



REGULAR BOARD OF EDUCATION MEETING

Monday, June 23, 2025 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Information Session for Public Comment
4. Business Requiring Action
 - A. Approval of the Glastonbury East Hartford Magnet School Budget for the 2025-2026 School Year
 - B. Approval of Staffing Adjustments for the 2025-2026 School Year
 - C. Approval to Go Out for School Bus Bids for the 2026-2027 School Year
 - D. Approval of the June 9, 2025 Meeting Minutes
5. Reports and Discussion
 - A. Administrative Report on Purposeful Technology Use
 - B. Glastonbury Education Foundation
6. Committee Chair Reports
7. Chairman's Reports
8. Superintendent's Report
 - A. Staff Appointments
 1. Morgan Bikowski, Smith Middle School, Grade 7 Mathematics Teacher
 2. June Laub, Gideon Welles School, Grade 6 Science Teacher
 3. Francis Lee, Glastonbury High School, History/Social Sciences Teacher
 4. Sarah Lessard, Programs at Eastbury, BCBA
 5. Daniel Lozano, Glastonbury High School, Biology Teacher
 6. Mary MacFarland, Naubuc, Special Education Teacher
 7. Logan McCallum, Smith Middle School, Grade 8 English Teacher
 8. Kathryn Messina, Buttonball Lane School, Grade 1 Elementary Teacher
 9. Georgia Mikan, Nayaug School, Grade 5 Elementary Teacher
 - B. Student Suspension Report, May 2025
 - C. Student Suspension Report, June 2025
 - D. Dates to Remember
9. Adjournment

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

How to Participate in Board of Education Meeting Public Comments

At this time, there are two options for participating in public comment during Board of Education meetings.:

1) In-Person Comment.

The Board sets aside thirty (30) minutes for public comments. Comments are limited to 3 minutes per speaker and a person may speak only once. Each speaker must start by stating their name and address. There will be a sign-up sheet in the back of the room. In-person meetings are held in the Town Hall Town Council Chambers, 2155 Main Street, Glastonbury, unless otherwise noted on the [Board of Education Meeting webpage](#) and the Board Meeting agenda.

2) Written Comment.

Use the form below to submit a written comment before 12 noon on the meeting day. Written comments are attached to the BOE Meeting Agenda.

[Public Comments for Glastonbury Board of Education Meeting](#)

Public Comments for BOE Meeting (Responses) 2024-2025

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
6/9/2025 15:03:19	Kevin Anderson	209 Lancaster Rd.	<p>Chairman Foyle,</p> <p>Thank you for responding to my email this morning about the articles in the paper and how you made it clear there was no discussion among the Board members on this issue.</p> <p>The Board of Education is in place to support the Students of the Glastonbury Public School System and oversee The Glastonbury Public School System.</p> <p>When issues arises The Board of Education Board is in place make sure the policies written for the Glastonbury School System are adhered by.</p> <p>I requested that Mr. Bookman - The Superintendent of Schools and The Board of Education Board Members to review the issue on 6/3/25 (see below exert). All Board Members were copied on the email.</p> <p>We are officially requesting a review and appeal of the decision by Dr. Nancy Bean and Ted Gregorski to not award Corey Anderson the Faculty Scholar Award (high honors) as a Graduating Senior in the Class of 2025. We request the appeal to be reviewed by the Superintendent of the Glastonbury Public Schools – Alan Bookman and the Board of Education Members of the Glastonbury School System.</p> <p>As the Chairman of the Board, why didn't you bring this review request to the Board Members for discussion?</p> <p>Did you as the Chairman of the Board of Education not think this was an important issue to even bring up for discussion with the Board when we clearly requested a BOE review?</p> <p>I received an email from you where you wrote, we understand your concerns but Alan Bookman is the final appeal. An email the BOE Board Members were not copied on.</p> <p>If the Administrators have final say on issues and there is still a disagreement over the issue isn't that why the Board of Education Board and its Members are in place for, to review, uphold and make decisions on the policies that are in place?</p> <p>Chairman Foyle, are you making decisions for the all the members of The Board of Education without even consulting them? This is what appears to be happening.</p> <p>You quoted a section of the Board Policy 5145 in your email to me. This section speaks of the legal rights of students of which they cannot be deprived of due process. It appears you acted alone and made a decision to support the Superintendent of Schools decision to not recognize Corey as a Faculty Scholar at Graduation. A decision you made without consulting your board members, a decision that deprived Corey Anderson of her due process.</p> <p>Thank you</p>

Capitol Region Education Council
Glastonbury-East Hartford Magnet School
2025-2026 Budget Proposal



Submitted by Kristi Hummel
Principal
June 2025

Preface

The figures and narratives in this document are based on the FY2025-2026 budget approved by the CREC Council on May 21, 2025 and do not reflect final funding amounts from the State of Connecticut resulting from the 2025 legislative session.

GEHMS Student Enrollment 2025-2026

GEHMS Enrollment as of October 1, 2024					
Grade	East Hartford	Glastonbury	Hartford	Other	Total
PreK 3	2	5	8	7	22
PreK 4	3	14	15	6	38
K	12	11	28	19	70
1	16	5	23	20	64
2	12	10	28	15	65
3	14	5	25	21	65
4	16	3	22	22	63
5	12	9	31	13	65
Total	87	62	180	123	452
% of Total	19%	14%	40%	27%	100%

GEHMS Anticipated Enrollment 2025-2026					
Grade	East Hartford	Glastonbury	Hartford	Other	Total
PreK 3	4	10	8	8	30
PreK 4	3	6	11	10	30
K	12	11	25	18	66
1	12	10	26	18	66
2	16	6	24	20	66
3	12	10	29	15	66
4	14	6	25	21	66
5	16	3	25	22	66
Total	89	62	173	132	456
% of Total	19%	14%	38%	29%	100%

GEHMS Revenue Projections

- GEHMS receives revenue from the State of Connecticut Department of Education and the Boards of Education of the sending districts, as well as other small amounts from various grants. We also operate a Before and After Care program that brings in revenue sufficient to cover the expenses of the program.
- The State Department of Education and the State Legislature paid the Interdistrict Magnet School Grant at the statutory level of \$10,443 per student from 2010-2011 through 2015-2016. The grant was reduced by approximately 5% to \$9,921 for 2016-2017 and 2017-2018, then returned to \$10,443 for 2018-2019. The grant amount included in the 2019-2020 through 2023-2024 State budgets was \$10,652. Public Act 24-81 changed the mechanism for funding magnet schools by increasing the Magnet School Grant to \$13,558 per pupil and phasing in a reduction in the tuition rates we are allowed to charge districts. CREC's tuition rates to districts are limited to 58% of 2023-2024 rates per Public Act 24-81; therefore, tuition charged to the sending districts for GEHMS will be $\$6,335 * 58\%$, or \$3,674 per student.
- We anticipate a student population of 456 students during the 2025-2026 school year resulting in total projected revenue of \$11,166,469.

GEHMS Budget Highlights

- The proposed 2025-2026 expenses reflect an increase of \$700,590 (6.7%) over the previous year budget. Salary increases of \$315,257 were budgeted at 4.0% for teachers and administrators per contract, 4.5% for paraprofessionals per contract, and 3.0% for other positions.
- For 2025-2026, salaries and benefits reflect an increase of 3.5 FTE SPED Certified positions, 3.0 FTE Support Staff positions, and 2.0 FTE other noncertified positions.
- Lines 210-270 Benefits reflects \$16,800 per FTE for Health Insurance.
- Lines 341 External Staffing and 139 Temporary Employees show a combined decrease of \$123,000. These lines reflect the use of either external consultants or temporary staff on payroll.
- Line 423 Custodial Services, provided by Glastonbury Public Schools, is budgeted at \$475,000, an increase of \$25,000 over the current year.
- Line 611 Instructional Supplies reflects a decrease of \$18,200.
- Line 620 Utilities/Energy is budgeted at \$299,000, a \$49,000 increase over current year.

CREC's Allocation of its Indirect Costs

- CREC's indirect costs are allocated at \$530,099 in line item "311/312 CREC Admin in the 2025-2026 GEHMS budget.
- CREC's indirect costs are organizational costs that are not attributable to a single program or type of program. They are the total cost of our divisions of business services (accounting, contract and insurance administration, and payroll), human resources, communications, grants and development, and CREC's central office facilities.
- The extent to which CREC's indirect costs are charged to its state grants is strictly governed by SDE regulations. The \$530,099 charge to this budget is 5.00% of program expenses. CREC's indirect rate is the lowest of Connecticut's six regional education service centers.

CREC's Allocation of its Magnet School Management Services Costs

- CREC magnet school central office management services costs of \$509,341 for 2025-2026 are on line item "315 Management Services". This is an increase of \$20,300 over the 2024-2025 budget.
- CREC's magnet school management services costs consists of the CREC Council-approved Magnet School Office budget.
- The Management Services on line 315 represents the *direct* supervisory, administrative and professional support costs exclusively associated with CREC's 19 magnet schools and programs. It includes the personnel and non-personnel costs attributable to our superintendent of magnet schools; assistant superintendents of magnet schools; business manager; intervention teams and district Special Education staff; curriculum directors and science, math and reading coaches.
- The extent to which CREC's magnet school management services costs are charged to each magnet school is approved by SDE as part of its review of each school's annual budget. These costs are assigned to all CREC magnet schools on a per student basis. In 2025-2026, the costs are budgeted at \$1,117 per student.

GEHMS Budget Summary

The table below shows the past two years of GEHMS budgets, and the approved 2025-2026 budget.

	2023-2024 Budget	2024-2025 Budget	2025-2026 Council Approved Budget	Increase (Decrease) from 2024- 2025 Budget
Salaries				
101/102 Certified Salaries	\$4,158,342	\$4,399,550	\$4,739,035	\$339,485
122 Paraprofessionals	606,801	522,049	499,805	(\$22,244)
123 Support Staff	416,244	496,998	652,207	\$155,209
129 Other Non-certified	114,077	137,794	274,786	\$136,992
139 Temporary	45,000	85,000	187,000	\$102,000
Benefits				
210 Health Insurance	1,293,760	1,300,708	1,443,792	\$143,084
220 FICA	150,963	156,882	192,172	\$35,290
250 Unemployment Ins	15,886	16,669	18,497	\$1,828
260 Workers Comp	63,546	66,677	73,990	\$7,313
270 Retirement Insurance	42,074	42,803	52,792	\$9,989
Prof/Tech. Services				
311/312 CREC Admin	428,598	470,773	530,099	\$59,326
314 Computer Services	129,330	156,527	173,115	\$16,588
315 Management Serv.	356,096	489,041	509,341	\$20,300
320 Prof. Consulting	0	5,000	3,000	(\$2,000)
32210 CREC Staff Dvlpmnt	19,074	18,549	20,040	\$1,491
333 Other consultants	21,420	36,000	45,000	\$9,000
341 External Staffing	300,000	575,000	350,000	(\$225,000)
Property Services				
411 Safety & Security	96,000	110,000	130,000	\$20,000
423 Custodial	450,000	450,000	475,000	\$25,000
430 Maintenance & Repairs	30,000	275,000	62,000	(\$213,000)
442 Equipment Rental	12,000	11,000	11,000	\$0
490 Other Property Services	55,000	40,000	40,000	\$0

	2023-2024 Budget	2024-2025 Budget	2025-2026 Council Approved Budget	Increase (Decrease) from 2024- 2025 Budget
Other Services				
51901 Field Trips	8,000	10,000	5,000	(\$5,000)
521 Property Insurance	1,500	1,500	1,400	(\$100)
522 Liability Insurance	28,002	30,659	34,399	\$3,740
531 Postage	2,500	3,000	3,000	\$0
532 Telephone	9,500	11,000	11,000	\$0
540 Advertising	10,000	1,000	1,000	\$0
550 Printing	3,000	2,000	2,000	\$0
581 Travel	2,500	2,000	0	(\$2,000)
591 Workshop Expenses	6,000	6,500	6,500	\$0
592 Other Purchased Serv	19,350	25,000	45,000	\$20,000
Supplies				
611 Instructional Supplies	117,000	133,700	115,500	(\$18,200)
613 Maintenance Supplies	3,500	3,000	5,000	\$2,000
614 Other Materials & Supplies	20,500	42,000	42,500	\$500
615 Medical Supplies	2,500	1,500	2,000	\$500
616 Office Supplies	3,500	3,500	10,000	\$6,500
617 Pupil Incentives	2,500	2,500	2,500	\$0
620 Utilities	240,000	250,000	299,000	\$49,000
641 Textbooks	2,500	0	0	\$0
642 Library Books	5,000	4,000	4,000	\$0
643 Software	25,000	20,000	43,000	\$23,000
Equipment				
733 Equipment (\$5000+)	110,000	50,000	50,000	\$0
Other Objects				
810 Dues & Fees	1,000	1,000	1,000	\$0
Totals	\$9,427,563	\$10,465,879	\$11,166,469	\$700,590

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

Title of Report: GPS Staffing

Board Meeting Date: June 23, 2025

Action: X

Report:

Information:

Discussion:

Overview:

During the spring, we closely tracked enrollment trends across all schools and grade levels to ensure that staffing allocations approved for the upcoming school year's budget remained aligned with student needs. At the elementary level, we assessed both class sizes and the specific characteristics of each cohort. For secondary schools, we examined course-specific registration data to evaluate appropriate staffing.

Based on anticipated enrollment and student needs we do not recommend increasing staffing levels approved in the 2025-2026 budget. However, the information below outlines areas requiring close monitoring as well as an additional proposed reduction at the secondary level.

Elementary Staffing

Area to Monitor - Nayaug kindergarten enrollment has exceeded our projection. However, this number includes 15 Open Choice seats of which only 10 are filled to date.

The attached document details K-5 class sizes next year based on the most recent enrollment levels.

Secondary Staffing

Glastonbury High School - This winter, the Board approved a 2.0 FTE reduction based on decreased overall enrollment. This spring, the administration was able to schedule GHS with a total decrease of 2.7 fewer teachers based on specific course enrollment. Thus, we were able to achieve an additional .7 FTE reduction at the high school for next year. In total GHS reduced World Language by 1.0 FTE and Art by 1.7 FTE.

Submitted by: Scott Hurwitz, Ed.D.

Reviewed by: Alan B. Bookman, Ph.D.

Glastonbury Public Schools 2025-2026 Enrollment Summary

	School	24/25 Sections	25/26 Budget Proj.	25/26 Sections	Expected Enrollment as of 6/12/25	Class Sizes based on Expected Enrollment for 2025/2026									
K	Buttonball	5	77	5	65	13	13	13	13	13					
	Hebron Ave	4	66	4	60	15	15	15	15						
	Hopewell	5	85	5	70	14	14	14	14	14					
	Naubuc	4	65	4	58	15	15	14	14						
	Nayaug	5	82	5	94	19	19	19	19	18					
Grade 1	Buttonball	4	85	5	86	18	17	17	17	17					
	Hebron Ave	4	68	4	65	17	16	16	16						
	Hopewell	5	97	5	93	19	19	19	18	18					
	Naubuc	4	63	4	57	15	14	14	14						
	Nayaug	5	85	5	83	17	17	17	16	16					
Grade 2	Buttonball	5	75	4	72	18	18	18	18						
	Hebron Ave	4	66	4	68	17	17	17	17						
	Hopewell	5	89	5	84	17	17	17	17	16					
	Naubuc	4	69	4	68	17	17	17	17						
	Nayaug	6	88	5	91	19	18	18	18	18					
Grade 3	Buttonball	4	86	4	87	22	22	22	21						
	Hebron Ave	4	90	4	91	23	23	23	22						
	Hopewell	4	94	5	88	18	18	18	17	17					
	Naubuc	4	72	4	63	16	16	16	15						
	Nayaug	4	114	5	113	23	23	23	22	22					
Grade 4	Buttonball	4	74	4	72	18	18	18	18						
	Hebron Ave	4	90	4	87	22	22	22	21						
	Hopewell	5	86	4	84	21	21	21	21						
	Naubuc	4	80	4	83	21	21	21	20						
	Nayaug	4	75	4	78	20	20	19	19						
Grade 5	Hebron Ave	4	80	4	81	20	20	20	21						
	Gideon Welles (HO,BB)	5	189	9	188	21	21	21	21	21	21	21	21	20	
	Naubuc	4	82	4	77	20	19	19	19						
	Nayaug	4	92	5	91	19	18	18	18	18					

Glastonbury Public Schools
Glastonbury, Connecticut

Transportation Department
Phone: 860-652-7295
Fax: 860-682-1402

Date: June 23, 2025
To: Scott Hurwitz, Assistant Superintendent
From: Angelo Balesano, Transportation Coordinator
Subject: School Bus Bids for 2026 -2027

I would like to request permission to go out to bid for four school buses.

The following list indicates the buses we propose to replace given current conditions:

<u>Bus #</u>	<u>Year</u>	<u>Miles</u>	<u>Vin Number</u>
Bus 11 International	2011	159,868	4DRBUSKN1CB401952
Bus 24 International	2013	156,623	4DRBUSKN0DB298833
Bus 44 International	2013	154,367	4DRBUSKN2DB298834
Bus 46 International	2014	151,777	4DRBUSKN7EB792043

As in past years, I ask that the Board of Education give permission to bid the buses prior to the end of this fiscal year with the understanding that the buses will not be delivered, nor paid for until the 2026-2027 fiscal year, and pending the authorization of our 2026-2027 budget.

If we award a bid in July 2025, we have been told by vendors that the estimated date of delivery will be sometime in late July 2026 to late August 2026. If we wait to award the bid any later in this fiscal year, we will be waiting until sometime after the first of the year in 2027 before the buses will be delivered.

Regular Board of Education Meeting

Monday, June 9, 2025 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Kali Cavanaugh:	Absent
Mrs. Alison Couture:	Present
Mrs. Jennifer Faust:	Present
Dr. Douglas Foyle:	Present
Ms. Jenn Jennings:	Present
Mr. David Peniston, Jr.:	Present
Mr. Matthew Saunig:	Present
Ms. Julie Thompson:	Absent

Also Present: Alan B. Bookman, Superintendent
Dr. Scott Hurwitz, Assistant Superintendent
Kate Lund, Assistant Superintendent
Citizens and Staff Members, representatives of the press

1. Call to Order

Dr. Foyle called the meeting to order at 7:00 pm.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Board of Education Student Representative, Hayley Lemieux, Class of 2025

4. Student Representatives' Report

4.A. Hayley Lemieux, Class of 2025

Student Representative, Hayley Lemieux, Class of 2025 shared events taking place at Glastonbury High School with the Board.

4.B. Amalia Baird, Class of 2027

Student Representative, Amalia Baird, Class of 2027, updated the Board on events happening at Glastonbury High School.

5. Information Session for Public Comment

DJ McBride, 263 Spring Street Extension, Glastonbury, highlighted areas of an AI video that he shared with the Board last week.

Jenn Jennings, 34 Cranesbill Drive, Glastonbury, shared with the Board her thoughts on improvements to communications within Glastonbury Public Schools.

6. Business Requiring Action

6.A. Acceptance for First Reading Glastonbury East Hartford Elementary Magnet School Budget for the 2025-2026 School Year

Board accepts the Glastonbury East Hartford Elementary Magnet School budget for the 2025-2026 school year for first reading. This motion, made by Mr. David Peniston, Jr. and seconded by Mrs. Alison Couture, Carried.

Mrs. Alison Couture: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea

6.B. Ratification of the Agreement Between the Glastonbury Board of Education and Local 1185, Council #4 AFSCME, AFLCIO, Glastonbury Educational Secretaries and Paraeducators Union, for the period of July 1, 2025-June 30, 2029

Board approves the ratification of the Agreement between the Glastonbury Board of Education and Local 1185, Council #4 AFSCME, AFLCIO, Glastonbury Educational Secretaries and Paraeducators Union, for the period of July 1, 2025 through June 30, 2029. This motion, made by Mr. David Peniston, Jr. and seconded by Mrs. Alison Couture, Carried.

Mrs. Alison Couture: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea

6.C. Approval of the May 19, 2025 Meeting Minutes

Board approves meeting minutes of Monday, May 19, 2025. This motion, made by Mr. David Peniston, Jr. and seconded by Mrs. Alison Couture, Carried.

Mr. Matthew Saunig: Abstain
Mrs. Alison Couture: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea

7. Reports and Discussion

7.A. Summer Professional Learning

Assistant Superintendent, Kate Lund, provided the Board with an overview of the professional learning opportunities offered to the staff this summer.

7.B. Glastonbury Education Foundation

No Report. Julie Thompson was not present at the meeting.

8. Committee Chair Reports

Alison Couture, Facilities Committee Chair, shared an overview of the Facilities Committee meeting, held on Tuesday, June 3, 2025. The Committee will reconvene on Monday, July 21, 2025, at 8:15.

9. Chairman's Reports

- Dr. Foyle reminded the Board of the Glastonbury High School Graduation being held tomorrow, at 6:30 pm and asked the Board to meet in the GHS Office between 5:30 pm and 5:45 pm.
- Dr. Foyle canceled the June 9, 2025 Special Board of Education meeting, as not all Board members were present to conduct the self-evaluation.

10. Superintendent's Report

Dr. Bookman:

- Shared a Thank You card received from a staff member, with the Board
- Distributed a Summer Community Conversations flyer, detailing the discussion groups offered to staff, families, and community members around the book *The Anxious Generation*, by Jonathan Haidt
- Provide the Board with a GPS Music Department brochure highlighting the many musical events that took place during the 2024/2025 school year
- Informed that Board that he had extra graduation tickets or parking passes if needed

10.A. Self-Insurance Reserve Update, May 2025

10.B. Staff Appointments

10.B.1. Nathan Murphy, Nayaug School, School Psychologist

10.B.2. Carter Newman, Hopewell School, Grade 4 Elementary Teacher

10.B.3. Brigitte Roy, Buttonball Lane School, Art Teacher

10.B.4. Jacob Ruzsbatsky, Glastonbury High School, Special Education Teacher

10.B.5. Lilith Schoenberg, Nayaug School, Grade 5 Elementary Teacher

10.B.6. Kayla Simoes, Hebron Avenue School, Grade 2 Elementary Teacher

10.B.7. Marlene Suarez, Nayaug School, Social Worker

10.B.8. Colleen Wixom, Gideon Welles School, Speech & Language Pathologist

10.C. School Enrollment, June 2025

10.D. Dates to Remember

Move that the Board enter into an Executive Session regarding a possible legal settlement and invites the Superintendent to join. This motion, made by Mr. David Peniston, Jr. and seconded by Mrs. Alison Couture, Carried. The Board entered into the executive session at 7:46 pm and returned at 8:30 pm.

Mrs. Alison Couture: Yea

Mrs. Jennifer Faust: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea

11. Adjournment

Board moves to adjourn the meeting. This motion, made by Mr. David Peniston, Jr. and seconded by Mrs. Alison Couture, Carried. The meeting adjourned at 8:30 pm.

Mrs. Alison Couture: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea

The meeting adjourned at 8:30 pm.

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

Kali Cavanaugh, Secretary

Approved:

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT

Title of Report: Administrative Report on Purposeful Technology Use

Board Meeting Date: June 23, 2025

Action:

Report: X

Information:

Discussion:

Glastonbury Public Schools continues to prioritize the intentional, balanced use of technology in support of student learning and well-being. Following the successful rollout of *Guidelines for Purposeful iPad Use, K-5* in 2024, this year’s efforts focused on a comprehensive review of technology use in Grades 6–12.

A multi-stakeholder committee composed of teachers, administrators, related service providers, and curriculum leaders worked collaboratively to develop a revised set of guidelines aligned with instructional needs and responsive to staff, student, and family input.

6-12 iPads

In March, a formal survey was sent to families, students, and certified staff of 6-12 students requesting feedback related to iPad use and purpose. We saw a response rate of 35% from 6-12 families, 73% from 6-12 students, and 74% from 6-12 certified staff. Key takeaways include:

- Students identified the following as the primary benefits of the school-issued iPad:
 - “Helps me catch up on schoolwork when I’m absent”
 - “Keeps my assignments and classwork organized”
 - “Let’s me look up and research things online”
 - “Makes it easy to communicate with my teachers”
- Families indicated the following as the top three benefits of school-issued iPad use:
 - “Organizes assignments and classwork”
 - “Promotes communication with teachers”
 - “Supports learning during school absences”
- Families across grades 6–12 identified “too much screen time” as the top challenge of iPad use.
- When asked to indicate how much school-issued iPad time families were “comfortable” with at home **each day**, 90% of Gr. 6-8 families answered “0-2 hours/day” with 70% of Gr. 9-12 families answering “1-3 hours/day.”
- When asked to estimate how much iPad-based work is assigned to students **each week**, staff indicated the following:

Grade Level	0 hours/week	1-2 hours/ week	2+ hours/ week
6	39 %	61%	0%
7-8	55%	39%	6%
9-12	36%	51%	13%

- When asked whether or not they use *SecurlyHome* parent controls to monitor school-issued iPad use, 89% of Gr. 6-8 families and 94% of Gr. 9-12 families answered “No” or “Don’t Know.”
- Families across 6-12 requested additional information on the following:
 - “The most common apps students use”
 - “School efforts to filter inappropriate content on the iPad”
 - “*SecurlyHome* iPad parent controls”
- When asked which device best supports student learning in grades 6–12, 58% of staff selected laptops, 25% selected tablets, and 17% had no preference.

Based on the collective feedback, the following actions are recommended to strengthen students' effective and balanced use of technology:

- Explore alternative student devices to better support academic needs
- Embed digital citizenship across all content areas, 6-12.
- Teach and reinforce age-appropriate executive functioning strategies in grades 6–12.
- Continue to provide families with tools and guidance for monitoring technology use at home as well as information about most commonly used applications.

We have developed guidelines for the secondary grades that compliment those in place for grades K-5 and reflect our commitment to the district's strategic plan. These secondary guidelines provide: guidance for iPad use that supports—not replaces—effective teaching; clear expectations for students and staff tied to classwork, collaboration, and digital balance; a continued focus on student well-being and digital citizenship.

The complete survey results and *Guidelines for Purposeful iPad Use, 6-12* are attached for review and consideration.

K–5 iPads: Adjustment to 1:1 Model

In response to curriculum director feedback and strong staff-family consensus, Grades K and 1 will shift away from a 1:1 iPad model. Effective 2025–2026:

- iPads will no longer be assigned to individual students in K–1
- Carts of iPads will be housed in Library Media Centers and used primarily to support targeted library media lessons, including coding
- Teachers may check out devices for classroom use when appropriate and aligned with existing *Guidelines for Purposeful iPad Use, K-5*

This adjustment supports the district's focus on developmentally appropriate technology use and allows our youngest learners to build foundational literacy and social skills through face-to-face interaction and hands-on exploration.

Family Partnership, K-12

Recognizing the evolving challenges families face in managing technology at home, the district continues to promote its “More Social, Less Media” campaign to foster partnership and support:

- *Wait Until 8th* Pledge: Encourages families to delay smartphone access to support adolescent well-being
- *Screenagers* Screenings: Provides opportunities for learning and dialogue about youth tech use through community film events
- *SecurlyHome* and the *Family Digital Citizenship* webpage: Supports families in setting screen-free routines and provides resources and tips to support healthy habits, including charging devices in shared family spaces

As technology and learning evolve, Glastonbury Public Schools remains committed to ensuring students are engaged, balanced, and empowered digital learners. Through ongoing review, thoughtful implementation of guidelines, and transparent communication with families, we aim to support students not only as academic achievers—but also as responsible digital citizens and well-rounded individuals.

Submitted By: Kate Lund

Reviewed By: Alan B. Bookman

Guidelines for Purposeful Technology Use, 6-12

Glastonbury Public Schools is committed to fostering responsible, innovative, and purposeful technology use to support student learning. These guidelines reflect the district's strategic plan by promoting active learning, digital citizenship, and student creation and innovation, while also ensuring well-being and balance in the use of instructional technology.

In accordance with the guidelines below, teachers and administrators will ensure school-issued device use is purposeful, developmentally appropriate, and aligned with instructional goals.

Instructional Use of iPads

In grades 6-12, iPads are essential for completing assignments, accessing educational resources, enhancing collaboration, and fostering independent learning and research.

iPads are learning tools used to:

- Access and/or complete assignments.
- Conduct research and analyze credible sources for projects and inquiry-based learning.
- Practice skills through interactive platforms. (e.g. complete formative assessments)
- Create content and share thinking using multimedia tools.
- Communicate and collaborate with peers and teachers in structured ways.
- Develop digital and media literacy skills. (e.g. managing the digital footprint, evaluating online content, etc.)

Students have access to **key district-approved digital tools** that support purposeful learning. Some of these tools include:

- Formative, EdPuzzle, and Actively Learn for learning, skill practice, and assessment
- Google Classroom, Google Docs, Slides, and Sheets for collaboration
- iMovie, Canva, Adobe Creative Suite for creation
- Gale Database for research

Digital citizenship and literacy instruction is delivered to all K-12 students through our Library Media Department. A comprehensive 6-12 scope & sequence teaches students to:

- Use technology ethically and responsibly, including the use of generative Artificial Intelligence (GenAI).
- Protect their personal data and stay safe online.
- Evaluate sources for credibility and recognize misinformation.
- Develop their digital identity and media literacy skills.

Digital Balance and Responsibility

To support student well-being and learning, Glastonbury Public Schools encourages balanced use of technology, both in school and at home.

Teachers will:

- Establish clear expectations for when and how technology is to be used within the scope of their course(s).

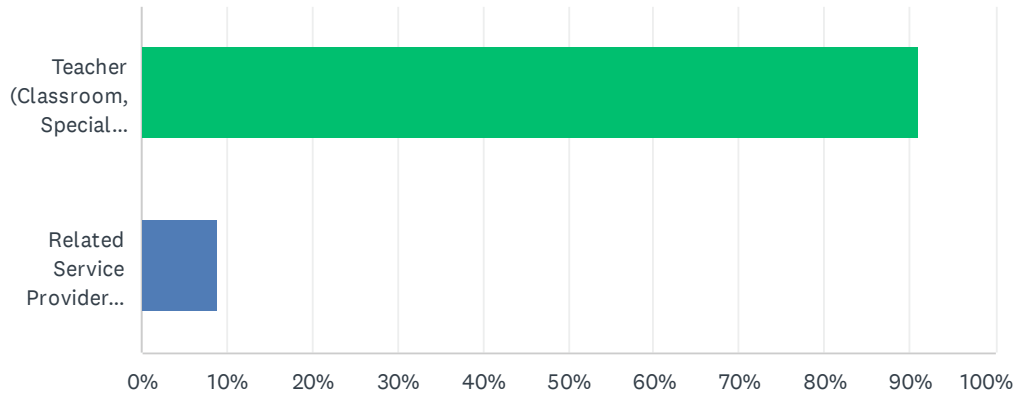
- Provide explicit instruction about the organization of their Google Classroom and explain how it can/will be used to support learning.
- Design lessons and learning experiences that balance screen-based and offline learning.
- Reinforce digital citizenship concepts, including privacy, online safety, credibility of online content, and acceptable use of generative artificial intelligence (GenAI).

Students will:

- Make thoughtful choices about how best to complete learning tasks (e.g., digital vs. paper)
- Organize resources and manage time effectively
 - In grades **6–8**, students will be encouraged to use a paper agenda planner.
 - In grades **9–12**, students may choose a system (digital or paper) to manage assignments and responsibilities.
- Use school-issued devices for academic tasks, avoiding passive or off-task use.
- Limit at-home iPad use to approximately **1–2 hours/day** in grades 6–8 and **2–3 hours/day** in grades 9–12, recognizing that exceptions may occur based on assignments, individual needs, or the nature of the block schedule at GHS.
- Bring a fully charged iPad to school each day. At home, students are encouraged to charge devices in a shared family space to reduce distractions.

Q1 Please indicate your position.

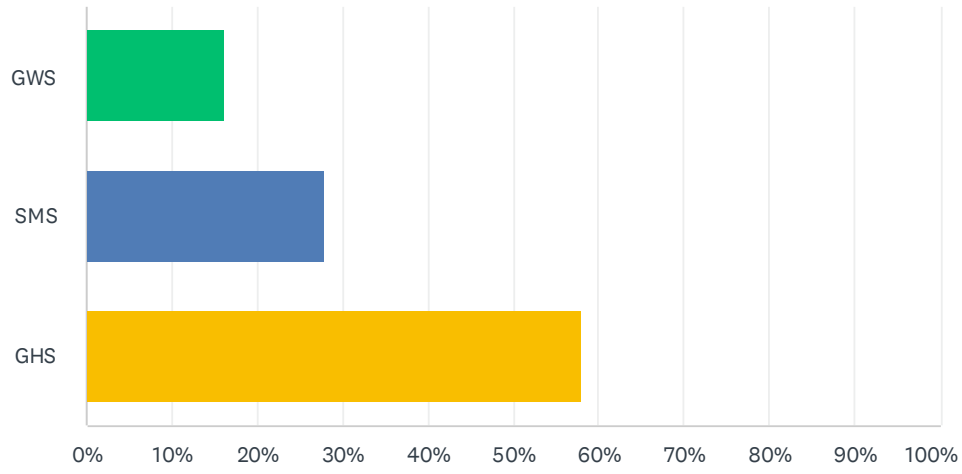
Answered: 235 Skipped: 1



ANSWER CHOICES	RESPONSES	
Teacher (Classroom, Special Education, Library Media)	91.06%	214
Related Service Provider (School Counselor, SLP, Psychologist, etc.)	8.94%	21
TOTAL		235

Q2 Please indicate your school/s.

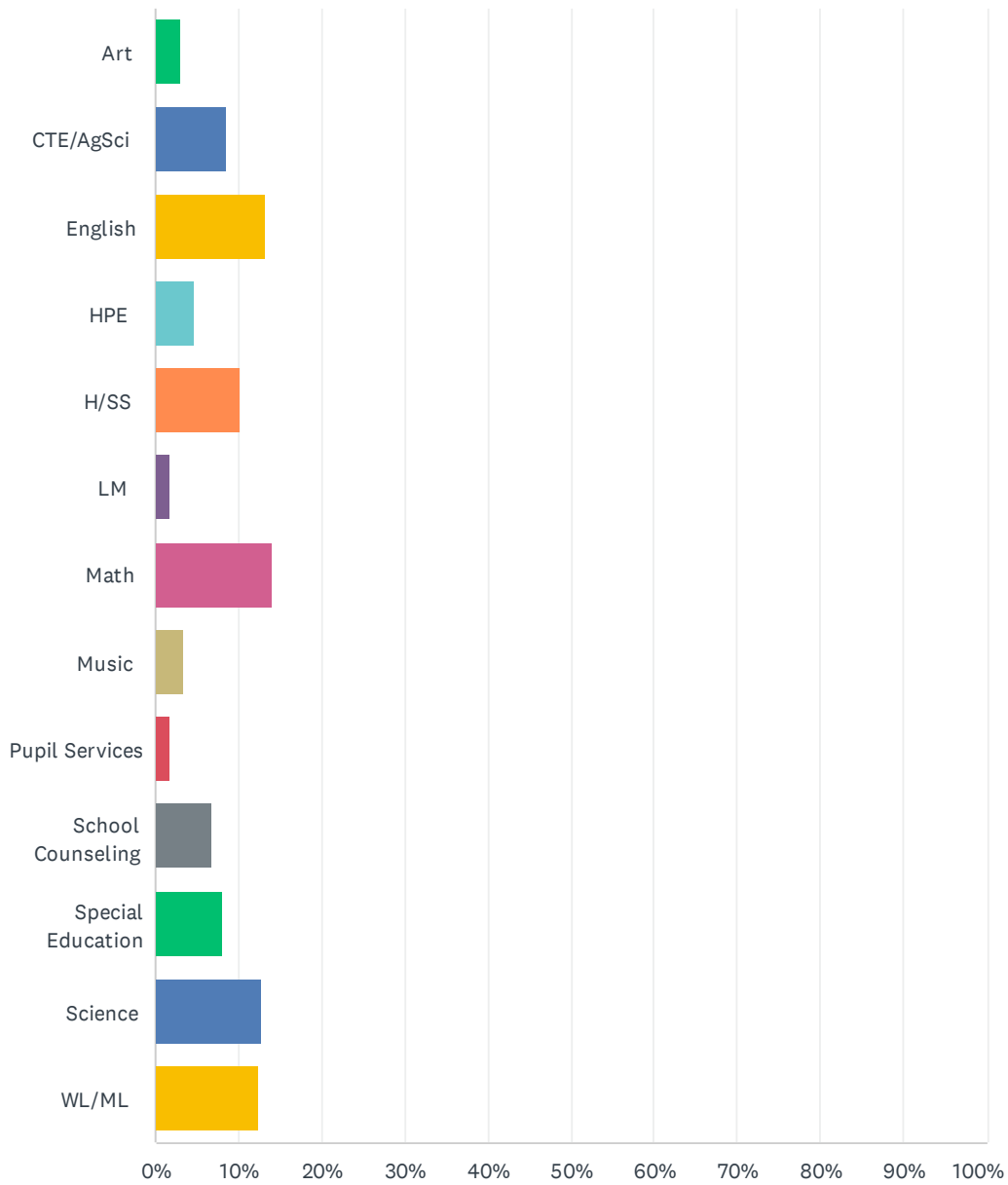
Answered: 236 Skipped: 0



ANSWER CHOICES	RESPONSES	
GWS	16.10%	38
SMS	27.97%	66
GHS	58.05%	137
Total Respondents: 236		

Q3 Please indicate your department.

Answered: 236 Skipped: 0

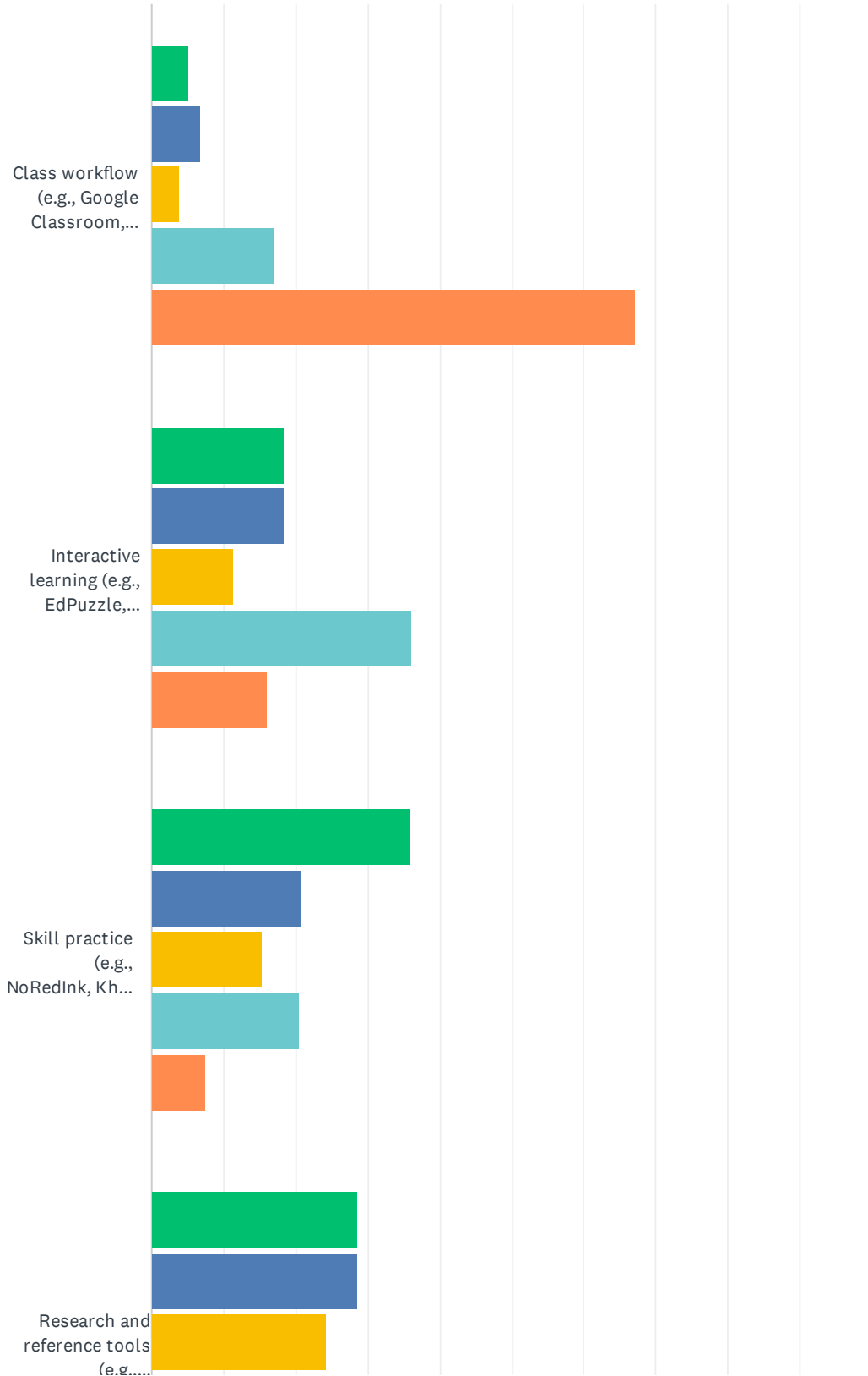


6-12 Certified Staff: Student Use of iPads Survey

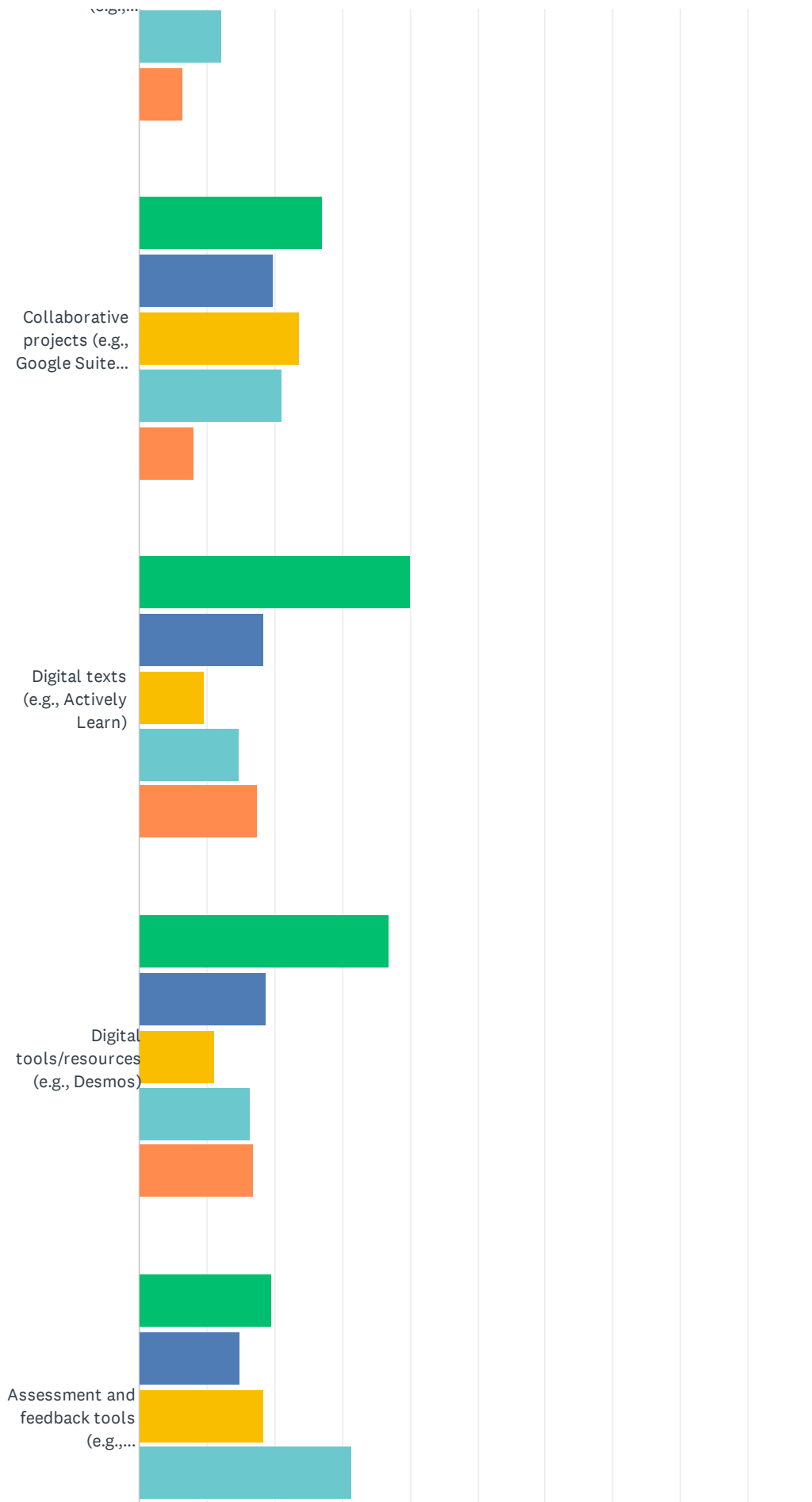
ANSWER CHOICES	RESPONSES	
Art	2.97%	7
CTE/AgSci	8.47%	20
English	13.14%	31
HPE	4.66%	11
H/SS	10.17%	24
LM	1.69%	4
Math	13.98%	33
Music	3.39%	8
Pupil Services	1.69%	4
School Counseling	6.78%	16
Special Education	8.05%	19
Science	12.71%	30
WL/ML	12.29%	29
TOTAL		236

Q4 How often are your students using iPads to learn in your classroom/during school hours?

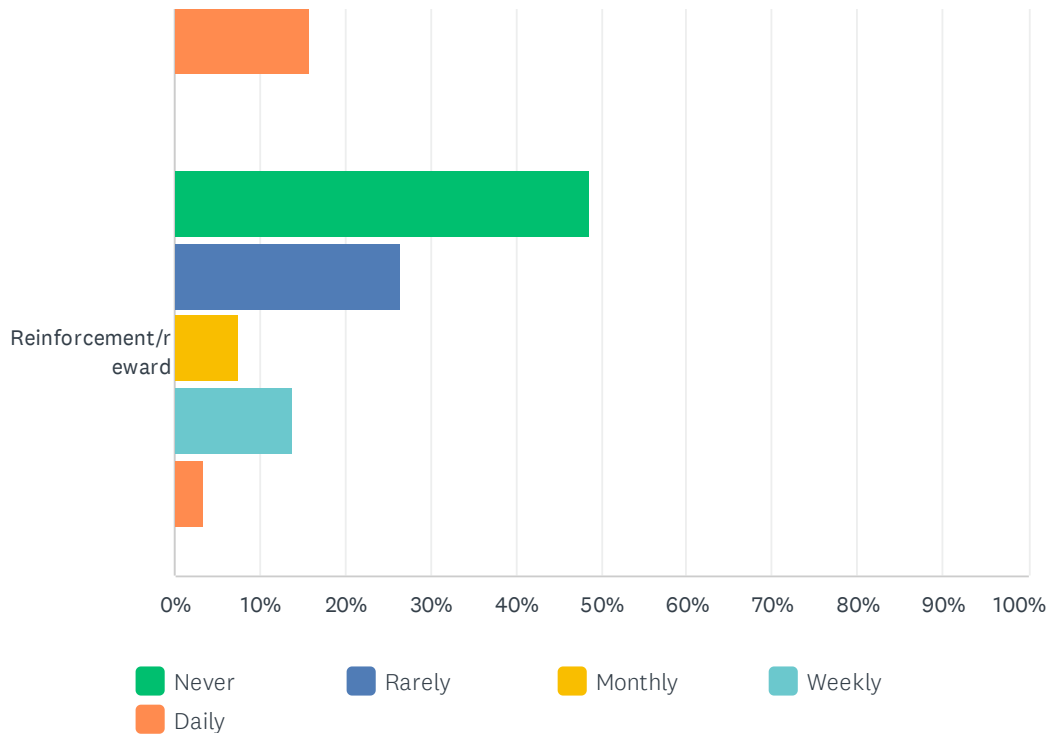
Answered: 235 Skipped: 1



6-12 Certified Staff: Student Use of iPads Survey



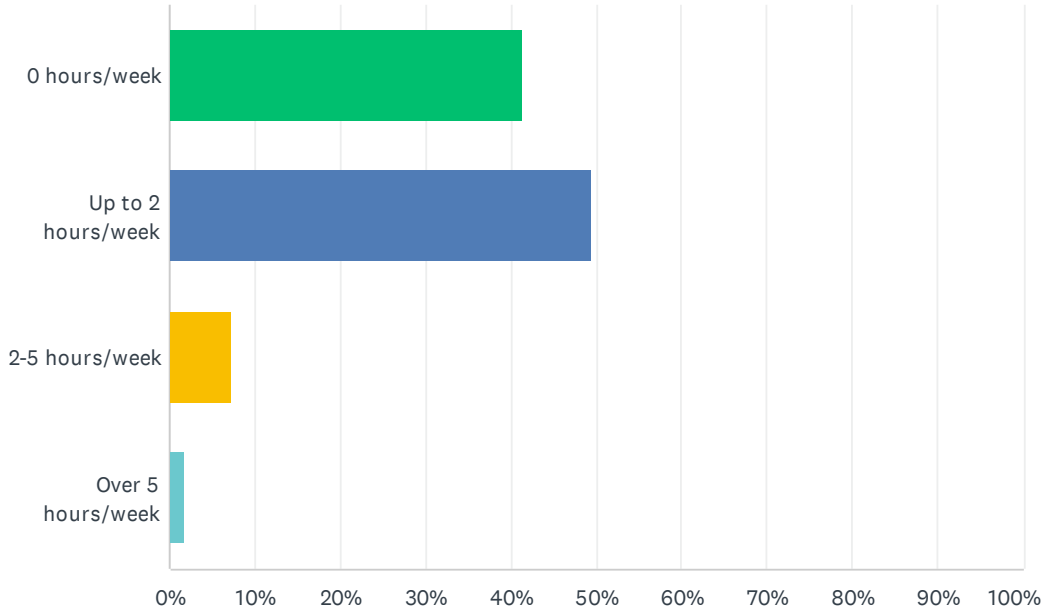
6-12 Certified Staff: Student Use of iPads Survey



	NEVER	RARELY	MONTHLY	WEEKLY	DAILY	TOTAL	WEIGHTED AVERAGE
Class workflow (e.g., Google Classroom, Schoolwork)	5.11% 12	6.81% 16	3.83% 9	17.02% 40	67.23% 158	235	5.29
Interactive learning (e.g., EdPuzzle, Kahoot, Classkick)	18.26% 42	18.26% 42	11.30% 26	36.09% 83	16.09% 37	230	3.95
Skill practice (e.g., NoRedInk, Khan Academy)	35.81% 82	20.96% 48	15.28% 35	20.52% 47	7.42% 17	229	3.07
Research and reference tools (e.g., NoodleTools)	28.57% 66	28.57% 66	24.24% 56	12.12% 28	6.49% 15	231	3.11
Collaborative projects (e.g., Google Suite, Canva)	27.16% 63	19.83% 46	23.71% 55	21.12% 49	8.19% 19	232	3.36
Digital texts (e.g., Actively Learn)	40.00% 92	18.26% 42	9.57% 22	14.78% 34	17.39% 40	230	3.11
Digital tools/resources (e.g., Desmos)	36.89% 83	18.67% 42	11.11% 25	16.44% 37	16.89% 38	225	3.21
Assessment and feedback tools (e.g., Formative)	19.65% 45	14.85% 34	18.34% 42	31.44% 72	15.72% 36	229	3.89
Reinforcement/reward	48.70% 112	26.52% 61	7.39% 17	13.91% 32	3.48% 8	230	2.48

Q5 Estimate the average time PER WEEK it takes to complete the iPad homework you assign.

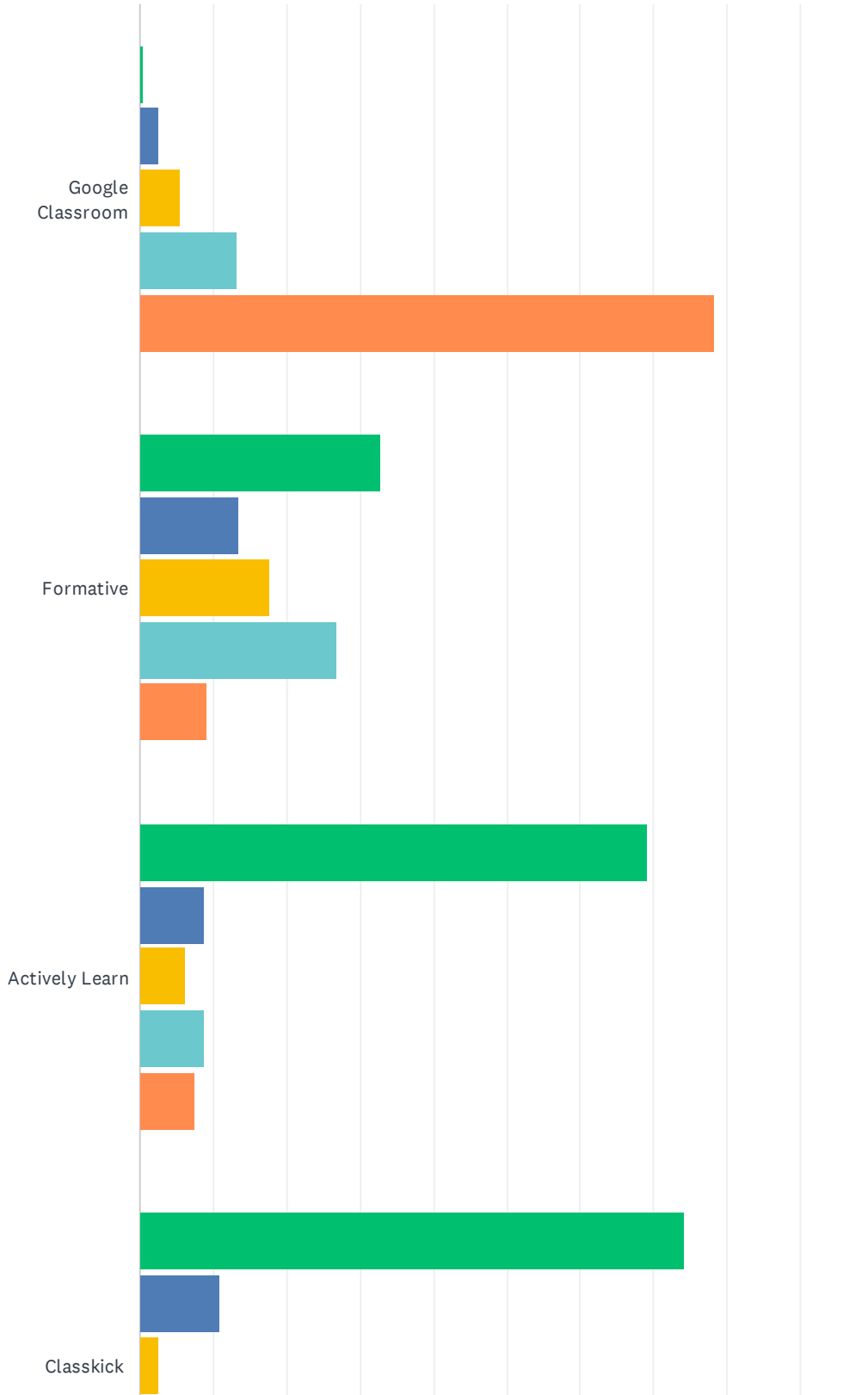
Answered: 232 Skipped: 4



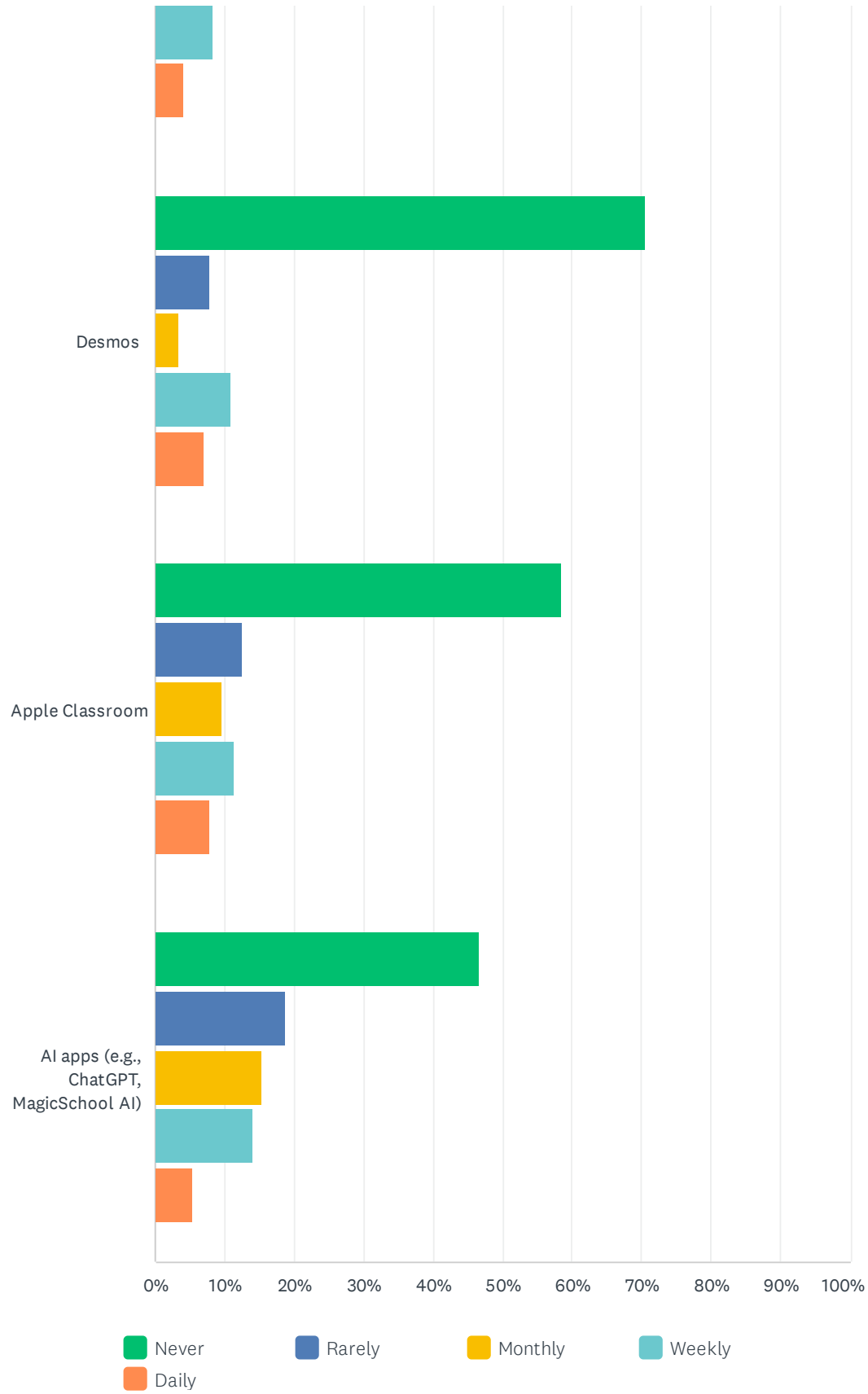
ANSWER CHOICES	RESPONSES	
0 hours/week	41.38%	96
Up to 2 hours/week	49.57%	115
2-5 hours/week	7.33%	17
Over 5 hours/week	1.72%	4
TOTAL		232

Q6 To what extent do you use the following platforms/apps to support teaching and learning?

Answered: 235 Skipped: 1



6-12 Certified Staff: Student Use of iPads Survey



6-12 Certified Staff: Student Use of iPads Survey

	NEVER	RARELY	MONTHLY	WEEKLY	DAILY	TOTAL	WEIGHTED AVERAGE
Google Classroom	0.43% 1	2.55% 6	5.53% 13	13.19% 31	78.30% 184	235	4.66
Formative	32.90% 76	13.42% 31	17.75% 41	26.84% 62	9.09% 21	231	2.66
Actively Learn	69.13% 159	8.70% 20	6.09% 14	8.70% 20	7.39% 17	230	1.77
Classkick	74.12% 169	10.96% 25	2.63% 6	8.33% 19	3.95% 9	228	1.57
Desmos	70.61% 161	7.89% 18	3.51% 8	10.96% 25	7.02% 16	228	1.76
Apple Classroom	58.52% 134	12.66% 29	9.61% 22	11.35% 26	7.86% 18	229	1.97
AI apps (e.g., ChatGPT, MagicSchool AI)	46.72% 107	18.78% 43	15.28% 35	13.97% 32	5.24% 12	229	2.12

#	OTHER (PLEASE SPECIFY)	DATE
1	My answer to Actively Learn depends entirely on the unit/quarter. In one quarter, I use AL daily because I have to, but I don't use it often the rest of the year. (And even during that unit, I would prefer hard copy books if I had that option.) So, I use AL daily during one quarter, and rarely the other quarters.	4/4/2025 10:55 AM
2	Wordwall, Edpuzzle, Gimkit, Socrative, Conjuguemos, Padlet, Podcast, TedTalk	4/3/2025 9:51 PM
3	Cambridge Reader - daily	4/3/2025 4:12 PM
4	Naviance	4/3/2025 1:19 PM
5	Edpuzzle weekly	4/3/2025 9:26 AM
6	No Red Ink- weekly	4/3/2025 8:59 AM
7	I post digital copies of the paper homework I hand out because several students prefer to answer their homework questions on PDF.	4/3/2025 8:54 AM
8	Socrative (for quizzes), Canva	4/3/2025 8:51 AM
9	Quizlet, EdPuzzle	4/3/2025 8:49 AM
10	Vernier graphical analysis for bluetooth probeware	4/3/2025 7:50 AM
11	Class Dojo (reward system)	4/2/2025 6:43 PM
12	Kahoot, Quizizz, Blooket	4/2/2025 4:32 PM
13	Google slides for capturing students' work at the vertical surface.	4/2/2025 12:19 PM
14	Wordwall, Edpuzzle, Conjuguemos, Spanish Unicorn	4/1/2025 8:25 PM
15	WordWall, Kahoot, Blooket, Quizlet Live, StudyStack, Google Slides, PDF Cabinet	4/1/2025 5:17 PM
16	Duolingo, Kahoot, StudyStack, Gimkit	3/31/2025 8:01 PM
17	EdPuzzle, Kahoot, Quizizz, Youtube	3/31/2025 6:47 PM
18	Nearpod, Pear Deck (monthly)	3/31/2025 3:41 PM
19	Specialized Apps for Life Skills	3/31/2025 2:50 PM
20	Everyday Speech, YouTube	3/31/2025 1:48 PM
21	Explain Everything....daily	3/31/2025 1:17 PM

6-12 Certified Staff: Student Use of iPads Survey

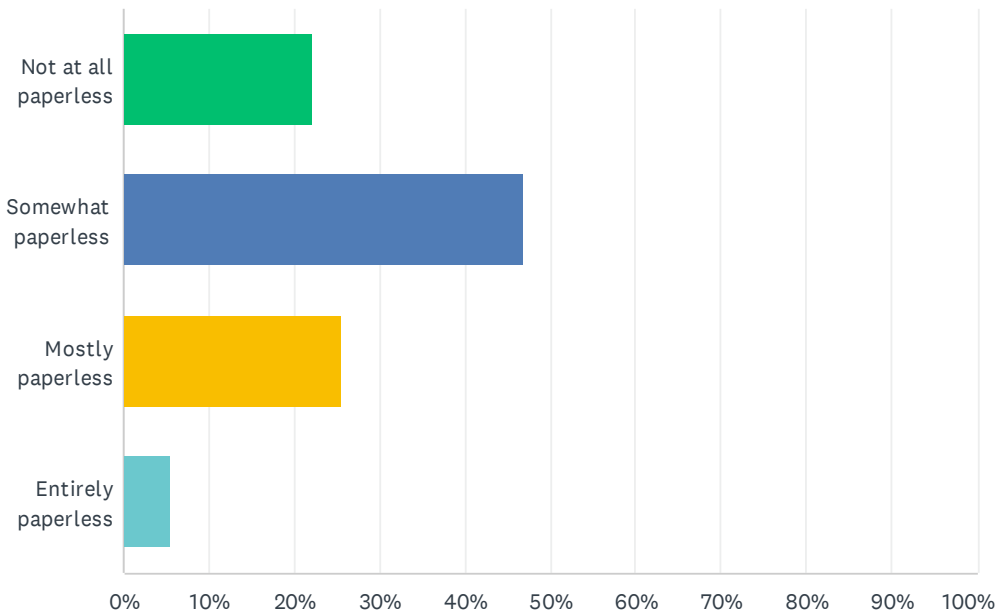
22	Quizziz (which I spend \$180/yr for subscription)	3/31/2025 12:09 PM
23	YouTube- videos for explanations and instructions how to perform different skills and operations	3/31/2025 11:55 AM
24	Youtube videos for demonstrations, Google Slides & Canva for presentations,	3/31/2025 11:52 AM
25	O*NET (for career exploration)	3/31/2025 11:47 AM
26	Kahoot, Gimkit, Blooket - Monthly	3/31/2025 11:29 AM
27	Apps like padlet-Updated regularly for student resources	3/31/2025 10:45 AM
28	GoodNotes (Daily)	3/31/2025 10:30 AM
29	While not app, students access our online textbook daily.	3/31/2025 10:16 AM
30	Short clips from youtube are often used	3/31/2025 10:07 AM
31	Edpuzzle, Blooket, Gimkit	3/31/2025 10:00 AM
32	Procreate for map creation.	3/31/2025 9:49 AM
33	We use GoodNotes daily in class.	3/31/2025 9:49 AM
34	Youtube for instructional videos	3/31/2025 9:18 AM
35	Our textbook is an app, although I would prefer to have a class set of books so that students did not have to use the ipad in class	3/31/2025 9:07 AM
36	Socrative, Easy Test Maker,	3/31/2025 9:07 AM
37	PearDeck	3/31/2025 9:06 AM
38	AP Classroom	3/31/2025 9:05 AM
39	edpuzzle, wordwall, blooket, kahoot, quizziz, quizlet	3/31/2025 9:03 AM
40	Edpuzzle, AP Classroom	3/31/2025 9:03 AM
41	EPIC! Books and Sora are Digital texts used in 6th grade. Padlet is another digital resource frequently used in 6th grade.	3/31/2025 9:00 AM
42	Tuner Light and ProMetronome - Daily, Google Calendar to schedule and remind students of small group lesson times	3/31/2025 8:58 AM
43	Interactive text and interactive learning through	3/31/2025 8:58 AM
44	Can we please have training on district approved AI apps?	3/31/2025 8:56 AM
45	Adobe Fresco	3/31/2025 8:56 AM
46	Ed Puzzle Google Suite Slides/ Docs	3/31/2025 8:55 AM
47	Assistive college and career tools, applications, google classroom, SAT/ACT/Khan Academy, etc...	3/31/2025 8:50 AM
48	AP Classroom is used at least every other class for my AP class.	3/31/2025 8:45 AM
49	Kahoot, Gimkit, Blooket, Thinglink, Sutori	3/31/2025 8:43 AM
50	Codio - we use daily but not on the iPad as it requires keyboard and that occupies most of the screen.	3/31/2025 8:39 AM
51	NoodleTools and Sora	3/31/2025 8:37 AM
52	Blooket, Quizziz, Quizlet live, Edpuzzle, Wordwall, Padlet, Google Suite- slides, sheets, Canva, video capabilities, Voice notes	3/31/2025 8:36 AM
53	I try to keep students off of the iPad as much as possible. I want them to have conversations with each other about the content of my class. Many are addicted to their iPads and have difficulty putting it down.	3/31/2025 8:36 AM
54	Noodletools as needed during research experiences.	3/31/2025 8:33 AM

6-12 Certified Staff: Student Use of iPads Survey

55	edpuzzle	3/31/2025 8:29 AM
56	Google Drive (shared class documents and writing)	3/31/2025 8:21 AM
57	Google Platforms (docs, slides, forms), YouTube, Edpuzzle	3/31/2025 8:18 AM
58	Edpuzzle, multiple times a week	3/31/2025 8:15 AM
59	AET- Online recordbook system for SAE- Daily	3/31/2025 8:11 AM
60	I use No Red Ink and Formative a few times each week. I selected daily because it is more than once a week, but not five times a week.	3/31/2025 8:10 AM
61	Google Docs - Daily / GarageBand - Daily	3/31/2025 8:03 AM
62	Quizziz	3/31/2025 8:00 AM
63	Edpuzzle, Canva, Kahoot, Gimkit, Google Suite, Padlet	3/31/2025 7:59 AM
64	Sutori, Thinglink, Blooket, Gimkit, Kahoot	3/31/2025 7:58 AM
65	Quizizz is used very often for both leaching lessons and review. This is one platform the district should consider paying an annual subscription to.	3/31/2025 7:58 AM
66	educational games: Gimkit, Kahoot, Blooket, etc	3/31/2025 7:57 AM
67	I am referencing my life skills program.	3/31/2025 7:57 AM
68	Mostly use Google products and Canva. Socrative for vocabulary quizzes.	3/31/2025 7:54 AM
69	Vernier Logger Pro / Graphical Analysis is the data collection tool for ~12 out of 35 labs	3/31/2025 7:54 AM
70	Noodle Tools, Canva, and the Google Drive suite.	3/31/2025 7:53 AM
71	PHET	3/31/2025 7:53 AM
72	Tuner/metronomes	3/31/2025 7:53 AM
73	Utilize Google Classroom to post resources regularly	3/31/2025 7:52 AM
74	Q-interactive for sped assessments; social skills instruction - Every Day speech site	3/31/2025 7:51 AM
75	PicCollage, Adobe Suites, Stop Motion Pro App, other art related apps	3/31/2025 7:51 AM
76	Metronome app	3/31/2025 7:50 AM
77	The apps/websites i use for instruction cannot be done on Ipads	3/31/2025 7:50 AM
78	I don't have a google classroom-but I use work from other teachers' classrooms in my sessions with students.	3/31/2025 7:49 AM
79	everyday speech; YouTube	3/31/2025 7:49 AM
80	ReadWorks, RGR Reading App, EBLLI Apps (Reading)	3/31/2025 7:48 AM
81	GimKit, PhET	3/31/2025 7:47 AM

Q7 To what extent is your classroom paperless?

Answered: 235 Skipped: 1



ANSWER CHOICES	RESPONSES	
Not at all paperless	22.13%	52
Somewhat paperless	46.81%	110
Mostly paperless	25.53%	60
Entirely paperless	5.53%	13
TOTAL		235

#	COMMENT	DATE
1	I used to be more paperless but have found post-COVID that students need more paper to focus.	4/3/2025 4:12 PM
2	We hand out some checklists, etc during our Junior Mini Groups	4/3/2025 1:19 PM
3	Students this year have pushed to go back to using more paper assignments.	4/3/2025 11:35 AM
4	Ipad is used as needed for planning, resource, or for students who need closer access to directions/rubrics. We use GC to submit artwork and for access to units. We use one app (procreate) for our digital design unit	4/3/2025 9:29 AM
5	Students often prefer to have paper.	4/3/2025 9:26 AM
6	it has been studied and proven that writing on paper is better for memory retention	4/3/2025 9:01 AM
7	If there is a lengthy reading, a web based activity. Otherwise I prefer paper.	4/3/2025 8:58 AM
8	Students write a lot in my classroom, it is crucial for their learning.	4/3/2025 8:50 AM
9	I offer everything digitally and on paper.	4/3/2025 8:47 AM
10	assessments are not paperless	4/3/2025 8:44 AM

6-12 Certified Staff: Student Use of iPads Survey

11	I always send work digitally also, but the students request paper so I make paper copies of everything.	4/3/2025 7:50 AM
12	I find that my students are extremely grateful for how much I do print and have them complete on paper instead of on their small iPad screens. Many have given me this feedback. I also find that especially for language learning, there is a benefit to have no tech out for writing/speaking when I want to see what they can produce on their own. I also think that there is more research to back writing out things on papers.	4/1/2025 5:17 PM
13	In Health Education, I find that students produce more reflective and authentic responses when using paper. On the iPad, I see more copy/paste responses from the web and more distraction as they are looking at non-class items.	4/1/2025 7:47 AM
14	The HPE department moved to this about a decade ago when iPads were distributed to the students	4/1/2025 7:35 AM
15	All assessments are on paper to avoid use of translator.	3/31/2025 8:01 PM
16	mostly paper	3/31/2025 7:59 PM
17	I use paper to provide students with resources (notes, vocabulary, etc.) but these are also available on Google Classroom.	3/31/2025 3:41 PM
18	For WL, it is still important for students to write on paper.	3/31/2025 3:14 PM
19	given the many ways to circumvent necessary reading and listening in a second language, ironically I am using more and more paper.	3/31/2025 1:56 PM
20	My students prefer to do math on paper.	3/31/2025 1:17 PM
21	Have started using more paper this year	3/31/2025 11:55 AM
22	Some school counseling lessons we use paper worksheets/notecards, some we do not.	3/31/2025 11:47 AM
23	I find in math that it helps for the students to work problems out on paper.	3/31/2025 11:25 AM
24	all paper/pencil activities for learning	3/31/2025 10:52 AM
25	It totally depends. In my experience, students do not comprehend as well on an iPad, so to accelerate learning, I choose to use paper a lot so I can see how they are note taking, and what they are writing	3/31/2025 10:45 AM
26	not possible for most Art classes to be paperless - it is important to note that I teach a large number of "life-skills" students nearly all of whom use iPads as rewards or deescalation	3/31/2025 10:27 AM
27	If students are reading on the iPad, they are generally writing on paper. When they are typing on the iPad, they are generally using a physical book or paper resource. I strongly believe in balance between paper and technology.	3/31/2025 10:11 AM
28	It is interesting to note that students score better on paper assessments vs the same test on digital devices. Also, research shows students tend to skim text on screens vs. read more deeply in paper sources.	3/31/2025 10:02 AM
29	I print everything and I post it in Google Classroom (for those students that are absent)	3/31/2025 9:59 AM
30	We use the iPads daily in class and take a lot of pictures of our activities, experimental results, and models to upload into our notes and analysis work.	3/31/2025 9:49 AM
31	I regularly use paper resources for a variety of reasons. I strongly prefer paper and the research supports physical paper/writing for learning retention, and there are fewer digital distractions. Also, academic integrity of work.	3/31/2025 9:37 AM
32	Tests are paper, everything else on Ipad	3/31/2025 9:28 AM
33	Ipads are distracting and detract from learning in most cases	3/31/2025 9:20 AM
34	Some students need a paper copy of assignments as electronic version is difficult for them to complete. iPads are not always charged so there needs to be availability of paper to complete the task.	3/31/2025 9:19 AM
35	We also use liquid chalk markers to draw models and track thinking on the tables	3/31/2025 9:13 AM

6-12 Certified Staff: Student Use of iPads Survey

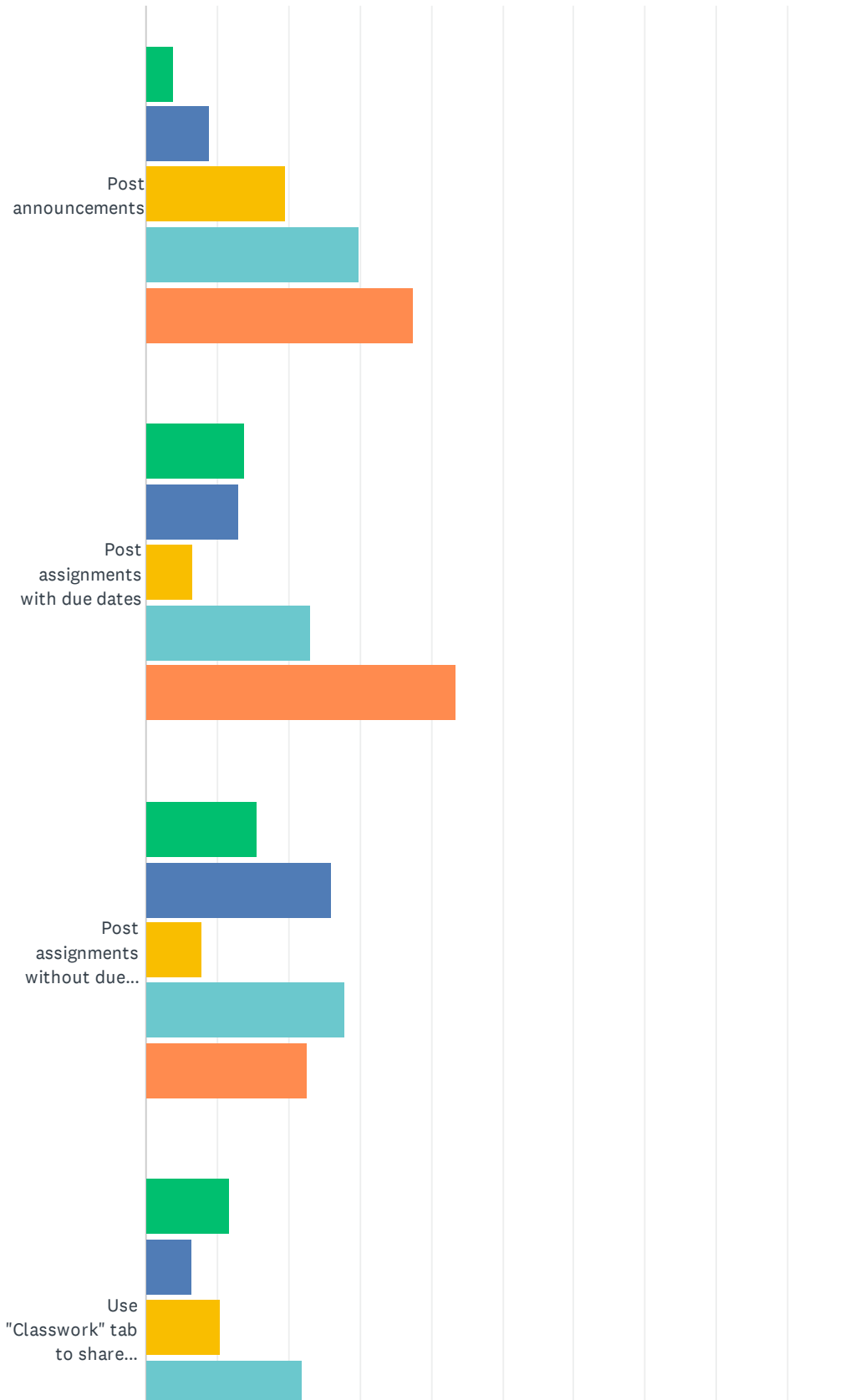
36	I used to be more paperless, but now I do most things on paper. As soon as the ipad comes out, students are distracted by other things. They can't focus--they will check their email, play a game, look up something on the internet...and if I post resources on it, they can't find them	3/31/2025 9:07 AM
37	I've had many students this year ask for paper copies of the work because they'd rather do it on paper than on a Doc in Classroom	3/31/2025 9:06 AM
38	Exams/tests still on paper for security among sections of the same course. Some assignments make better impact on paper. Sometimes I prefer paper based classwork so that iPads are NOT needed and I can monitor student engagement with task at hand - reduces temptation to "wander"	3/31/2025 9:05 AM
39	Paperless does not support student learning, it's a fallacy	3/31/2025 9:03 AM
40	Students still receive paper handouts/resources and sometimes complete assignments on paper as well.	3/31/2025 9:00 AM
41	Paper for the orchestra pieces. iPad for tuning and metronome.	3/31/2025 8:58 AM
42	The kids actually prefer paper, so I will post online and make paper copies available.	3/31/2025 8:58 AM
43	When given a choice students tend to choose paper. If they lose their paper they have the digital version to complete and turn in through google classroom	3/31/2025 8:58 AM
44	I was paperless last year and have moved to paper in class and digital at home this year. I function either way.	3/31/2025 8:56 AM
45	Computer classes are mostly paperless	3/31/2025 8:56 AM
46	Students always have option to complete work on paper- but assignments are on IPAD	3/31/2025 8:55 AM
47	I could be more paperless if necessary	3/31/2025 8:51 AM
48	Some activities and most assessments.	3/31/2025 8:45 AM
49	I still prefer paper for instructions and rubrics so that students can physically notate things. We don't do a ton of reading in this class, but if we did I would also prefer paper for that. The tangible nature of it makes it feel more real.	3/31/2025 8:39 AM
50	Lecture notes remain a "paper" staple because it is not practical for a library media specialists to have Google Classroom.	3/31/2025 8:37 AM
51	I use a variety of methods depending on the assignment and the purpose of the assignment	3/31/2025 8:36 AM
52	Msny of my students have shared that they would rather have paper instead of electronic documents on the iPad. They said that they are able to learn better, write other important details which helps them retain information more easily.	3/31/2025 8:36 AM
53	Students and parents prefer paper	3/31/2025 8:35 AM
54	For some activities, it is a better experience for students to complete design work on paper.	3/31/2025 8:33 AM
55	Class notes are still paper but everything else is online	3/31/2025 8:32 AM
56	I can go more paperless, but have found using more paper helps with engagment	3/31/2025 8:28 AM
57	Kids request paper and like it.	3/31/2025 8:21 AM
58	It's still important to give students hard copies of certain work. Also, a good handful of students like taking assessments on paper.	3/31/2025 8:18 AM
59	This seems a good as spot as any to write this, but it is SHOCKING how awful student handwriting and spelling has been since iPads have been introduced. It's awful.	3/31/2025 8:18 AM
60	It is impossible to be completely paperless in and English classroom. In this age of systemic cheating and the flagrant misuse of AI, authentic writing with a pen and paper is essential.	3/31/2025 8:17 AM
61	paper is becoming preferred over iPads	3/31/2025 8:15 AM
62	Most assessments are on paper	3/31/2025 8:12 AM
63	I try to use paper as much as I can as iPads can be very distracting	3/31/2025 8:06 AM

6-12 Certified Staff: Student Use of iPads Survey

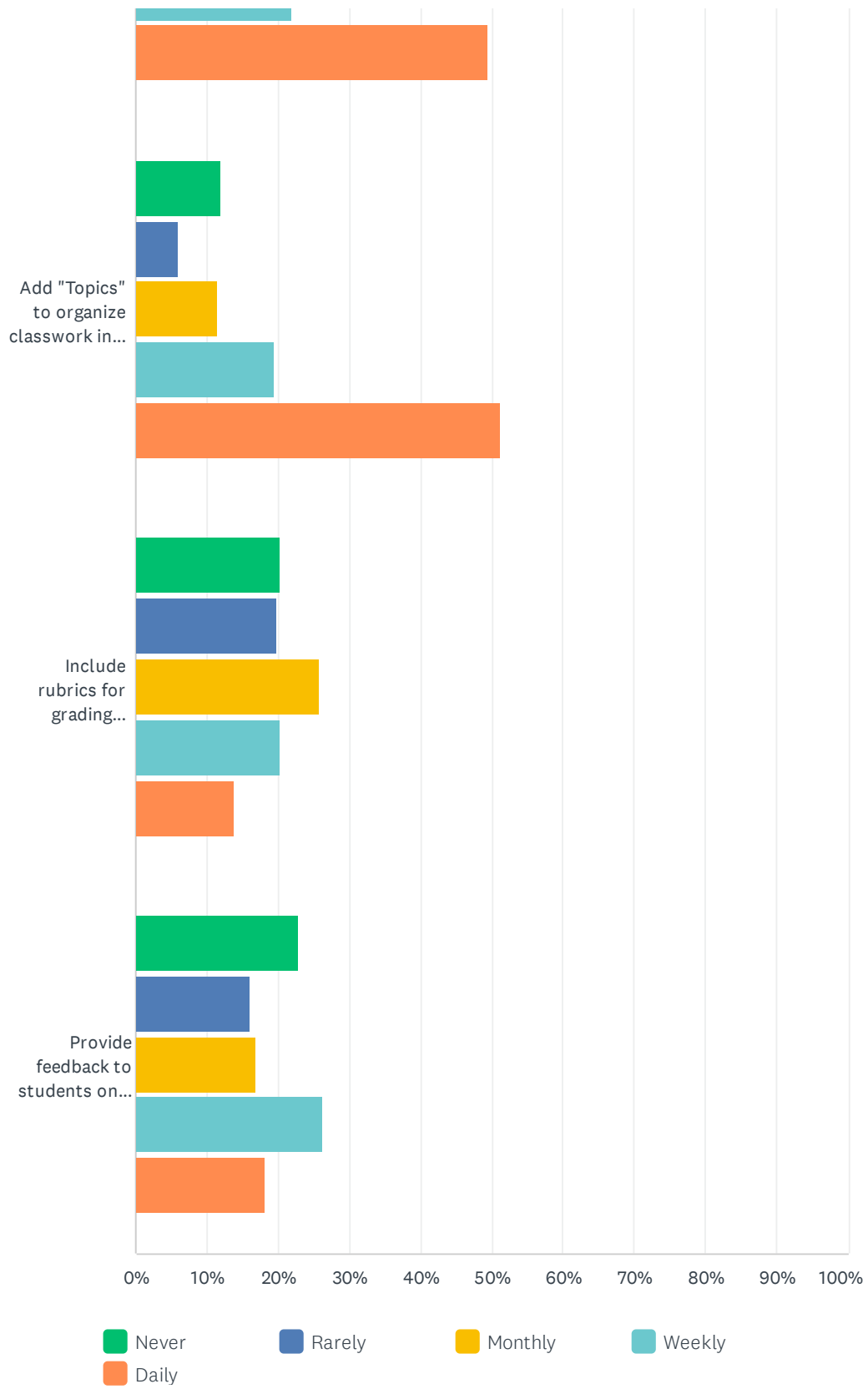
64	I only use paper in Chorus. General Music Classes are paperless.	3/31/2025 8:03 AM
65	We only use paper to practice notetaking skills, and wouldn't even do that if all students had Apple Pencils (or something similar)	3/31/2025 7:58 AM
66	I often give the options to students if they'd prefer paper or not. The decisions vary based on activities or personal preference.	3/31/2025 7:57 AM
67	I am filling this out in reference to my Life Skills program.	3/31/2025 7:57 AM
68	We use paper notebooks daily; I provide notes/study guides/practice/some lessons on paper	3/31/2025 7:55 AM
69	Often paper copies of classwork/notes, digital warm ups, paper tests/quizzes, digital exit slips	3/31/2025 7:54 AM
70	Depends on the course. Poetry, for example, is best studied on paper.	3/31/2025 7:54 AM
71	I and the students still prefer paperless for some assignments and assessments.	3/31/2025 7:54 AM
72	Students focus better on the paper copy with no distractions	3/31/2025 7:54 AM
73	All quizzes/exams are on paper. Guided notes are also on paper.	3/31/2025 7:53 AM
74	Only use paper for some assessments and activities I would say 95% paperless	3/31/2025 7:53 AM
75	Sheet Music print outs = paper	3/31/2025 7:53 AM
76	School counseling has a few paper files, but most are posted digitally on Google Classroom.	3/31/2025 7:52 AM
77	Maybe once per year I bring in paper books in each class for one unit as an intentional tech "unplug." Additionally, I complete a year-long fluency practice with freshmen where we read from a hard-copy text every day for about 10 minutes (Les Mis or Great Expectations).	3/31/2025 7:52 AM
78	Many students prefer paper copies of work over digital	3/31/2025 7:52 AM
79	I like my students to have hard copy/tangible options-we create interactive notebooks.	3/31/2025 7:51 AM
80	All assignments are paperless. I print out the reference materials like the periodic table and the sheet of equations.	3/31/2025 7:51 AM
81	I think having physical copies of music is important, and students use a method book.	3/31/2025 7:50 AM
82	still use/need paper for assessments	3/31/2025 7:50 AM
83	We use the laptops to access our software as Ipads cannot access it	3/31/2025 7:50 AM
84	providing notes on paper, but practice is typically digital (i.e through Google Classroom or Classkick/Quizziz/etc)	3/31/2025 7:49 AM
85	Primarily Whiteboards and papers, some iPad use	3/31/2025 7:48 AM
86	Modeling and graphing on paper best displays student skills. Recording for labs on paper	3/31/2025 7:48 AM
87	We use laptops where students can type code	3/31/2025 7:48 AM
88	I generally offer assignments to be completed on paper or Google classroom. My students prefer a handwritten option when available.	3/31/2025 7:47 AM

Q8 In Google Classroom, how often do you....?

Answered: 235 Skipped: 1



6-12 Certified Staff: Student Use of iPads Survey

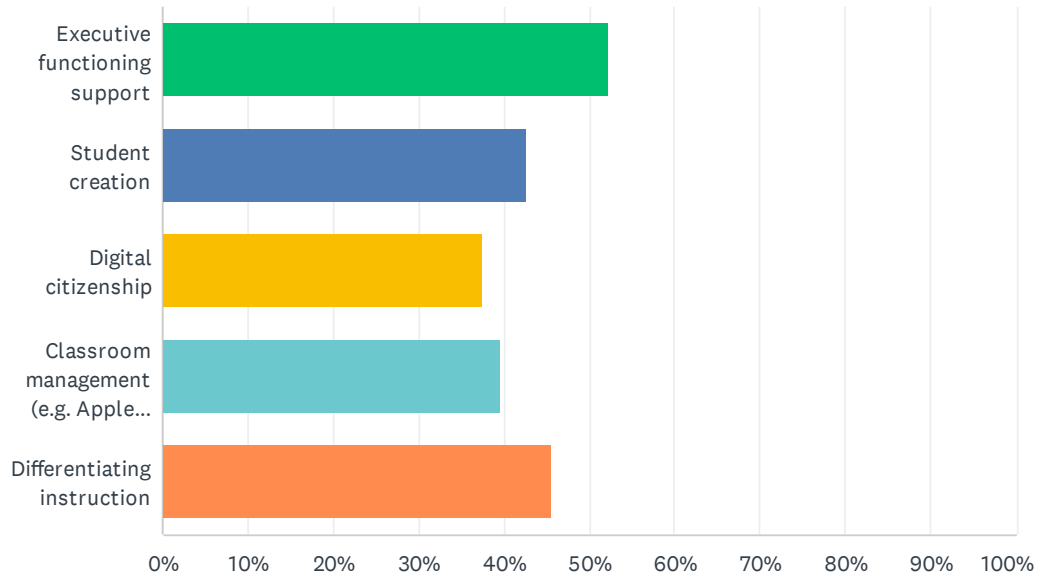


6-12 Certified Staff: Student Use of iPads Survey

	NEVER	RARELY	MONTHLY	WEEKLY	DAILY	TOTAL
Post announcements	3.85% 9	8.97% 21	19.66% 46	29.91% 70	37.61% 88	234
Post assignments with due dates	13.91% 32	13.04% 30	6.52% 15	23.04% 53	43.48% 100	230
Post assignments without due dates	15.65% 36	26.09% 60	7.83% 18	27.83% 64	22.61% 52	230
Use "Classwork" tab to share documents, videos and links	11.64% 27	6.47% 15	10.34% 24	21.98% 51	49.57% 115	232
Add "Topics" to organize classwork into units/themes	12.02% 28	6.01% 14	11.59% 27	19.31% 45	51.07% 119	233
Include rubrics for grading criteria	20.26% 47	19.83% 46	25.86% 60	20.26% 47	13.79% 32	232
Provide feedback to students on their learning	22.84% 53	15.95% 37	16.81% 39	26.29% 61	18.10% 42	232

Q9 What professional learning topics would best support your integration of iPads into instruction? (Select all that apply)

Answered: 197 Skipped: 39



ANSWER CHOICES	RESPONSES	
Executive functioning support	52.28%	103
Student creation	42.64%	84
Digital citizenship	37.56%	74
Classroom management (e.g. Apple Classroom)	39.59%	78
Differentiating instruction	45.69%	90
Total Respondents: 197		

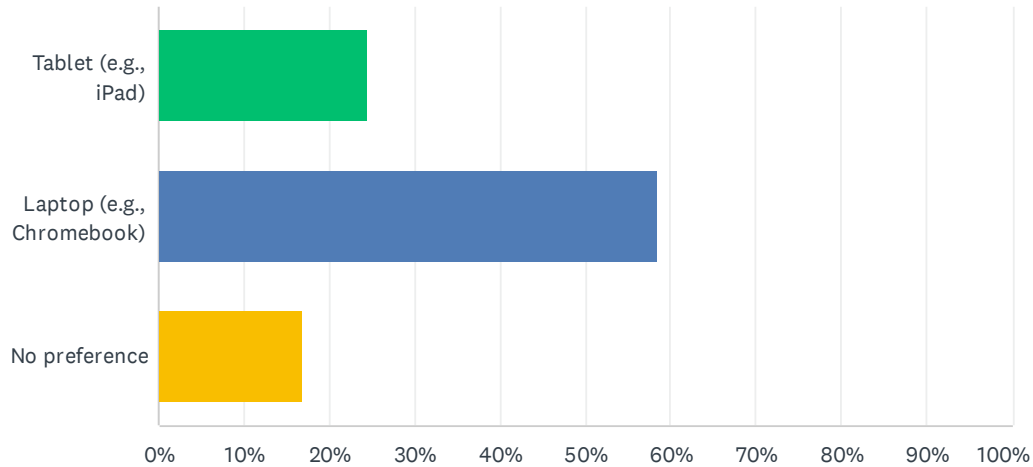
#	OTHER (PLEASE SPECIFY)	DATE
1	I do not want professional development for iPad topics.	4/3/2025 4:12 PM
2	I am uninterested in using the Ipad more. Screentime is unhealthy for your eyes	4/3/2025 9:01 AM
3	AI tools for students.	3/31/2025 3:14 PM
4	How to tell if the app you are using will actually be available or usable by students without having to use a student iPad to figure this out. This makes planning so difficult and causes me to abandon things that would be great learning opportunities.	3/31/2025 10:45 AM
5	Exit tickets	3/31/2025 10:17 AM
6	Balancing tech with non tech classroom strategies -- what does the research say?	3/31/2025 10:02 AM
7	I use the iPad to present authentic audio-visual content from the target culture. In addition, students have all the materials available and they can practice anytime and anywhere. I don't let my students use their iPads on reading or writing activities because the iPad translate everything.	3/31/2025 9:59 AM

6-12 Certified Staff: Student Use of iPads Survey

8	We need a tech person to teach students the tech apps and tech skills.	3/31/2025 9:49 AM
9	Most students would benefit from having a daily planner - Classroom is not an adequate tool for tracking incomplete or work due.	3/31/2025 9:49 AM
10	Comment for question 10 - I would strongly support Laptop/Chromebook over iPads. I have taught with both, and I have found the functions of Chromebooks to be far superior for academic purposes. Organizational functions of a laptop of the Google suite do not transfer well to an iPad. Thank you!!	3/31/2025 9:37 AM
11	I would never. Ipads are the worst tool for learning	3/31/2025 9:03 AM
12	For topic 4, you did not include using the iPad as the medium for data collection. I regularly use it for Graphical Analysis with Vernier probeware. There was not an "Other" section listed in section 4, so I'm putting it here.	3/31/2025 8:56 AM
13	I just wanted to comment on #10 below--I believe that students need a device with the capability of both--a keyboard, a touch screen, and ability to take & edit photos. There are also apps on the iPad that students use that are helpful to our classes (Adobe Fresco). Maybe an iPad with a keyboard would be the best option.	3/31/2025 8:56 AM
14	How to help students who have trouble using the IPAD appropriately	3/31/2025 8:55 AM
15	No PD on this please. Give students laptops instead	3/31/2025 8:51 AM
16	Need either ipad or other device to access assistive tools for college/career planning	3/31/2025 8:50 AM
17	the iPad is not the right tool for what students need to learn how to do in my classroom. They need to learn file management, coding, and computer skills. The iPad abstracts away these concepts in a way that prevents students from learning them. It also hinders their ability to gain typing skills, which are essential.	3/31/2025 8:39 AM
18	I feel pretty confident. I am finding that high school students need access to YouTube to do research and access authentic materials in Spanish. If you continue to block that access then I need to have a set of laptops available to students to be able to use for research however that does not help students who need to use you tube to listen to authentic material on their own or to find videos to help support studying subjects we are studying in class.	3/31/2025 8:36 AM
19	Even when I allow the iPads to be used in class to work on projects, etc. I have to use apple classroom to monitor them. Many are not on task. They are gaming.	3/31/2025 8:36 AM
20	Wish apple classroom was consistent, can't access so many of my students' ipads	3/31/2025 8:15 AM
21	I don't use the iPad for instructional or assessment purposes.	3/31/2025 8:01 AM
22	Apps that help lessen my paperwork load, or that would perform Academic Evaluations independently - the elimination of the Academic Evaluator position has become a huge burden on us.	3/31/2025 7:58 AM
23	I choose to make my classroom an ipad break for students. I don't agree with the frequency our students are looking at a screen during the school day- as both a teacher and a parent.	3/31/2025 7:55 AM
24	None. We have integrated iPads into learning at GHS for 10 years. Question #10 is GREAT though. Finally, some hope! Please phase out iPads in favor of laptops!!! We are living in a multimodal world now, and iPads have too many limitations when students create.	3/31/2025 7:54 AM
25	Chromebooks would be so helpful for writing assignments.	3/31/2025 7:53 AM
26	I don't really understand the question. What is executive functioning support - Google Classroom?	3/31/2025 7:51 AM
27	None	3/31/2025 7:50 AM
28	N/a	3/31/2025 7:49 AM
29	Students need digital citizenship training and integrity	3/31/2025 7:48 AM

Q10 Which do you believe would be the most effective student device for learning in grades 6–12?

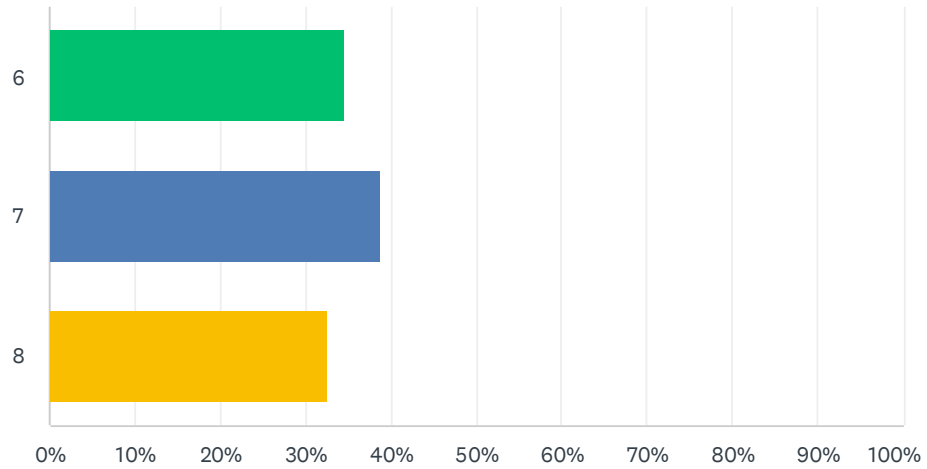
Answered: 236 Skipped: 0



ANSWER CHOICES	RESPONSES	
Tablet (e.g., iPad)	24.58%	58
Laptop (e.g., Chromebook)	58.47%	138
No preference	16.95%	40
TOTAL		236

Q1 What is the grade of your children who use the school iPad? (Select all that apply)

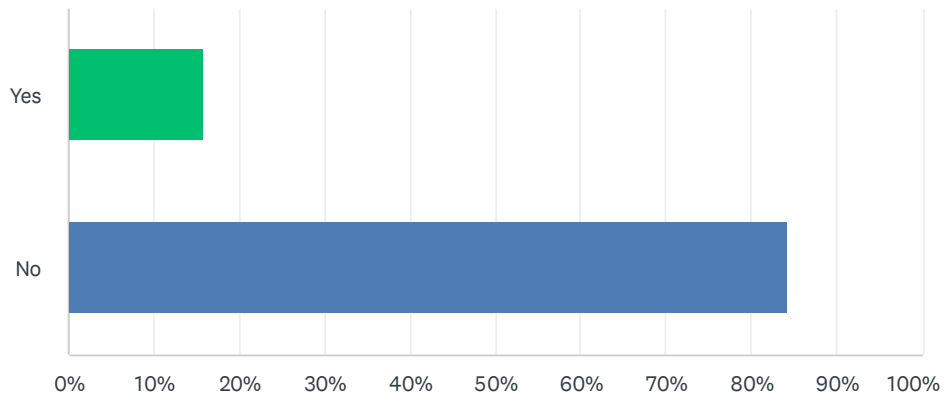
Answered: 491 Skipped: 0



ANSWER CHOICES	RESPONSES
6	34.62% 170
7	38.90% 191
8	32.59% 160
Total Respondents: 491	

Q2 Do any of your grade 6-8 children receive special education services?

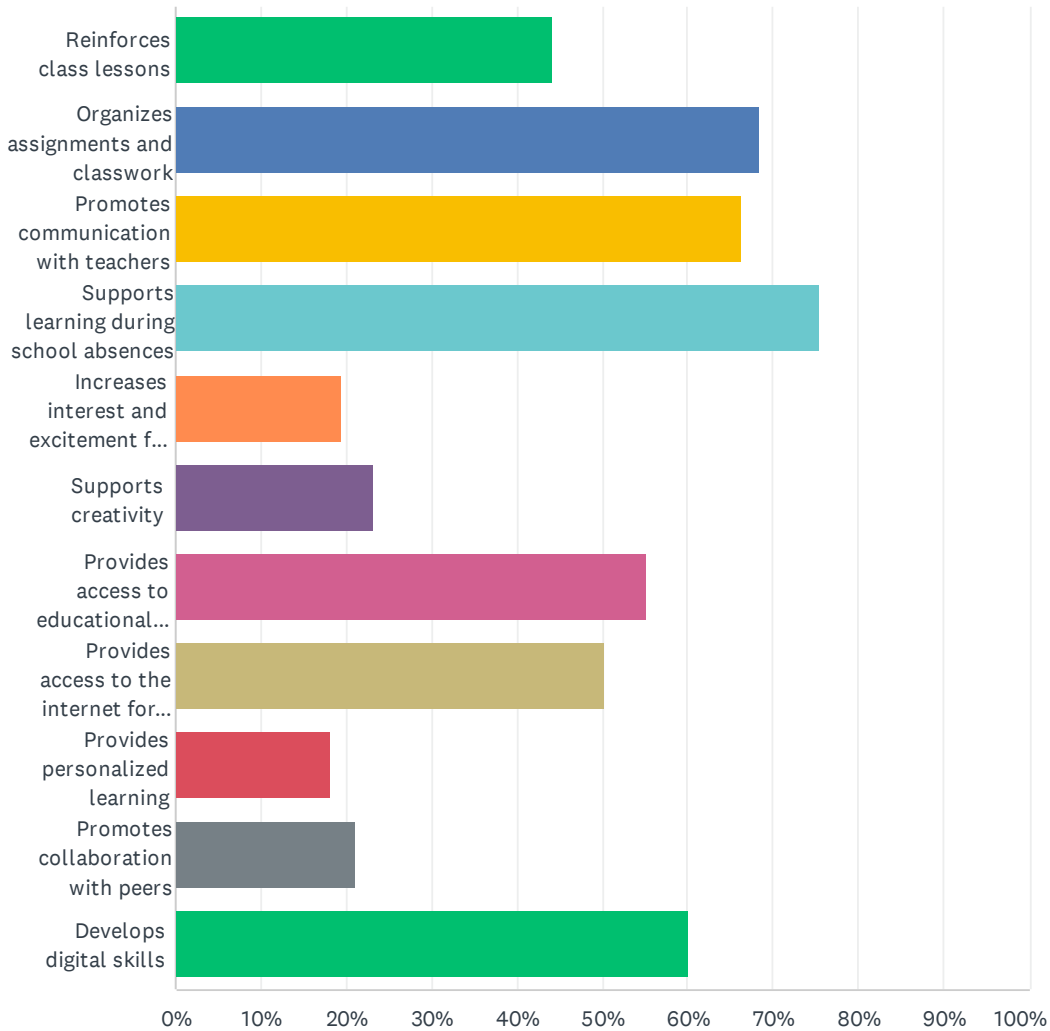
Answered: 491 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	15.68%	77
No	84.32%	414
TOTAL		491

Q3 What benefits do you believe the school iPad brings to your grade 6-8 children's learning? (Select all that apply)

Answered: 469 Skipped: 22

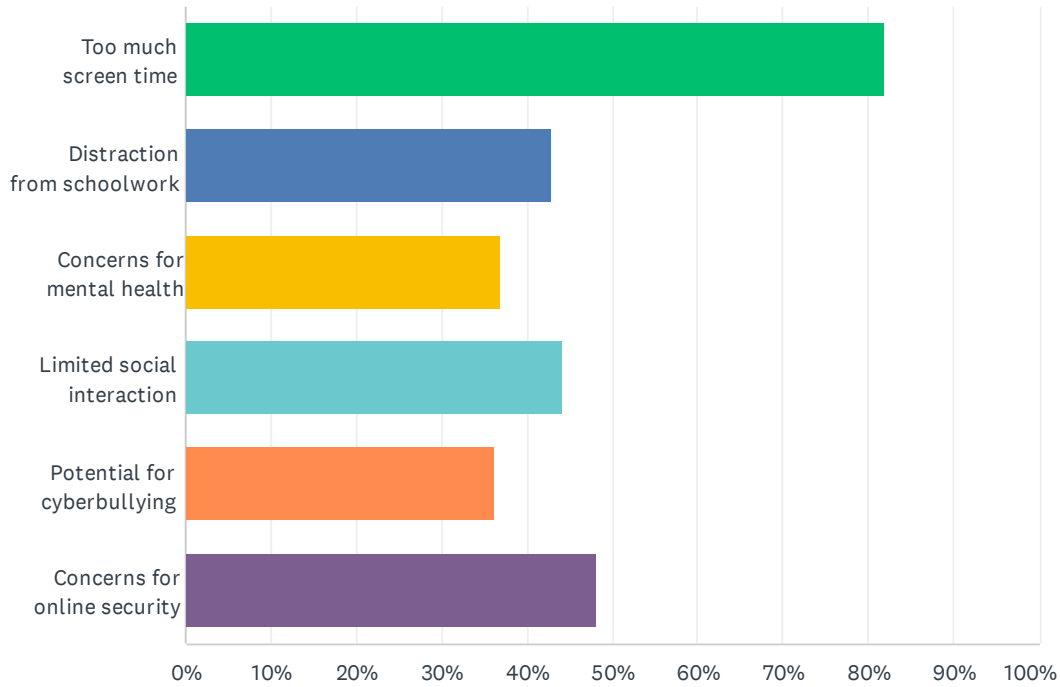


Grade 6-8 Families: School iPads Survey

ANSWER CHOICES	RESPONSES	
Reinforces class lessons	44.14%	207
Organizes assignments and classwork	68.44%	321
Promotes communication with teachers	66.31%	311
Supports learning during school absences	75.48%	354
Increases interest and excitement for learning	19.40%	91
Supports creativity	23.24%	109
Provides access to educational apps	55.22%	259
Provides access to the internet for research	50.32%	236
Provides personalized learning	18.12%	85
Promotes collaboration with peers	21.11%	99
Develops digital skills	60.13%	282
Total Respondents: 469		

Q4 What challenges do you believe the school iPad causes for your grade 6-8 children's learning? (Select all that apply)

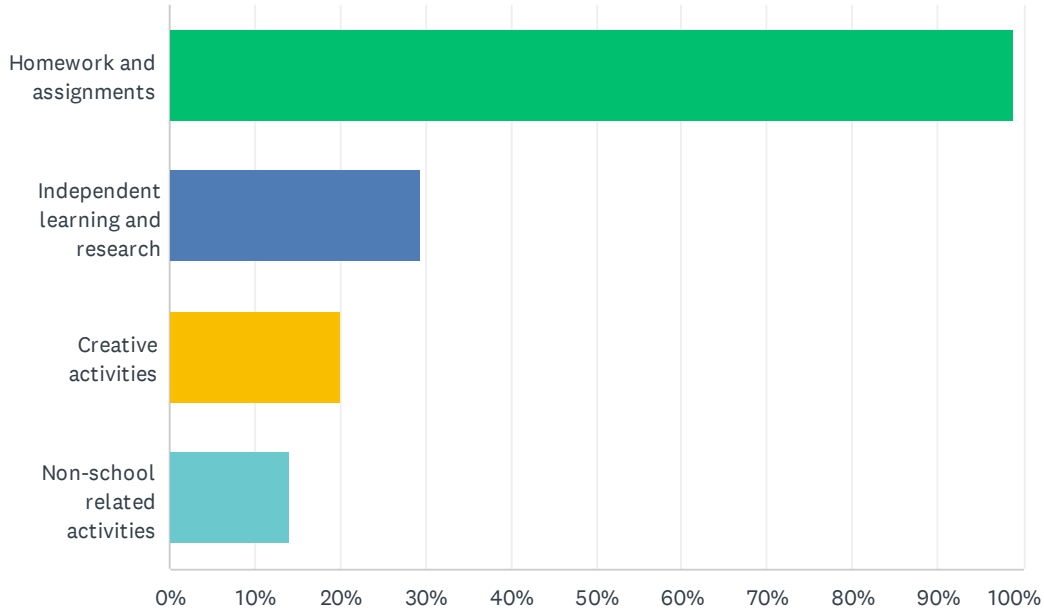
Answered: 413 Skipped: 78



ANSWER CHOICES	RESPONSES	
Too much screen time	81.84%	338
Distraction from schoolwork	42.86%	177
Concerns for mental health	36.80%	152
Limited social interaction	44.07%	182
Potential for cyberbullying	36.32%	150
Concerns for online security	48.18%	199
Total Respondents: 413		

Q5 How are your grade 6-8 children using the iPad at home? (Select all that apply)

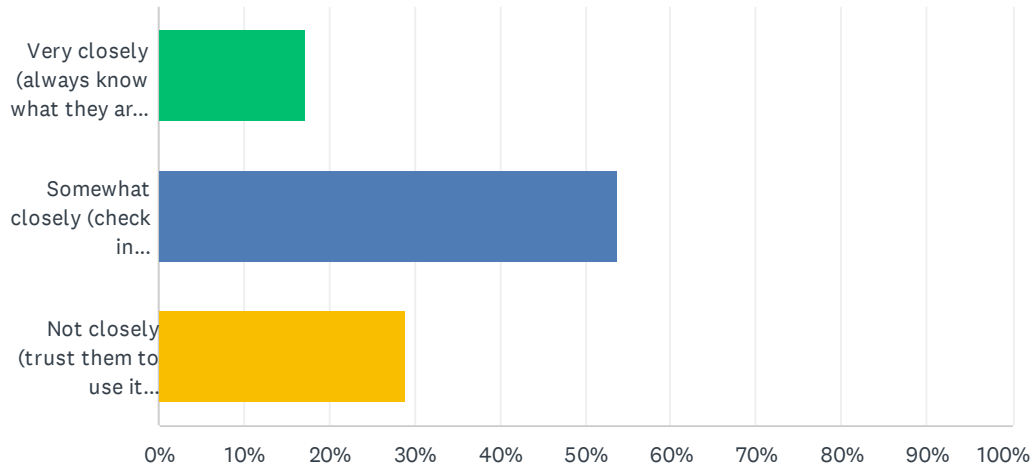
Answered: 481 Skipped: 10



ANSWER CHOICES	RESPONSES	
Homework and assignments	98.96%	476
Independent learning and research	29.52%	142
Creative activities	19.96%	96
Non-school related activities	14.14%	68
Total Respondents: 481		

Q6 How closely do you monitor your grade 6-8 children's activity on the school iPad?

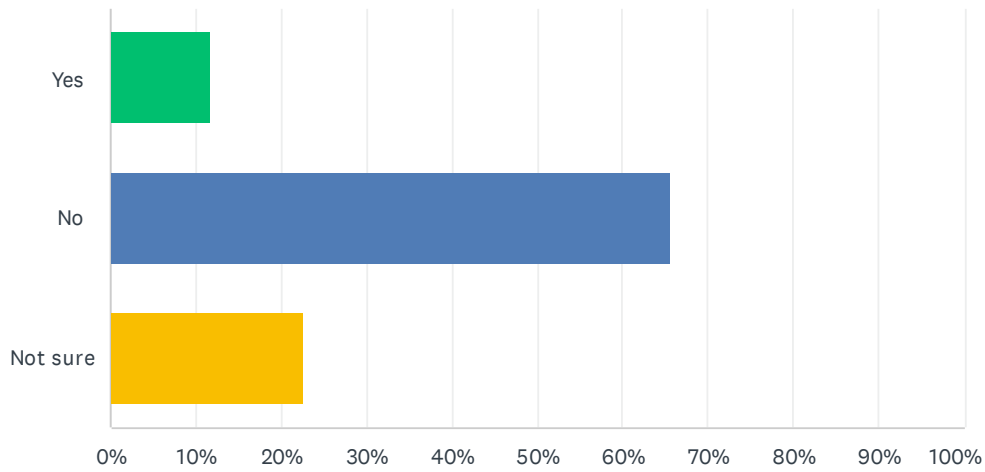
Answered: 487 Skipped: 4



ANSWER CHOICES	RESPONSES	
Very closely (always know what they are doing)	17.25%	84
Somewhat closely (check in occasionally)	53.80%	262
Not closely (trust them to use it appropriately)	28.95%	141
TOTAL		487

Q7 Are you using Securly Home App parent controls for the school iPad?

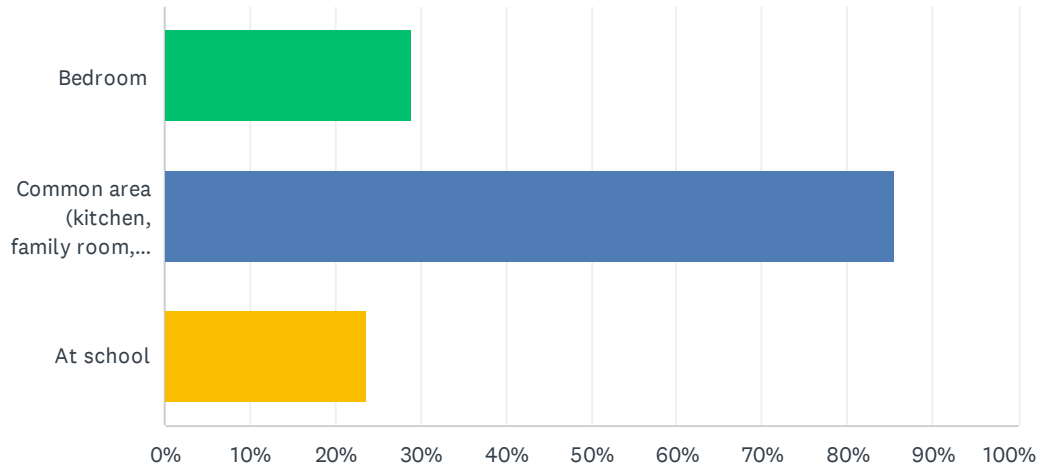
Answered: 490 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	11.63%	57
No	65.71%	322
Not sure	22.65%	111
TOTAL		490

Q8 Where do your grade 6-8 children use or charge their school iPad? (Select all that apply)

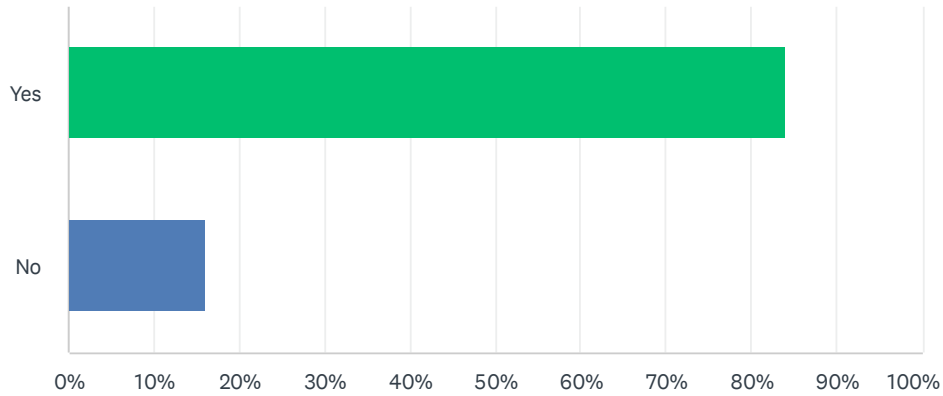
Answered: 491 Skipped: 0



ANSWER CHOICES	RESPONSES	
Bedroom	28.92%	142
Common area (kitchen, family room, etc.)	85.54%	420
At school	23.63%	116
Total Respondents: 491		

Q9 Do any of your grade 6-8 children have a mobile device (e.g., cell phone, smart watch, personal tablet) with internet access?

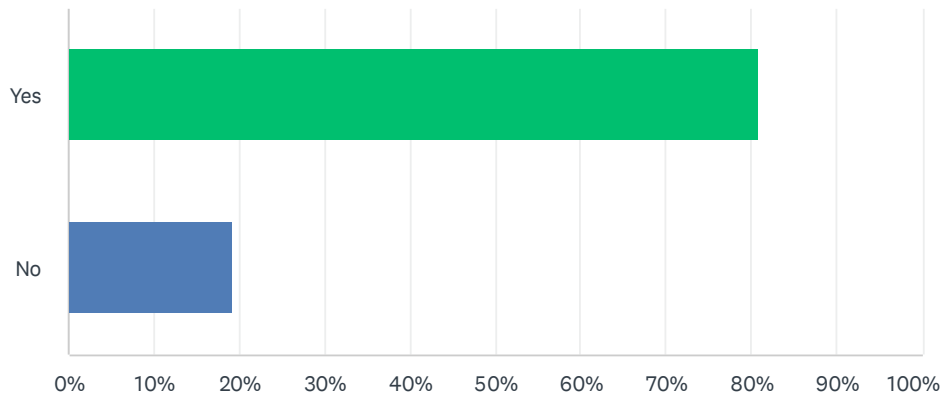
Answered: 488 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	84.02%	410
No	15.98%	78
TOTAL		488

Q10 Do your grade 6-8 children have access to a computer at home?

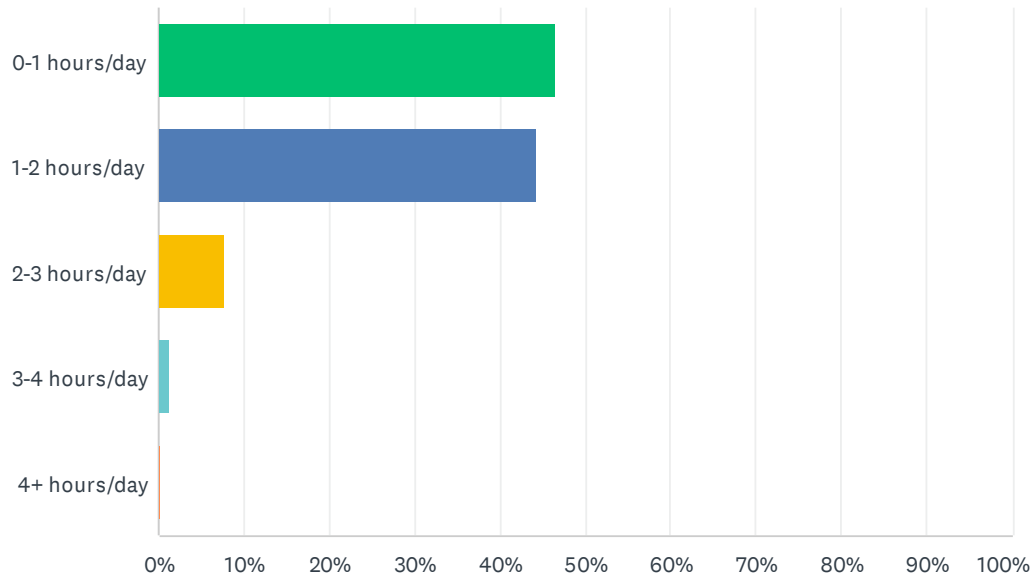
Answered: 491 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	80.86%	397
No	19.14%	94
TOTAL		491

Q11 Glastonbury Public Schools is committed to the purposeful use of technology. We are working closely with teachers on appropriate screen time for classwork and homework. How much grade 6-8 school iPad use **AT HOME** are you comfortable with?

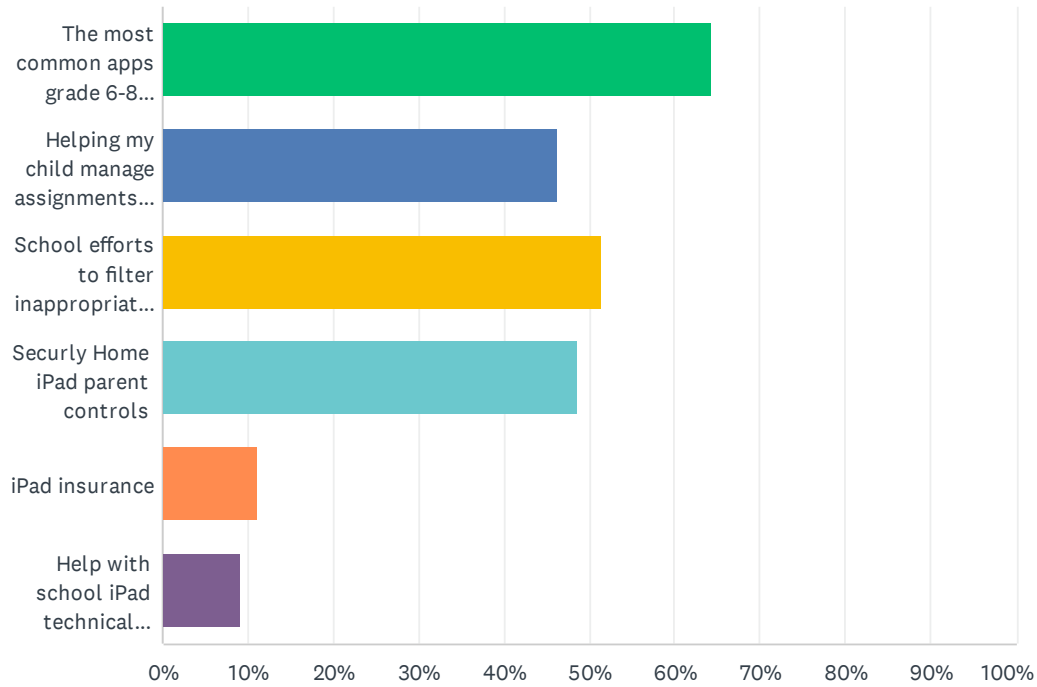
Answered: 489 Skipped: 2



ANSWER CHOICES	RESPONSES	
0-1 hours/day	46.42%	227
1-2 hours/day	44.38%	217
2-3 hours/day	7.77%	38
3-4 hours/day	1.23%	6
4+ hours/day	0.20%	1
TOTAL		489

Q12 Please check if you would like more information on...(Select all that apply)

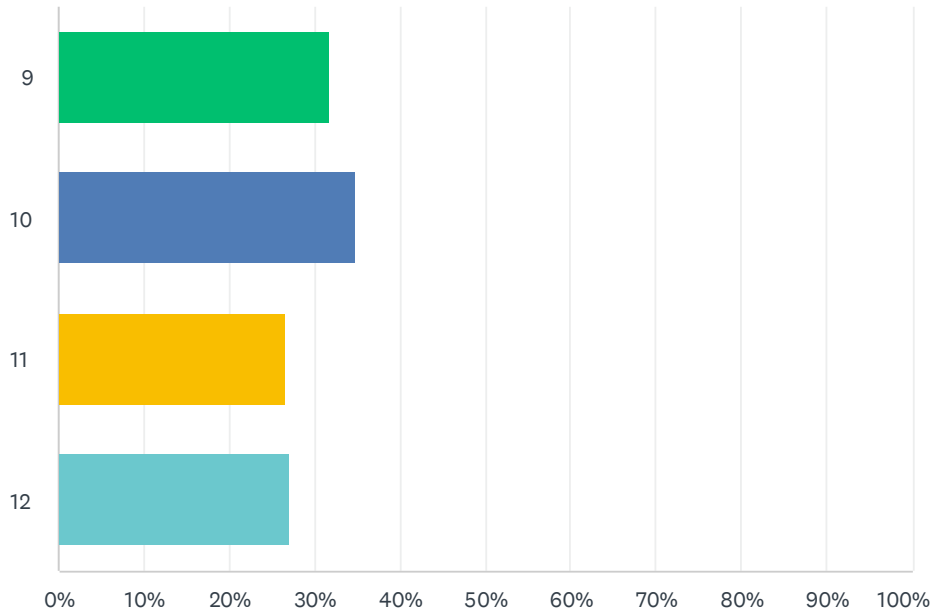
Answered: 261 Skipped: 230



ANSWER CHOICES	RESPONSES	
The most common apps grade 6-8 students use	64.37%	168
Helping my child manage assignments using the iPad	46.36%	121
School efforts to filter inappropriate content on the iPad	51.34%	134
Securly Home iPad parent controls	48.66%	127
iPad insurance	11.11%	29
Help with school iPad technical issues	9.20%	24
Total Respondents: 261		

Q1 What is the grade of your children who use the school iPad? (Select all that apply)

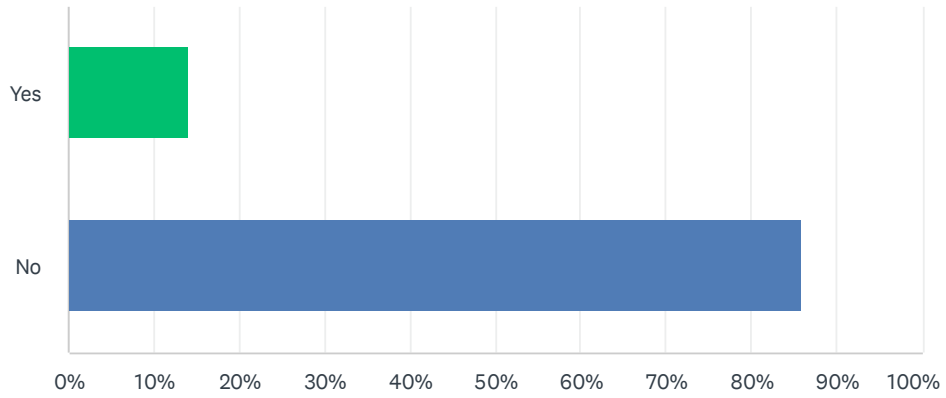
Answered: 455 Skipped: 1



ANSWER CHOICES	RESPONSES	
9	31.87%	145
10	34.73%	158
11	26.59%	121
12	27.03%	123
Total Respondents: 455		

Q2 Do any of your grade 9-12 children receive special education services?

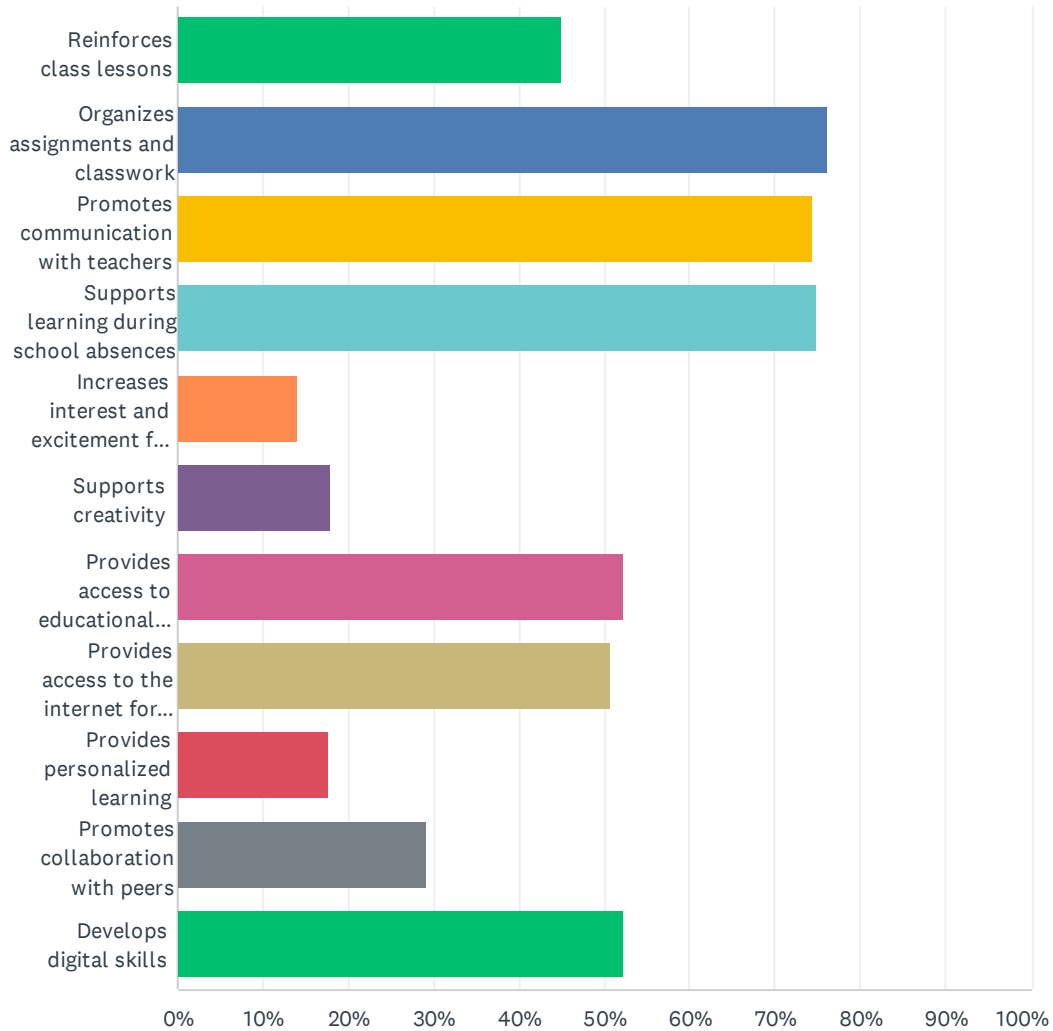
Answered: 453 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	14.13%	64
No	85.87%	389
TOTAL		453

Q3 What benefits do you believe the school iPad brings to your grade 9-12 children's learning? (Select all that apply)

Answered: 429 Skipped: 27

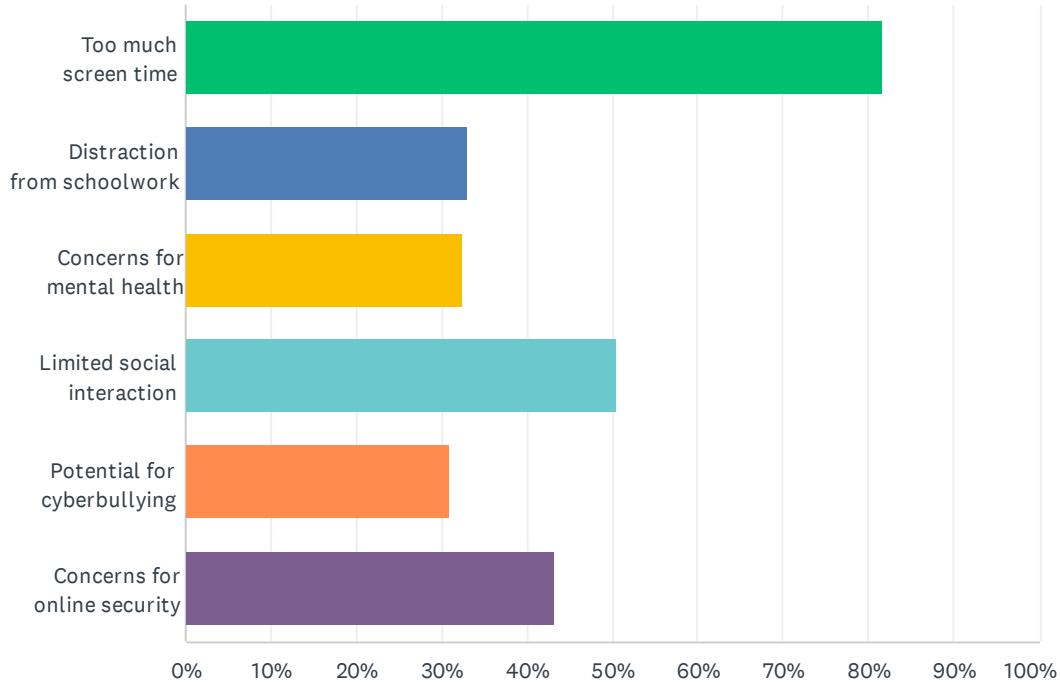


Grade 9-12 Families: School iPads Survey

ANSWER CHOICES	RESPONSES	
Reinforces class lessons	44.99%	193
Organizes assignments and classwork	76.22%	327
Promotes communication with teachers	74.36%	319
Supports learning during school absences	74.83%	321
Increases interest and excitement for learning	13.99%	60
Supports creativity	17.95%	77
Provides access to educational apps	52.21%	224
Provides access to the internet for research	50.82%	218
Provides personalized learning	17.72%	76
Promotes collaboration with peers	29.14%	125
Develops digital skills	52.21%	224
Total Respondents: 429		

Q4 What challenges do you believe the school iPad causes for your grade 9-12 children's learning? (Select all that apply)

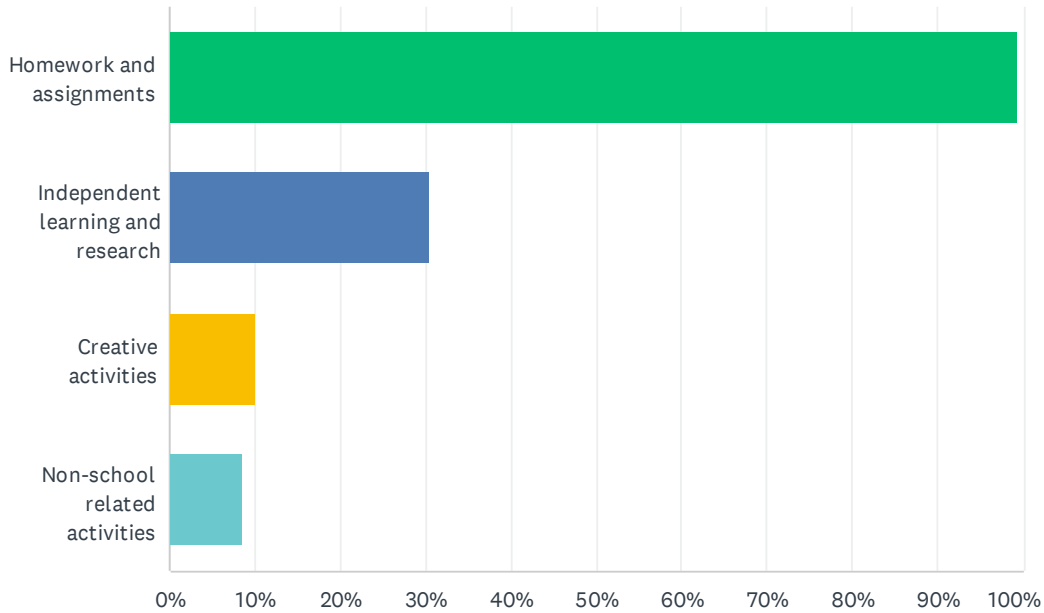
Answered: 342 Skipped: 114



ANSWER CHOICES	RESPONSES	
Too much screen time	81.58%	279
Distraction from schoolwork	33.04%	113
Concerns for mental health	32.46%	111
Limited social interaction	50.58%	173
Potential for cyberbullying	30.99%	106
Concerns for online security	43.27%	148
Total Respondents: 342		

Q5 How are your grade 9-12 children using the iPad at home? (Select all that apply)

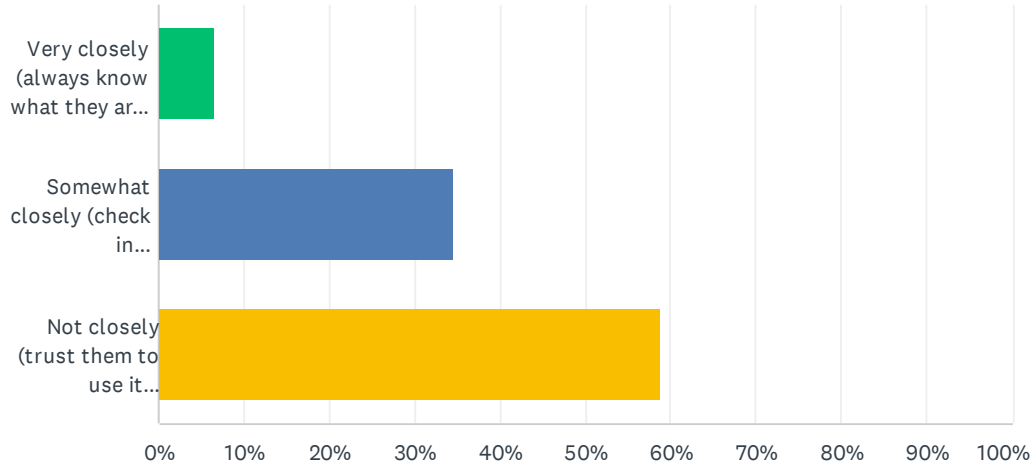
Answered: 448 Skipped: 8



ANSWER CHOICES	RESPONSES	
Homework and assignments	99.33%	445
Independent learning and research	30.58%	137
Creative activities	10.04%	45
Non-school related activities	8.48%	38
Total Respondents: 448		

Q6 How closely do you monitor your grade 9-12 children's activity on the school iPad?

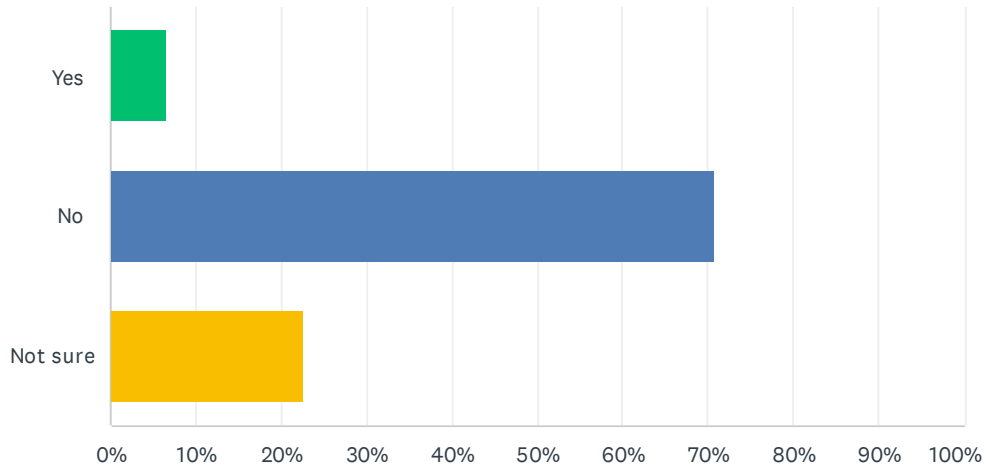
Answered: 455 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very closely (always know what they are doing)	6.59%	30
Somewhat closely (check in occasionally)	34.51%	157
Not closely (trust them to use it appropriately)	58.90%	268
TOTAL		455

Q7 Are you using Securly Home App parent controls for the school iPad?

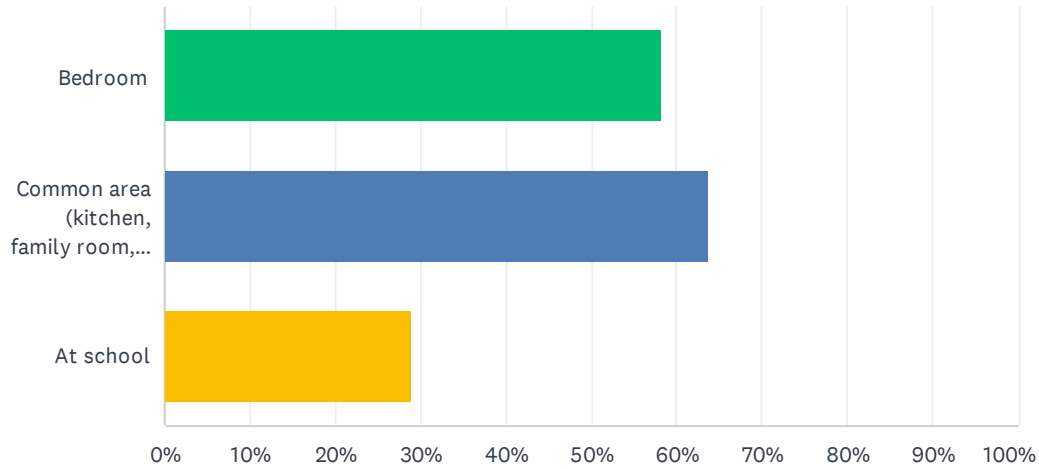
Answered: 454 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	6.61%	30
No	70.70%	321
Not sure	22.69%	103
TOTAL		454

Q8 Where do your grade 9-12 children use or charge their school iPad? (Select all that apply)

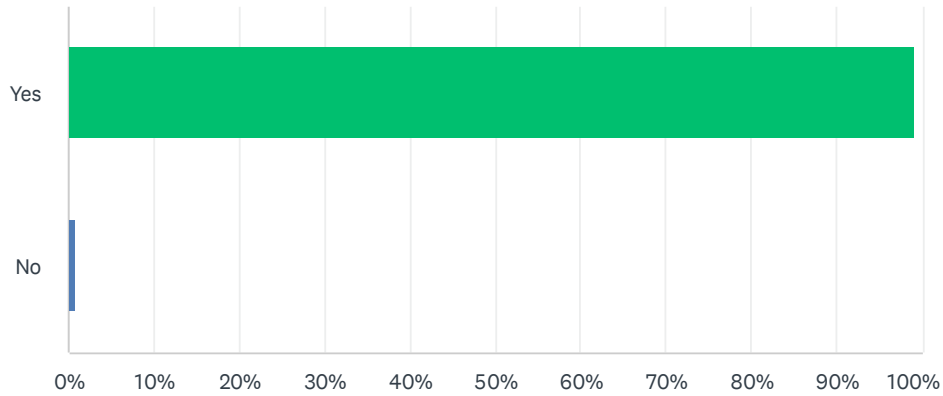
Answered: 456 Skipped: 0



ANSWER CHOICES	RESPONSES	
Bedroom	58.11%	265
Common area (kitchen, family room, etc.)	63.82%	291
At school	28.95%	132
Total Respondents: 456		

Q9 Do any of your grade 9-12 children have a mobile device (e.g., cell phone, smart watch, personal tablet) with internet access?

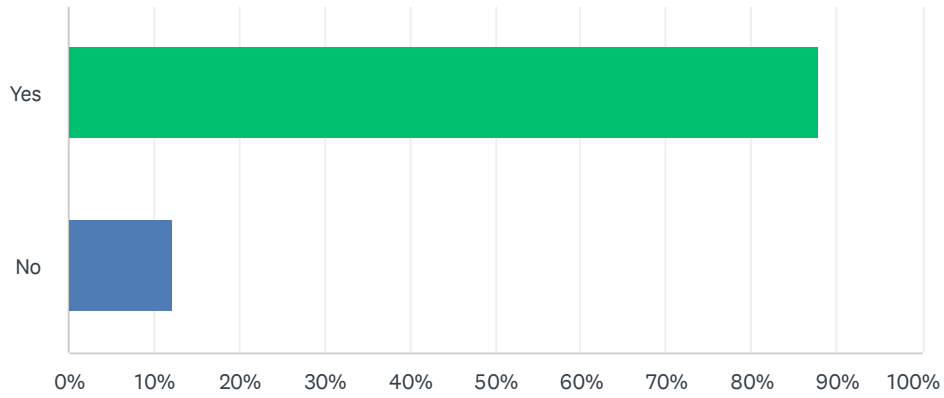
Answered: 454 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	99.12%	450
No	0.88%	4
TOTAL		454

Q10 Do your grade 9-12 children have access to a computer at home?

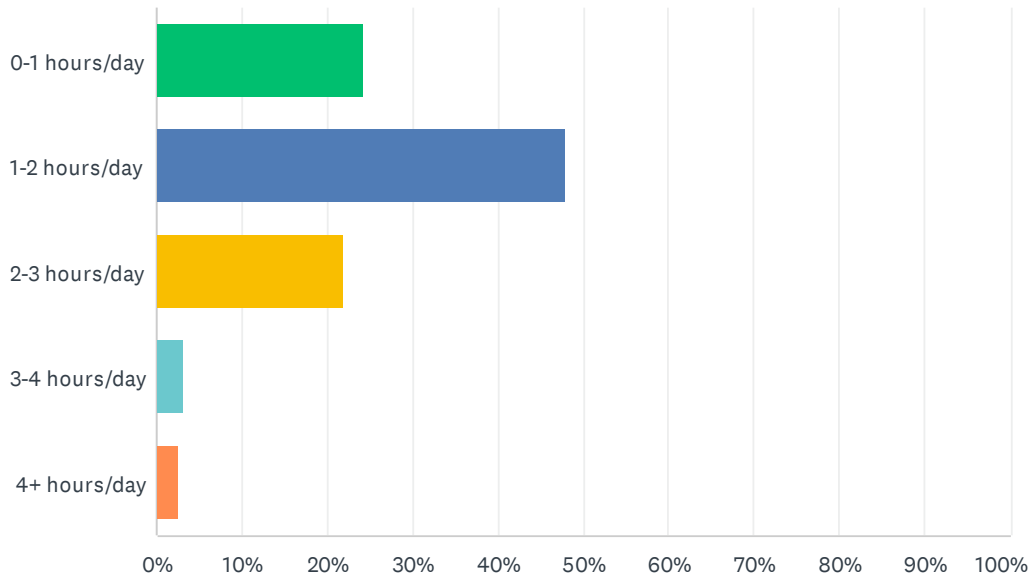
Answered: 455 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	87.91%	400
No	12.09%	55
TOTAL		455

Q11 Glastonbury Public Schools is committed to the purposeful use of technology. We are working closely with teachers on appropriate screen time for classwork and homework. How much grade 9-12 school iPad use AT HOME are you comfortable with?

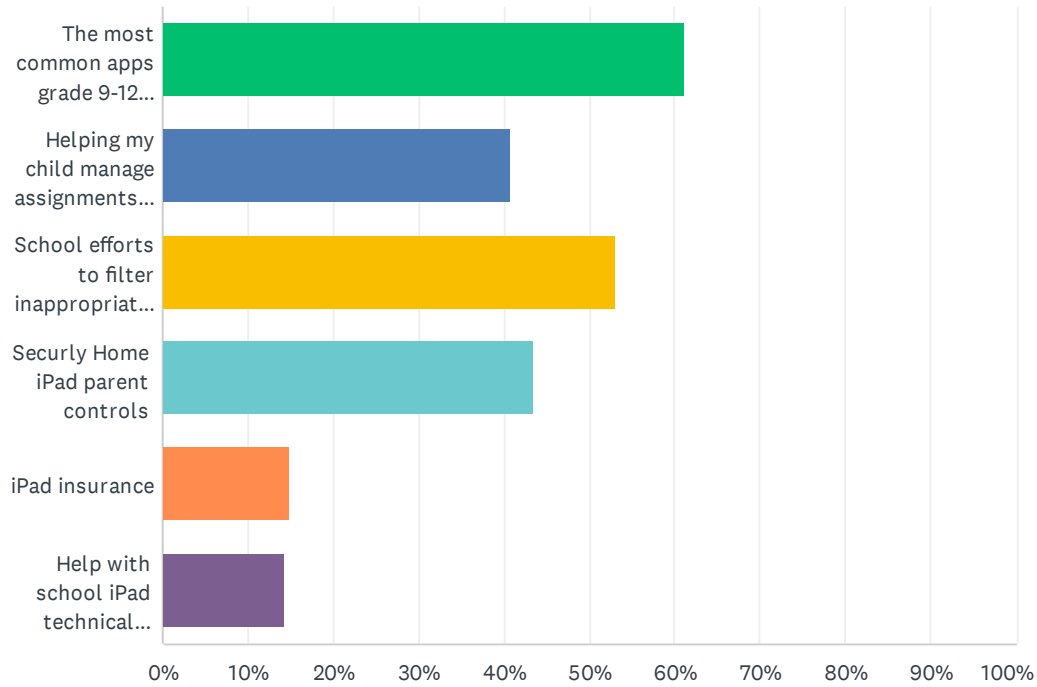
Answered: 451 Skipped: 5



ANSWER CHOICES	RESPONSES	
0-1 hours/day	24.39%	110
1-2 hours/day	47.89%	216
2-3 hours/day	21.95%	99
3-4 hours/day	3.10%	14
4+ hours/day	2.66%	12
TOTAL		451

Q12 Please check if you would like more information on...(Select all that apply)

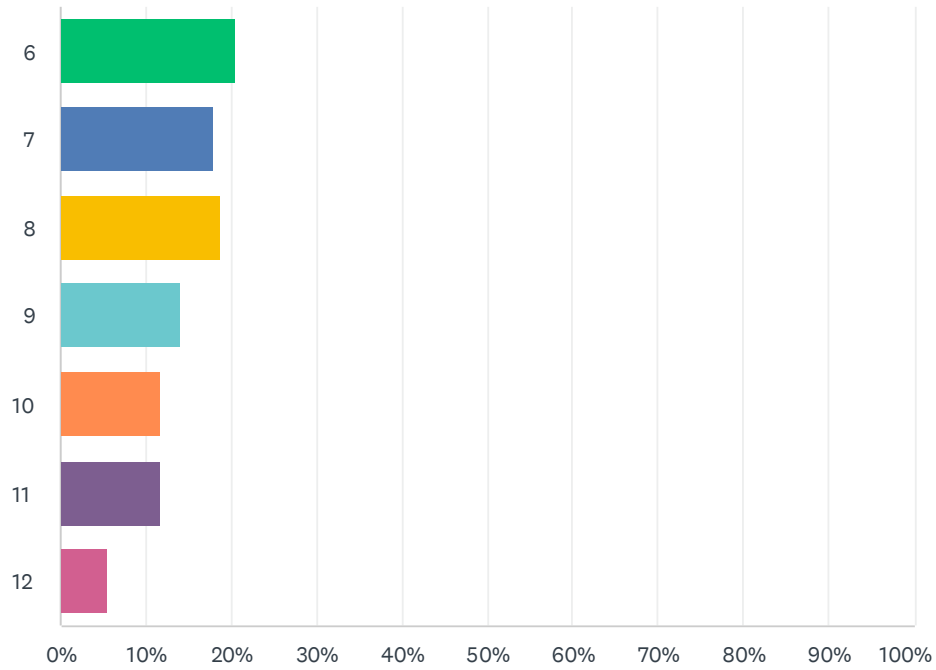
Answered: 209 Skipped: 247



ANSWER CHOICES	RESPONSES	
The most common apps grade 9-12 students use	61.24%	128
Helping my child manage assignments using the iPad	40.67%	85
School efforts to filter inappropriate content on the iPad	53.11%	111
Securly Home iPad parent controls	43.54%	91
iPad insurance	14.83%	31
Help with school iPad technical issues	14.35%	30
Total Respondents: 209		

Q1 What is your current grade?

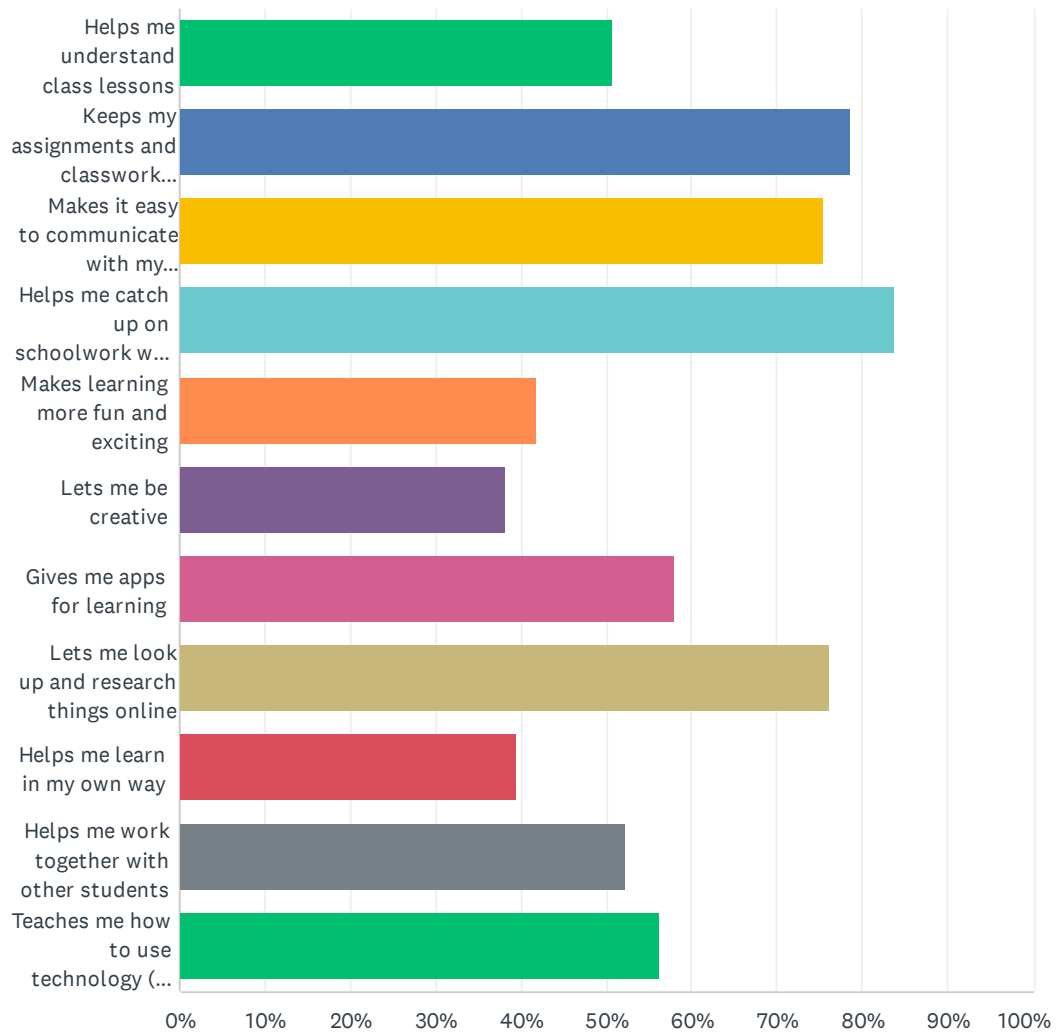
Answered: 1,900 Skipped: 9



ANSWER CHOICES	RESPONSES	
6	20.37%	387
7	17.84%	339
8	18.84%	358
9	14.00%	266
10	11.79%	224
11	11.63%	221
12	5.53%	105
TOTAL		1,900

Q2 How does your school iPad help you? (Select all that apply)

Answered: 1,885 Skipped: 24

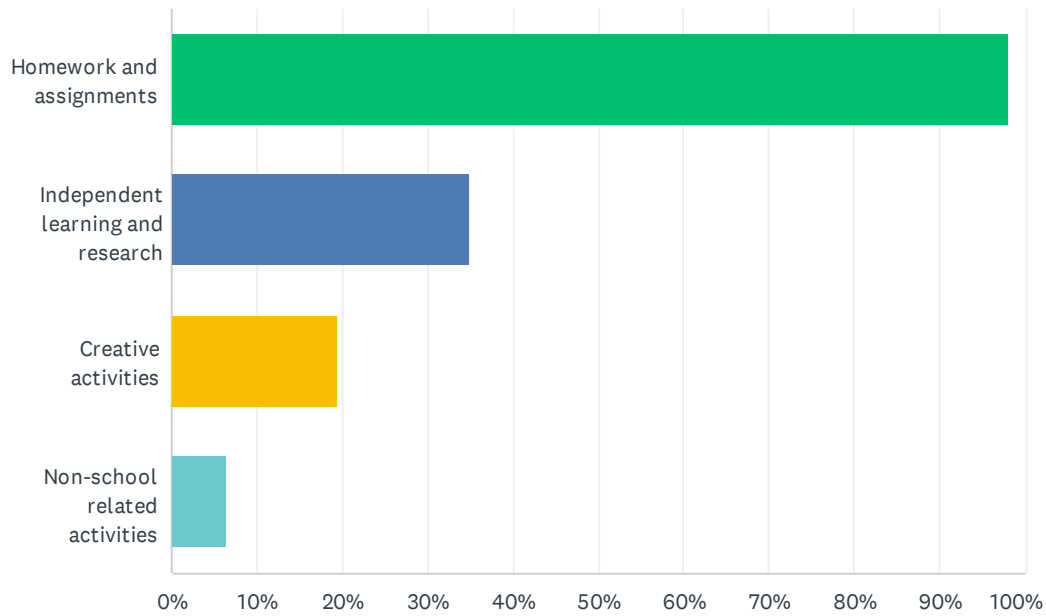


Grade 6-12 Students: School iPads Survey

ANSWER CHOICES	RESPONSES	
Helps me understand class lessons	50.77%	957
Keeps my assignments and classwork organized	78.78%	1,485
Makes it easy to communicate with my teachers	75.49%	1,423
Helps me catch up on schoolwork when I'm absent	83.71%	1,578
Makes learning more fun and exciting	41.75%	787
Lets me be creative	38.25%	721
Gives me apps for learning	57.93%	1,092
Lets me look up and research things online	76.07%	1,434
Helps me learn in my own way	39.42%	743
Helps me work together with other students	52.20%	984
Teaches me how to use technology (how to find accurate information, search images, stay safe on the internet)	56.39%	1,063
Total Respondents: 1,885		

Q3 How do you use the iPad at home? (Select all that apply)

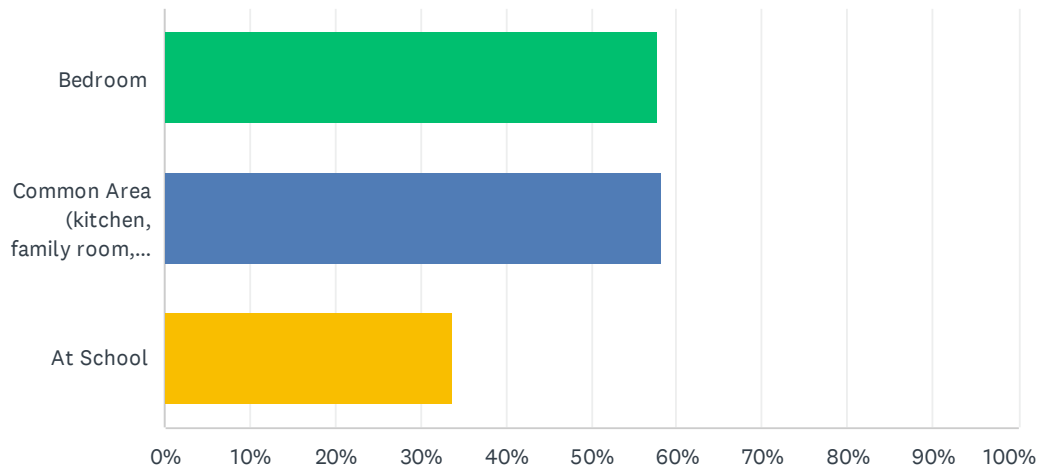
Answered: 1,870 Skipped: 39



ANSWER CHOICES	RESPONSES	
Homework and assignments	98.07%	1,834
Independent learning and research	34.97%	654
Creative activities	19.36%	362
Non-school related activities	6.47%	121
Total Respondents: 1,870		

Q4 Where do you use and charge your school iPad? (Select all that apply)

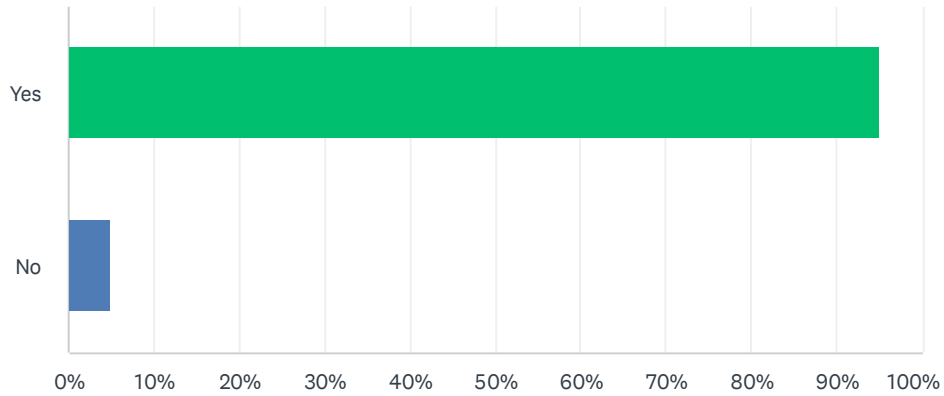
Answered: 1,900 Skipped: 9



ANSWER CHOICES	RESPONSES	
Bedroom	57.84%	1,099
Common Area (kitchen, family room, etc.)	58.16%	1,105
At School	33.68%	640
Total Respondents: 1,900		

Q5 Do you have a mobile device (e.g., cell phone, smart watch, personal tablet) with internet access?

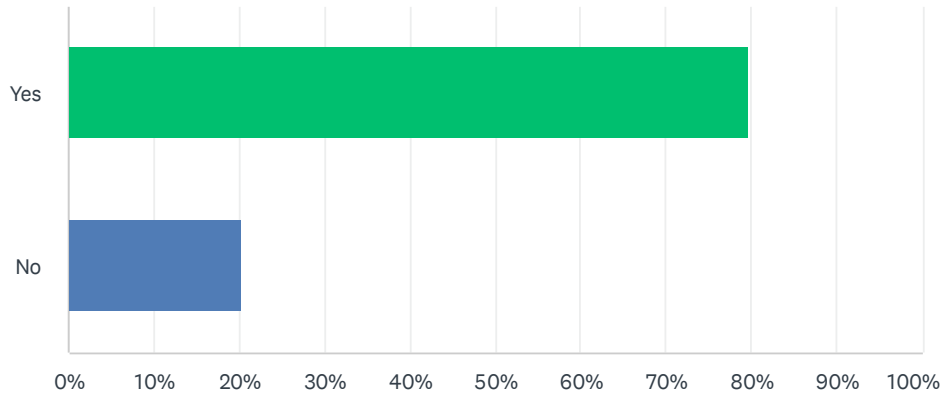
Answered: 1,900 Skipped: 9



ANSWER CHOICES	RESPONSES	
Yes	95.00%	1,805
No	5.00%	95
TOTAL		1,900

Q6 Do you have access to a computer at home?

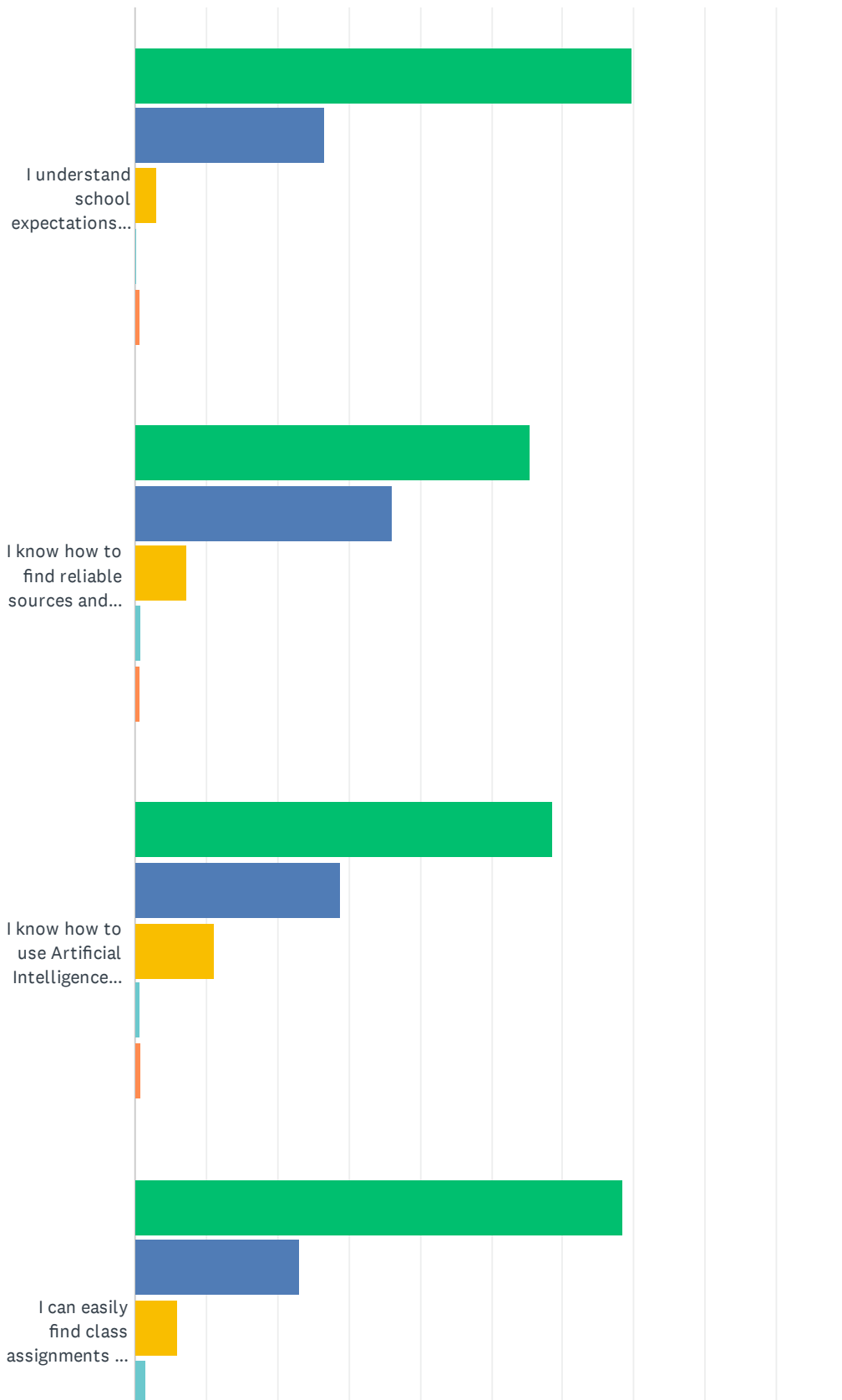
Answered: 1,901 Skipped: 8



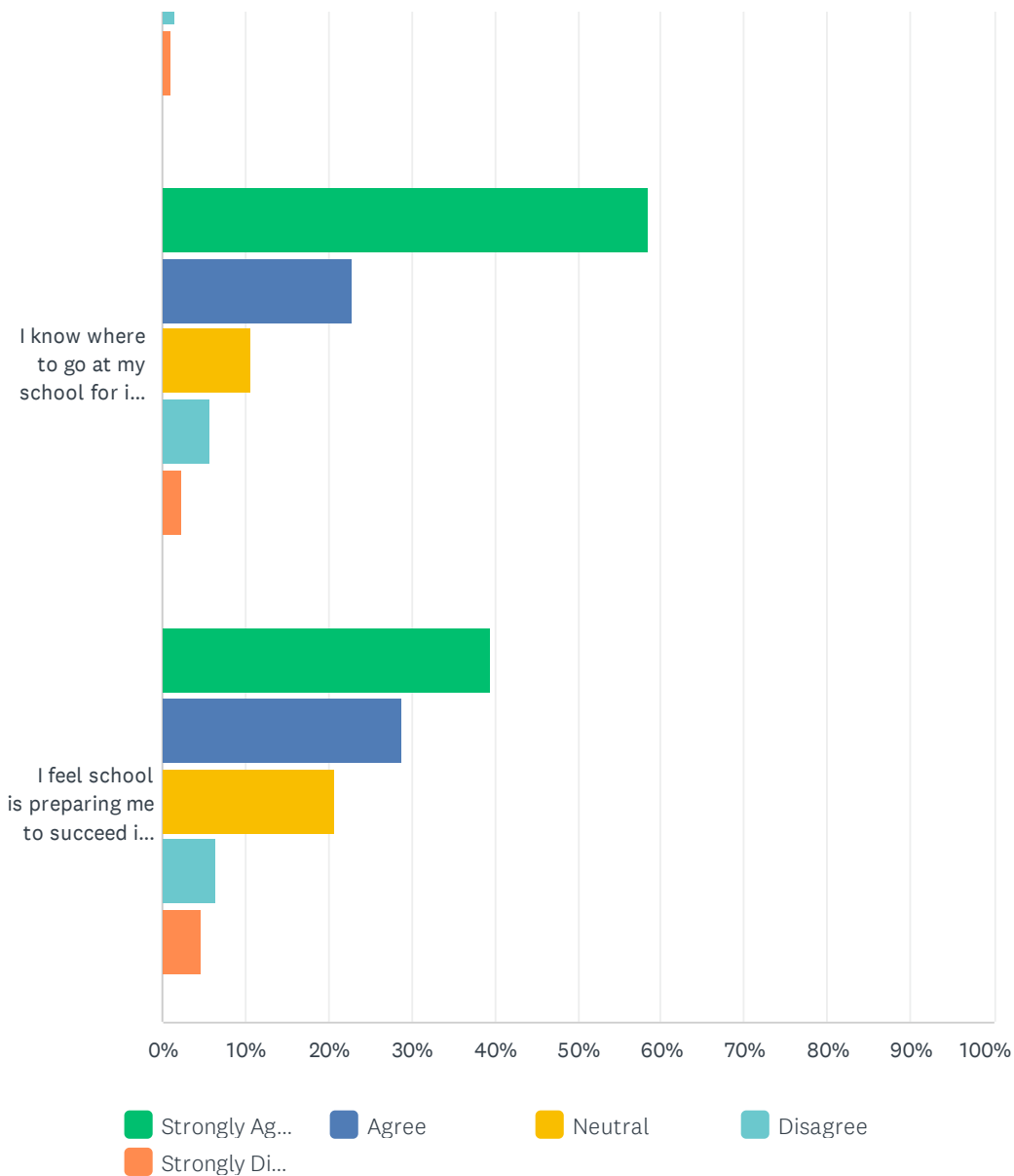
ANSWER CHOICES	RESPONSES	
Yes	79.75%	1,516
No	20.25%	385
TOTAL		1,901

Q7 Please rate your agreement with the following statements.

Answered: 1,904 Skipped: 5



Grade 6-12 Students: School iPads Survey



	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
I understand school expectations for using technology responsibly.	69.68% 1,326	26.59% 506	2.94% 56	0.21% 4	0.58% 11	1,903	1.35
I know how to find reliable sources and information on the internet.	55.36% 1,049	35.99% 682	7.18% 136	0.90% 17	0.58% 11	1,895	1.55
I know how to use Artificial Intelligence responsibly.	58.57% 1,104	28.86% 544	10.98% 207	0.69% 13	0.90% 17	1,885	1.56
I can easily find class assignments and resources on Google Classroom.	68.54% 1,296	23.00% 435	5.87% 111	1.53% 29	1.06% 20	1,891	1.44
I know where to go at my school for iPad technical support.	58.37% 1,102	22.88% 432	10.75% 203	5.72% 108	2.28% 43	1,888	1.71
I feel school is preparing me to succeed in today's digital world.	39.54% 750	28.78% 546	20.61% 391	6.43% 122	4.64% 88	1,897	2.08

1. Total Number of Suspensions by Month	3	20	19	13	16	13	19	19	7	16	
In-School	2	19	15	13	13	11	19	19	7	15	
Out-of-School	1	4	4	1	4	3	6	3	0	4	
2. No. of 1 Day Suspensions										1	
3. No. of 2-4 Day Suspensions	0	12	15	7	11	9	8	12	7	12	
4. No. of 5-10 Day Suspensions	3	8	4	8	5	4	14	7	0	4	
5. * No. of Different Students Suspended for the Month	3	19	19	11	15	10	9	19	6	15	
6. * No. of Different Students Suspended this Year (Cumulative)	3	22	38	47	59	67	76	84	89	101	
7. * No. of Different Students Suspended More than Once this Month	0	1	0	2	1	1	2	2	1	1	
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	1	4	7	8	10	18	23	24	24	

Revised 11.15.05

*See Reverse Side

The building administrator reviews suspension notices. Copies of all suspension notices detailing the problem and the consequences are sent to the Superintendent. This information is reviewed in compliance with special education legislation and may result in a student's program being modified by a school team when appropriate.

5. No student is counted more than once per month.
6. No student is counted more than once during the school year. This number is cumulative.
7. Only students who have been suspended on more than one occasion this month are included.
8. This is a cumulative number and represents the number of students suspended more than once during this school year.

1.	Total Number of Suspensions by Month	0	3	1	5	8	9	9	18	10	10	
	In-School	0	3	1	5	7	9	9	18	9	10	
	Out-of-School	0	0	0	0	1	0	0	0	1	0	
2.	No. of 1 Day Suspensions	0	0	0	0	0	3	2	3	1	1	
3.	No. of 2-4 Day Suspensions	0	3	1	5	7	6	7	14	7	6	
4.	No. of 5-10 Day Suspensions	0	0	0	0	1	0	0	1	2	3	
5.	* No. of Different Students Suspended for the Month	0	3	4	5	8	8	8	16	9	9	
6.	* No. of Different Students Suspended this Year (Cumulative)	0	3	4	9	15	21	28	38	42	48	
7.	* No. of Different Students Suspended More than Once this Month	0	0	0	0	0	1	1	2	1	1	
8.	* No. of Students Suspended More than Once this Year (Cumulative)	0	0	0	0	2	4	4	10	11	12	

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1. Total Number of Suspensions by Month	3	20	19	13	16	13	19	19	7	16	7
In-School	2	19	15	13	13	11	19	19	7	15	5
Out-of-School	1	4	4	1	4	3	6	3	0	4	3
2. No. of 1 Day Suspensions										1	0
3. No. of 2-4 Day Suspensions	0	12	15	7	11	9	8	12	7	12	4
4. No. of 5-10 Day Suspensions	3	8	4	8	5	4	14	7	0	4	3
5. * No. of Different Students Suspended for the Month	3	19	19	11	15	10	9	19	6	15	5
6. * No. of Different Students Suspended this Year (Cumulative)	3	22	38	47	59	67	76	84	89	101	107
7. * No. of Different Students Suspended More than Once this Month	0	1	0	2	1	1	2	2	1	1	0
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	1	4	7	8	10	18	23	24	24	26

Revised 11.15.05

*See Reverse Side

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	In-School	0	3	1	5	7	9	9	18	9	10	3
	Out-of-School	0	0	0	0	1	0	0	0	1	0	0
2.	No. of 1 Day Suspensions	0	0	0	0	0	3	2	3	1	1	1
3.	No. of 2-4 Day Suspensions	0	3	1	5	7	6	7	14	7	6	2
4.	No. of 5-10 Day Suspensions	0	0	0	0	1	0	0	1	2	3	0
5.	* No. of Different Students Suspended for the Month	0	3	4	5	8	8	8	16	9	9	3
6.	* No. of Different Students Suspended this Year (Cumulative)	0	3	4	9	15	21	28	38	42	48	52
7.	* No. of Different Students Suspended More than Once this Month	0	0	0	0	0	1	1	2	1	1	0
8.	* No. of Students Suspended More than Once this Year (Cumulative)	0	0	0	0	2	4	4	10	11	12	12

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