education on a school-by-school basis, the number of children enrolled in grades kindergarten through eight in the Glastonbury Public Schools who are habitual truants.
9. Provide for coordinating services with, and referral of, enrolled students in grades kindergarten through eight, who are truants or habitual truants, to community agencies providing child and family services.

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STUDENTS

GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut  
Regulation 5113(a)  
Revised

Student Attendance - Unexcused Absence (Grades K-8)

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Attendance

A. Definitions

1. “Student” – a child enrolled in grades kindergarten through eight in the Glastonbury Public Schools.

2. “Unexcused Absence” – any absence from an entire regularly scheduled school day, which is not excused as defined below.
3. “Excused absence” – an absence from a regularly scheduled school day, accompanied by a written notice, for:
  - a) Reasons of health, including illness, incapacity or doctor’s visits. The district reserves the right to require a physician’s or other appropriate certification for absences in excess of five consecutive days or a total of fifteen days in any school year.
  - b) Religious holidays
  - c) Court appearance
  - d) Funeral
  - e) Approved school activities
  - f) Family emergencies
  - g) Suspension or expulsion
  - h) Pre-notification of limited absences from school for special activities with parental consent
  - i) Excused Absences for Children of Service Members

The determination of whether an absence is excused will be made by the building administrator. Parent/guardian or other person having legal responsibility for the child may appeal that decision to the superintendent/designee.

4. “Truant” – any student who has four unexcused absences from school in any one month or ten unexcused absences from school in any school year.
5. “Habitual truant” – any student who has twenty unexcused absences in a school year.

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STUDENTS

GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut  
Regulation 5113(b)  
Revised

Student Attendance - Unexcused Absence (Grades K-8)

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B. Procedures

1. Attendance monitoring
  - a) Annually at the beginning of the school year and upon enrollment of a student during the school year, the building principal shall notify the parent/guardian or other person having legal responsibility for the student enrolled in grades kindergarten through eight, of the obligations pursuant to Connecticut General Statutes §10-184 to assure that

children between the ages of seven and sixteen attend school or otherwise show that the child is elsewhere receiving equivalent instruction.

- b) Annually at the beginning of school and upon the enrollment of a child during the school year, the building principal shall request from the parent/guardian or other person having legal responsibility for a student enrolled in grades kindergarten through eight, a telephone number or other means of contact during the school day.
- c) Each school which includes grades kindergarten through eight, shall maintain a system of monitoring individual unexcused absences of students. Whenever a student enrolled in that school fails to report to school on a regularly scheduled school day, parents are asked to call the school office the morning of the absence. A list of absences with reasons is maintained. If a call is not received, school personnel or volunteers, under the direction of the building principal/designee, shall make a reasonable effort to contact the parent/guardian or other responsible person by telephone. These procedures will be followed unless school personnel have otherwise received an indication that the parent/guardian or other person legally responsible for the child is aware of the student's absence. Efforts shall include at least three attempts to reach the telephone number provided and shall be logged. Persons who in good faith make or fail to make such reports shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed for such action, and shall otherwise be indemnified from liability in accordance with the provisions of Connecticut General Statutes §10-235.

## 2. Attendance Reporting

At the end of each school year, each school with grades kindergarten through eight shall report to the superintendent/designee, the number of students who are habitual truants. The superintendent/designee shall report this information to the State Department of Education annually.

## 3. Referral

When a student's attendance is first considered unsatisfactory or at a marginal level of acceptance, prompt referral shall be made to a child study team or a Planning and Placement Team for review.

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

STUDENTS

Regulation 5113(c)  
Revised

Student Attendance - Unexcused Absence (Grades K-8)

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## 4. Truants

Whenever a student is a truant the building principal/designee shall schedule a meeting with appropriate school personnel, and the parent/guardian or other person legally responsible for the child to review and evaluate the reason for the student being a truant. This meeting shall be held not later than ten school days after the child

becomes a truant. If the parent declines to attend the meeting, that fact shall be documented and the meeting shall be held.

## 5. Habitual Truants

- a) When a student is a habitual truant, the superintendent/designee shall file a written complaint with the Superior Court, Juvenile Matters, for a family with service needs.
- b) Prior to the written complaint to the Superior Court, a Planning and Placement Team (PPT) will review the case and determine whether or not an educational evaluation is appropriate. An educational evaluation of such student shall be performed at district expense for Glastonbury residents (if no such evaluation has been performed in the preceding year), subject to any related court orders and necessary permission from the parent/guardian or other person having legal responsibility for the student.
  1. An educational evaluation is an assessment of a student's educational development. Based upon the student's presenting characteristics, such an evaluation would assess, as appropriate, the following areas: health, vision, hearing, social and emotional status and motor abilities. Such evaluations would be administered by appropriately certified and/or licensed personnel and conducted on an individual basis.
  2. The Planning and Placement Team (PPT), which is responsible for conducting an educational evaluation for such a student, would select evaluation procedures, instruments and techniques, as appropriate, to assess the specific areas of concern. Upon completion of the evaluation the PPT would consider alternative procedures and programs within regular education, further evaluation and eligibility for special education and related services and/or write and/or revise a student's Individualized Education Program (IEP).
  3. The superintendent/designee, shall coordinate the provision of any services which the court may order the district to provide to such students.

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STUDENTS

GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut  
Regulation 5113(d)  
Revised

Student Attendance - Unexcused Absence (Grades K-8)

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- c) The complaint will be referred to a probation officer by the court. The probation officer may determine whether the complaint is sufficient to meet the definition of a family with service needs. If so, the probation officer may refer the matter to community-based or other service providers, or file a petition with the court.
- d) If the probation officer determines that the allegations of the complaint do not appear to be true, or that the student's family does not appear to meet the

definition of a family with service needs, the law requires that the probation officer notify the superintendent/designee, that a petition will not be filed.

- e) Upon receipt of such notification the superintendent/designee, may file a petition with the court alleging that a family constitutes a family with service needs. Such petition shall include (1) a brief statement explaining that the student is a habitual truant, (2) the basis for that finding, (3) the name, date of birth, sex and residence of the student, (4) the name and residence of his or her parents/guardians or other persons having control of him/her, and (5) a request for appropriate action by the court.

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STUDENTS

GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut  
Regulation 5113(e)

Student Attendance (Grades 9-12)

Revised

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Procedures

The academic program at Glastonbury High School has been established in an atmosphere where student freedom and responsibility are an integral part of the decision-making process. The school maintains that attendance to assigned classes is essential and, therefore, has established an attendance requirement for all courses offered. The attendance requirements reflect three assumptions.

1. Time lost from class is essentially irretrievable in terms of opportunity for instructional exchange.
2. Excessive absences are a drain on the resources of the teacher. These resources can and should be directed to programs and activities for the educational benefit of the students.
3. A student has an obligation to give as well as receive in the context of the classroom setting.

Class Attendance Requirements

The following provisions will govern attendance:

1. While students are on campus, they must attend all of their classes.
2. If detained or required to be out of the class for all or part of class period, students must obtain a pass or note from the staff member detaining them. Failure to obtain such verification for tardiness shall be regarded as unexcused. Three unexcused tardies in one class in a semester will result in a school detention. Each tardiness thereafter will result in one detention.
3. Students who are on school grounds at any time during the day, but have not attended homeroom or signed in tardy, are considered to have been present all day. Classes missed under such circumstances are to be considered as class cuts.
4. For any absence determined to be a cut, the student will be given an “F” for all quizzes, tests, and other work missed in that class period (See Disciplinary Action for Cuts)
5. Students absent from school or from individual classes for excusable reasons are expected to make-up all work and tests missed, in order to receive full credit. If a student fails to make-up the work within a reasonable period following the student’s absence, academic penalties will be assessed at a rate prescribed by the teacher.

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	GLASTONBURY PUBLIC SCHOOLS Glastonbury, Connecticut Regulation 5113(f)
STUDENTS	
Student Attendance (Grades 9-12)	Revised

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Course Credit

In order to receive credit for a course, students must earn a passing grade and fulfill the attendance requirements as stated below:

1. Student attendance in class is crucial to the educational process. When a student is absent from a class more than fifteen percent (15%) of scheduled sessions (11 times for a semester course, 21 times for a full year course) he or she will lose credit for that course.
2. A student losing credit for excessive absences may appeal this decision through the School Attendance Appeal Committee. In cases of long-term illness, a letter can be sent to an administrator who will make a recommendation to the Appeals Committee. This committee shall consist of an administrator, the student's guidance counselor, and three staff members. This committee can restore credit on the basis of extenuating circumstances. All appeals for a hearing must be made in writing to the principal or assistant principal. The committee will decide the appeal and notify the parent/guardian or other person legally within five days of the hearing.
3. School personnel will attempt to contact the parent/guardian or person legally responsible in the evening on the day of the student's absence to request a reason for that absence.
4. Denial of course credit because of excessive absence will not affect course grades which will be awarded as earned. In such cases, course grades will appear on both the report card and the final transcript, but no credit toward graduation awarded.
5. Notification shall be made periodically to parents regarding the attendance record of pupils. Parent/guardian or other person legally responsible will be notified by mail after the fifth, eighth and eleventh absences in a semester course, and after the eighth, sixteenth and twenty-first absences in a full year course.

Disciplinary Action for Class Cuts

1. Upon the student's first reported cut of any class, the teacher will determine the appropriate course of action to take with the student. In all cases notification of the cut and the action taken will be made to the student's parent/guardian or other person legally responsible.
2. Upon the second reported cut of the same class, the student will be assigned to two school detentions.
3. Upon the third reported cut of any class, the student will be assigned a one-day suspension (or a Saturday detention).

GLASTONBURY PUBLIC SCHOOLS  
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STUDENTS

Regulation 5113 (g)

Student Attendance (Grades 9-12)

Revised

4. Upon the next reported cut of any class, the student will be suspended from school for three days, or two Saturday detentions.
5. Upon the fifth cut of the same class, the student will be considered for withdrawal from the class and placed in a restricted study for that period(s).

6. Students whose schedules are reduced to fewer than four subjects plus physical education, because of class cutting, may be referred to the Board of Education for expulsion from school.

The administration reserves the right to intervene at any stage in the process to call a parent/guardian conference, case conference, PPT, or to involve other appropriate personnel, such as guidance counselor, teachers, psychologist, etc.

### Tardiness

All students are expected to be on time, both to school and to class. If detained or required to be out of class for all or part of class period, students must obtain a blue pass from the staff member detaining them. Failure to obtain such verification for tardiness shall be regarded as an unexcused tardiness. Unexcused tardiness of more than ten (10) minutes to any class will be considered a cut from the class. For the third and every subsequent lateness in a semester, the teacher will assign an after school detention to the student on a disciplinary form.

### Early Dismissals

A written request for early dismissal, signed by the student's parent/guardian or other person legally responsible for the student stating the date, time and reason for the early dismissal, must be submitted to the main office by the end of the second period on the day of the dismissal. Students must sign out in the main office before leaving. Parents/guardians are asked to call in to the main office for confirmation of the notes earlier in the day. Notes not confirmed in this way must be counter-signed by an administrator.

The classes missed will be counted in the total allowable under the attendance policy. It is assumed that parents will request early dismissal of pupils for important reasons only. Included in these reasons are medical and legal appointments and other activities that cannot be scheduled at non-school time. Student members of the Glastonbury Fire Department or other emergency services are not permitted to leave school in response to a fire or other emergency. The only exception is on an individual basis with the approval of the fire marshal and the principal/designee.

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STUDENTS

GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut  
Regulation 5113 (h)

Student Attendance (Grades 9-12)

Revised

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### Early Dismissals for Purposes of Employment

Students who wish to hold jobs during the school year should confine their hours of employment to after the school day. Students who find it necessary to leave school regularly before the normal dismissal time under the unassigned time program should obtain a Permanent Dismissal Card. Applications for this pass can be obtained from the student's guidance counselor.

## Truancy

Truancy is the unauthorized absence of a student from school.

## Field Trips/Guidance Programs

Field trips and guidance programs are school-sanctioned activities and will not count as absences from school. To be eligible for these programs, the student must:

1. Obtain a Field Trip Daily Assignment form from the teacher giving the field trip.
2. Obtain signatures on this form from all teachers whose classes they will miss, and a parent/guardian or other person legally responsible for the student. Failure to obtain these signatures or refusal of the teacher or parent to sign will lead to denial of permission to be absent from class. Students may not attend field trips that will take them out of any class more than once per week (unless a field trip continues beyond one day).
3. Receive the assignments from or make academic arrangements with the teacher whose classes will be missed before the day of the trip. If, by attending a field trip, a student misses other classes, the student has the option of remaining at the school. In such cases the student is assigned to the library for the period when the field trip occurs. An alternative assignment will be made by the teacher in lieu of the field trip.
4. Notify their teacher in advance of the date of a field trip when they will be missing class.

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

STUDENTS

Regulation 5113 (i)

Student Attendance (Grades 9-12)

Revised

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## Family Travel/Vacation

Student absence from class for purposes of family travel or vacation is a loss of valuable class time. If circumstances make it imperative that students accompany their parents during the school year, the following provisions apply:

1. A student who is to miss time due to travel must obtain an Extended Absence form in the main office to be signed by the parent/guardian or other person legally responsible for the student, a principal, the student, and the teachers whose classes will be missed before the planned trip. At that time, suitable arrangements will be made concerning the work to be made up. The completed form is to be returned to the main office.
2. Disciplinary action will not be taken, but the number of days missed will be counted in the total number of days allowable in determining course credit.

Regulation 5113 - Grades K-8  
Approved: September, 1991  
Revised: April 19, 1993  
Revised: January 24, 2005  
Revised: March 9, 2015

Regulation 5113 – Grades 9-12  
Approved: June, 1986  
Revised: January 24, 2005

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**Truancy/Chronic Absenteeism**

The district's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. To implement this policy, the Board of Education instructs the Superintendent/designee to adopt and maintain regulations. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," and "unexcused," and "disciplinary" absences.

## Legal Reference:

Connecticut General Statutes  
Public Act 17-14, An Act Implementing and Recommendations of the  
Department of Education  
Connecticut General Statutes 10-184  
10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157 and  
**PA18-15**)  
~~Connecticut General Statutes 10-186~~  
10-198a Policies and procedures concerning truants (as amended by PA 00-  
157, PA 11-136 and PA 16-147)  
10-198b State Board of Education to define "excused absence",  
"unexcused absence", and "disciplinary absences" (**as amended by PA 21-  
46**)  
10-198c Attendance review teams (as amended by PA 17-14  
10-198d Chronic absenteeism (as amended by PA18-182)  
10-198e Identification of truancy identification models (as amended by PA  
18-182)  
10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA  
95-304)  
45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as  
amended by PA 15-225)  
10-220(c) Duties of boards of education (as amended by PA 15-225)  
10-202e-f Policy on dropout prevention and grant program.  
10-221(b) Board of education to prescribe rules.  
Campbell v New Milford, 193 Conn 93 (1984).  
Action taken by the State Board of Education on January 2, 2008, to define  
"attendance."  
Action taken by the State Board of Education on June 27, 2012, to define  
"excused and "unexcused" absences.

Policy adopted: September 28, 2015

Revised: February 25, 2019

**Revised:**

**STUDENT**Regulation 5113.2  
Revised

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**Truancy/Chronic Absenteeism**

“**Truant**” shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

“**In attendance**” shall mean a student is present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion will always be considered absent.

“**Absence**” means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

“**Mental health wellness day**” means a school day during which a student attends to their emotional and psychological well-being in lieu of attending school. Such days must be nonconsecutive.

“**Chronically absent child**” is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

“**District chronic absenteeism rate**” means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year. **In the calculation of the District’s chronic absenteeism rate and the school chronic absenteeism rate, a student’s engagement, in grades 9-12, in remote virtual learning shall be excluded if such engagement accounts for not less than one-half of the school day. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant to P.A. 21-46.**

“**School chronic absenteeism rate**” means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

**Remediation of Truancy**

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district’s truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.

4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

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**Truancy/Chronic Absenteeism (Continued)**

5. Identify a student as “truant” when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as “chronically absent” when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion or retention.
  - (b) a requirement to complete a summer school program successfully before promotion.
8. A regular education student who is experiencing attendance problems should be referred to the building SRBI Team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (“PPT”) meeting to review the student’s need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
  9. Provide coordination of services and refer “truants” to community agencies which provide child and family services.
  10. If in existence, refer the child to the children’s probate court truancy clinic.

The Board, on or before 8/15/18, shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. The intervention models must also address the needs of students with disabilities. Parents or other persons having control of each child shall be notified of such truancy model. (Note: The SDE is required to identify these effective truancy intervention models by 8/15/18.)

**Truancy/Chronic Absenteeism (Continued)**

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District's chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school counselor, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education.

The District shall annually include in information for the Connecticut School Data Report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Regulation adopted: September 28, 2015

Revise: March 11, 2016

Revised: September 19, 2017

Revised: February 25, 2019

Revised:



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### Students with Special Health Care Needs

~~The Glastonbury Public Schools recognize that food allergies and glycogen storage disease may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. Individualized health care plans (IHCP) may be implemented for each known student reactor. The district is also committed to appropriately managing and supporting students with food allergies and glycogen storage disease. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy and/or glycogen storage disease, as developmentally appropriate. To this end, the Glastonbury Public Schools system adopts regulations that follow.~~

(cf. 5141 Student Health Services)  
 (cf. 5141.21 Administering Medication)  
~~(cf. 5141.23 Students with Special Health Care Needs)~~  
 (cf 5141.3 Student Health Services)  
 (cf. 5141.3 Health Assessments)  
 (cf. 5146 Nondiscrimination)

Legal Reference: ~~Connecticut General Statutes:~~

- ~~10-15b Access of parent or guardian to student's records.~~
- ~~10-154a Professional communications between teacher or nurse  
 \_\_\_\_\_ and student.~~
- ~~10-207 Duties of medical advisors.~~
- ~~10-212a-1 through 10-212a-7 Administration of Medication by  
 School Personnel~~
- ~~10-212c Life-threatening food allergies: Guidelines; district plans,  
 as amended by P.A. 12-198~~
- ~~10-220i Transportation of students carrying cartridge injectors~~
- ~~52-557b "Good Samaritan law." Immunity from liability for  
 emergency, medical assistance, first aid or medication by injector.  
 School personnel not required to administer or render.~~
- ~~Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794~~
- ~~Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et  
seq.~~
- ~~Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. §  
 12101 et seq.~~

Policy  
 Adopted: February 28, 2005  
 Revised: August 9, 2010  
 Revised: February 11, 2013  
 Revised:

**MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE AND/OR DIABETES**

The Glastonbury Public Schools (the “district”) recognize that food allergies, glycogen storage disease and diabetes may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a student suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older) and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy, glycogen storage disease or diabetes, as developmentally appropriate. To this end, the district adopt the following guidelines related to the management of life threatening food allergies, glycogen storage disease, and diabetes for students enrolled in district schools.

**MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES,  
GLYCOGEN STORAGE DISEASE AND/OR DIABETES**  
**Regulations for Accommodating Students with Special Dietary Needs**

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**I. Identifying Students with Life-Threatening Food Allergies, Diabetes and/or Glycogen Storage Disease**

Early identification of students with life-threatening food allergies, diabetes and/or glycogen storage disease (GSD) is important. The district therefore encourages parents/guardians of students and adult students with life-threatening food allergies to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of students and adult students with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD or diabetes, nature of the disease, and current treatment of the student.

Students with life-threatening food allergies and diabetes are virtually always students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student's eligibility for services under Section 504. The Section 504 team may determine that the only services needed are in the student's Individualized Health Care Plan (IHCP) and/or Emergency Care Plan (ECP); in that case, the IHCP and/or ECP will also serve as the student's Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

Students with GSD and less severe food allergies should be referred to a Section 504 team if there is reason to believe that the student's GSD or food allergy substantially limits a major life activity. To determine whether a food allergy is severe enough to substantially limit a major life activity, the team should consider the impact on the student when the student has been exposed to the allergen and has not yet received treatment.

Major life activities include, but are not limited to:

(i) Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and

(ii) The operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

## **II. Individualized Health Care Plans and Emergency Care Plans**

1. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an (IHCP) for the student. Each IHCP should contain information relevant to the student's participation in school activities.
2. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.
3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:
  - a. classroom environment, including allergy free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
  - b. cafeteria safety;
  - c. participation in school nutrition programs;
  - d. snacks, birthdays and other celebrations;
  - e. alternatives to food rewards or incentives;
  - f. hand-washing;
  - g. location of emergency medication;
  - h. who will provide emergency and routine care including monitoring of continuous glucose monitor (CGM) alerts as may be appropriate, in school;
  - i. risk management during lunch and recess times;
  - j. special events;
  - k. field trips, fire drills and lockdowns;
  - l. extracurricular activities;
  - m. school transportation;
  - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
  - o. staff notification, including substitutes, and training; and
  - p. transitions to new classrooms, grades and/or buildings.

4. The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
5. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life threatening food allergy, GSD, or diabetes on school grounds during the school day.
6. In addition to the IHCP, the district shall also develop an ECP for each student identified as having a life-threatening food allergy, GSD or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. The ECP should include the following information:
  - a. The student's name and other identifying information, such as date of birth, grade and photo;
  - b. The student's specific allergy, or information about specific disease (i.e. type of GSD or diabetes);
  - c. Student uses a continuous glucose monitor (CGM) and how the CGM will be monitored in school;
  - d. The student's signs and symptoms of an allergic reaction, or adverse reaction (i.e. hypoglycemia);
  - e. The medication, if any, or other treatment to be administered in the event of exposure, or adverse reaction;
  - f. The location and storage of the medication;
  - g. Who will administer the medication (including self-administration options, as appropriate);
  - h. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
  - i. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
  - j. Emergency contact information for the parents/family and medical provider.
7. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocol and medication orders.
8. A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an IHCP and an ECP, regardless of his/her status as a student with a disability, as that term is understood under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or the Individuals with Disabilities Education Act ("IDEA").

9. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medications to students.
10. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

### **III. Training/Education**

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life-threatening food allergies, GSD and diabetes. Such training may include an overview of life-threatening food allergies, GSD and diabetes; prevention strategies; IHCPs and ECPs; monitoring of blood glucose alerts transmitted by the continuous glucose monitor of student to a dedicated receiver, tablet/smartphone application, or other appropriate technology during the school day and during school-sponsored activities, and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (i.e. epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD and diabetes (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by the School Nurse. Any such training regarding the administration of medication shall be done accordance with state law and Board policy.
2. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

### **IV. Prevention**

In an effort to reduce the possibility of exposure to allergens, as well as the risks associated with GSD and diabetes in the school setting, the following guidelines will be practiced. The guidelines recognize that middle and high school students are at ages when they have learned to manage their own allergies. While the school district cannot guarantee the elimination of all allergens from the school environment, adoption of these guidelines will help reduce the possibility of a child's exposure to known allergens.

### **Parent/Guardian Role:**

Be the only persons to make determination about food safety for their child.

Provide medical documentation to the school nurse with information about the extent and nature of the allergy or glycogen storage disease. At the start of each school year, provide the school nurse with medication orders and emergency medications in accordance with the GPS Medication Administration Policy (5141.21)

Contact food services with any questions regarding special dietary needs.

Identify food allergic and glycogen storage disease student to the bus/van driver.

Provide extra safe snacks for the student to have in lieu of any food event not previously approved by the parent.

In grades K - 5: Make the determination if their child must sit at a nut-free table or if their child may sit at any table in the cafeteria.

### **Nurses Role:**

Formulate the IHCP (Individualized health care plan) and ECP (emergency health care plan). Communicate the plan to appropriate teachers, paraprofessionals and administration within 2 weeks of the start of school.

In grades K-6: notify the cafeteria staff of all students with allergy, what the allergen is, and of all students with glycogen storage disease. Notify staff of students who must sit at a nut free table.

Because peanuts, peanut products, other nuts or food containing other nut products are associated with the most frequent allergic reactions, in grades K - 5: certain classrooms will be identified as "NUT FREE". The school nurse will post a notice outside these classrooms and notify administration and the GPS Community Use coordinator of the room numbers.

Review all field trips scheduled; delegate the administration of emergency medication to certified staff as appropriate and send emergency medication on field trips.

Never make the determination about food safety for any child.

### **Teacher Role:**

Know which students are known reactors and what the offending allergen is.

Within the first week of school, notify all parents in classroom of allergens and request that parents avoid sending in food for snack containing those allergens.

Notify parents of known reactors prior to events that may include food. Encourage parents of allergic children to provide "special" snacks for specific events that may include food.

Notify the school nurse of all field trips at least one week prior so that plans may be made for children with allergies or glycogen storage disease.

Because peanuts, peanut products, other nuts or nut containing products are associated with the most frequent food reactions, whenever possible they shall not be used for instructional purposes in any classroom setting. An alternative activity will be provided for known reactors when their use cannot be avoided. Animal feed or beanbags within the classroom will be checked and removed if they contain nut products.

If another student has a snack containing an obvious allergen, they will be asked to eat it in an alternative setting than the classroom, such as another classroom or the Health Office.

If indoor recess is held in the classroom, students with nut allergies should have recess in a "NUT FREE" room.

In the event that students must eat lunch in their classrooms, the principal or designee will notify parents of student in nut-free classrooms and request that they refrain from sending nut containing food products in their children's lunch that day. If a child brings a nut containing product, they will be asked to eat in a classroom that is not designated "NUT FREE".

Never make the determination about food safety for any child.

### **Cafeteria**

Within the first month of the school year, all food products offered to students/staff are required to be reviewed for hidden nut products.

In grades K-6, cafeteria staff and school staff supervising students in the cafeteria will be made aware of students with food allergies by the school nurse.

Cafeteria staff will be in-serviced yearly, within the first month of the school year, regarding food allergies in general and cross contamination issues during food preparation. Separate preparation techniques for nut containing products will be established for cafeteria staff to avoid cross contamination.

In the elementary schools, other than peanut butter and jelly sandwiches, food containing nuts will not be sold.

Nut-free tables will be available during each lunch period in the K - 5. Known reactors may sit elsewhere with written permission from their parents, absent specific contrary instructions from a physician. Separate cleaning procedures for nut-free tables will be established after each lunch period to avoid cross contamination.

Pictures of known reactors will be made available to cafeteria workers and lunch paraprofessionals with parent permission.

Parents of food allergic children may contact the food services director for further information regarding menu items.

At the middle school and high school, ala carte items will be labeled as possibly containing nut products and students cautioned to read ingredients.

## **Field Trips**

Field trip protocol will be part of the allergic and glycogen storage disease student's IHCP, determined and written by the school nurse in collaboration with school staff. A communication system for accessing emergency services (911) will be available at all times during the trip.

Known reactors will stay with their teacher if their parents/guardians are not on the trip. If trained, the teacher will be responsible for carrying and administering emergency medication if needed.

If school staff is unable to administer medications and the parent of an allergic child is not in attendance, a nurse shall accompany the field trip.

If a student has a physician' order and parent permission for administration of emergency medication, the parent must provide non-expired medication for use during the field trip. If no medication has been provided, the student will not be able to attend the field trip.

If a student has a documented food allergy but no medication order or parent permission has been provided, the student may attend the field trip and staff will call 911 in the event of any emergency situation.

Field trips will not take place unless the school nurse has reviewed the list of students on the trip and been assured that an emergency communication device such as a cell phone or radio will accompany the responsible teacher.

Parents of students at risk for anaphylaxis, GSD or diabetes may ask to accompany their child children on school trips which include meals or snacks as appropriate, in addition to the chaperone.

## **Transportation**

Bus/van drivers will initiate emergency procedures for suspected allergic reactions. These procedures are reviewed annually.

Bus/van drivers will be in-serviced in epipen administration on a volunteer basis.

Parents of children with allergy or glycogen storage disease are strongly encouraged to identify their child to the bus/van driver.

District policy states that there is no eating allowed on the bus and that no open food or drinks are allowed on the bus unless medically indicated. When aware of an infraction, the bus/van driver will enforce this policy.

Parents of allergic younger children, especially grades K -2, should consider having their child sit in the first two rows of the bus so that they may be more easily identified by the driver.

## **Community Use**

A list of classrooms with known reactors will be provided yearly to the community use coordinator so that use of these rooms may be avoided if possible.

Elementary school classrooms with known reactors may not be available for community use.

Any group given permission to use an "allergic classroom" will be informed by the community use coordinator that food may not be brought into the room.

Assure that all before and after school sponsored programs adhere to the above standards and guidelines.

## **V. Communication**

1. As described above, the school nurse shall be responsible for coordinating the communication among parents, a student's individual health care provider and the school regarding a student's life-threatening allergic condition, GSD and/or diabetes. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.
2. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
3. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their student's classroom or school.
4. All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.
5. The district shall make the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes available on the Board's website or the website of each school under the Board's jurisdiction.
6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

## **VI. Monitoring the District's Plan and Procedures**

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such assessments should occur at least annually and after each emergency event involving the administration of medication to a student with a life-threatening food allergy, GSD or diabetes to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes.

#### Legal References:

##### State Law/Regulations/Guidance:

- Conn. Gen. Stat. § 10-212a Administration of Medications in Schools
- Conn. Gen. Stat. § 10-212c Life-threatening food allergies and Glycogen Storage Disease: Guidelines; district plans
- Conn. Gen. Stat. § 10-220i Transportation of students carrying cartridge injectors
- Conn. Gen. Stat. § 10-231c Pesticide applications at schools without an integrated pest management plan.
- Conn. Gen. Stat. § 19a-900 Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.
- Conn. Gen. Stat. § 52-557b “Good Samaritan law”. Immunity from liability for emergency, medical assistance, first aid or medication by injector. School personnel not required to administer or render. Immunity from liability re automatic external defibrillators.
- Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7 Administration of Medication by School Personnel

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools (Includes Guidelines for Managing Glycogen Storage Disease), Connecticut State Department of Education (Updated 2012).

##### Federal Law:

- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
- Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.
- The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq

##### Accommodating Students with Special Dietary Needs

~~The Board of Education believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities.~~

~~In some cases, a student's disability may prevent the student from eating meals prepared for the general school population.~~

~~Substitutions to the regular meal will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal service shall be provided in the most integrated setting appropriate to the needs of the disabled student.~~

~~The nature of the student's disability, the reason the disability prevents the student from eating the regular school meals, including foods to be omitted from the student's diet, indication of the major life activity affected by the disability, the specific diet prescription along with the substitution(s) needed will be specifically described in a statement signed by a licensed physician. The district, in compliance with USDA Child Nutrition Division guidelines, will provide alternate choices to food allergic students based upon the physician's signed statement.~~

~~The Board recognizes that students with documented life-threatening food allergies and glycogen storage disease are covered by The Disabilities Act and Public Law 93-112 and Section 504 of the Rehabilitation Act of 1973. A clearly defined "504 Accommodation Plan" shall be developed and implemented for all such identified students in which necessary accommodations are made to ensure full participation in student activities. Such plan shall be signed by the appropriate staff and the parent/guardian of the student.~~

~~All schools are also responsible for developing and implementing guidelines for the care of food allergic and glycogen storage disease students. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms and dosing instructions for medications.~~

~~In response to this growing need, the Glastonbury Public Schools has adopted the following protocols and procedures to provide a safer school environment for food allergic and glycogen storage disease students. While the school district cannot guarantee the elimination of all allergens from the school environment, adoption of the following policies and procedures will help to reduce the possibility of a child's exposure to known allergens.~~

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

## **STUDENTS**

Regulation 5141.25(a)  
Revised

### **Regulations for Accommodating Students with Special Dietary Needs**

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#### **Definitions**

~~An "allergen" is any substance that causes an allergic reaction.~~

~~An "epipen" is a pre-filled automatic injectable medication.~~

A “known reactor” is someone who has been diagnosed by a physician and parent as having an allergic reaction to a specific substance.

**GUIDELINES AND STANDARDS FOR STUDENTS WITH FOOD ALLERGIES AND GLYCOGEN STORAGE DISEASE**

In an effort to reduce the possibility of exposure to allergens within the school setting, the following standards and guidelines will be practiced. The precautions listed here are in place to assist students in making informed food choices.

The Guidelines recognize that middle and high school students are at ages when they have learned to manage their own allergies. In the event that ~~these~~ students needs assistance in managing life threatening allergies or glycogen storage disease, an individualized health care plan (IHCP) can be created and implemented under the supervision of the school nurse.

1. ~~Parents/guardians of students who are known reactors should inform the school nurse and provide emergency medication and medication orders in accordance with the Medication Administration Policy. (cf. 5141.21)~~
2. ~~Only the parent/guardian shall make the determination of food safety for their child.~~
3. ~~Parents of food allergic children are strongly encouraged to provide lunch and snack food for their child.~~
4. ~~School personnel, parents and students will collaborate to determine the need for and to formulate a written IHCP for avoiding the offending allergen. This plan will be shared with all school staff who have contact with the student.~~

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

**STUDENTS**

Regulation 5141.25(b)  
Revised

**Regulations for Accommodating Students with Special Dietary Needs**

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5. ~~Because peanuts, peanut products, other nuts, and certain other food products are associated with the most frequent and severe of allergic food reactions, whenever possible, they shall not be used for instructional purposes in any classroom setting. An alternate activity will be provided for known reactors when their use cannot be avoided.~~

- ~~6. Students may carry epipens with them with physician and parent authorization.~~
- ~~7. Parents of K-6 students will be notified by written correspondence within the first week of the school year if there is a known food reactor in their child's classroom. Parents of K-6 students in such classrooms will be requested in such correspondence to refrain from sending in snacks with the known allergen during the school year.~~

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~~8. Nurses, administrators and teachers shall meet with parents of allergic and glycogen storage disease children whose medical needs are not addressed or met within these protocols and procedures.~~

~~9. The Food Allergy and Glycogen Storage Disease Guidelines will be posted on the Glastonbury Public Schools website.~~

**Parent/Guardian Role**

- ~~1. Inform and update the school nurse regarding allergies/reactions and glycogen storage disease. Provide as much information about the extent and nature of the allergy and glycogen storage disease as is known, as well as any known effective treatment.~~
- ~~2. Provide the school nurse with emergency medication and medication orders in accordance with the Medication Administration Policy. (cf. 5141.21)~~
- ~~3. Provide the school with an individualized action plan prepared by the child's physician.~~
- ~~4. Collaborate with school personnel to formulate an IHCP.~~
- ~~5. Contact food services with any questions regarding special dietary needs.~~

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

**STUDENTS** Regulation

5141.25(c)

Regulation 5141.25(b)  
Revised

**~~Regulations for Accommodating Students with Special Dietary Needs~~**

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- ~~6. Identify food allergic and glycogen storage disease students to the bus/van driver.~~

7. ~~Age appropriately educate their children about their particular allergy, how to avoid the allergen, signs and symptoms of an allergic reaction, and what to do if they suspect a reaction. Age appropriately educate their children about glycogen storage disease and what to do if they suspect reaction.~~
8. ~~If willing, parents should provide the school nurse with three small (wallet size) pictures of their child to be shared with cafeteria workers, teachers and nurse to help more easily identify the child.~~
9. ~~Parents are encouraged to provide their child with a medical alert bracelet.~~

### **Nurse's Role**

1. ~~As needed, collaborate with parents and school staff, with input from the physician, to write IHCP and emergency plans (including field trips) by the end of the first month of the school year.~~
2. ~~For a student with glycogen storage disease, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with glycogen storage disease on school grounds during the school day.~~
3. ~~In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency.~~
4. ~~Educate and train school personal on managing students with life threatening allergies and glycogen storage disease including training on how to provide food or dietary supplements.~~
5. ~~Communicate and oversee the implementation of the plan to appropriate teachers, paraprofessionals and cafeteria staff.~~
6. ~~Review all field trip schedules for their buildings. Teachers shall notify nurse of upcoming trips at least one week prior to trip.~~

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

## **STUDENTS**

Regulation 5141.25(d)  
Revised

### **Regulations for Accommodating Students with Special Dietary Needs** \_\_\_\_\_

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7. ~~In the event that students must eat lunch in their classrooms, the nurse will notify and ask all parents of students in nut free classrooms, to refrain from sending peanut/tree nut food products in their children's lunches on that day. If a student~~

brings a peanut/tree nut food product for lunch, that student shall eat with the students in a classroom that is not designated “nut free.”

- ~~8. If indoor recess is held in the classroom, students with nut allergies should have recess in a “nut free” classroom.~~
- ~~9. Instruct appropriate school personnel in epipen administration to known reactors (volunteer basis).~~
- ~~10. Follow standing orders for allergic reactions in unknown reactors.~~
- ~~11. Determine, in collaboration with parents, student and physician, if self-administration of an epipen is appropriate. A student with an allergic condition may retain possession of an epipen at all times while attending school for prompt treatment of the allergic condition, provided written authorization for self-administration of medication, signed by the parent/guardian and authorized prescriber, is submitted to the school nurse.~~
- ~~12. Epipens may be stored in the school health office. Epipen storage area is to be kept unlocked during the school day. Parents may provide additional Epipens for the classroom, and other specified areas if desired.~~
- ~~13. With parent permission, school nurses will notify the transportation coordinator and/or bus drivers of known reactors.~~
- ~~14. Will provide food and dietary supplements for students with glycogen storage disease and approve any school employee to do the same.~~

### **Teacher’s Role**

- ~~1. Know which students are known reactors and what the offending allergen is.~~
- ~~2. Notify parents of known reactors prior to events that may include food.~~
- ~~3. Educate all students in class of the dangers of food allergies and policies and procedures to be followed. Make students aware of any existing food allergies in their classroom.~~

5141.25(e)

## **STUDENTS**

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut  
Regulation

Regulation 5141.25(d)  
Revised

4. ~~Encourage parents of food allergic children to provide “special” snacks for specific events that may include foods.~~
5. ~~Notify the school nurse of all field trips at least one week prior to the trip so that a review may be made of the list of students.~~
6. ~~Neither the teacher nor the nurse will be responsible for determining if a food product is safe for an allergic student to eat. Only the parent/guardian shall make the determination of food safety for their child.~~
7. ~~Provide parent/guardians of known reactors with a list of birthday dates (no student names) so that they may provide a “special” snack on those days if desired.~~
8. ~~Because peanuts, peanut products, other nuts and certain other products are associated with the most frequent and severe of allergic food reactions, whenever possible, they shall not be used for instructional purposes in any classroom setting. An alternative activity will be provided for known reactors when their use cannot be avoided. Animal feed or beanbags within the classroom will be checked and removed if they contain nut products.~~
9. ~~Provide information about known reactors, including an emergency health plan in the substitute folder.~~
10. ~~Remove from the classroom any snack that contains an obvious known allergen.~~
11. ~~Require proper hand washing techniques by adults and children before and after the handling/consumption of food.~~

### **Snacks**

1. ~~In order to support the schools’ ongoing commitment to promote healthy lifestyles and fitness, all parents are strongly encouraged to provide fruits and vegetables for snacks.~~
2. ~~Teachers/administrators will request in writing that all parents of children in classes with known reactors refrain from sending peanut or nut containing snacks into such classrooms.~~
3. ~~Snacks that contain an obvious known allergen shall be removed from the classroom and a safe alternative snack provided.~~
4. ~~Students will be discouraged from sharing food or utensils.~~

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

**STUDENTS**  
5141.25(f)

Regulation

Regulation 5141.25(f)

**Regulations for Accommodating Students with Special Dietary Needs**

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**~~Birthdays~~**

- ~~1. Parents will be requested to alert the teachers if a special treat is being sent in to the classroom of a known reactor.~~
- ~~2. Parents of allergic children will be given a list of class birthdays (no names) so that they may provide their own special snack if desired.~~
- ~~3. Parents are also encouraged to provide “treats” other than food, i.e. unique pencils, stickers, etc.~~

**Cafeteria**

- ~~1. Within the first month of the school year, all food products offered to students/staff are required to be reviewed for hidden nut products. In the event that a substitute lunch is offered in lieu of a previously published menu selection, cafeteria officials are required to notify the school nurse before lunch is served in order that the nurse may make any intervention necessary to protect a known reactor.~~
- ~~2. In elementary schools, cafeteria staff and school staff supervising students in the cafeteria will be made aware of students with food allergies by the school nurse.~~
- ~~3. Cafeteria staff will be in-serviced yearly, within the first month of the school year, regarding food allergies in general and cross contamination issues during food preparation. Separate preparation techniques for nut containing products will be established for cafeteria staff to avoid cross contamination.~~
- ~~4. In the elementary schools, other than peanut butter and jelly sandwiches and trail mix, peanut or tree nut containing foods will not be sold.~~
- ~~5. Nut free tables will be available during each lunch period in the elementary schools. Known reactors may sit elsewhere with written permission from their parents, absent specific contrary instructions from a physician. Separate cleaning procedures for nut free tables will be established after each lunch period to avoid cross contamination.~~
- ~~6. Pictures of known reactors will be made available to cafeteria workers and lunch paraprofessionals with parent permission.~~
- ~~7. Parents of food allergic children may contact the food services director for further information regarding menu items.~~
- ~~8. At the middle school and high school, ala carte items will be labeled as possibly containing nut products and students cautioned to read ingredients.~~

## **Regulations for Accommodating Students with Special Dietary Needs**

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### **Field Trips**

- ~~1. Field trip protocol will be part of the allergic and glycogen storage disease student's IHCP, determined and written by the school nurse in collaboration with school staff. A communication system for accessing emergency services (911) will be available at all times during the trip.~~
- ~~2. Known reactors will stay with their teacher if their parents/guardians are not on the trip. If trained, the teacher will be responsible for carrying and administering emergency medication if needed.~~
- ~~3. If school staff is unable to administer medications and the parent of an allergic child is not in attendance, a nurse shall accompany the field trip.~~
- ~~4. Field trips will not take place unless the school nurse has reviewed the list of students on the trip and been assured that an emergency communication device such as a cell phone or radio will accompany any known reactor.~~
- ~~5. Parents of students at risk for anaphylaxis may ask to accompany their child children on school trips which include meals or snacks, in addition to the chaperone.~~

### **Transportation**

- ~~1. Bus/van drivers will initiate emergency procedures for suspected allergic reactions. These procedures are reviewed annually.~~
- ~~2. Bus/van drivers will be in serviced in epipen administration on a volunteer basis.~~
- ~~3. To the extent possible, known reactors will be assigned to bus routes with drivers that have been in serviced in epipen administration.~~
- ~~4. Parents are strongly encouraged to identify their allergic children to the bus/van driver.~~
- ~~5. District policy states that there is no eating allowed on the bus and that no open food or drinks are allowed on the bus unless medically indicated. When aware of an infraction, the bus/van driver will enforce this policy.~~
- ~~6. Parents may contact the bus yard to determine if their child's regularly scheduled bus/van driver has had the epipen demonstration.~~
- ~~7. Parents of allergic younger children, especially grades K-2, should consider having their child sit in the first two rows of the bus so that they may be more easily identified by the driver.~~

## STUDENTS

Regulation

5141.25(h)

Regulation 5141.25(h)  
Revised

### ~~Regulations for Accommodating Students with Special Dietary Needs~~

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#### Community Use

- ~~1. A list of classrooms with known reactors will be provided yearly to the community use coordinator so that use of these rooms may be avoided if possible.~~
- ~~2. Elementary school classrooms with known reactors may not be available for community use.~~
- ~~3. Any group given permission to use an "allergic classroom" will be informed by the community use coordinator that food may not be brought into the room.~~
- ~~4. Assure that all before and after school sponsored programs adhere to the above standards and guidelines.~~

#### Legal Reference: ~~Connecticut General Statutes:~~

~~10-15b Access of parent or guardian to student's records.~~

~~10-154a Professional communications between teacher or nurse  
and student.~~

~~10-207 Duties of medical advisors.~~

~~10-212a-1 through 10-212a-7 Administration of Medication by  
School Personnel~~

~~10-212c Life-threatening food allergies: Guidelines; district plans  
as amended by P.A. 12-198~~

~~10-220i Transportation of students carrying cartridge injectors  
52-557b "Good Samaritan law." Immunity from liability for  
emergency, medical assistance, first aid or medication by injector.  
School personnel not required to administer or render.~~

~~Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794  
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et  
seq.~~

~~Americans with Disabilities Act of 1990 (ADA), 42 U.S.C.~~

~~§ 12101 et seq.~~

Regulation

Adopted: February 28, 2005

Revised: August 9, 2010

Revised: February 11, 2013

Revised: August 31, 2015—



## School Day

The Superintendent shall ensure that:

1. The school year provides at least 180 days of school **sessions** for all grades, **kindergarten to grade twelve inclusive.**
- ~~2. The school year provides a minimum of 900 hours of actual school work for full day kindergarten and grades one to twelve, inclusive; in meeting this requirement, no more than ~~No more than~~ seven (7) hours of actual school work on a given day shall be credited toward meeting the 900 hour minimum. ~~which minimum must be met regardless of early school closing or delayed opening.~~~~
3. **Remote learning shall be considered an actual school session provided that on or after January 1, 2022 such remote learning is conducted in compliance with the standards developed by the Connecticut State Department of Education.**
4. **In an early school closing or delayed opening because of weather, the district will still provide a minimum of 900 hours of actual school work by the conclusion of the school year.**
5. If, under unusual circumstances which interfere with fulfilling the 180 day school year requirement, it becomes necessary to consider alternative scheduling in any single school year, the Superintendent shall recommend to the Board a plan for alternative scheduling and, after Board approval, transmit it to the State Board of Education for its consideration and possible approval.

In complying with statutory requirements for actual school work of a minimum of 900 hours per year, the Superintendent/designee shall exclude from the definition of actual school work time provided for students' lunch periods and **non-instructional** recesses that are not a part of the daily schedule at the elementary schools and students' lunch and passing time in the middle and senior high schools.

Legal Reference: Connecticut General Statutes  
10-15 Towns to maintain schools.**(as amended by PA 11-85, An Act Concerning the Achievement Gap).**  
10-16 Length of school day. (As amended by **PA 21-46, Sections 17,18).** ~~PA 96-161 An Act Concerning Reduction of Education Mandates.)~~  
10-16b Prescribed courses of study.  
**10-16 (I) Graduation exercises (as amended by PA 19-195).**  
10-220 Duties of Boards of Education

**Action of SBE on August 11, 2020, to authorize shortening of the school year.**

### Policy

Adopted: October, 1981

Revised: March 27, 2006

Revised: July 9, 2012

Revised

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

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## ~~Home Instruction~~ Parent Instruction of Children at Home

Parents/guardians wishing to educate children in the home may do so in compliance with Connecticut General Statutes and regulation of the Connecticut State Board of Education. When parents or guardians are willing to discuss their decision for equivalent education at home with school personnel, school district staff shall explain the advantages of a public school education to such parents or guardians without any criticism of parental choice.

~~The duties of local Boards of Education are described in Section 10-220 of the Connecticut General Statutes. As part of their identified duties, local Boards of Education are required to "...cause each child of five years of age and over and under eighteen years of age who is not a high school graduate and is living in the school district to attend school in accordance with the provisions of Section 10-184."~~

~~Section 10-184 further requires a parent or person having control of a child five years of age and over and under eighteen years of age to "...cause such child to attend a public school regularly during the hours and terms the public school in the district in which such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools."~~

~~Connecticut law permits parents/guardians to educate their children at home as an acceptable alternative to the public schools. To avail themselves of this section of the law, parents/guardians must file a notification to do so with the superintendent and the superintendent must send a acknowledgement to the parents/guardians.~~

**Children educated at home are considered to be non-public school students and are not part of the system's educational responsibility and are not part of the school system.**

~~The regulations that follow are in agreement with Connecticut General Statutes. They are intended to assist parents/guardians, the Glastonbury Board of Education and school staff to work together in such a way to provide the education to which they are entitled by law. Compliance with these home instruction regulations satisfies the requirements of Sections 10-184 and 10-220 of the General Statutes.~~

**If decisions are made by parents or guardians to return children who for a time have been educated at home to local schools, school staff shall provide an appropriate return to the public schools.**

Legal Reference: Connecticut General Statutes  
10-184, 10-220, 10-188  
A Practical guide To Connecticut Law, Fourth Edition, (pgs.178-9)  
**Regulations of the Connecticut State Board of Education**

### Policy

Adopted: October, 1981

Revised: November, 1994

Revised: March 27, 2006

**Revised:**

Instruction

Revised

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### Home Instruction

1. Any parent choosing to provide home instruction for a child between the ages of 5 years and 18 years, who is not a high school graduate, ~~must complete~~ **are requested to complete** the NOTICE OF INTENT (attached) – INSTRUCTION OF STUDENT AT HOME form.
2. ~~The~~ **The Board of Education will provide the parents/guardians with a NOTICE OF INTENT form for each student being instructed at home, with a request for it to be completed and returned to the Superintendent of Schools.** ~~form must be completed for each child ten days prior to the start of the home instruction program and filed with the Superintendent of Schools.~~
3. ~~The school district will receive the NOTICE OF INTENT, check it for completeness, and keep it as part of the district's permanent records. A completed form will be one which provides basic program information including the name of the teacher, subjects to be taught, days of instruction, and the teacher's method of assessment.~~
4. ~~An annual portfolio review will be offered to assist parents in determining if instruction in the required courses have been given. The content of the student's portfolio of work samples will be discussed with the parent if requested.~~ **An annual portfolio review will be offered to parents upon their request.**
5. The NOTICE OF INTENT is effective for one school year. ~~It must be renewed prior to the beginning of the next school year.~~
6. ~~A parent, by filing a NOTICE OF INTENT, acknowledges full responsibility for the education of the child in accordance with the requirements of Connecticut State Law (Sections 10-184 and 10-220). Receipt of a NOTICE OF INTENT in no way constitutes approval by a school district of the content or effectiveness of a program of home instruction.~~
7. ~~If a parent fails to file a NOTICE OF INTENT or files an incomplete form, a certified letter shall be sent to the parent requesting compliance within ten days.~~
8. ~~Continued refusal by the parent to comply with the reasonable request of the school district for completion and filing of the NOTICE OF INTENT, may cause the child to be considered truant and be grounds for a neglect petition.~~
9. Students who are provided home instruction are not permitted to participate in GPS extracurricular activities, including sports and clubs.
10. Dual enrollment for home instruction and Glastonbury Public Schools is not permitted.

Regulation

Adopted: October, 1981

Revised: November, 1994

Revised: March 27, 2006

Revised: March 26, 2015

Revised:

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GLASTONBURY PUBLIC SCHOOLS  
Glastonbury, Connecticut

GLASTONBURY PUBLIC SCHOOLS  
GLASTONBURY, CONNECTICUT

NOTICE OF INTENT

Instruction of Student at Home

NAME OF STUDENT: \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

NAME OF TEACHER: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

GRADE LEVEL TO BE TAUGHT: \_\_\_\_\_

SUBJECTS TO BE TAUGHT: (Yes) (No)

Required:

READING	_____	_____
WRITING	_____	_____
SPELLING	_____	_____
ENGLISH GRAMMAR	_____	_____
GEOGRAPHY	_____	_____
ARITHMETIC	_____	_____
U.S. HISTORY	_____	_____
CITIZENSHIP	_____	_____
(Including a Study of Town, State and Federal Governments)	_____	_____

Recommended: SCIENCE \_\_\_\_\_

Other:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TOTAL NUMBER OF DAYS SCHEDULED FOR INSTRUCTION: \_\_\_\_\_

TEACHER'S METHODS OF ASSESSMENT OF STUDENT PROGRESS: \_\_\_\_\_

AN ANNUAL PORTFOLIO REVIEW WILL BE HELD ON OR ABOUT:  
\_\_\_\_\_

(Date)

I acknowledge and accept full responsibility for the education of my child in accordance with the requirements of CT State Law (Section 10-184; Section 10-220).

\_\_\_\_\_  
(Parents Signature)

(Date)

I acknowledge receipt of this form and render no opinion as to the appropriateness of the planned program.

\_\_\_\_\_  
(Superintendent or Designee)

(Date)

**Special Education****Pre-School Special Education**

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. In order to fulfill the district's "Child Find" obligation, the Board will follow process under regulations imposed by the Individuals with Disabilities Act (IDEA), which identifies children with special education needs or developmental delays. This includes referring students who are receiving Birth to Three Services to the Planning and Placement Team (PPT) and conducting screenings for students not currently receiving Birth to Three Services.

The District's special education preschool will consist of students with disabilities who have Individualized Education Plans (IEPs) and non-disabled students. The Director/Supervisor of Special Education is responsible to coordinate and evaluate the program annually to make recommendation to the Superintendent of Schools or his/her designee.

The Board authorizes the Superintendent/designee to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students **with disabilities** enrolled in the program;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

**Pre-School Special Education (continued)**

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

**Tuition**

Non-disabled (regular education) students enrolled in the preschool program will be required to pay tuition for the program. Identified students **or students who qualify for free or reduced lunch** will not be charged for tuition. The Superintendent/designee will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a twice yearly payment plan. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

10 76a Definitions.

10 76b State supervision of special education programs and services.

10 76c Receipt and use of money and personal property.

10 76d Duties and powers of boards of education to provide special education programs and services.  
(as amended by PA 97-114)

10 76e School construction grant for cooperative regional special education facilities.

10 76f Definition of terms used in formula for state aid for special education.

10 76g State aid for special education.

10 76h Special education hearing and review procedure. Mediation of disputes.

10 76i Advisory council for special education.

10 76j Five year plan for special education.

10 76k Development of experimental educational programs.

State Board of Education Regulations.

10 76m Auditing claims for special education assistance.

10 76a 1 et seq. Definitions.

10 76b 1 through 10 76b 4 Supervision and administration.

10 76d 1 through 10 76d 19 Conditions of instruction.

10 76h 1 through 10 76h 2 Due process.

10 76l 1 Program Evaluation.

10 145a 24 through 10 145a 31 Special Education (re teacher certification).

**17a-248e Individualized family service plans. Duties of lead agencies (as amended by PA 21-46, Section 27).**

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted: October 19, 2015

Revised: February 10, 2020

**Revised:**

Attorney

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The attorney of the Glastonbury Board of Education shall be the legal advisor of the Board and its officers in questions related to their official duties. The Board of Education may appoint as it deems necessary ~~either on a full-time or retainer basis~~, an attorney or attorneys to serve as school attorney. The primary function of the attorney is to provide professional legal counsel and representation for the Board and Superintendent.

A decision to seek legal advice or assistance on behalf of the District shall normally be made by the Superintendent or Board Chairperson in accordance with Board policy and when an obvious need exists. Such services may also be obtained as a consequence of a formal vote of the Board.

To ensure the prudent and cost-effective use of legal services, the District will limit and designate the persons with the authority to request services or advice from contracted legal counsel. The persons authorized to confer with and/or seek the legal advice of the Board attorney include the Superintendent or his/her designee, Finance Manager, Human Resources Director, Special Education Director, and Chairperson of the Board. **In the event any authorized person engages legal counsel on a new matter, other than general legal advice obtained to support the day-to-day operations of the District, the authorized person shall promptly notify the Board.** The Board may authorize a specific member to confer with legal counsel on its behalf. Legal counsel will not be used unnecessarily to make management decisions or to obtain readily available information such as District policies.

Policy

Adopted

The Board of Education shall concern itself only with broad questions of policy and not with administrative details. The Board shall rely upon the Superintendent of Schools to recommend policies for adoption and to administer policies enacted by the Board. Such policies shall be broad enough to indicate a line of action to be taken by the Superintendent in meeting a number of problems and jobs. Application of such policies to individual problems and jobs is an administrative function to be performed by the Superintendent.

**Transaction of Business**

- A. The Board shall transact all business at a legal meeting of the Board.
- B. The Board shall act as a whole entity, except that a committee created in accordance with these bylaws may act on matters before it in conformity with the committee's purpose or charge.
- C. Individual members shall make no commitments for the Board or issue orders for the Board, except when executing an assignment delegated by the Board.
- D. The Board shall concern itself with questions of educational policy, and not with administrative details of the district's operations.

Adopted:

Meetings

Revised

Meeting Conduct

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Meetings of the Board of Education shall be conducted by the Chair in a manner consistent with the adopted bylaws of the Board. In all their deliberations, Board members shall refrain from disrespectful personal comments or references directed toward fellow Board members, staff or other town officials, elected or appointed. ~~All regular meetings of the Board of Education are to be tape recorded and tapes maintained in the Board of Education office. This provision may be waived upon majority vote of Board members present at a meeting.~~

All Board meetings shall commence at the stated time or as soon thereafter as a quorum is present and shall be guided by an Agenda.

The meetings shall, to the fullest possible extent, enable Members to conduct the business of the Board in an orderly, expeditious manner.

No boisterous conduct shall be permitted at any Board of Education meeting. Persistence in such conduct shall be grounds for summary termination by the Chair of that person's privilege of address. If considered necessary by the Chair, the meeting may be recessed without a vote and the room cleared so that the Board may continue the meeting.

The Board may adjourn any regular or special meeting to a time and place specified in the order of adjournment. Less than a quorum may also force adjournment. A copy of the notice of adjournment shall be conspicuously displayed near the meeting room door within twenty-four hours of the adjournment.

In the event the agenda of a regular meeting of the Board of Education is not completed by 11:00 p.m., the meeting shall be recessed and continued on the following Monday unless determined otherwise by majority vote.

Smoking will not be permitted in any room in which a meeting of the Board of Education is being conducted or during the time immediately prior to the meeting.

Legal reference: Connecticut General Statutes  
1-228 Adjournment of Meetings  
1-232 Conduct of Meetings  
Public Act No. 79-410 An Act Concerning Clean Indoor Air

Policy

Adopted: October, 1981

Revised: May 24, 2004

**Revised:**

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***Report to Glastonbury Board of Education***  
***Bright Futures Begin Here!***

**Program: Athletics**  
**Director: Trish Witkin, CMAA**  
**Date: October 4, 2021**

**1. What ongoing impact has the COVID 19 pandemic had on your program? Please share any challenges that remain. Please share lasting positive influences for your department.**

**Challenges:**

- COVID-19 Return to Play protocols in effect
- Pre-season meetings/sports information nights postponed
- Discouraging indoor gatherings such as team dinners, post-season banquets
- Limiting fundraising initiatives and service projects to only those where distancing is possible
- Reduced spectators at indoor athletic events
- Livestreaming events where spectators are limited
- Space limitations due to use of gymnasiums as cafeterias
- Support staff not returning due to concerns with potential exposure
- Needing additional staff to assist with mitigating strategies
- Interviewing new coaching candidates virtually

**Positives:**

- Successfully moved to cashless ticketing for athletic contests
- Coaches/parents have employed creative solutions to honor and celebrate athletes with limitations on space and gathering
- Connections have been in greater frequency due to ability to meet virtually
- Storage closets have all been reorganized, updated inventory and better storage systems for uniforms and equipment
- Handbooks and department documents updated
- Emergency Action Plan has been expanded and implemented

**2. What are some of your staff and student achievements this past year?**

- 1 State Championship
- 8 Central Connecticut Conference Champions
- 565 varsity student-athletes earned All-Academic Honors
- 407 sub-varsity student-athletes earned Academic Achievement Honors
- 38 student-athletes earned All-Conference (winter and spring only)
- 29 student-athletes were named All-State
- 2 student-athletes were named All- New England
- 2 student-athlete was named All- American.

- Head Field Hockey Coach named finalist in NHSACA Coach of the Year special sports (celebrated in 2021)
- Head Track Coach named USTFCCA CT High School Coach of the Year in Track & Field
- Head Swim Coach being honored with NISCA Outstanding Service Award

**3. Were there any major changes to your program this past year?**

- Implemented protocol consistent with the expectations of the district and in compliance with the CIAC seasonal sports plans with regarding to operating athletic programs during a pandemic
- Implemented a comprehensive return to play program for student-athletes who had tested positive for COVID-19 prior to their return to athletics
- Continued to promote the ideals and expectations of the CIAC Class Act Sportsmanship program
- Utilize technology to connect with student-athletes, enhance film breakdown and sharing and provide virtual conditioning opportunities to offset time lost in weight rooms and work out programs
- Implemented athletics department expanded Emergency Action Plan and provided instruction to fall coaches on putting the plan into action

**4. What are the long-term plans for change and direction in accordance with the current curriculum/program review?**

- Continue to grow strength and conditioning program to meet the demand of our programs
- Encourage professional development and growth opportunities for members of our coaching staff, to include resources to access those programs
- Establish a system allowing team captains/leaders to meet with athletic department personnel to address current issues, trends and growth opportunities
- Grow our educational opportunities for coaches, parents and athletes to include timely topics, such as mental health, sport psychology, nutrition, vaping, etc.
- Educate our coaches and support staff on the expanded EAP, to include practice sessions
- Work with student leaders/fan group to enhance game experience and offer more inclusive opportunities for student-body
- Seek initiatives/programming that focuses on community, celebrating diversity and promoting civic involvement

**5. What program objectives (current and future) have financial implications for the upcoming year?**

- Enhance professional development opportunities for members of the coaching staff to include sport specific clinics, workshops and other training opportunities
- Grow the student leadership program (SALT) to include an advisor and/or educational opportunities to expand current offerings and potential
- Establish a leadership training program for prospective and current captains



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***Report to Glastonbury Board of Education***  
***Bright Futures Begin Here!***

**Program: Reading and Language Arts (K-5)**

**Director: Mary Poisson**

**Date: October 4, 2021**

**1. What ongoing impact has the COVID-19 pandemic had on your program? Please share any challenges that remain. Please share lasting positive influences for your department.**

**Impacts of the COVID-19 pandemic:**

- The State Board of Education and Achieve the Core provided guidance to support the identification of “priority” standards, which allowed for focused instruction around key skills and concepts in Grades K-5.
- The impact of COVID-19 safety protocols limits the use of partnership and group collaboration experiences, and has increased the challenge for teachers to maintain weekly recommended instructional minutes for all content areas.
- With Reading Teachers reassigned to in person and eLearning classroom positions, students in Grades K-5 did not have access to Tier 2/Tier 3 SRBI (Scientific Research-Based Intervention) reading intervention services.
- Limited collection of progress monitoring documentation and assessment data; which is used to plan and implement differentiated instruction in the classroom and intervention learning environments.
- Language Arts Resource Teachers (LARTs) were reassigned to in person and eLearning classroom positions, therefore K-5 Classroom teachers missed out on a year of literacy coaching.

**Positive Influences:**

- Increased knowledge and application of technology resources to enhance delivery of reading, writing and phonics instruction within the eLearning and in person environments.
- Expansion of print/digital intervention resources to support classroom instructional strategies.
- Implementation of district-wide department meetings and training sessions for Reading Tutors and Paraprofessionals focused on developing professional knowledge of foundational reading skills, effective instructional strategies, and expertise of resources used to support literacy intervention services.
- Pilot implementation of Heggerty Phonemic Awareness to support Tier 1 literacy instruction in Grades K-2.
- Implementation of Lexia Core 5 Program to support reading intervention services in Grades K-5.
- Access to virtual professional development through our EASTCONN Partnership. Sessions focused on the delivery of effective instructional strategies and resources to support the in person and eLearning environments.

## 2. What are some of your staff and student achievements this past year?

- The reassignment of the Language Arts Resource Teachers (LART) to serve a critical role in providing all Kindergarten-Grade 5 students access to quality instruction during the COVID 19 pandemic.
- All Glastonbury elementary schools were represented in the **2021 Connecticut Student Writers Contest Awards**. Fourteen students; ranging in grades one through four; received Platinum, Silver or Honorable Mention awards for submitting fiction, non-fiction, poetry and artwork selections. Platinum award winners' submissions were published in the 2021 Connecticut Student Writers magazine.
  - Six students received the Platinum award in this state-wide recognition including; three Buttonball Lane Elementary School students in 3rd Grade and three Hopewell School students in Grades 1st and 4th. The winning selections included fiction and non-fiction writing selections and artwork. Additionally, one student from Buttonball School and his eLearning classroom teacher were highlighted in the 2021 Connecticut Student Writers Recognition Night. The virtual ceremony included a two minute video of the student sharing an excerpt of their fiction story. Only 13 students were selected to be highlighted in the recognition event out of the 1,200 participants who submitted artwork and writing selections.
  - Four students received Silver award recognition for fiction writing selections including; Grade 4 at Buttonball School, Grade 3 at Hebron Avenue School, Grade 2 at Naubuc School, and Grade 3 at Nayaug School.
  - Four students representing Grades 2 and 3, across Hebron Avenue, Hopewell and Naubuc Elementary Schools, received Honorable Mention designation for fiction and poetry writing selections.
  - One Grade 3 Teacher representing Hebron Avenue School received honorable mention designation for having one of the highest percentages of student writers who received awards in the 2021 Connecticut Student Writers contest.
- All Glastonbury remote and in person elementary students and families participated in a district-wide shared reading of *Apple Blossom the Possum* by Holly Golderg Sloan throughout the month of March. The ODOB initiative was implemented to enhance the development of effective readers, and to connect remote and in-person learning communities during the Covid-19 pandemic.
- Despite the COVID-19 pandemic and reconstruction of the Welles Turner Memorial Library Children's Department, a total of 499 children (*rising Kindergarten through Grade 6*) participated in the "Once Upon a Time" summer reading program. Altogether they read a combined total of 16,693 days and logged 8,059 books.
- **The Early Literacy Program** is a two week summer in person learning experience designed to continue building upon the development of grade level foundational literacy strategies and skills taught throughout the school year. Students are provided instruction focused on phonological awareness, phonics, fluency, monitoring for meaning and comprehension. Summer Early literacy program enrollment is contingent upon the support of classroom teachers and paraprofessionals available to implement the program. Due to the dedication and commitment of 20 staff members, a total of 86 students were able to benefit from participating in the learning experience.
- **The Lexia Core 5 Reading Support Program**, provided a personalized learning experience for students to continue the development of foundational reading skills taught throughout the school year. The summer program consisted of students engaging in ongoing weekly independent practice with the Lexia Core 5 reading app on the district assigned iPad; in conjunction with regularly scheduled Zoom meetings with a literacy teacher or tutor. Weekly, tutors and teachers reviewed Lexia Core 5 student progress data to develop explicit lessons to match students' literacy

needs. A total of 332 students (*rising Grade 1 through Grade 6*) were able to participate in the Lexia Core 5 Reading Support Program between June 14<sup>th</sup> through August 13<sup>th</sup> because of the support and dedication of twenty-one staff members who worked throughout the summer to support GPS students.

- All Kindergarten through Grade five elementary teachers were provided professional development sessions with EASTCONN Literacy Specialist, Gary Petersen. The sessions were held virtually September 2020 through February 2021. The professional development sessions focused on supporting staff in implementing grade level reading, writing and phonics units of study using digital tools and instructional resources including; conducting reading, writing and phonics mini-lessons and student conferences effectively through a digital platform. Staff also learned strategies and best practices for administering literacy assessments virtually.
- Special Education Teachers and English Language Learners (ELL) Tutors were also provided the opportunity to participate in professional development sessions provided by Gary Petersen, EASTCONN Literacy Specialist, focused on the Teachers College Reading and Writing Project *Up the Ladder Writing Units of Study*. Staff were provided an overview of the program's organization, instructional materials, assessment tools, and range of instructional strategies used to support and provide students access to grade level standards.

### **3. Please share any changes to your program's implementation.**

- Full implementation district-wide of the following instructional resources:
  - Teachers College Reading and Writing Project Units of Study:
    - Grades 1 and 2 - *Units of Study in Phonics*
    - Grade 3 - *Mystery: Foundational Skills in Disguise Reading Unit*
  - Heggerty:
    - Grade K - Tier 1 Phonemic Awareness program
    - Grades K-1 - Tier 2/Tier 3 Phonemic Awareness intervention services
    - Grades 2-5 - Tier 2/Tier 3 Bridge the Gap Phonemic Awareness intervention program
- Pilot implementation district-wide of the following instructional resource:
  - Grades 3-5 - *Words Their Way*, developmental word study and vocabulary program

### **4. What are the long-term plans for change and direction in accordance with the current curriculum/program review?**

- Fully implement *Words Their Way*, developmental word study and vocabulary program in Grades 3-5.
- Continue to support and develop staff's mastery and fidelity of implementing the Units of Study in Phonics in Grades 1 & 2.
- Ongoing review of K-5 universal screening tools and benchmark assessment data to ensure that students are demonstrating grade level competency in phonemic awareness, phonics, fluency, vocabulary development, and reading fluency inclusive of oral skills and reading comprehension.
- Instructional practices and resources will be examined for biases, and subsequently adjusted, in order to create culturally responsive, socially just learning experiences for all students. Students will become adept at evaluating texts as "windows" and/or "mirrors."
- To support instruction and increased achievement, partnership with Special Education and English Language Learners (ELL) will grow to include shared curriculum writing and professional development opportunities for staff across departments.

- Curate and purchase state of the art print and digital resources to support the reading and writing instruction; and to address the range of student interests and needs outlined in the Teachers College Reading and Writing Project Units of Study.

**5. What program objectives (current and future) have financial implications for the upcoming year?**

To increase student achievement and continue to promote highly-effective instructional practices in accordance with Glastonbury Public Schools' District Strategic Goals and the English Language Arts Department's Action Plan, the following initiatives require financial report:

- Continue to support and promote the use of digital platforms in the classroom with increased technology software budget for English/Language Arts.
  - Continued use of the following digital platforms:
    - Lexia/PowerUp reading application - Grades K-8, inclusive of Special Education and English Language Learners departments.
    - Words Their Way - Grades 3-8, inclusive of Special Education and English Language Learners departments.
    - Raz Plus/Reading A-Z - Grades K-8, inclusive of Special Education and English Language Learners departments.
    - Degrees of Reading Power - adaptive reading assessment - Grades 3-7.
- Continue to build teacher capacity with increased budget for instructional resources, professional development, and curriculum hours.
- Continue to provide site-based embedded professional development and coaching through our EASTCONN Partnership to support teachers in the expert delivery of instruction through the reading, writing and phonics workshop model across the district.
- Continue to curate and authentically weave high quality print/digital texts and electronic media into the reading and writing units to enhance instruction and provide responsive, student centered 21st century learning opportunities.



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***Report to Glastonbury Board of Education***  
***Bright Futures Begin Here!***

**Program: English / Language Arts (6-12)**

**Director: Kate Lund**

**Date: October 4, 2021**

**1. What ongoing impact has the COVID 19 pandemic had on your program? Please share any challenges that remain. Please share lasting positive influences for your department.**

**Impacts of the COVID-19 pandemic:**

- The State Board of Education and *Achieve the Core* provided guidance to support the identification of “priority” standards, which allowed for focused instruction around key skills and concepts in grades 6-12.
- Writing competitions, literary clubs, and department showcases were cancelled, modified to a virtual platform, or scaled down to accommodate health and safety protocols. The annual Evening of Rhyme and Rhetoric was cancelled; the induction ceremony for Quill & Scroll National Honor Society did not include parents or guests.

**Positive Influences:**

- Dozens of authors, poets, community experts and professionals visited classrooms via Zoom to support targeted research, general inquiry, and creative inspiration. These experiences far exceeded the number we would be able to accommodate in person in any given year. Virtual visits and field trips will continue and grow.
- GHS students participated in *The Globe Reads* initiative in April and May, connecting with peers in India and Ethiopia for virtual discussions of shared reading experiences via Zoom. The GHS and TGR partnership will continue during the 2021-2022 school year.
- To address concerns around unfinished learning, the ELA and Special Education departments came together for training in the principles of acceleration. A two-week summer acceleration program was piloted for rising 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade students who did not demonstrate mastery of grade-level literacy skills, where text-sets and fluency strategies were implemented. For 2021-2022, all 9-12 ELA and Spec. Education teachers will work with a contracted literacy consultant/acceleration expert to support student growth using the acceleration model.
- To meet the needs of all students, teachers had to reimagine instruction. Through collaboration and the use of technology, teachers regularly recorded live mini-lessons via Zoom and screen-recorded their explanations of assignments and/or feedback of student work via Loom. These “homemade” resources allowed for unlimited replay by students to support mastery. Recorded instruction and demonstration are here to stay.

**Challenges:**

- Accurate assessment of individual student achievement was difficult through distance learning. Department common assessments had to be modified and delivered online, which impacted the security and validity of the assessments.

## 2. What are some of your staff and student achievements this past year?

- **Recognitions in Writing, Literacy, and Scholastic Journalism:**
  - 189 GHS seniors earned the state’s “Seal of Biliteracy,” indicating their successful completion of the district’s English / language arts requirement and proficiency in at least one other language.
  - Glastonbury High School Chapter of *Quill & Scroll National Honor Society* inducted three seniors, who demonstrated initiative and achievement in scholastic journalism through participation in the school newspaper, literary magazine, yearbook, or TV morning show.
- **Connecticut Writing Project (CWP)/ The Connecticut Student Writers Magazine Contest**
  - The work of twelve students, seven at Gideon Welles School and five at Glastonbury High School, received honorable mention designations in this state-wide recognition.
  - One GWS student received the GOLD award; one GW student and two GHS students received the SILVER award; one GW student and one GHS student received the PLATINUM award, and one SMS student was awarded the never-before-earned GOLD KEY award, making this the *most* awarded year for students of Glastonbury Public Schools at the secondary level.
- **One School One Book (OSOB) & Anti-Defamation League (ADL)**
  - At Gideon Welles, all students and staff participated in a shared reading experience of Jacqueline Woodson’s *Harbor Me* as a kick-off event to GW’s year-long partnership with ADL. This event, along with others, allowed GW to obtain a “No Place for Hate” designation through ADL.
- **Student and Teacher Publications**
  - Multiple GHS students were published in the Glastonbury *Citizen’s* “Poetry Here and Now” column and *Glastonbury Life’s* “Student Voices” section.
  - Glastonbury English teachers routinely have their writing published in *The Hartford Courant* as well as in a variety of digital and print media. Last year, Mark Dursin (GHS English Teacher) was published in *Pop Matters* and the *New York Daily News*.
- **2021 CT Artist Fellowship Award**
  - Dave Polochanin was awarded the CT Artist Fellowship Award for 2021; he received an unrestricted grant of thousands to be used to produce his own creative writing.
- **SAT Results:**
  - **Evidenced-Based Reading/Writing:**
    - Average score for Glastonbury High School students: 567 (CT average score: 519)
- **Advanced Placement (AP) Test Results:**
  - AP Language & Composition
    - 98% (57/58 students) achieved a score of 3 or higher
    - Average score: 3.95 (CT average score: 3.21)
    - 14 students achieved the highest possible score of 5
  - AP Literature and Composition
    - 88% (22/25 students) achieved a score of 3 or higher
    - Average score: 3.52 (CT average score: 2.70)
    - 3 students achieved the highest possible score of 5

## 3. What are the challenges and celebrations of using the iPad in grades 9-12?

### Challenges:

- Access to and use of the “suggesting” tool is limited on the iPad, requiring the use of computer labs for this work with peers and classroom teachers or the GHS Reading and Writing Center with tutors for word processing and collaborative revisions with Google Docs.

- Google “extensions” such as EdPuzzle, Grammarly, Kami, and others do not work well on the iPad. Despite the fact that these extensions are specifically built for Google Classroom, teachers are restricted in using these features to assist with feedback, note-taking, etc. as the iPad does not yet support use of Google extensions.

**Celebrations:**

- Through the use of *Actively Learn* and *Sora* via the iPad, students had access to curriculum-based ELA content in eBook form.
- Student devices supported teachers’ redesign of learning activities to include digital resources and online platforms, creating a near-paperless learning environment.
- Staff and student proficiency with Zoom via the iPad opened up opportunities to connect with international peers through *The Globe Reads* program.

**4. Please share any changes to your program’s implementation.**

- Due to interruptions from the pandemic, additional emphasis on unfinished learning from previous grade levels was built into subsequent unit plans grades 6-10.
- *English 11* (a full-year course) ran for the first time in 2020-2021. *English 11* was inspired by *Composition* (former semester-long course) to satisfy the graduation writing course requirement and further support students’ stylistic use of language through writing and speaking. In 2021-2022, students in *English 11* will have guaranteed opportunities to develop and practice the revised GHS Learning Expectations.
- For 2021-2022, nearly all instructional novels in grades 7-10 will be accessible in digital form via *Actively Learn*.
- Thematic units in *English 9* were grouped by semester, allowing for guaranteed skills and concepts to be commonly assessed by all students in January and June.
- Standards-based grammar and vocabulary strands have been articulated for Grade 6; *NoRedInk* will be used to supplement grammar instruction in 6<sup>th</sup> grade in the 2021-2022 school year.
- Reading Units in Grade 6 have been revised to include priority skills and concepts, common end-of-unit assessments; reading skills progressions have been crafted to support students’ ownership of learning targets.
- Interim Assessment Blocks (IABs) will be used as formal instructional tools in grades 6, 7, and 8 in 2021-2022; individual student and whole-class trends will be used as formative data in advance of the 2022 SmarterBalanced Assessments.

**5. What are the long-term plans for change and direction in accordance with the current curriculum/program review?**

- Course offerings and course units of study for grade 12 will be refined and consolidated to reflect the impact of *English 11* (the full-year composition course) for course selection in Spring of 2023.
- *AP Literature & Composition* along with *AP Language & Composition* will be reviewed for alignment with new ECE course changes at the University level in 2021-2022.
- Thematic units in *English 10* will be grouped by semester to allow guaranteed skills and concepts to be commonly assessed by all students in January and June.
- Writing Units in Grade 6 will be revised to include priority skills and concepts and common performance tasks; writing skills progressions will be crafted to support students’ ownership of learning targets.
- Instructional practices and resources will be examined for biases, and subsequently adjusted, in order to create culturally responsive, socially just learning experiences for all students. Students will become adept at evaluating texts as “windows” and/or “mirrors.”

- To support instruction and increased achievement, partnership with Special Education will grow to include shared curriculum writing and professional development opportunities for staff across departments.
- Student-friendly Learning Guides will be created for all units of study for courses in Grades 6-12 to promote greater transparency of intended learning outcomes for all students.

**6. What program objectives (current and future) have financial implications for the upcoming year?**

To increase student achievement and continue to promote highly-effective instructional practices in accordance with Glastonbury Public Schools' District Strategic Goals and the English Language Arts Department's Action Plan, the following initiatives require financial report:

- Continue to support and promote the use of digital platforms in the classroom with increased technology software budget for English/Language Arts.
  - Expand *Actively Learn Premium* to include grades 11 & 12.
  - Reinstate *NoRedInk Premium* access to grade 11.
  - Continue use of reading applications *Words Their Way* and *PowerUp* in grades 6-8.
- Continue to grow teachers' understanding of comprehensive literacy instruction (book clubs and whole-class mentor texts) and principles of acceleration (text set and fluency strategies) with increased budget for instructional resources, professional development, and curriculum hours.
  - Continue partnership with literacy consultants in grades 6-8 and 9-12.
  - Procure related instructional resources (e.g. leveled texts) to support intended outcomes.
  - Create instructional resources and assessments through guided program development.



***Report to Glastonbury Board of Education***  
***Bright Futures Begin Here!***

**Program: Library Media (K-5)**  
**Director: Mary Poisson**  
**Date: October 4, 2021**

**1. What ongoing impact has the COVID 19 pandemic had on your program? Please share any challenges that remain. Please share lasting positive influences for your department.**

**Impacts of the COVID-19 pandemic:**

- With the elementary Library Media Specialists (LMSs) reassigned to in person and eLearning classroom positions, students in Grades K-5 did not receive Library Media instruction in research, digital and media literacy for the school year. Additionally, students were not able to browse for library materials independently, rather classroom teachers would make selection recommendations for the Library Media Paraprofessionals to check out for the class.
- The impact of COVID-19 safety protocols; particularly the cohorting of classes, limits student and staff access to Library Media Centers (LMCs). During non-pandemic academic years, students and staff have unlimited access to the LMC throughout the school day, allowing them the opportunities to work with the Library Media Specialists and benefit from their content knowledge and resource expertise. Historically, students were able to visit the LMC outside of their scheduled lesson to return and lend high interest independent reading selections, access resources to support grade level content, and utilize digital research databases.

**Positive Influences:**

- Monthly department meetings supported the Library Media Paraeducators to maintain the functions of the Library Media Center, and to ensure consistency of library processes and procedures district-wide, in the absence of our Library Media Specialists.
- Despite the reassignment of our LMSs, the Summer Reading Program was implemented in an adjusted format. Annually the “kick off” to the Summer Reading Program is organized by district Library Media Specialists in collaboration with the Welles Turner Memorial Children’s Librarian. Traditionally the WTML (Welles Turner Memorial Library) staff visit each elementary school in person to reveal the Summer Reading Program theme through an engaging skit. This year the WTM Children’s Librarian developed grade level video clips introducing the details of the 2021 summer reading program “Once Upon a Time”. A total of 499 children (*rising Kindergarten through Grade 6*) participated in the program. Altogether they read a combined total of 16,693 days and logged 8,059 books.

**Challenges:**

- Due to staffing reassignments, cohorting, and compacting of lessons, the current scope and sequence of research, digital, and media literacy skills was not taught in grades K-12. Consequently, as students progress through the grades, the gaps will be substantial and will require significant instructional adjustments by Library Media Specialists in the coming years.

- Current 2nd through 6th Grade students have not received Digital Citizenship instruction since March of 2020.
- Current 2nd through 6th Grade students did not receive direct instruction related to credible source evaluation and source citation since March of 2020.

**2. What are some of your staff and student achievements this past year?**

- The reassignment of Library Media Specialists to instructional positions served a critical role in providing all Kindergarten-Grade 5 students access to quality instruction during the Covid-19 pandemic.
- Under the tutelage of a Library Media Specialist reassigned to a Grade 3 eLearning instructional position, two students received recognition for their fiction and poetry selections resulting in Platinum and Honorable Mention awards.

**3. Please share any changes to your program's implementation.**

- Limited weekly access to Library Media Specialists (LMS) expertise of grade level content, print and digital resources, and curriculum support due to the reduction of full time positions at Hebron Avenue and Naubuc Elementary Schools.

**4. What are the long-term plans for change and direction in accordance with the current curriculum/program review?**

- Revise the K-5 Library Media curriculum to account for the elimination of two full time library media specialist positions at Hebron Avenue and Naubuc Elementary Schools.
- Implement flexible scheduling across all elementary schools to foster a co-teaching instructional model to enhance cross curricular connections.
- Embed culturally responsive education and celebrate diversity through shared opportunities and instructional lessons in Grades Kindergarten through 5<sup>th</sup>.
- Expand the Library Media Center's collection of culturally responsive and diverse texts and resources to engage and accommodate all learners.
- Develop effective and responsible users of print and electronic resources through direct instruction of digital citizenship and internet safety curriculum and information literacy skills.
- Explore how Library Media Specialists may support or expand STEAM initiatives AND serve as instructional technology experts at the elementary schools.
- Provide teachers with tools, resources and professional development to effectively implement and instruct 21st century curriculum.
- Complete the district's Curriculum Review process for the Library Media Program (K-12) and use process findings to inform program changes and enhancements.
- Adjust the scope and sequence of library media skills and concepts to account for the elimination of library media specialists in K-5.
- Continue to enhance the community partnership between Glastonbury Public Schools and Welles Turner Memorial Library to further develop access to resources and meaningful experiences that promote lifelong readers.

**5. What program objectives (current and future) have financial implications for the upcoming year?**

To implement highly-effective instruction and provide accessibility of the resources required to meet the informational and digital literacy needs of students and staff in accordance with Glastonbury Public Schools' District Strategic Goals and the Library Media Department's Action Plan, the following initiatives require financial support:

- Continue to support and promote the purposeful, interdisciplinary use of digital and print texts, electronic media, databases, and other applications to enhance student learning with increased technology software and instructional materials budgets for Library Media.
  - Consider reinstating full time Library Media Specialist positions at Hebron Avenue Elementary and Naubuc Elementary Schools to provide K-5 students with daily access to curriculum resources and direct instruction of 21<sup>st</sup> Century information literacy skills.
  - Maintain and explore database collections in Grades K-5.
  - Expand eBook and audiobook collections and newspaper and magazine publications.
  - Procure culturally responsive and diverse print and digital fiction.
- Revise scope and sequence of guaranteed research, media and digital literacy skills for K-12 with increased budget for curriculum hours.
  - Adjust grade-level lessons to account for missed instruction in Spring 2020 and 2020-2021 school year.
  - Complete the crosswalk of International Society for Technology in Education (ISTE), Glastonbury Public Schools, and National School Library Standards (NSL) standards.



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***Report to Glastonbury Board of Education***  
***Bright Futures Begin Here!***

**Program: Library Media (6-12)**

**Director: Kate Lund**

**Date: October 4, 2021**

**1. What ongoing impact has the COVID 19 pandemic had on your program? Please share any challenges that remain. Please share lasting positive influences for your department.**

**Impacts of the COVID-19 pandemic:**

- The SMS Library Media Specialist and two library paras were assigned classroom positions until April 19, 2021. As a result, the SMS library program was inactive for the majority of the school year, eliminating instruction in research, digital, and media literacy for all Grade 7 and 8 students.
- Library support staff in all buildings were and continue to be routinely assigned to provide classroom coverage, making it challenging to sustain the program to its fullest for students and teachers.
- For the better part of last year, COVID-19 safety protocols prohibited students from browsing library resources. As a result, many of our students lost momentum as life-long readers for pleasure. Therefore, added effort is needed to reengage and excite readers.

**Positive Influences:**

- At GHS, the browsing magazine collection was digitized by launching *Flipster*. Students accessed the digital versions of magazines more this past year than when they were in print form in the library. *Flipster* has been renewed for the 2021-2022 school year.
- In June of 2020, students were introduced to *Sora*, a web-based eBook app that allows for virtual checkout and interactive reading of select titles from libraries' fiction collections; in 2020-2021, Library Media Specialists expanded this collection to include titles requested from students and those recommended by various library journals. Currently, our 6-12 students access eBooks and audiobooks exclusively through the *Sora* platform.
- Through the exclusive use of Google Docs and Turnitin.com, all student feedback was given electronically, eliminating the need for students to submit print copies of their research tasks.
- To meet the needs of all students, library media specialists had to reimagine instruction. Through collaboration and the use of technology, LMSs regularly recorded live mini-lessons via Zoom and screen-recorded their explanations of assignments and/or feedback of student work via Loom. These "homemade" resources allowed for unlimited replay by students to support mastery. Recorded instruction and demonstration are here to stay.

**Challenges:**

- Due to staffing reassignments, cohorting, and compacting of lessons, the current scope and sequence of research, digital, and media literacy skills was not taught in grades K-12. Consequently, as students progress through the secondary grades, significant instructional adjustments by Library Media Specialists will be necessary in the coming years.

- Current 7<sup>th</sup> grade students did not receive any Academic Skills lessons in Grade 6; select students were taught some digital citizenship lessons during the year.
- Current 9<sup>th</sup> grade students received no direct instruction related to credible source evaluation and source citation during their 8<sup>th</sup> grade year.
- Current 10<sup>th</sup> grade students received no direct instruction related to evaluating online information for truth, reliability and relevance in Grade 9.
- At GHS, our Library Media Center was also used as a cafeteria to support social distancing of students during lunch waves. In 2021-2022, the LMC continues to be used to serve lunches to students.

## 2. What are some of your staff and student achievements this past year?

- Kristen Brennan, GW LMSs, applied for and was awarded the American Association of School Libraries Travel Grant to attend the AASL 2021 National Conference in Salt Lake City, Utah.
- Gideon Welles successfully celebrated *World Read Aloud Day!* The library media specialist coordinated 18 authors from all over the country to Zoom with every English class in Grade 6.
- At Gideon Welles, all students and staff participated in a One-School, One-Book shared reading experience of Jacqueline Woodson’s *Harbor Me*. This served as the kick-off event to GW’s year-long partnership with ADL. This event, along with others, allowed GW to obtain a “No Place for Hate” designation through ADL.
- Gideon Welles’ library media specialist facilitated a voluntary “Windows and Mirrors” Book Club, exploring texts with diverse characters/authors that reflect student lives (Mirrors) or give students a peek inside the lives of those who are different from the reader (Windows).
- GHS library staff promoted and led Glastonbury High School’s *Stamped* school-wide reading initiative. Library media specialists assisted in the training of student and staff facilitators. Students and staff participated in a series of voluntary book discussions about *Stamped* and antiracism in our school community.
- All secondary library media specialists launched “Teacher Championed Reads” in June to promote pleasure reading by all students during the summer months. Library media specialists worked with building staff to record 60-second promotional videos of various summer reads via *FlipGrid*.
- Robust “Fun and Learning” and “Independent Reading” webpages were created to increase student engagement through Choice Boards, Bitmoji classrooms and Padlets. Interactive web-based opportunities were created for students to engage in Black History Month, Hispanic Heritage Month, and Women’s History Month.

## 3. What are the challenges and celebrations of using the iPad in grades 9-12?

### Challenges:

- Library Media Specialists teach research skills to students in grades 9-12, across multiple departments. The research process not only requires students to access online databases but also requires students to synthesize multiple sources and toggle between various applications. Because the research process is highly complex and challenging for many of our students, 26 laptops were purchased in June 2021 with grant money; these computers are to be used for library-based research experiences exclusively.

### Celebrations:

- Through the use of *Sora* and *Flipster* via the iPad, students have access to thousands of eBooks, audiobooks, and magazine publications; both apps allow for a very user-friendly experiences with digital content.
- Student devices supported teachers’ redesign of learning activities to include digital resources and online platforms, creating a near-paperless learning environment.

#### 4. Please share any changes to your program's implementation.

- In grades 6-12, library media specialists utilized EdPuzzle, FlipGrid, and Loom to support video tutorials as a replacement and/or supplement to direct, live instruction.
- At GHS, the research “product” took different forms; students created digital fliers and slideshows in place of traditional papers as lessons for in-text citations were reduced based on the challenges of scheduling and hybrid instruction.
- Students did not receive the traditional Library Orientation, which is designed to introduce platforms and research tools at each building. Recorded tutorials were created where appropriate to support students' familiarity with library resources.

#### 5. What are the long-term plans for change and direction in accordance with the current curriculum/program review?

- In Grade 6, research and media/digital literacy skills will be mapped to existing subject-area units and/or learning activities to guarantee in-context instruction and application of critical skills to all sixth grade students.
- Continue to guarantee responsive education and celebration of diversity and culture through instructional activities and voluntary reading opportunities led by Library Media Specialists in grades 6-12.
- Expand the independent reading initiative in 6-12 to include teacher-championed reads by ALL faculty and staff during the summer months and expand partnerships to include community resources such as the Welles-Turner Library and River Bend Bookshop.
- Expand the GHS Research Handbook iBook to support all interdisciplinary research-based tasks for grades 9-12 by the end of 2022-2023. (Phase 2)
- Explore how library media specialists in 6-8 may support or expand STEAM initiatives AND serve as instructional technology experts at Gideon Welles and Smith Middle School.
- Complete the district's Curriculum Review process for the Library Media Program (K-12) and use process findings to inform program changes and enhancements.
  - Adjust the scope and sequence of library media skills and concepts to account for the elimination of library media specialists in K-5.

#### 6. What program objectives (current and future) have financial implications for the upcoming year?

To increase student achievement and continue to promote highly-effective instructional practices in accordance with Glastonbury Public Schools' District Strategic Goals and the English Language Arts Department's Action Plan, the following initiatives require financial report:

- Continue to support and promote the purposeful, interdisciplinary use of digital and print texts, electronic media, databases, and other applications to enhance student learning with increased technology software and instructional materials budgets for Library Media.
  - Expand *Checkology.org's* subscription to include grade 8.
  - Maintain database collections in 6-12.
  - Expand eBook and audiobook collections and newspaper and magazine publications.
  - Procure culturally responsive and diverse print and digital fiction.
- Revise scope and sequence of guaranteed research, media and digital literacy skills for K-12 with increased budget for curriculum hours.
  - Adjust grade-level lessons to account for missed instruction in Spring 2020 and 2020-2021 school year.
  - Continue to refine intended outcomes of Freshman Research Experience. (Stages 1, 2, and 3)

- Complete the crosswalk of International Society for Technology in Education (ISTE), Glastonbury Public Schools, and National School Library Standards (NSL) standards.

**GLASTONBURY BOARD OF EDUCATION  
EXECUTIVE SUMMARY REPORT FORM**

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**Title of Report: Strategic Action Plans 2021-2022**

**Board Meeting Date: October 4, 2021**

**Action:                      Report: X                      Information:                      Discussion:**

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Our Fifth Generation Strategic Goals include significant opportunities to support curriculum development, instruction, assessment of learning, technology integration, physical safety, emotional wellness and equity. As with previous generations, the goals guide all district, departmental and school initiatives.

Each year, the district, schools and departments align objectives with the overall goals. Annual plans reflect our developmental work toward achievement of three overarching goals and support our values and mission statement. The plans provide us with purposeful direction and identify associated budgetary/resource needs. A sampling of 2021-2022 action plans is attached. The following areas of focus are evidenced throughout our plans:

**Goal 1: Foster High Expectations of All Students**

- Standards based units and lessons with an emphasis on interdisciplinary and literacy connections
- Evidence-based instructional practices including use of inquiry strategies, challenging authentic problems/contexts, and student self-assessment
- Revise pacing guides by content area and grade level to be responsive to Covid-19 interruptions to learning
- Strengthen teacher knowledge of culturally responsive pedagogy
- Enhance authentic technology integration strategies

**Goal 2: Maintain Safe and Supportive Learning Environments**

- Coordinate safety and security plans with state and local health officials
- Employ mitigation strategies as recommended by CDC, state, and local health agencies
- Strong communication for all practices
- Engage in practices that promote equity, diversity, and inclusion
- Support student’s social and emotional wellness

**Goal 3: Model a Learning Environment that Prepares Students for Their Futures**

- Use blended learning and technology integration techniques for purposeful instruction PreK-12
- Integrate technology to conduct formative and summative assessments with GoFormative and other tools
- Continue to use video conferencing tools to support communication and collaboration with and between students, parents/guardians, and community

**Submitted By:** Cheri Burke

**Reviewed By:** Alan Bookman



# Fifth Generation Strategic Plan

## DISTRICT ACTION PLAN

### 2021-2022

## GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</b></p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> <li>1. Align curriculum with CCSS and other disciplinary standards.</li> <li>2. Use Understanding by Design (UBD) organizational structure to develop/refine units and courses.</li> <li>3. Map learning progressions across grade levels and content areas.</li> <li>4. Include STEAM, civic and interdisciplinary connections in curriculum.</li> <li>5. Use embedded formative assessments, common summative and performance-based assessments including virtual assessment options to inform instruction.</li> <li>6. Revise flexible pacing guides by content area and grade level to accelerate learning as needed, due to COVID.</li> <li>7. Include resources that address Equity, Diversity, and Inclusion commitment.</li> <li>8. Strengthen teacher knowledge of culturally responsive pedagogy and instructional practice.</li> <li>9. Connect major content concepts throughout deliberate instructional practices using unit/course organizers.</li> </ol>	<p>#1-8:</p> <ul style="list-style-type: none"> <li>• Assess application and quality of each strategy through analysis of curriculum developed in the 2018-19 school year in each discipline (random sampling/rubric)</li> </ul> <p>#4-9:</p> <ul style="list-style-type: none"> <li>• Observation of teaching practices (Look-for checklists)</li> <li>• Teacher feedback on documented professional development (PD Committee and session evaluations)</li> </ul>	<ul style="list-style-type: none"> <li>• EduPlanet</li> <li>• Collaborative Inquiry Teams</li> <li>• Professional Development: Directors, LARTS, PACE, Eastconn Consultant, Dr. T. Claiborne</li> <li>• Department Meetings</li> <li>• Equity, Diversity and Inclusion Committee</li> </ul>

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>B. Support students' academic, social, and emotional development through tiered instructional conditions.</b></p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> <li>1. Apply an accelerated learning model of SRBI to support the intervention process.</li> <li>2. Apply evidence-based strategies and adhere to fidelity of practice for each intervention.</li> <li>3. Monitor student progress through systematic assessment and through use of the data management system.</li> <li>4. Closely monitor and adjust SRBI Tier 1, 2, and 3 instructional supports as needed to respond to increased learning needs due to the pandemic.</li> <li>5. Continue district TEAM processes to support teacher induction/development of instructional practices to include virtual training.</li> </ol>	<p>#1-4:</p> <ul style="list-style-type: none"> <li>• All strategies will be monitored through use of document examination on PowerSchool RTI (school selected cases/checklists)</li> </ul> <p>#5:</p> <ul style="list-style-type: none"> <li>• One annual team baseline analysis at each school through observation, consultation and action planning</li> <li>• Virtual TEAM training and support for mentors</li> </ul>	<ul style="list-style-type: none"> <li>• SRBI district processes</li> <li>• PBIS district processes</li> <li>• PowerSchool RTI</li> <li>• DecisionEd</li> <li>• Reflective Team Process(RTP)</li> <li>• TEAM website and State Dept. of Ed resources for virtual training.</li> </ul>

# Fifth Generation Strategic Plan

## DISTRICT ACTION PLAN

### 2021-2022

## GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</b></p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> <li>1. Coordinate service plans with State and local health officials, as needed.</li> <li>2. Continually update training for all staff on COVID19 safety protocols, as needed.</li> <li>3. Employ mitigation strategies as recommended by CDC, state and local health agencies.</li> <li>4. Communicate protocols and safety standards via COVID19 website, as needed.</li> </ol>	<p># 1-5:</p> <ul style="list-style-type: none"> <li>• Adherence to mandated PD schedule</li> <li>• Use of virtual library and PD sessions</li> <li>• Implement signage and PPE as needed</li> <li>• Site evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Local, state and regional health agencies</li> <li>• Mandated PD schedule</li> <li>• COVID19 requirements</li> <li>• CDC</li> </ul>
<p><b>B. Engage in practices that promote equity, diversity and inclusion.</b></p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> <li>1. District level Equity, Diversity, and Inclusion Committee; inclusive of teachers, administrators, parents, students and BOE representatives to inform work.</li> <li>2. Identify and expand on GPS courses that embed global perspectives or focus.</li> <li>3. Examine and identify school level activities that develop local, regional or global competencies.</li> <li>4. Identify and conduct service learning or inquiry-action projects that address social and civic contemporary issues.</li> <li>5. Teach social pragmatic skills and support friendship groups.</li> </ol>	<p>#1-5:</p> <ul style="list-style-type: none"> <li>• Post members, goals and meeting notes from the District Equity, Diversity and Inclusion Committee on the GPS website</li> <li>• Program of Studies reflects global perspectives</li> <li>• PBIS SET review (building-level)</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Library</li> <li>• PBIS Plans</li> <li>• Second Step</li> </ul>

**Fifth Generation Strategic Plan  
DISTRICT ACTION PLAN  
2021-2022**

**GOAL 3: Model a Learning Environment that Prepares Students for their Future**

<b>Objectives</b>	<b>Strategies</b>	<b>Timeline/Accountability</b>	<b>Resources</b>
<p><b>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</b></p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> <li>1. Use blended learning and tech integration techniques for purposeful instruction.</li> <li>2. Use SAMR Model levels in planning and implementing instruction.</li> <li>3. Integrate technology to conduct formative and summative assessments with Goformative and other tools.</li> <li>4. Integrate technology tools with purpose for teaching and learning K-12.</li> <li>5. Continue use of video conferencing tools (zoom) to support communication and collaboration with and between students, parents/guardians, larger communities, as appropriate.</li> </ol>	<p>#1-5:</p> <ul style="list-style-type: none"> <li>● Observation of teaching practices (Look-for checklists)</li> <li>● Tech coach meetings</li> <li>● Teacher feedback on documented professional development and virtual library use</li> </ul>	<ul style="list-style-type: none"> <li>● SAMR Model</li> <li>● GHS technology coaches</li> <li>● Technology PD and virtual library</li> <li>● Future Ready Schools Initiative</li> <li>● Look-for Tools</li> </ul>



## Fifth Generation Strategic Plan NAUBUC ELEMENTARY SCHOOL ACTION PLAN 2021-2022

### GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</b></p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> <li>1. Using Connecticut Core standards, we will improve language arts instruction by incorporating a balanced literacy program that includes reading and writing workshop.</li> <li>2. Students will increase stamina in authentic writing and reading activities.</li> <li>3. Students will improve reading and writing skills through individual goal setting, self-assessment and conferring through a workshop model.</li> <li>4. Teachers will plan collaboratively to examine student work, identify needs and plan instruction.</li> <li>5. Support teachers in a variety of teaching platforms to incorporate e-learning and remote teaching/learning as needed.</li> </ol>	<p>#1-5</p> <ul style="list-style-type: none"> <li>• Support teachers with teaching Math/Reading lessons to encourage and coach teachers along the new initiatives</li> <li>• Analyze data that is collected and reflect on data to inform feedback for instructional purposes</li> <li>• Meet with grade level teams to analyze data, discuss student progress, and talk about instructional strategies or topics to improve</li> </ul>	<ul style="list-style-type: none"> <li>• District wide resources provided to teachers</li> <li>• Training, support and opportunities for feedback to support new initiatives</li> </ul>
<p><b>B. Support students' academic, social and emotional development through tiered instructional conditions.</b></p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> <li>1. Coordinate flexible blocks for both literacy and math tier II support.</li> <li>2. Implement a review process for tiered support for intervention planning, implementation and monitoring.</li> <li>3. Continue targeted Tier I student support during FLEX block.</li> <li>4. Refine measurable goals and monitor outcomes.</li> <li>5. Foster SRBI Grade Level Team collaboration to identify tiered needs and plan collective interventions.</li> <li>6. Use common assessment and teacher input to identify needs.</li> <li>7. Coordinate school based collaborative teams to support monitoring of student progress.</li> </ol>	<p>#1-8</p> <ul style="list-style-type: none"> <li>• Monitor tiered students within the google drive and shared forms</li> <li>• Google forms and Excel spreadsheets used to track intervention</li> <li>• Target tutor support for early intervention</li> <li>• Support implementation of social skills lessons K-5</li> </ul>	<ul style="list-style-type: none"> <li>• Access to resources to provide interventions</li> <li>• Second Step Lessons</li> <li>• Access to digital resources to support tiers</li> </ul>

	<p>8. Coordinate PBIS team to support Social/Emotional/Behavioral needs:</p> <ul style="list-style-type: none"><li>○ Foster leadership opportunities for 5th graders</li><li>○ Plan virtual whole school meetings to support school rules, spirit and create a sense of belonging</li><li>○ Form student council and coordinate spirit days and outreach opportunities</li><li>○ Monitor referrals and problem solve supports and incentives</li><li>○ Outline social skills lessons K-5</li><li>○ Peer Mentor Program</li><li>○ Second Step K-5</li></ul>		
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**Fifth Generation Strategic Plan**  
**NAUBUC ELEMENTARY SCHOOL ACTION PLAN**  
**2021-2022**

**GOAL 2: Maintain Safe and Supportive Learning Environments**

<b>Objectives</b>	<b>Strategies</b>	<b>Timeline/Accountability</b>	<b>Resources</b>
<p><b>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</b></p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> <li>1. Develop alternative plans for arrival, dismissal, and lunch/recess in adherence with CDC guidelines.</li> <li>2. Develop alternative plans for classroom spacing, cohorting and routines per CDC guidelines.</li> <li>3. Implement the Standard Response Protocol provided by the district.</li> <li>4. Share building standard response protocols.</li> <li>5. Implement district safety policies.</li> <li>6. Utilize the GPD Youth Officer and NA Security Guard to promote safety.</li> <li>7. Establish school-based safety committee to address issues of safety.</li> <li>8. Conduct regular fire and lockdown drills.</li> <li>9. Daily building safety walkthroughs.</li> </ol>	<p>#1-9</p> <ul style="list-style-type: none"> <li>• Meet regularly with the School Security and Safety/Health Committee to monitor progress</li> <li>• Conduct evacuation, lockdown, and lockout drills as instructed by the district to monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>• Access to district wide protocol, GPD Youth Officer, and Security Guard</li> <li>• Regular checks by maintenance department</li> </ul>
<p><b>B. Engage in practices that promote equity, diversity and inclusion.</b></p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> <li>1. Implement Second Step Anti-Bullying lessons.</li> <li>2. Coordinate professional opportunities for staff to support EDI.</li> <li>3. Continue to incorporate restorative practices school-wide through classroom circles, opportunities for reparation and self-growth.</li> <li>4. Create and participate in a Veteran’s Day assembly.</li> <li>5. Deliver GPS Social Studies curriculum with fidelity.</li> <li>6. Coordinate internet safety and responsible use.</li> </ol>	<p>#1-6</p> <ul style="list-style-type: none"> <li>• Monitor progress through the PBIS system</li> <li>• Utilize feedback from staff and guests to assess the program and reflect on revisions to the program</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• School Staff</li> <li>• Second Step Lessons</li> </ul>

**Fifth Generation Strategic Plan  
NAUBUC ELEMENTARY SCHOOL ACTION PLAN  
2021-2022**

**GOAL 3: Model a Learning Environment that Prepares Students for their Future**

<b>Objectives</b>	<b>Strategies</b>	<b>Timeline/Accountability</b>	<b>Resources</b>
<p><b>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</b></p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> <li>1. Support teachers in a variety of teaching platforms to incorporate e-learning and remote teaching/learning as needed.</li> <li>2. Support the integration of instruction and iPad usage in ways that augment, modify and redefine student learning and thinking while also connecting learners and educators in a variety of contexts/settings.</li> <li>3. Promote student authentic use of technology for sharing/receiving feedback, research, design and presentation.</li> <li>4. Support the technology team and provide opportunities for sharing practice, collaboration and exploration.</li> </ol>	<p>#1-4</p> <ul style="list-style-type: none"> <li>• Encourage and promote the use of technology</li> <li>• Promote school wide learning and sharing throughout the year</li> <li>• Promote digital projects, presentations, and experimenting with new applications</li> <li>• Promote student involvement with 21<sup>st</sup> century skill areas, reflection on learning and goal setting</li> <li>• Progress will be monitored through individual teacher meetings and classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>• Access to technologies and internet</li> <li>• Access to technology professionals and PD</li> </ul>



# Fifth Generation Strategic Plan

## GIDEON WELLES SCHOOL ACTION PLAN

### 2021-2022

## GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</b></p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, then all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> <li>Identify and support the implementation of grade level curriculum across disciplines – adjusting as necessary due to unique circumstances (virtual learning, hybrid model, etc.).</li> <li>Implementation of research-based strategies in all curricula. There is a large focus on successful technology implementation.</li> <li>Refine alignment of teaching practices with Connecticut Core skills.</li> <li>Create individualized learning opportunities to engage all learners and all learning styles.</li> </ol>	<p>#1-4</p> <ul style="list-style-type: none"> <li>Analyze student performance and assessment data at weekly team meetings</li> <li>Observe teaching practices (In person and Zoom)</li> <li>January Faculty Meeting Review - Utilize Look-for checklists</li> <li>Professional discussion on student/ teacher feedback at the school and department level</li> </ul>	<ul style="list-style-type: none"> <li>GPS Critical Vocabulary Intervention Support Guide</li> <li><a href="#">GPS eLearning website</a></li> <li>Content Area Directors</li> <li>Instructional coaching</li> </ul>
<p><b>B. Support students’ academic, social and emotional development through tiered instructional conditions.</b></p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, then all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> <li>Identify opportunities to train staff on the SRBI interventions as it relates to the SIT process, reinforcing the Frontline RTI system.</li> <li>Set academic, career and personal goals.</li> <li>Review SRBI Tiered Instructional conditions through Reflective Team Processes (RTP) and analysis of sixth grade intervention teams.</li> <li>Communicate Learning Standards / Expectations to students through the use of objectives, and rubrics to ensure students understand and meet expectations.</li> </ol>	<p>#1-4</p> <ul style="list-style-type: none"> <li>SRBI checklist results</li> <li>Naviance lessons/tasks-based on individual student demonstrated academic progress, behavior and emotional regularity</li> <li>Classroom Observations</li> <li>RTI weekly team meetings</li> </ul>	<ul style="list-style-type: none"> <li>Second Step</li> <li>PACE</li> <li>Math/Reading Interventionists</li> <li>Team leaders</li> <li>School Counselors</li> <li>SRBI Handbook</li> <li>Naviance Software</li> <li>PBIS/SWIS district processes</li> </ul>

**Fifth Generation Strategic Plan  
GIDEON WELLES SCHOOL ACTION PLAN  
2021-2022**

**GOAL 2: Maintain Safe and Supportive Learning Environments**

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</b></p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines, then we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> <li>1. Update, enact, and evaluate emergency management and crisis intervention training, drills and assessment.</li> <li>2. Coordinate service plans with appropriate agencies.</li> <li>3. Provide annual professional development to all staff based on training needs.</li> <li>4. Ensure school maintenance, resources and personnel review and maintain code of conduct yearly.</li> </ol>	<p>#1-4</p> <ul style="list-style-type: none"> <li>• Practice of eight fire drills and three lockdowns scheduled intermittently (adjusted to align to CDC guidelines)</li> <li>• Students will demonstrate Care, Respect and Responsibility towards each other, teachers and staff through their learning from yearly social and emotional learning</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">COVID-19 Resources Website</a></li> <li>• Counselors</li> <li>• Psychologist</li> <li>• Resource Officer</li> <li>• Safety Committee</li> <li>• Second Step Curriculum</li> <li>• Administrators</li> </ul>
<p><b>B. Engage in practices that promote equity, diversity and inclusion.</b></p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, then our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> <li>1. Implement practices and programs that encourage appropriate behavior.</li> <li>2. Explicitly teach core values (Care, Respect, and Responsibility) and how they are applied to the school environment.</li> <li>3. Emphasize prevention and non-disciplinary intervention, as well as fair, consistent discipline, to hold students accountable for their behavior.</li> <li>4. Refine ongoing team-based and school wide recognitions. i.e. “Brag Tags” in recognition of care, respect, and responsibility-both in school and eLearning behaviors.</li> </ol>	<p>#1-4</p> <ul style="list-style-type: none"> <li>• SWIS data review at faculty meeting</li> <li>• Virtual Town Hall Meetings by team</li> <li>• Restorative practices</li> <li>• Students provided with leadership opportunities through a variety of clubs, team activities and daily lessons via Second Step</li> <li>• Student involvement in “No Place for Hate” Committee</li> </ul>	<ul style="list-style-type: none"> <li>• SWIS Database</li> <li>• Virtual Town Hall Meetings</li> <li>• ADL</li> <li>• Counselors</li> <li>• Psychologist</li> <li>• Library Media Specialists</li> <li>• Team Leaders</li> <li>• Second Step</li> </ul>

**Fifth Generation Strategic Plan**  
**GIDEON WELLES SCHOOL ACTION PLAN**  
**2021-2022**

**GOAL 3: Model a Learning Environment that Prepares Students for their Future**

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</b></p> <p><i>Theory of Action:            If we integrate instructional technology to personalize and optimize learning, <b>then</b> our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> <li>1. Apply classroom management techniques for purposeful grouping, routines, and cueing systems during in person and virtual learning.</li> <li>2. Integrate technology to conduct formative and summative assessments as applicable.</li> <li>3. Use tools to support communication and collaboration between students, parents/guardians, and larger communities.</li> <li>4. Use technology to enhance student engagement with motivational technology apps &amp; activities.</li> <li>5. Provide teachers &amp; students with technology sufficient to match the virtual learning environment students are experiencing.</li> <li>6. Create individualized learning opportunities using technology to engage all learners and all learning styles as appropriate through individualized iPad technology program.</li> </ol>	<p>#1-6</p> <ul style="list-style-type: none"> <li>• Regular, ongoing observations of teaching practices (Look for checklists), both in person and virtual</li> <li>• Teacher feedback on documented professional development</li> <li>• Alternate pathways/formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Information Services</li> <li>• Future Ready Schools Initiative</li> <li>• Look-for documents</li> </ul>



**Fifth Generation Strategic Plan**  
**GLASTONBURY HIGH SCHOOL ACTION PLAN**  
**2021-2022**  
**GOAL 1: Foster High Expectations for All Students**

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</b></p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the articulated grade level learning expectations regardless of school, classroom or individual learning characteristics.</i></p>	<ol style="list-style-type: none"> <li>1. Introduce and implement newly updated learning expectations with an emphasis on EDI.</li> <li>2. Utilize block scheduling to enhance student learning and social-emotional wellness.</li> <li>3. Continue to implement the school-wide GHS rubrics for updated learning expectations that align with Connecticut Core State Standards, NEASC standards, and Connecticut High School Reform initiatives.</li> <li>4. Continue to strengthen the connection between GHS Core Values, Behaviors of Grace &amp; Grit and Expectations for Student Learning.</li> <li>5. Continue to provide opportunities for sharing as it relates to the school-wide rubrics.</li> <li>6. Utilize department meetings to authentically implement updated learning expectations and provide feedback and suggestions throughout the process.</li> </ol>	<p>#1-6</p> <ul style="list-style-type: none"> <li>• Ongoing throughout the year</li> <li>• Curriculum Directors, Building Administration, Director of Equity, Diversity and Inclusion</li> <li>• Data collection from PowerSchool and analysis by administration</li> <li>• Agendas for department meetings, professional development</li> </ul>	<ul style="list-style-type: none"> <li>• NEASC publications</li> <li>• CSDE website</li> <li>• PDCC and Department meetings</li> <li>• Resources for Learning Expectations generated by teachers</li> <li>• Administrative meetings with Directors and Director of Equity, Diversity and Inclusion</li> <li>• Learning Expectations, Core Values and Beliefs, and Behavioral Expectations in all classrooms</li> <li>• PT time</li> </ul>

Objectives	Strategies	Timeline/Accountability	Objectives
<p><b>B. Support students' academic, social, and emotional development through tiered instructional conditions.</b></p> <p><i>Theory of Action: If we support the use of high quality and purposefully implemented instructional practices, all students will grow through a whole-child approach to their education.</i></p>	<ol style="list-style-type: none"> <li>1. SRBI Data Team will meet to review struggling and/or at-risk students and recommend school/systems intervention strategies. Tier I interventions developed collaboratively by administrators, counselors, teachers and support staff/personnel to create tailored plans to meet student needs.</li> <li>2. Utilize Reading and Writing Center, Math Center, CREST Lab, and World Language Multimedia Center to provide extra support and enrichment opportunities.</li> <li>3. Continue to develop resources based on student need- i.e. (mentors, afterschool support, and upperclassman study).</li> <li>4. Implement Mentor Program whereby an adult volunteer is paired with a student at greater risk to provide additional support and assistance.</li> <li>5. Utilize block scheduling to enhance student learning and social-emotional wellness.</li> </ol>	<p>#1-5</p> <ul style="list-style-type: none"> <li>• Data team will meet quarterly</li> <li>• Building Administration, Special Education Supervisors, Director of School Counseling</li> <li>• Meetings at mid-marking and end of quarter between administrators and school counselors to review individual progress and determine further interventions as needed</li> <li>• Departmental data collection and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• District SRBI team</li> <li>• Department and faculty meetings</li> <li>• SRBI Resource materials</li> <li>• Admin meetings</li> <li>• Mentor Program volunteers</li> </ul>

**Fifth Generation Strategic Plan  
GLASTONBURY HIGH SCHOOL ACTION PLAN  
2021-2022**

**GOAL 2: Maintain Safe and Supportive Learning Environments**

<b>Objectives</b>	<b>Strategies</b>	<b>Timeline/Accountability</b>	<b>Resources</b>
<p><b>A. Maintain physical safety through adherence to district, state and national policies and practices.</b></p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on prevention, intervention and response, we will increase the well-being of all school community members</i></p>	<ol style="list-style-type: none"> <li>1. Prepare building for return of students and teachers during COVID-19 pandemic:               <ul style="list-style-type: none"> <li>• signage.</li> <li>• safety protocols.</li> <li>• lunch schedule and locations.</li> <li>• update health and safety handbook.</li> <li>• re-train all faculty and staff on the 3 W's, provide an overview of changes and new and continuing procedures.</li> </ul> </li> <li>2. Continue to train faculty and staff on Emergency Management and crisis intervention training, drills, assessment to emphasize shared responsibility of safety.</li> <li>3. Ensure building cleanliness and organization.</li> <li>4. Provide adequate resources/personnel.</li> <li>5. Coordination with local, regional and state agencies.</li> <li>6. Professional development for certified and classified staff.</li> <li>7. Continue to provide initial and refresher Psychological Management Training (PMT).</li> </ol>	<p>#1-7</p> <ul style="list-style-type: none"> <li>• Ongoing throughout the year</li> <li>• Building Administrators, Director of School Counseling, Special Education Supervisors, Security</li> <li>• Data collection and feedback from fire and lockdown drills</li> <li>• Feedback from Health and Safety meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Safety Management, Building Administration, Director of School Counseling, Maintenance, Custodial, Central Office, Director of Safety Management, Pupil Services, School Resource Officer, Glastonbury Police Department</li> <li>• Connecticut Department of Education guidelines for opening schools during COVID-19 pandemic</li> <li>• District COVID-19 website</li> </ul>
<p><b>B. Engage in practices that promote equity, diversity and inclusion.</b></p> <p><i>Theory of Action: If our school community values the power of diverse perspectives and</i></p>	<ol style="list-style-type: none"> <li>1. Safe School Climate Committee will continue to focus on EDI.</li> <li>2. Support development of social skills and dispositions.</li> <li>3. Peer Tutoring, Essence Awards, Clubs, and Health and Physical Education Curriculum.</li> </ol>	<p>#1-5</p> <ul style="list-style-type: none"> <li>• Ongoing throughout the year</li> <li>• Building Administrators, School Counselors, School Psychologist, Director of Special Education, Director of School Counseling, Director of Equity, Diversity and Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Building Administrators, School Counselors, School Psychologist, Director of Special Education, Director of School Counseling, Director of Equity, Diversity and Inclusion Faculty, Youth and Family</li> </ul>

<p><i>engages in opportunities that promote civic involvement, our students will develop compassion, a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> <li>4. Vaping education sessions provided by Youth and Family Services for students caught vaping or in possession of vaping supplies.</li> <li>5. Vaping cessation support groups provided by GHS School Counseling.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback from Safe School Climate Committee</li> <li>• Professional Development for Equity and Social Justice</li> </ul>	<p>Services</p> <ul style="list-style-type: none"> <li>• District Equity and Social Justice website for families and staff</li> <li>• <u><i>The Person You Mean to Be</i></u> by Dolly Chugh book discussions</li> </ul>
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# Fifth Generation Strategic Plan

## GLASTONBURY HIGH SCHOOL ACTION PLAN

### 2021-2022

### GOAL 3: Model a Learning Environment that Prepares Students for their Future

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Integrate evolving instructional technology to personalize and optimize teaching and learning.</b></p> <p><i>Theory of Action: If we provide 21<sup>st</sup> century learning environments that integrate multiple forms of digital access, our students will gain the technological skills necessary for successful post- secondary transitions.</i></p>	<ol style="list-style-type: none"> <li>1. Implementation of Block Scheduling to enhance student learning and strengthen social-emotional wellness.</li> <li>2. Creation of a STEAM (Science, Technology, Engineering, Arts, and Mathematics) space to provide more STEM opportunities through an interdisciplinary approach.</li> <li>3. Continuation of 1:1 iPad program.</li> <li>4. Continue to provide time and opportunities for faculty to explore the use of the iPad as a personalized learning tool.</li> <li>5. Provide time and opportunity for discipline specific applications.</li> <li>6. Continue to provide support and professional development on transformative learning and the shift to digital learning and assessment.</li> <li>7. Professional development to address needs related to the COVID-19 pandemic (examples include: Zoom, GoFormative, Google Classroom, etc.).</li> </ol>	<p>#1-7</p> <ul style="list-style-type: none"> <li>• Ongoing throughout the year</li> <li>• Tech coaches, K-12 Directors, Special Education Supervisors</li> <li>• Feedback from Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Technology and information services</li> <li>• Tech Coaches</li> <li>• K-12 Directors</li> <li>• Professional Development (department and building based)</li> <li>• <a href="#">Block Scheduling Resources folder</a></li> <li>• <u><i>Differentiated Instructional Strategies for the Block Schedule</i></u> by Gayle H. Gregory</li> </ul>



# Fifth Generation Strategic Plan ART ACTION PLAN 2021-2022

## GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</b></p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> <li>1. Align curriculum with State and National Visual Art and Media Standards and CCSS using UBD organizational structure to develop and refine units and courses.</li> <li>2. Map learning progression across grade levels, schools, and elective course areas.</li> <li>3. Provide all students opportunities for choice, personal expression, and exploration in meaningful, relevant, and rigorous learning experiences to develop artistic literacy.</li> <li>4. Strengthen teacher knowledge through discipline-specific PD and collaborative work time to support development, sharing, and implementation of:               <ul style="list-style-type: none"> <li>• Further development of curriculum to align with NCAS and common assessment across K-12.</li> <li>• Strengthen knowledge of culturally responsive pedagogy and instructional practice.</li> <li>• Resources and curriculum research/development of STEAM, civic and interdisciplinary opportunities in curriculum.</li> </ul> </li> </ol>	<p>#1-3:</p> <ul style="list-style-type: none"> <li>• Analysis of written curriculum, 2-D maps, flexible pacing guides, curriculum outlines, units, and shared resources (Seesaw lessons, videos, and assessments)</li> <li>• Observation of teacher practice in actual and online classrooms.</li> </ul> <p>#4:</p> <ul style="list-style-type: none"> <li>• Periodic meetings and/or PD sessions with Teams by level</li> <li>• Teacher feedback on PD to determine future work to improve student learning</li> <li>• Shared curriculum in Drive and EduPlanet</li> </ul>	<ul style="list-style-type: none"> <li>• National Visual &amp; Media Art Standards</li> <li>• CT State Department of Education</li> <li>• EduPlanet</li> <li>• SeeSaw, Google Classroom, and art curriculum specific Apps</li> <li>• Collaborative Curriculum Teams</li> <li>• Department Meetings and Professional Development</li> <li>• GPS Equity and Social Justice shared website</li> <li>• Teaching Tolerance Social Justice Standards</li> <li>• The Institute for Arts Integration and STEAM</li> <li>• GPS Directors &amp; Administrators</li> </ul>
<p><b>B. Support students' academic, social and emotional development</b></p>	<ol style="list-style-type: none"> <li>1. Review/revise current GPS curriculum to better provide tiered learning.</li> </ol>	<p>#1</p> <ul style="list-style-type: none"> <li>• PD and collaboration opportunities to develop tiered instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Shared curriculum pacing guide and resources</li> </ul>

<p><b>through tiered instructional conditions.</b></p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> <li>2. Analyze and review student growth through systematic assessment and feedback to inform and adapt future instruction.</li> <li>3. Collaborate and communicate with school administration and staff to support the academic, social, emotional, physical and creative needs of students.</li> <li>4. Develop strategies, supports, and intervention processes, resources and protocols that support teachers' practice (TEAM) and students' growth similar and unique to this current-year needs.</li> <li>5. Provide opportunities for students to excel and celebrate through periodic art exhibits and opportunities.</li> </ol>	<p>#2</p> <ul style="list-style-type: none"> <li>• Collaboratively analyze assessment data to determine student success/needs for future growth</li> </ul> <p>#3</p> <ul style="list-style-type: none"> <li>• Collaborate with School Administration, Pupil Services, Special Education and School Counseling staff</li> </ul> <p>#4</p> <ul style="list-style-type: none"> <li>• PD focus on improving teaching practices, SEL practices, and student engagement and learning</li> </ul> <p>#5</p> <ul style="list-style-type: none"> <li>• Art website of art opportunities and shared exhibits</li> </ul>	<ul style="list-style-type: none"> <li>• SeeSaw, Google Classroom, and other assessment apps</li> <li>• Collaborative PD/level meetings</li> <li>• PowerSchool</li> <li>• PBIS/SWISS district process</li> <li>• TEAM website</li> <li>• Scholastics Art &amp; Writing Contest, ArtSteps.com, and other online apps for presentation</li> </ul>
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# Fifth Generation Strategic Plan

## ART ACTION PLAN

### 2021-2022

## GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</b></p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> <li>Refine safety guidelines and protocols for art classrooms across levels. Communicate to teachers, students, and families through meetings, PD sessions, and written communications.</li> <li>Support and communicate building, Department and District protocols that promote a COVID 19 safe learning environment for everyone involved.</li> <li>Collaborate with district facilities to determine necessary improvements and updates and to provide PD and renew training for environmental safety mandates per GPS and CDC.</li> </ol>	<p>#1-3:</p> <ul style="list-style-type: none"> <li>Adherence to mandated PD schedule</li> <li>Use of virtual library and PD sessions</li> <li>Department, course, and grade level specific training and information that aligns with the GPS and CDC guidelines</li> <li>Site evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Local, state, and regional health agencies</li> <li>Contact Tracers, District Facilities, and HAS Officer</li> <li>PD Schedule</li> <li>COVID19 requirements</li> <li>CDC</li> </ul>
<p><b>B. Engage in practices that promote equity, diversity and inclusion.</b></p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> <li>Identify and expand on Department resources, courses and curriculum that embed global perspectives, inclusivity, and diversity.</li> <li>Identify/conduct/embed school level activities that develop local, regional or global competencies, including interdisciplinary collaborations to increase student awareness of social and civic issues and global perspectives.</li> <li>Establish groups/clubs, such as National Art Honor Society, Unified Art, and school art clubs that focus on social acceptance and community service.</li> <li>Teach social pragmatic skills and support positive social engagement and friendships during the creative and collaborative art making processes.</li> </ol>	<p>#1-2</p> <ul style="list-style-type: none"> <li>Collaborative meetings and PD to develop curriculum: <ul style="list-style-type: none"> <li>Fostering a shared Equity &amp; Social Justice Folder in shared resources (AO Docs)</li> <li>Vignone Gallery focuses on artists that promote and speak to equity, diversity, and inclusion</li> </ul> </li> </ul> <p>#2</p> <ul style="list-style-type: none"> <li>Art collaboration options:</li> </ul>	<ul style="list-style-type: none"> <li>School-based PBIS goals</li> <li>School-base Committees</li> <li>Director of ESJ &amp; other Administration</li> <li>Vignone Gallery</li> <li>Shared Department AO Docs Folder</li> <li>Teaching Tolerance Social Justice Standards</li> </ul>

		<ul style="list-style-type: none"> <li>○ Art Link Creative Connections interdisciplinary project</li> <li>○ Empty Bowls Project</li> <li>○ Veterans Day Celebration GHS</li> </ul> <p>#3</p> <ul style="list-style-type: none"> <li>● Director to lead teachers to identify need, feasibility of organizing social/civic service groups</li> </ul> <p>#4</p> <ul style="list-style-type: none"> <li>● Art collaboration and development of strategies, materials, resources, and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● CSDE Components Social, Emotional, and Intellectual Habits</li> </ul>
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# Fifth Generation Strategic Plan

## ART ACTION PLAN

### 2021-2022

### GOAL 3: Model a Learning Environment that Prepares Students for their Future

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</b></p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> <li>1. Continue to explore, develop, and integrate K-12 technology use for lessons, instructional opportunities, collaboration, and assessments based on current-year and future needs.</li> <li>2. Use SAMR Model levels in planning and implementing instruction.</li> <li>3. Continue and expand use of Seesaw, Google Classroom, and Zoom as modes of instruction, feedback, and communication with students, parents/guardians, larger communities, as applicable, to support purposeful instruction.</li> <li>4. PD to support new learning of apps and technologies that impact learning at all levels.</li> <li>5. Review/revise course offerings at SMS &amp; GHS to align with current trends that support college and career readiness.</li> </ol>	<p>#1</p> <ul style="list-style-type: none"> <li>• Opportunities for students to virtually record and present their work:               <ul style="list-style-type: none"> <li>○ ongoing review/revision of current apps used at all levels</li> <li>○ Collaborative development of technology integration in the current-year and in the future</li> </ul> </li> </ul> <p>#2-3</p> <ul style="list-style-type: none"> <li>• Shared technology integration strategies of SeeSaw, Google Classroom &amp; other apps at PD and meetings K-12</li> </ul> <p>#4-5</p> <ul style="list-style-type: none"> <li>• Meeting/PD to determine strengths and areas for revision in technology offerings including newly implemented courses (Digital Art &amp; Media Courses at SMS and GHS) and newly implemented software (Adobe Creative Cloud Suite - SMS &amp; GHS and Rough Animator - GHS)               <ul style="list-style-type: none"> <li>○ Ongoing tech training and support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dept. and school goals</li> <li>• Art dept. curriculum and curriculum review report (Fall, 2018)</li> <li>• Collaborative PD/Team meetings</li> <li>• GPS eTeaching website and PD</li> <li>• Tech Coaches</li> <li>• SAMR Model</li> <li>• Technology PD and virtual library</li> <li>• Look for Tools</li> </ul>



# Fifth Generation Strategic Plan SCIENCE DEPARTMENT ACTION PLAN 2021-2022

## GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</b></p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> <li>1. Continue alignment of appropriate science content, instructional strategies, and assessments with the <i>Next Generation Science Standards (NGSS)</i> including embedded engineering design processes, inquiry, reasoning based on evidence, and scientific argumentation.</li> <li>2. Use embedded formative assessments, common summative and performance-based assessments including virtual options.</li> <li>3. Increase STEAM interdisciplinary approaches to learning through revised curriculum and development of new course(s).</li> <li>4. Strengthen teacher knowledge of culturally responsive pedagogy and instructional practices.</li> </ol>	<p>#1-4</p> <ul style="list-style-type: none"> <li>• Student performance data from common assessments and learning experiences</li> <li>• Analysis of curriculum implementation using random sampling/rubrics</li> <li>• Observations of teaching practices</li> <li>• Teacher feedback from content/department-based professional development</li> </ul>	<ul style="list-style-type: none"> <li>• GPS Curriculum in EduPlanet</li> <li>• Curriculum development rubrics</li> <li>• CREST lab</li> <li>• Look-for tools</li> <li>• Instructional coaching</li> <li>• Collaboration with CTE/Math/Art departments</li> <li>• NGSS</li> <li>• College Board</li> <li>• NSTA Learning Center</li> <li>• EDI Committee; Dr. Claiborne</li> </ul>
<p><b>B. Support students' academic, social and emotional development through tiered instructional conditions.</b></p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> <li>1. Continue to implement instructional strategies that foster student-centered learning experiences, differentiated opportunities to apply learning, and appropriate scaffolding.</li> <li>2. Incorporate more student choice and independence in learning.</li> <li>3. Monitor student progress through assessment.</li> <li>4. Provide professional development and training on student-centered coaching models for PACE teachers in collaboration with elementary principals and ELA staff.</li> </ol>	<p>#1-4</p> <ul style="list-style-type: none"> <li>• Observations of teaching practices</li> <li>• Teacher feedback from content/department-based professional development</li> <li>• Student performance data</li> <li>• Participation in professional development; Coaching Labs</li> </ul>	<ul style="list-style-type: none"> <li>• GPS Curriculum in EduPlanet</li> <li>• PACE Resource Teachers; LARTs</li> <li>• Special educators</li> <li>• District processes (SRBI, PBIS, etc.)</li> </ul>

# Fifth Generation Strategic Plan

## SCIENCE DEPARTMENT ACTION PLAN

### 2021-2022

## GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</b></p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> <li>1. Continue to adhere to laboratory safety protocols in accordance with the Chemical Hygiene Plan and Lab Safety Handbook, including additional COVID-19 health and safety protocols.</li> <li>2. Continue to provide annual training to all science teachers on laboratory safety standards, including additional COVID-19 health and safety protocols.</li> </ol>	<p>#1-2</p> <ul style="list-style-type: none"> <li>• Review, and addition of COVID-19 lab protocols, to Chemical Hygiene Plan and Lab Safety Handbook</li> <li>• Distribution of lab safety procedures to all students and parents, including COVID-19 lab safety addendum</li> <li>• Adherence to mandated professional development schedule, including annual lab safety training</li> <li>• Teacher feedback from content/department-based professional development</li> </ul>	<ul style="list-style-type: none"> <li>• District Chemical Hygiene Plan</li> <li>• Laboratory Safety Handbook</li> <li>• NSTA Learning Center</li> <li>• Mandated PD schedule</li> <li>• Director of Environmental Health and Chemical Safety and Safety Compliance</li> <li>• Virtual PD Library</li> </ul>
<p><b>B. Engage in practices that promote equity, diversity and inclusion.</b></p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> <li>1. Support and encourage positive interpersonal relationships with and among students within the context of course curriculum.</li> <li>2. Support and encourage extracurricular clubs and activities within science connected to human impact on society.</li> <li>3. Examine course curricula to ensure inclusion of local, regional, and global perspectives, and real-world issues.</li> <li>4. Strengthen teacher knowledge of culturally responsive pedagogy and instructional practices.</li> </ol>	<p>#1-4</p> <ul style="list-style-type: none"> <li>• Annual science accomplishments from related teams/clubs</li> <li>• Curricular components related to human impact, science, technology, diversity, and society</li> </ul>	<ul style="list-style-type: none"> <li>• GW, SMS, and GHS clubs/activities lists</li> <li>• GPS Curriculum in EduPlanet</li> <li>• EDI Committee</li> </ul>

**Fifth Generation Strategic Plan**  
**SCIENCE DEPARTMENT ACTION PLAN**  
**2021-2022**

**GOAL 3: Model a Learning Environment that Prepares Students for their Future**

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</b></p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> <li>1. Use blended learning and technology integration for purposeful instruction and student engagement.</li> <li>2. Integrate technology platforms (Google Forms, GoFormative, etc.) to conduct formative and summative assessments.</li> <li>3. Continue to promote student use of technology platforms to gain and express information.</li> <li>4. Continue to enhance and support communications with students and parents using digital technologies (email, Google Classroom, zoom, SeeSaw, etc.).</li> </ol>	<p>#1-4</p> <ul style="list-style-type: none"> <li>• Observations of teaching practices (look-for tools)</li> <li>• Teacher feedback from content/department-based professional development, and virtual PD library use</li> <li>• Review of coaching logs from instructional technology coach</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Technology Coach</li> <li>• Look-for tools</li> <li>• Science Tech Google Classroom</li> <li>• Technology related PD</li> <li>• Virtual PD Library</li> <li>• eTeaching Website</li> <li>• SAMR Model</li> </ul>



## Fifth Generation Strategic Plan SPECIAL EDUCATION ACTION PLAN 2021-2022

### GOAL 1: Foster High Expectations for All Students

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Teach a guaranteed standards-based curriculum aligned across grades and disciplines.</b></p> <p><i>Theory of Action: If we develop and implement a rigorous standards-based curriculum, all students will achieve the grade level learning expectations.</i></p>	<ol style="list-style-type: none"> <li>1. Ensure students with disabilities are educated in the general education setting to the maximum extent possible.</li> <li>2. Ensure opportunities for special education teachers grades PK-12 and related service providers to participate in general education professional development sessions related to the standards-based curriculum.</li> <li>3. Align IEP Goals and Objectives to the District's standards-based curriculum.</li> <li>4. Implement instructional delivery models at the 6-12 level based on a "double dose" model of instruction in order to maximize inclusion time in general education.</li> </ol>	<p>#1-4</p> <ul style="list-style-type: none"> <li>• Evidence of curriculum based PD opportunities for special education teachers and related services staff - Fall and Spring calendars, building level dept. meetings</li> <li>• Ongoing analysis and revision to IEPs to reflect alignment and educational benefit.</li> <li>• Acceleration PD grades 9-12</li> <li>• Inclusive/Engaging Practices PD grades 6-8</li> <li>• Building and course schedules</li> <li>• Readers/Writers Workshop PD</li> <li>• Phonics PD</li> </ul>	<ul style="list-style-type: none"> <li>• District PDCC documents</li> <li>• Special education alignment documents</li> <li>• Professional development sessions and associated resources</li> <li>• Instructional videos for staff</li> </ul>
<p><b>B. Support students' academic, social and emotional development through tiered instructional conditions.</b></p> <p><i>Theory of Action: If we support the use of high quality and purposeful instructional practices, all students will grow both academically and socially.</i></p>	<ol style="list-style-type: none"> <li>1. Collaborate with departments to ensure interventions are data driven and aligned to measureable student outcomes.</li> <li>2. Special education staff, including related service providers, will collaborate with classroom teachers to support the inclusion of special education students.</li> <li>3. Clearly define roles of special education staff and classroom teachers to support inclusive practices, including early intervention services.</li> <li>4. Collaboration with outside mental health professionals to plan supports for students.</li> </ol>	<p>#1-9</p> <ul style="list-style-type: none"> <li>• Special education data - referrals, rates, evaluations</li> <li>• Analysis of IEPs</li> <li>• Tiered intervention plans</li> <li>• Special education referral data</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-referral resources: <ul style="list-style-type: none"> <li>○ District SIT and SRBI documents on website</li> <li>○ District behavior support documents on website</li> </ul> </li> </ul>

	<ol style="list-style-type: none"> <li>5. Ensure preschool students have access to the Least Restrictive Environment through comprehensive evaluations and programming recommendations that include placement in community settings when appropriate.</li> <li>6. Preschool team collaboration with parents and community providers to strengthen access to community settings for preschool students with disabilities.</li> <li>7. School psychologists will continue to work with school counselors to outline Multi-Tiered Systems of Support at the secondary level to identify supports available to students as well as to identify and plan for supports that are lacking.</li> <li>8. Include special education teachers and related service providers in Tier 3 interventions when appropriate.</li> <li>9. Provide special education teachers and SLPs with instructional materials used in both the general curriculum and intervention.</li> </ol>		<ul style="list-style-type: none"> <li>○ Instructional materials (i.e. Heggerty, TC Phonics)</li> </ul>
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# Fifth Generation Strategic Plan

## SPECIAL EDUCATION ACTION PLAN

### 2021-2022

## GOAL 2: Maintain Safe and Supportive Learning Environments

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.</b></p> <p><i>Theory of Action: If we adopt a comprehensive approach to school safety with a focus on CDC guidelines we will maintain the well-being of all school community members during the COVID19 pandemic.</i></p>	<ol style="list-style-type: none"> <li>1. Provide ongoing support to school staff on revised safety plans.</li> <li>2. Collaborate with Central Office administrators to maintain current best practices with regard to mental health and wellness.</li> <li>3. Provide resources to staff such as state addendums.</li> <li>4. Provide professional learning opportunities related to health/safety protocols and service delivery.</li> <li>5. Provide adequate PPE appropriate for staff working with high needs students that require close contact and have difficulty wearing a mask.</li> <li>6. Clear expectations for learning environment.</li> <li>7. Support staff mental health through frequent conversations, support meetings, and resource distribution.</li> </ol>	<p>#1-7</p> <ul style="list-style-type: none"> <li>• Department meeting agendas</li> <li>• Professional development calendar/agendas</li> </ul>	<ul style="list-style-type: none"> <li>• Staff virtual library and shared documents</li> <li>• CSDE COVID Addendums</li> </ul>
<p><b>B. Engage in practices that promote equity, diversity and inclusion.</b></p> <p><i>Theory of Action: If our school community values diversity and engages in opportunities that promote equity and inclusion, our students will have a sense of belonging, and cultural competencies that prepare them as global citizens.</i></p>	<ol style="list-style-type: none"> <li>1. Continue to address disproportionality through PD opportunities and a shift in practices.</li> <li>2. Collaborate with general education departments to ensure appropriate pre-referral interventions have been implemented.</li> <li>3. Provide professional learning opportunities to special education supervisors, teachers, and related service providers in engagement.</li> <li>4. Inclusion in the general education environment.</li> <li>5. Increase collaborative family engagement activities.</li> </ol>	<p>#1-5</p> <ul style="list-style-type: none"> <li>• State data</li> <li>• IEP data</li> <li>• PD and Department Meeting agendas</li> <li>• Classroom walkthroughs and feedback</li> <li>• Acceleration based PD and courses</li> <li>• Student outcome data</li> <li>• Family engagement activities notes/agendas/calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual Library resources</li> <li>• instructional videos</li> <li>• “Learning in the Fast Lane” book</li> <li>• CAPELL document</li> <li>• SERC resources</li> </ul>

# Fifth Generation Strategic Plan

## SPECIAL EDUCATION ACTION PLAN

### 2021-2022

### GOAL 3: Model a Learning Environment that Prepares Students for their Future

Objectives	Strategies	Timeline/Accountability	Resources
<p><b>A. Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.</b></p> <p><i>Theory of Action: If we integrate instructional technology to personalize and optimize learning our students will continue to make academic gains to prepare for the coming year.</i></p>	<ol style="list-style-type: none"> <li>1. Provide resources for technology integration in instruction.</li> <li>2. Model effective uses of instructional technology through department meetings and professional learning sessions.</li> <li>3. Maintain specialized web-based programs for students with disabilities.</li> <li>4. Assistive technology for students.</li> <li>5. Continue to utilize technology such as Zoom, Google Classroom, and SeeSaw to engage and collaborate with families.</li> </ol>	<p>#1-5</p> <ul style="list-style-type: none"> <li>• PD and Department meeting agendas</li> <li>• Virtual observations</li> <li>• IEP accommodations that include technology</li> <li>• Zoom meetings</li> <li>• Consults/parent training</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual Library</li> <li>• iPad Apps</li> <li>• Web-based scoring and testing systems</li> <li>• Web-based instruction platforms such as Read</li> <li>• Live and TeachTown</li> <li>• In-District Assistive Technology Specialists</li> </ul>

**GLASTONBURY BOARD OF EDUCATION  
EXECUTIVE SUMMARY REPORT FORM**

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**Title of Report: FY2021-2022 Federal COVID Funding**

**Board Meeting Date: October 4, 2021**

**Action:**

**Report: X**

**Information:**

**Discussion:**

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Listed below is the funding the Glastonbury Board of Education has been awarded from the Elementary and Secondary School Emergency Relief Fund (ESSER) grants due to COVID.

- 2019-2020 Cares Act (ESSER) \$152,314 – PPE, Cleaning Supplies, Technology for Students
- 2020-2021 Coronavirus Relief Funds (ESSER I) \$515,303 – PPE, P/T Custodians, Bus Monitors
- 2021-2022 ESSER II \$675,293 STEAM Lab
- 2021-2022 American Rescue Plan (ARP ESSER) \$1,403,257 – Summer Learning Programs (\$280,651) , STEAM Lab (\$1,122,606)
- 2021-2022 American Rescue Plan IDEA (ARP IDEA) \$277,936 – Special Education Support and Services

**Submitted By:** Karen Bonfiglio

**Reviewed By:** Alan Bookman

**BOARD OF EDUCATION REGULAR MEETING**  
Monday, September 27, 2021 7:00 PM  
**BOARD OF EDUCATION MEETING ONLINE-ZOOM**

Mrs. Rosemary Coggeshall:	Present
Mrs. Alison Couture:	Present
Dr. Douglas Foyle:	Present
Mr. Ray McFall:	Present
Mr. David Peniston, Jr.:	Present
Mr. Matthew Saunig:	Present
Mr. Evan Seretan:	Present
Ms. Julie Thompson:	Present

Also Present: Alan B. Bookman, Superintendent  
Matthew Dunbar, Assistant Superintendent  
Cheri Burke, Assistant Superintendent  
Citizens and Staff Members, representatives of the press

1. Call to Order

Dr. Foyle called the meeting to order at 7:03 pm, followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Teacher of the Year-Ethan Nash

Dr. Foyle introduced Dr. Ethan Nash, Glastonbury Teacher of the Year, to the Board. Dr. Nash is also a Connecticut State Teacher of the Year Semifinalist. Dr. Nash addressed the Board, thanking them for this recognition.

4. Student Representatives' Report

4.A. Ben Wilkinson, Class of 2022

4.B. Jade Wong, Class of 2023

Student representatives Ben Wilkinson and Jade Wong reported to the Board regarding activities at GHS.

5. Informal Session for Public Comment

Stephen Michaels, 225 Grandview Drive, addressed the Board regarding state testing, agenda item 7E, and the budget committee report.

Jenn Jennings, 34 Cranesbill Drive, addressed the Board regarding district quarantine protocols and quarantine issues at GHS.

Chris Haaf, 39 Strickland Street, addressed the Board regarding public comment and community input to the Board.

Jacqueline Weiss, 25 Lazy Valley Road, addressed the Board regarding ESSR funding, natural immunity and vaccinations.

Joseph Weiss, 25 Lazy Valley Road, addressed the Board regarding the Pledge of Allegiance and requests for information.

Jane Benson, 489 Chestnut Hill Road, addressed the Board regarding an experience her daughter had at school and masks in schools.

Kathy Evans, 83 Valley View Road, addressed the Board regarding natural immunity, quarantine rules and

requests for information.

## 6. Special Reports

Dr. Bookman clarified that natural immunity is considered for quarantines within 90 days of infection.

Dr. Bookman provided a report for the Board regarding facility use by the Glastonbury Basketball Association (GBA).

## 7. Business Requiring Action

On Monday, September 20, 2021, the Board of Education Policy Committee met to discuss possible revisions/additions to fifteen policies.

### 7.A. Acceptance of Bid Number 851-2021 STEAM Education Center Construction Project at Glastonbury High School

Dr. Foyle, Dr. Bookman and Al Costa, Director of Operations/Maintenance provided an overview of this motion for the Board.

Board accepts Bid Number 851-2021-STEAM Education Center Construction Project at Glastonbury High School and awards the bid to W J Mountford Co., South Windsor, CT carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

### 7.B. Approval of Submission of Consolidated Grants I, II and III

Matt Dunbar provided an overview of the consolidated grants for the Board.

Board approves the Submission of Consolidated Grants I, II and III Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

### 7.C. Approval of Revisions to the 2021-2022 School Calendar

Board approves revisions to the 2021-2022 School Calendar Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Mr. Ray McFall: Yea  
Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Mr. Evan Seretan: Yea  
Ms. Julie Thompson: Yea

7.D. Acceptance for First Reading Board of Education Policy #0200 (Mission Goals Objectives-Goals for Glastonbury Public Schools)

Rosemary Coggeshall provided an overview of this policy for the Board.

Board accepts for first reading Board of Education Policy #0200 (Mission Goals Objectives-Goals for Glastonbury Public Schools) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Mr. Ray McFall: Yea  
Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Mr. Evan Seretan: Yea  
Ms. Julie Thompson: Yea

7.E. Acceptance for First Reading Board of Education Policy #1110 (Communications with the Public)

Dr. Foyle and Rose Coggeshall provided an overview of this policy for the Board.

Board acceptance for first reading Board of Education Policy #1110 (Communications with the Public) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Mr. Ray McFall: Yea  
Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Mr. Evan Seretan: Yea  
Ms. Julie Thompson: Yea

7.F. Acceptance for First Reading Board of Education Policy # 3542.43 ( Food Service-Charging Policy)

Rosemary Coggeshall provided an overview of this policy for the Board, which is being updated to comply with state statutes.

Board accepts for First Reading Board of Education Policy # 3542.43 ( Food Service-Charging Policy) carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Mr. Ray McFall: Yea  
Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Mr. Evan Seretan: Yea  
Ms. Julie Thompson: Yea

7.G. Acceptance for First Reading Board of Education Policy # 4111/4211 (Staff Planning/Creation of Positions/Recruitment, Screening, & Selection/ Initial Compensation and Benefits/Bonuses and Increments)

Rosemary Coggeshall provided an overview of this policy for the Board.

Board accepts for First Reading Board of Education Policy # 4111/4211 (Staff Planning/Creation of Positions/Recruitment, Screening, & Selection/ Initial Compensation and Benefits/Bonuses and Increments) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Mr. Ray McFall: Yea  
Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Mr. Evan Seretan: Yea  
Ms. Julie Thompson: Yea

7.H. Acceptance for First Reading Board of Education Policy #4118.11/4218.11 (Nondiscrimination) Changes made to this policy comply with state statute. Rosemary Coggeshall provided an overview for the Board.

Board accepts for First Reading Board of Education Policy #4118.11/4218.11 (Nondiscrimination) carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mr. Ray McFall: Nay  
Mrs. Rosemary Coggeshall: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Mr. Evan Seretan: Yea  
Ms. Julie Thompson: Yea

7.I. Acceptance for First Reading Board of Education Policy # 5113 (Student Attendance/Punctual Attendance Grades K-12)

Changes made to this policy comply with state statute. Rosemary Coggeshall provided an overview for the Board.

Board accepts for First Reading Board of Education Policy # 5113 (Student Attendance/Punctual Attendance Grades K-12) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Mr. Ray McFall: Yea  
Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Mr. Evan Seretan: Yea  
Ms. Julie Thompson: Yea

7.J. Acceptance for First Reading Board of Education Policy #5113.2 (Truancy/Chronic Absenteeism)  
Rosemary Coggeshall provided an overview of this policy for the Board.

Board accepts for First Reading Board of Education Policy #5113.2 (Truancy/Chronic Absenteeism) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Mr. Ray McFall: Yea  
Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Mr. Evan Seretan: Yea  
Ms. Julie Thompson: Yea

7.K. Acceptance for First Reading Board of Education Policy/Regulation #5141.25 (Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes)

Rosemary Coggeshall provided an overview of this policy for the Board.

Board accepts for First Reading Board of Education Policy/Regulation #5141.25 (Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea  
Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Mr. Ray McFall: Yea  
Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

7.L. Acceptance for First Reading Board of Education Policy #6112 ( School Day)

Rosemary Coggeshall provided an overview of this policy for the Board.

Board accepts for First Reading Board of Education Policy #6112 ( School Day) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

7.M. Acceptance for First Reading Board of Education Policy/Regulation # 6112.1 (Parent Instruction of Children at Home)

Rosemary Coggeshall provided an overview of this policy/regulation for the Board.

Board accepts for First Reading Board of Education Policy/Regulation # 6112.1 (Parent Instruction of Children at Home) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

7.N. Acceptance for First Reading of Board of Education Policy #6171.2 (Preschool Special Education)

Rosemary Coggeshall provided an overview of this policy for the Board.

Board accepts for First Reading of Board of Education Policy #6171.2 (Preschool Special Education) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

7.O. Acceptance for First Reading Board of Education Policy # 9125 (Attorney)

Rosemary Coggeshall provided an overview of this policy for the Board.

Board accepts for First Reading Board of Education Policy # 9125 (Attorney) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

7.P. Acceptance for First Reading Board of Education Policy #9300 (Methods of Operation)

Rosemary Coggeshall provided an overview of this policy for the Board.

Board accepts for First Reading Board of Education Policy #9300 (Methods of Operation) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

7.Q. Acceptance for First Reading Board of Education Policy #9325 (Meeting Conduct)

Rosemary Coggeshall provided an overview of this policy for the Board.

Board accepts for First Reading Board of Education Policy #9325 (Meeting Conduct) Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

## 8. Reports and Discussion

### 8.A. Program Reports

#### 8.A.1. School Counseling Program Report

Ted Gregorski, Director of School Counseling, provided his program report for the Board.

#### 8.B. Post-Secondary Plan Report Class of 2021

Ted Gregorski, Director of School Counseling, provided an overview of the Post -Secondary Plan Report for the Class of 2021 for the Board.

#### 8.C. Scholastic Aptitude Test (SAT) and Advanced Placement (AP) Report

Ted Gregorski, Director of School Counseling, provided an overview of SAT and AP testing for the Board.

#### 8.D. Fall Professional Development 2021

Cheri Burke, Assistant Superintendent, provided an overview of the Fall Professional Development for the Board.

#### 8.E. Glastonbury Education Foundation

## 9. Approval of Minutes

### 9.A. Meeting Minutes of September 13, 2021

Motion to approve the minutes of the September 13, 2021 Board of Education Meeting carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

## 10. Committee Reports

Mrs. Thompson provided a summary of the Budget Committee (9/27/21) meeting for the Board.

## 11. Chairman's Report

## 12. Superintendent's Report

### 12.A. Staff Appointments

12.A.1. Emily Dominion-Smith Middle School, Family & Consumer Science

12.A.2. Brianna Zimmerman-Nayaug School, Special Education Teacher

12.B. Self Insurance Reserve Update August 2021

12.C. Smith Middle School Clubs 2021-2022

12.D. Donation Thank you

12.E. Dates to Remember

Dr. Bookman provided his Superintendent's report for the Board.  
He provided an overview of the Self-Insurance Reserve fund and the Girl's Ice Hockey Team for the Board.

13. Adjournment

13.A. Please note: It is possible that the Board of Education may go into Executive Session

The meeting adjourned at 10:30 pm.

Motion to adjourn the meeting Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

Mrs. Rosemary Coggeshall: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

Respectfully Submitted,

Rosemary Coggeshall, Secretary

Approved:

**Required COVID-19 Vaccinations**

**COVID-19 VACCINATION REGULATIONS**

**IN COMPLIANCE WITH EXECUTIVE ORDER NO. 13G AND DPH IMPLEMENTATION GUIDANCE**

**BACKGROUND.**

On August 19, 2021, Governor Lamont issued Executive Order 13D (“Protection of Public Health and Safety During COVID-19 Pandemic — Vaccinations Required for State Employees, School Employees and Childcare Facility Staff”) requiring covered workers in a public or non-public pre-K to grade 12 school to be vaccinated against COVID-19 or, if not vaccinated, to submit to weekly COVID-19 testing. On September 10, 2021, Governor Lamont issued Executive Order No. 13G (“Protection of Public Health and Safety During COVID-19 Pandemic — Vaccination Requirements for State Employees, School Staff, and Child Care Workers”) (“Order 13G”). Order 13G repealed and superseded Executive Order 13D in its entirety.

On September 17, 2021, the Connecticut Department of Public Health (DPH) issued [Implementation Guidance for Executive Order 13G: Vaccination Mandate for Individuals Working for State Facilities, State Hospitals, Public and Non-Public PreK-12 Schools, and Child Care Facilities](#) (“DPH Guidance”). The DPH Guidance sets forth the form and manner in which individuals subject to Order 13G must prove and authenticate their vaccination status or request an exemption from the vaccination mandate and includes the requirements for proving compliance with the related testing mandate if the individual is working under an approved exemption. The DPH Guidance also sets forth the form and manner in which school districts must verify compliance with the testing requirements for unvaccinated individuals.

These regulations are issued to ensure compliance by the Glastonbury Public Schools (the “District”) with all applicable laws, regulations, and guidance, including, but not limited to, Order 13G and the DPH Guidance. The District will inform individuals subject to Order 13G of these regulations and the process for submitting required documentation in a timely and secure manner.

**DEFINITIONS.**

For purposes of these regulations, the following definitions shall apply:

“**Covered worker**” refers to all employees, both full and part-time, contract workers, providers, assistants, substitutes, and other individuals working in the District, including individuals providing operational or custodial services or administrative support or any person whose job duties require them to make regular or frequent visits to District schools or to have regular or frequent contact with students or staff. Covered worker does not include a contract worker who visits a District school only to provide one-time or limited-duration repairs, services, or construction, or a volunteer.

**Required COVID-19 Vaccinations (continued)**

“**Employee**” refers to individuals who are on, or applying to be on, the District’s payroll, and excludes contract workers.

“**Contractor**” refers to any person or business entity, including a vendor of support services or subcontractor that provides the personnel who function as contract workers or covered workers for the District.

“**Contract worker**” refers to any person who provides services to the District requiring such person to make regular or frequent visits to District schools or to have regular or frequent contact with students or staff, but who is not employed by the District, excluding any person who visits a District school only to provide one-time or limited-duration repairs, services, or construction, or a volunteer.

“**Fully vaccinated**” means at least 14 days have elapsed since a person has received the final dose of a vaccine approved for use against COVID-19 by the U.S. Food and Drug Administration, or as otherwise defined by the Centers for Disease Control.

**I. COVID-19 VACCINATION REQUIRED.**

Subject to exemptions allowed by law as described below, COVID-19 vaccines shall be required as provided below.

1. **On and after September 27, 2021**, the District will require that any covered worker (a) is fully vaccinated against COVID-19, (b) has received the first dose and has either received a second dose or has an appointment for the second dose in a two-dose series vaccination, such as Pfizer or Moderna vaccines, or has received a single-dose vaccine, such as Johnson & Johnson’s Janssen vaccine, or (c) is exempt from this requirement because a physician, physician’s assistant, or advanced practice registered nurse determined that the administration of COVID-19 vaccine is likely to be detrimental to the covered worker’s health, or the individual objects to vaccination on the basis of a sincerely held religious or spiritual belief, and the covered worker is able to perform their essential job functions with a reasonable accommodation that is not an undue burden on the District, provided that any employee claiming such exemption shall apply for an exemption due to medical conditions or sincerely held religious or spiritual beliefs and must provide appropriate supporting documentation. Each employee request for an exemption will be considered on an individualized, case-by-case basis. Employees who apply for an exemption must provide appropriate supporting documentation.
2. A covered worker **hired before September 27, 2021** may, as an alternative to vaccination, and regardless of whether the covered worker has a medical or religious exemption, comply with the testing requirements described below in these regulations and any additional safety precautions imposed by the District.
3. **On and after September 27, 2021**, the District will, prior to extending an offer of employment to, or entering into a contract for the in-person services of, a covered worker or

**Required COVID-19 Vaccinations (continue)**

4. an entity that employs a covered worker, require that any covered worker (a) is fully vaccinated against COVID-19, (b) has received the first dose and has either received a second dose or has an appointment for the second dose in a two-dose series vaccination, such as Pfizer or Moderna vaccines, or has received a single-dose vaccine, such as Johnson & Johnson’s Janssen vaccine, or (c) is exempt from this requirement because a physician, physician’s assistant, or advanced practice registered nurse determined that the administration of COVID-19 vaccine is likely to be detrimental to the covered worker’s health, or the covered worker objects to vaccination on the basis of a sincerely held religious or spiritual belief, and the covered worker is able to perform their essential job functions with a reasonable accommodation that is not an undue burden on the District, provided that any covered worker claiming such exemption shall apply for an exemption due to medical conditions or sincerely held religious or spiritual beliefs to the District or the contractor, as applicable, and must provide appropriate supporting documentation to the District or the contractor, as applicable. Each request for an exemption will be considered by the District or the contractor, as applicable, on an individualized, case-by-case basis. Any person who applies for an exemption must provide appropriate supporting documentation to the District or the contractor, as applicable.

**II. PROOF OF COVID-19 VACCINATION REQUIRED.**

Subject to exemptions allowed by law and unless otherwise permitted by law or under these regulations as described below, proof of COVID-19 vaccination status shall be required as provided below.

1. The District will authenticate, for all covered workers except contract workers, the vaccination status of covered workers, maintain documentation of vaccination or exemption of such covered workers, and report compliance with Order 13G in a form and manner directed by DPH, as set forth herein.
2. To comply with paragraph (1) above, all employees who are fully vaccinated are required to submit proof of COVID-19 vaccination to the Assistant Superintendent for Administration and Personnel.

Proof of COVID-19 vaccination status may be submitted in a timely and secure manner via an electronic form available from the Assistant Superintendent for Administration and Personnel. Other methods of delivering proof of vaccination status are available upon request.

Acceptable forms of vaccination proof include a copy of any one of the following categories of documentation **plus** a declaration of authenticity:

- A valid CDC COVID-19 Vaccination Record Card; or
- A record from the individual’s vaccine provider; or
- A certificate from the Vaccine Administration Management System (VAMS), if the individual received vaccination through the VAMS system; or
- A copy of the individual’s official immunization record from the Connecticut Immunization Information System, CT WiZ.

**Required COVID-19 Vaccinations (continued)**

**All proof of vaccination must contain the name and date of birth of the individual, the manufacturer of the COVID-19 vaccine that was administered, and the date(s) on which the vaccine was administered.** Employees must not include any additional medical or genetic information with proof of vaccination.

3. Covered workers must also complete a **Declaration Attesting to the Authenticity of an Individual's COVID-19 Vaccination Record**. This declaration is included in the proof of vaccination verification process. **Proof of vaccination will not be deemed valid unless accompanied by the individual's declaration.** Personal attestations are not acceptable as proof of a COVID-19 vaccination. The District reserves the right to authenticate a Vaccination Record Card in a manner consistent with any binding standards issued by the Commissioner of Public Health for such authentication.

**III. EXEMPTIONS FROM THE COVID-19 VACCINATION REQUIREMENT.**

Exemptions from the COVID-19 vaccination requirement under Order 13G may be permitted as provided below.

1. **Medical Exemptions.** Employees may be granted an exemption because a physician, physician's assistant, or advanced practice registered nurse determined that the administration of the COVID-19 vaccine is likely to be detrimental to the employee's health, and the employee is able to perform their essential job functions with a reasonable accommodation that is not an undue burden on the District. Any employee claiming such exemption must apply for an exemption due to medical conditions. Each employee request for an exemption will be considered on an individualized, case-by-case basis. Employees who apply for an exemption must provide appropriate supporting documentation.
2. **Religious/Spiritual Belief Exemptions.** Employees may be granted an exemption because the employee objects to vaccination on the basis of a sincerely held religious or spiritual belief, and the employee is able to perform their essential job functions with a reasonable accommodation that is not an undue burden on the District. Any employee claiming such exemption shall apply for an exemption due to sincerely held religious or spiritual beliefs. Each employee request for an exemption will be considered on an individualized, case-by-case basis. Employees who apply for an exemption must provide appropriate supporting documentation.

**Required COVID-19 Vaccinations (continued)**

**IV. EXEMPTION REQUEST PROCESS.**

Exemptions from the COVID-19 vaccination requirement under Order 13G will be processed as described below.

1. Employees applying for a position with the District **on and after September 27, 2021** will be notified of, and must comply with, Section I.3 of these regulations prior to receiving an offer of employment. Non-compliance with Section I.3 of these regulations may result in denial of employment.
2. **Medical Exemptions.** Employees seeking an exemption due to medical conditions must complete a COVID-19 Vaccination Medical Exemption Request form available, upon request, from the Assistant Superintendent for Administration and Personnel. Medical exemption forms must be signed by the individual’s physician (MD or DO), physician’s assistant (PA), or advanced practice nurse practitioner (APRN). Individuals must submit completed forms in a timely and secure manner as prescribed by the District, to the Assistant Superintendent for Administration and Personnel.

**Religious/Spiritual Belief Exemptions.** Employees seeking an exemption on the basis of a sincerely held religious or spiritual belief must complete a COVID-19 Vaccination Religious or Spiritual Exemption Request form, available upon request, from the Assistant Superintendent for Administration and Personnel. Individuals must submit completed forms in a timely and secure manner as prescribed by the District, to the Assistant Superintendent for Administration and Personnel.

3. Exemption request forms may be obtained from the Assistant Superintendent for Administration and Personnel. Any employee claiming an exemption must apply for an exemption. Each request for an exemption will be considered on an individualized, case-by-case basis. Employees who apply for an exemption must provide appropriate supporting documentation. The District is not required to provide accommodations, including but not limited to an exemption from the COVID-19 vaccination requirement, if doing so would pose a direct threat to the health or safety of others in the workplace, educational environment, and/or the requesting employee or would create an undue burden on the District.
4. Employees who submit a request for exemption and accommodation may be contacted by the appropriate District administrator (the “Administration”), as necessary and applicable, to engage in an interactive process to determine eligibility for vaccination exemption and accommodation and discuss the availability of reasonable accommodations that may permit the employee to perform their essential job functions without posing a direct threat to the health or safety of others in the workplace, educational environment, and/or to the requesting employee, and without creating an undue burden on the District. The Administration will communicate directly with the requesting employee regarding any additional information that may be necessary in order for the Administration to make such determinations.

**Required COVID-19 Vaccinations (continued)**

**V. UNVACCINATED EMPLOYEES.**

1. A covered worker **hired before September 27, 2021** may, as an alternative to vaccination, and regardless of whether the covered worker has a medical or religious/spiritual belief exemption, comply with the following testing requirements and any additional safety precautions imposed by the District. **This provision is not available to any covered worker hired on or after September 27, 2021.**
  
2. Employees **hired before September 27, 2021** who have not received a COVID-19 vaccination will be contacted by the Administration with information regarding District requirements for employees refusing vaccination. Such requirements will include weekly COVID-19 testing, as described below, and may include, but are not limited to, the following: wearing a face mask regardless of whether there is a state- or municipal-imposed mask mandate, working at a social distance from coworkers and students, working a modified shift, accepting a reassignment, participating in contact tracing, quarantining, and/or abiding by restricted access to facilities.

**VI. WEEKLY COVID-19 TESTING OF EMPLOYEES WHO ARE NOT FULLY VACCINATED REQUIRED.**

Weekly COVID-19 testing shall be required as provided below.

1. **Beginning on September 27, 2021**, the following employees must submit to COVID-19 testing one time per week on an ongoing basis and provide adequate proof of the test results on a weekly basis to the District in a form and manner directed by DPH, as set forth herein:
  - a. Employees who have not demonstrated proof of full vaccination, **until such time as proof of full vaccination is provided.**
  - b. Employees who have received only the first dose of a two-dose series vaccination, such as Pfizer or Moderna vaccines, **until such time as the employee is fully vaccinated and provides proof of such full vaccination.**
  - c. Employees who are granted a medical or religious/spiritual belief exemption from the COVID-19 vaccination requirement under Order 13G.
  - d. Employees hired before September 27, 2021 who refuse to receive a COVID-19 vaccination.
  
2. Proof of COVID-19 test results should be provided via email as determined by the district. Other methods of delivering COVID-19 test results are available upon request.
  
3. Employees must submit their COVID-19 test results no later than Thursday of each week.

**Required COVID-19 Vaccinations (continued)**

4. Weekly (*i.e., at least once every seven days*) COVID-19 testing is required for all unvaccinated employees. Such weekly tests must be:
  - either PCR or antigen SARS-CoV-2 tests;
  - administered and reported by a state licensed clinical laboratory, pharmacy-based testing provider, or other healthcare provider facility with a current Clinical Laboratory Improvement Amendments waiver; and
  - submitted to the District within 72 hours of the test administration date.

Home-based testing and results obtained outside of a facility of the type indicated above are not considered adequate proof of testing for purposes of complying with Order 13G and these regulations.

5. Test result reports must include the name and location of the testing laboratory or provider facility performing the test, the name of the person tested, the date the sample was collected, and the test result.
6. Covered workers and/or contract workers will not be provided access to District facilities unless their most recent test result is “negative” or indicates that virus material is “not detected.” Results provided as “inconclusive” are not considered negative results and as such require retesting. If an individual receives an inconclusive result and cannot be retested and provide a negative result within seven (7) days of their last negative test, then that individual will be excluded from on-site work until they can provide a negative test result.
7. Processing delays with laboratories, testing providers, or other healthcare provider facilities may not excuse compliance with these regulations.
8. In addition to the weekly testing requirement, the District may require unvaccinated employees entering the workplace and/or educational environment to follow certain health and safety precautions as communicated to the employee by the District, and to take certain other measures as a reasonable accommodation, subject to the requirements of the interactive process, which may include, but are not limited to, the following: wearing a face mask regardless of whether there is a state- or municipal-imposed mask mandate, working at a social distance from coworkers and students, working a modified shift, accepting a reassignment, participating in contact tracing, quarantining, and/or abiding by restricted access to facilities.

**Required COVID-19 Vaccinations (continued)**

**VII. TEMPORARY TESTING WAIVERS.**

1. Covered workers who wish to request a **temporary waiver** from SARS-CoV-2 testing on the basis of having had COVID-19 within the prior 90 days must submit a **Temporary Waiver from Weekly COVID-19 Testing on the Basis of Prior COVID-19 Infection Form**, available, upon request, from the Assistant Superintendent for Administration and Personnel.
2. Such form must be completed and signed by an individual’s healthcare provider, using the submission format and process for submitting test results described in Section VI, above.
3. Any individual granted a temporary waiver from SARS-CoV-2 must return to regular weekly testing after the expiration date indicated on the waiver form if they are not fully vaccinated by that date.

**VIII. NO EXTENSIONS.**

1. Appropriate vaccination documentation, requests for exemptions, and/or test results must be submitted in a timely manner.
2. Individuals are solely responsible for gathering and submitting all necessary documentation in advance of the established deadlines in order to ensure that they are in compliance with the requirements.
3. Processing delays with vaccine or healthcare providers, VAMS, web-based applications, or state agencies may not excuse compliance with these regulations.

**IX. CONFIDENTIALITY.**

Information pertaining to COVID-19 vaccination status, exemptions from the COVID-19 vaccination requirement under Order 13G, any reasonable accommodations in place, and COVID-19 test results will be restricted to personnel at the District with a need to know.

Any information submitted, collected, or maintained regarding a covered worker pursuant Order 13G will not be subject to disclosure pursuant to Section 1-210 of the Connecticut General Statutes.

**Required COVID-19 Vaccinations (continued)**

**X. REQUIREMENTS PERTAINING TO CONTRACTORS AND CONTRACT WORKERS.**

Contractors and contract workers must comply with these regulations as provided below at the contractor's and/or contract worker's expense.

1. Contractors and contract workers must comply, and must cause contract workers to comply (as applicable), with these regulations.
2. **Provisions applicable to contractors:**
  - a. On and after September 27, 2021, contractors shall (i) authenticate the vaccination status of their contract workers according to Section II.2 and II.3 of these regulations, (ii) maintain documentation of vaccination or exemption of such contract workers, and (iii) provide such documentation upon request and report compliance to the District on September 28, 2021 and thereafter upon request in a form and manner directed by DPH, as set forth in these regulations.
  - b. On and after September 27, 2021, contractors shall (i) implement a policy that requires their contract workers who have not demonstrated proof of full vaccination, including those with medical or religious/spiritual belief exemptions or those refusing vaccination who are providing services to the District pursuant to a contract entered into **before** September 27, 2021, to submit to COVID-19 testing not less than once per week on an ongoing basis until fully vaccinated and (ii) provide adequate proof of the results of the testing on a weekly basis to the District, in a form and manner prescribed by the Department of Health. Contractors must ensure their unvaccinated contract workers submit initial COVID-19 test results on or before September 27, 2021 and submit adequate proof of weekly COVID-19 test results on an ongoing basis thereafter.
  - c. Contractors must positively affirm that contract workers are in compliance with the provisions of Order 13G and the DPH Guidance prior to permitting contract workers to enter the District's facilities or premises.
  - d. Contractors must certify compliance with these regulations in a manner prescribed by the District. At minimum, contractors must provide periodic reporting of numbers of contract workers who are vaccinated, have been granted an exemption, or are subject to weekly testing at a frequency that the District determines is sufficient to assure compliance.

**Required COVID-19 Vaccinations (continued)**

3. **Provisions applicable to contract workers who have entered into a contract directly with the District and are not employed by contractors:**
  - a. On and after September 27, 2021, contract workers must (i) submit proof of COVID-19 vaccination to the District according to Section II.2 and II.3 of these regulations, (ii) submit a request to the District for an exemption from the COVID-19 vaccination requirement under Order 13G according to Sections III and IV of these regulations, or (iii) for contract workers who are providing services to the District pursuant to a contract entered into **before** September 27, 2021, notify the District of their refusal to receive a COVID-19 vaccination according to Section V of these regulations.
  - b. On and after September 27, 2021, contract workers who have not demonstrated proof of full vaccination shall (i) submit to COVID-19 testing not less than once per week on an ongoing basis until fully vaccinated and (ii) provide adequate proof of the results of the testing on a weekly basis to the District, in a form and manner prescribed by DPH, as set forth in these regulations. Unvaccinated contract workers must submit initial COVID-19 test results on or before September 27, 2021 and submit adequate proof of weekly COVID-19 test results on an ongoing basis thereafter, in accordance with these regulations.
4. Contractors and contract workers providing services to the District pursuant to a contract entered into **on and after September 27, 2021** who refuse to receive a COVID-19 vaccination without a medical or religious/spiritual belief exemption from the COVID-19 vaccination requirement under Order 13G shall be considered non-compliant with these regulations and subject to the penalties described in Section XI below.
5. Failure of any contractor or contract worker to comply with these regulations may result in exclusion from District facilities and/or school premises and/or termination or suspension of contracts for services.

**XI. ADMINISTRATION OF THESE REGULATIONS.**

***Questions***

For questions about the implementation of these regulations, please direct your inquiries to the Assistant Superintendent for Administration and Personnel.

***Violations of these Regulations***

Employees who fail to comply with these regulations will be subject to disciplinary action, up to and including termination of employment.

**Required COVID-19 Vaccinations (continued)**

Employees who are exempt from vaccination who do not abide by the reasonable accommodations and safety protocols established for unvaccinated individuals, including, but not limited to, the weekly COVID-19 testing requirement, will be subject to discipline, up to and including termination of employment, and will not be allowed in District facilities or on school premises.

Contractors and/or contract workers who fail to comply with these regulations may be excluded from District facilities and/or school premises, and/or may have contracts for services suspended or terminated.

***Modification of these Regulations***

Government and public health laws/regulations/guidance (including, but not limited to, Order 13G and the DPH Guidance), guidelines, restrictions, and practices regarding COVID-19 are changing rapidly as new information becomes available. The District reserves the right to modify and/or repeal these regulations at any time to adapt to changing laws, regulations, circumstances, and/or District needs, consistent with all applicable laws, regulations, and collective bargaining obligations.

***Non-Retaliation***

The District prohibits any form of discipline, reprisal, intimidation, or retaliation for reporting a violation of these regulations or any other health and safety concern, or for requesting and/or receiving an exemption to the COVID-19 vaccination requirement under Order 13G and reasonable accommodations pursuant to these regulations.

**Legal Reference**

Connecticut General Statutes 10-145                      Certificate necessary to employment.  
Forfeiture for noncompliance. Substitute teachers.

Governor’s Executive Order No. 13D, August 19, 2021

Governor’s Executive Order No. 13G, September 10, 2021

# After School Activities



**Fall Session: October 4, 2021 – January 14, 2022**

## Gideon Welles School – After School Activities

- After School Activities are open to all interested Gideon Welles Grade 6 students. Activities will be open to Grade 5 students for the Spring Session 2022.
- Activities will start at 2:50 p.m. and end at 3:50 p.m. unless otherwise announced.
- Students are dismissed to After School Activities unless otherwise announced.
- Some activities require signing up in advance; others allow students to attend without prior notice to advisor.

**Please read the descriptions carefully and keep this packet for reference.**

### **AFTER SCHOOL ACTIVITY GUIDELINES**

- Appropriate behavior is a requirement for all activities. Students who do not meet this requirement will not be able to participate in the activities.
- Students will require permission from their parents prior to coming to school on the days they plan to participate; **they may not call from school to get permission to stay for After School Activities. It is not necessary to bring a note from home to stay for After School Activities.**
- If the leader is unable to meet with the group on a given day, the activity will be cancelled for the day. There may be occasions when the cancellation announcement will not be made prior to the day of the activity. **Please check GWS Daily Student Bulletin on our website for cancellations.**
- In cases where enrollment is limited, all interested parties should attend the first meeting. If there are more persons interested than can be accommodated, names will be drawn to select those who will be able to continue in the activity.

### **Transportation**

- All participants must be picked up at the front of the school **no later than 3:55 p.m. We have no provision for supervision of students after that time.**
- All participants may ride the activity bus home. This bus leaves Gideon Welles at 3:55 pm and goes to the high school where the students board another bus that takes them to their home area. **There is no activity bus on Thursday or on a Friday before a Monday holiday.**
- The activity bus routes are on the last page of this brochure. **Students should determine which activity bus is the appropriate one for them to take before they stay for an activity.**
- **Traffic Pattern:** As after school activities begin, we ask all families to use the entrance closest to **Strickland St. as the Entrance for Pickups.** We reserve the driveway adjacent to the front circle of the school for **Exit Only** to facilitate a timelier dismissal.

# Homework Help

Get your homework done with us!



Join your teachers and support staff for help after school. Students are supported in the completion of their homework and/or learning study strategies for upcoming tests and quizzes.

***No sign up required for this club. Just come to the Library Media Center after dismissal on Mondays, Tuesdays, and Wednesdays!***

**Leaders: GW Faculty/Staff**

**Dates: Mondays, Tuesdays, and Wednesdays following the school calendar, beginning October 4, 2021 – May 27, 2022**

**Place: Library Media Center**

## FRENCH CLUB



Join French Club to discover more about the French language and Francophone cultures! French club is open to all students interested in the French language and culture. Typical activities will include: learning about food, music, games, movies, holidays, and other cultural celebrations!

***Please sign up with Madame Eaton Graupner in Rm. 216 or email Mme Eaton Graupner, ([eatongraupnerj@glastonburyus.org](mailto:eatongraupnerj@glastonburyus.org))***

**Leaders: Mme Eaton Graupner and Mme Borsotti**

**Dates: Wednesdays: Oct. 27<sup>th</sup>, Nov. 17<sup>th</sup>, Dec. 15<sup>th</sup>, Jan. 19<sup>th</sup>, Feb. 16<sup>th</sup> Mar. 23<sup>rd</sup>, Apr. 27<sup>th</sup>, May 18<sup>th</sup>**

**Place: Room 216**

**Participation Limit: 20 students**



# GWS Student Council



Representatives from each homeroom as well as four executive board members are elected to Student Council. STUCO will include 8 fifth grade students. Meetings will be held on a bi-monthly basis.

**Leaders:** Mrs. Ferraiolo and Mrs. Brennan

**Dates:** Every other Tuesday: Oct. 12, 2021 – May 24, 2022

**Place:** Executive Board- Room 214. STUCO - Lower Level of LMC

**Participation Limit:** 32 representatives chosen by election

## 6<sup>th</sup> Grade Jazz Band



The Jazz Band is open (by audition) to GWS students who play a band instrument, or to any 6<sup>th</sup> grade student who plays guitar, bass (electric or stand-up), piano, or drum set. Selected members will perform at a time to be announced. Auditions will be held after school on Tues. Oct 5<sup>th</sup>, Tues. Oct. 12<sup>th</sup> and Wed. Oct. 13<sup>th</sup> by appointment.

**Leader:** Mrs. Smith

**Dates:** Tuesdays

**Place:** Band Rm. 132

**Participation Limit:** 25-30 students

# Gideon Welles Chamber Ensemble



The Gideon Welles Chamber Ensemble is designed for advanced string players who are seeking additional musical challenges in a smaller-group setting. Students will learn to play many different musical styles including Classical, Rock, Pop, and Jazz. Numerous special performance opportunities are available. Advanced string students may sign up for an audition time on the orchestra bulletin board. **Auditions will be held after school in 15 minutes blocks from 3:00-5:00 PM on Tuesday, September 28, Friday, October 1, and Monday, October 4.** Students will be evaluated by Mr. Wood to determine whether each student is at the appropriate playing level. Rehearsals will be held **every Thursday after school until 4:00 PM.** Our first rehearsal will be held on Thursday, October 7. Transportation home must be provided by parents because there is no Activity Bus on Thursdays.

**Leader: Mr. Wood**

**Dates: Thursdays, October 7, 2021 – May 27, 2022**

**Place: Orchestra Rm. 133**

**Participation Limit: 25 students**

## ASIAN CULTURE CLUB

Students will play Asian games, learn dragon dance and other cultural activities!!

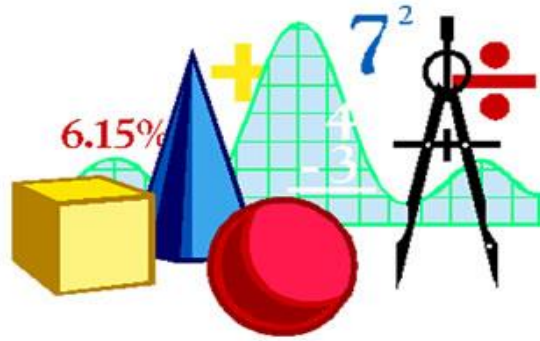
**Leader: Ms. Day**

**Dates: Every other Tuesday, October 12, 2021 – January 4, 2022**

**Place: Room 106**

**Participation Limit: 20 students**





## Math Center

The Gideon Welles after school Math Center will take place on Mondays, Tuesdays and Wednesdays from 2:50 - 3:50 in room 115 starting the week of September 20, 2021. This math session will give all Gideon Welles 6th grade students the opportunity to practice and strengthen their skills while also receiving extra support and guidance with assignments. Students will learn test taking strategies and gain a better understanding of how to be successful in their math classes.

There is no need to sign up each day or each week. We will have an open door policy. All teams are welcome. Mrs. Cascio, and the other teachers and tutors who will be assisting, are excited to offer a time for students to ask questions, and build a love of math.

**Leader: Mrs. Cascio**

**Dates: Mondays, Tuesdays and Wednesdays**

**Place: Room 115**

## GW Student News Broadcasting

Are you interested in video production, writing scripts, directing or becoming an “on air personality”? You will get to experience all of this if you join the GW Student News Broadcasting club. Every club member will learn what it takes to plan and produce a news broadcast, as well as have the opportunity to host an episode of the GW Student News. A sign-up sheet is available outside of the library.

Note: Students will get a calendar of meeting dates at the first meeting.

**Leaders: Mrs. Brennan, Mrs. Kagan, and Mr. Chadeayne**

**Dates: Meets Monday 10/18, 10/25, 11/8 then meets every other Monday for the remainder of the club, AND every Friday before school at 7:20 am starting 10/29.**

**Monday 2:50 pm - 10/18, 10/25, 11/8, 11/22, 12/6, 12/20, 1/10 Every Friday 7:20 A.M from 10/29-1/14**

**Place: Lower Level of LMC**

# Board Game Club

Do you enjoy playing board games with your friends?

Then Board Game Club is for you!

Board Game Club is a club where you can build cooperation and problem solving skills, practice your creativity, and take part in some friendly competition.

So join us after school for time to play your favorite board and card games. Bring a buddy or come on your own to make a new friend.



**Interested members can sign up outside of Room 214**

**Leaders: Mrs. Ferraiolo**

**Dates: Every other Monday, beginning October 18th**

**Place: Room 214**

**Participation limit: 15**



## The Enharmonics Gideon Welles Select Chorus

The Enharmonics are a group of 25-28 students performing in a small, chamber vocal ensemble. Students will learn how to sing amongst other singers and will also learn to sing musical repertoire from time periods of all the western musical canon. This ensemble also prepares singers for select ensembles open to audition both at Smith Middle School and Glastonbury High School. The Enharmonic Singers are open to all students at GWS who undergo a choral hearing placement with Mr. Sonnenberg.

**Leader: Mr. Sonnenberg**

**Dates: Wednesdays**

**Place: Chorus/Music Room 130**

**Participation limit: 28 Students**

# Students Helping Our Community (SHOC)



Students Helping Our Community, or SHOC, is a year-long community service club. As a member of SHOC you will have the opportunity to participate in several projects to help better our school, town, state, national, and world communities. Some projects we will work on this year include cutting fabric shoe parts for people in Uganda, making cards for service members, and selling keychains for Breast Cancer Awareness. If you are interested in making your world a better place, then SHOC is for you!

**Leader: Ms. Ferraiolo**  
**Dates: Every other Wednesday**  
**Place: Room 214**  
**Participation Limit: 20 students**



## Greenhouse Growers

In the Greenhouse Growers club, students grow and care for a variety of plants, including succulents, herbs, flowering plants and more! This club also works to maintain the butterfly garden and other plantings around the schoolyard. If you would like to nurture your green thumb (or get one), this club is for you!

[Please fill out this form](#) (link) if interested.

**Leaders: Mrs. Ames, Ms. Juan, Mrs. Willen, Mrs. Hoskins**  
**Dates: Tuesdays beginning October 19th: except November 2nd**  
**Place: Room 120**  
**Participation Limit: 12 students**

# ACTIVITY ROUTES

## **NORTH**

R - Hubbard Street, L - New London Turnpike, to - Naubuc Avenue, R - Parker Terrace, L - Naubuc Avenue, L - Main Street, R - Griswold Street, L - Harris Street, L - Prospect Street, R - Long Hill Drive, R - Candlewood Road, L - Griswold Street, L - Addison Road, R - Great Swamp Road, R - Wesleyan Road, R - Trinity Avenue, L - Cambridge Drive, L - Oxford Drive, R - Worthington Road, L - Addison Road

## **SOUTH**

L - Hubbard Street, L - Main Street, L - Chestnut Hill Road, L - Northview Drive, R - Chestnut Hill Road, L - Main Street ( if student is on the bus for this area), R - Water Street, L - Tryon Street, as far as Dug Road & turn around, R - Water Street, R - Main Street, R - Great Pond Road(if anyone is on the bus for the area) R - Main Street, R - Glastonbury Hunt Lane & return, L - Main Street, R - Kimberly Lane, L - Dayton Road, R - Main Street, R - Foote Road, R - Matson Hill Road, L - Woodland Street, L - Hopewell Road & return to Main Street

## **EAST - 1**

R - Hubbard Street, L - New London Turnpike, R - Oak Street, R - Hebron Avenue, R - Marlborough Road, to Arbor Acres and turn around, L - Diamond Lake Road, R - Ash Swamp Road, L - Weir Street, R - Shoddy Mill Road, R - Manchester Road, L - Brook Street to Neipsic Road

Revised 11/7/14

## **EAST - 2**

R - Hubbard Street across to Neipsic Road, L - Wickham Road, R - Candlelight Drive, L - Strickland Street, R - Hebron Avenue, R - Chalker Hill Road, R - Stanley Drive, R - Hurlburt Street, R - Manchester Road, L - Forest Lane, R - Thompson Street, R - Tollgate Road, R - Wassuc Road, R - Manchester Road, R - Chimney Sweep Hill, L - John Marshall Drive, L - Eastbury Hill Road, R - Manchester Road, L - Quarry Road, R - New London Turnpike

## **SOUTHEAST**

L - Hubbard Street, L - Buttonball Lane, L - Farmstead Lane, R - Founders Road to Coleman Road, L - Chestnut Hill Road, R - Sunset Drive, R - Hopewell Road, R - Heather Glen, R - Leighgate Road, L - Stonepost Road, R - Olde Wood Road, R - Chestnut Hill Road, R - Hopewell Road, L - Woodland Street, L - Coldbrook Road to Mott Hill Road as far as Country Lane & return, R - Country Club Road, L - Wassuc Road, L - New London Turnpike

## **NORTHEAST**

Bell Street at Hebron Ave, R - Bush Hill Road, R - Keeney Street, L - Howe Road, R - Manchester Road, L - Shady Hill Lane, L - Knollwood Drive to end & return (if STUDENT is on bus FOR THIS AREA, R - Woodhaven Road, L - Natchaug Drive, L - Minnechaug Drive, L - Mountain Road, R - Manchester Road, L - Shallowbrook Lane, L - Pane Drive, L - Indian Hill Trail, R - Manchester Road, L - Cedar Ridge Terrace, L - Manchester Road

**Gideon Welles School  
1029 Neipsic Road  
Glastonbury, CT 06033**

**Phone: 860-652-7800  
Fax: 860-652-7825**

**Mr. Kent Hurlburt, *Principal***  
**Mrs. Kim Herwerth, *Assistant Principal/Special Education Supervisor***



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To explore the Virtual Vignone gallery please visit: [VIRTUAL VIGNONE Gallery](#)



# kate reed

## CRAFT TO COMPUTATION

Sept 27 through November 6, 2021

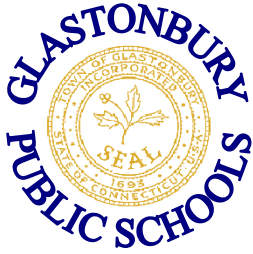
Kate Reed is a Boston-based designer and the first to show in Vignone's STEAM Series. Kate builds wearable technology, leveraging principles of nature, to connect humans and computers, pioneering the discipline of Biomimetic Wearable Computers. Kate is a graduate of the MIT-backed NuVu Studio, RISD (Industrial Design, Computational Technology, & Culture), Brown (Social Innovation & Entrepreneurship), and Fabricademy. Her work has been featured at the White House, Boston and New York Fashion Week, Museum of Design Atlanta, the Hackaday Superconference, MIT Museum, and the Boston Children's Museum.

Virtual gallery for the public @  
GPS Art Dept. website or use  
your smartphone to scan:



GLASTONBURY PUBLIC SCHOOLS ART DEPT VIGNONE GALLERY @ GHS

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*Elizabeth Cole*  
*Director of Career and Technical*  
*Education*

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September 29, 2021

Dear Mr. Orio and Ms. Sauvageau,

I wanted to take a moment to personally thank you and your company, Red Thread, for your generous donation. The Node Chairs you have donated to our AgriScience and Technology Training Center project will help transform our current space into a comfortable, collaborative home for teaching and learning. Your continued support for the important work we do serving students reflects our shared commitment to prepare children for their futures. Thank you again for your generosity.

With Gratitude,

Elizabeth Cole  
Director, Career Technical Education