



REGULAR BOARD OF EDUCATION MEETING

Monday, September 22, 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. Awards and Recognition
 - A. Mike DeFosses, Glastonbury SEPTO Executive Board President
4. Student Representatives' Report
 - A. Amalia Baird, Class of 2027
 - B. Ariana Stevenson, Class of 2027
 - C. Taylor Balthazar, Class of 2028
5. Information Session for Public Comment
6. Business Requiring Action
 - A. Approval of Submission of the District Consolidated Application for Federal Grants
 - B. Approval of Glastonbury High School Athletics Student Trip to Thetford, Vermont
 - C. Approval of Revised Board of Education Policy #5131.9 School Climate and Bullying Policy
 - D. Approval of NEW Board of Education Policy #5131.92 Restorative Practices Response Policy for Challenging Behaviors
 - E. Approval of Revised Board of Education Policy #3542.43 Food Service Charging
 - F. Approval of NEW Board of Education Policy #3542.2 Food Service Personnel - Code of Conduct
 - G. Approval of Revised Board of Education Policy #5118.1 Children of Out-of-Town Board of Education Employees
 - H. Approval of Revised Board of Education Policy #6153 School Sponsored Trips
 - I. Approval of the September 8, 2025 Meeting Minutes
7. Reports and Discussion
 - A. Agriscience and Technology CT ASTE Curriculum Review Report
 - B. AgriScience and Career and Technical Education (CTE) Report
 - C. Special Education Report
 - D. Glastonbury Education Foundation
8. Committee Chair Reports

9. Chairman's Reports
10. Superintendent's Report
 - A. Student Suspension Report, August 2025
 - B. Dates to Remember
11. 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) 2025-2026

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.
9/21/2025 14:00:19	Audrey Yellen Quinlan	90 Candlelight DR	In last week's Citizen, Doug stated, "It is no surprise that the most comprehensive school evaluation by Niche rates Glastonbury ..." I am surprised! The CSDE website indicates that "EdSight is Connecticut's official source for education data." What is Niche's source of data? Does our Board rely on Niche or on CSDE to evaluate our school system?
9/22/2025 12:02:02	Audrey Yellen Quinlan	90 Candlelight Dr	I submitted a comment last week. On the Agenda for tonight's meeting, there is no "Public Comments" Section 5. What happened to my comment? Thank you!

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

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Title of Report: Consolidated Grant Application

Board Meeting Date: September 22, 2025

Action: X

Report:

Information:

Discussion:

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Overview:

Each year, the Connecticut State Department of Education requires districts to complete the District Consolidated Application for Federal Grants. This year, all expenditures must be used to:

- narrow the achievement gap and create academic excellence for all students;
- prepare students for success in college and careers;
- support district and school improvement efforts;
- support effective teaching and leadership.

The consolidated grants are awarded as entitlements to the state’s school districts. The amounts are based on a formula that includes enrollment and other demographic data.

A summary of the grant amounts and the proposed uses for the funds is provided below as well as the monies received for the previous four years as a means of comparison.

Title I, Part A – *Improving Basic Programs* \$ 179,176

Federal funds from Title I provide financial assistance to schools based on socio-economic factors. This year the grant funds are proposed to be used for the following:

- Purchase intervention materials for students to supplement reading and math instruction
- Supplement programs and tutorial services in early literacy and numeracy
- Supply assessment tools and instructional materials for support programs
- Provide tutor support for literacy and math instruction

NOTE: Only Naubuc School is eligible for Title I funding

Title II, Part A – *Teacher and Principal Training and Recruitment* \$ 75,322

Federal funds from Title II must be used to support professional learning for teachers and administrators. This year the grant funds are proposed to be used for the following:

- Enhance teacher and administrator understanding and implementation of differentiated instruction to support students
- Deepen teacher and administrator understanding and application of literacy best practices to support student achievement
- Increase teacher and administrator access to and use of student data to improve student outcomes

Title III – *English Language Acquisition and Enhancement* \$ 26,245

Federal funds from the Title III Grant, *English Language Acquisition and Enhancement*, must be used to reach the following federal goal: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics. The Title III grant is meant to supplement, not supplant, district funds for multilingual learning (ML) programs. There are two required uses of the funds: developing and conducting language instruction educational programs and providing professional development opportunities. In addition,

Title III requires that the LEA will promote parental and community participation in programs for multilingual learning (ML) students. This year the grant funds are proposed to be used for the following:

- To fund the instructor for our Parents as Educational Partners (PEP) program that provides English language instruction for parents through a school-based curriculum. Classes are held October through May with two, two-hour classes in the morning at Welles Turner Village Community Center.
- To fund the instructor for our Multilingual Preschool Story Time which provides English language instruction and school-readiness skills for three and four-year-olds who speak a language other than English. We also provide information to parents regarding how to prepare their children for kindergarten. This program will be held from November through May.
- To fund instructors for five ML summer camps. The camps will be held at Glastonbury High School and will begin in June. The camps run daily from 9-12 for three weeks. Students in grades K-12 are eligible to participate.
- To fund expenses to allow the ML Program Coordinator to attend the National Teachers of English to Speakers of Other Languages (TESOL) or National Association of Bilingual Education (NABE) conference.

Title IV, Part A – Student Support and Academic Enrichment \$12,035

Federal funds from the Title IV are available to districts with the intention of increasing local capacity to address three priority areas:

- provide all students with access to a well-rounded education;
- improve school conditions for student learning; and
- improve the use of technology in order to strengthen the academic achievement and digital literacy of all students

The Connecticut State Department of Education allocates funding based on the Title I funding formula. This year, we expect to receive \$12,035 for this grant. The allocation will be used to support a continued focus on student achievement to meet literacy and math standards and grade level progressions within an engaging learning environment.

Across the district, teachers and administrators are implementing best practices in instruction aligned with the Universal Design for Learning (UDL) Framework. In addition, funds will be used to support the pilot implementation of *Character Strong PurposeFULL People* which is designed to support social and emotional skill development.

TOTAL \$ 292,778

Consolidated Grant Allocations Five-Year Overview

	Title I	Title II	Title III	Title IV	Total
2021/2022	\$ 191,741	\$ 79,624	\$ 20,899	\$ 13,466	\$ 305,730
2022/2023	\$ 193,944	\$ 81,708	\$ 20,274	\$ 14,319	\$ 310,245
2023/2024	\$ 199,282	\$ 81,282	\$ 25,336	\$ 14,526	\$ 320,426
2024/2025	\$ 188,521	\$ 75,295	\$ 25,776	\$ 13,706	\$ 303,298
2025/2026	\$ 179,176	\$ 75,322	\$ 26,245	\$ 12,035	\$ 292,778

Submitted By: Scott Hurwitz

Reviewed By: Alan B. Bookman

Glastonbury Public Schools

TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL _____ US X CT _____

DESTINATION: **Woods Trail Run Cross Country Invitational, Thetford VT**

DEPARTURE DATE: **Friday, October 3, 2025** RETURN DATE: **Saturday, October 4, 2025**

ESTIMATED NUMBER OF PARTICIPANTS: **Max. 24** WILL ANY SCHOOL TIME BE USED: **Possible early dismissal on Friday to arrive at destination for practice.**

SPONSORING TEACHER: **Head Coaches Brian Collins and Mark Alexander** COST PER PARTICIPANT: **TBD (\$5.00 entry fee per athlete, shared hotel rooms and meals)**

OTHER CHAPERONE(S): **Assistant Coaches Brian Gaudreau and Kim Libera.**

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: **N/A**

SCHOOL(S) PARTICIPATING: **Top individual competitors and teams from around New England.**

STUDENTS' REQUIREMENTS FOR PARTICIPATION: **Must be a member of the varsity program (top 12 runner).**

PURPOSE OF TRIP: **The site of the Woods Trail Run is the same site used for the New England Championships later in the season. Not only will this meet expose our student-athletes to the top runners and teams in the region, it will also serve as a practice run on the championship course.**

ITINERARY (MAY BE ATTACHED): **Depart GHS after school on Friday and travel to Thetford, VT. Coaches will secure lodging for Friday evening and for meals. The team will depart the hotel the morning of the race (Saturday) and depart for home immediately after the race/event concludes.**

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

Participants will experience top runners and top teams from across the region and have an opportunity to run on the course used for the New England Championships at the conclusion of the season.

APPROVAL:

DIRECTOR:  9/21/25
(DATE)

PRINCIPAL(S):  9/14/25
(of first school where trip is taking place) (DATE) (of second school if applicable) (DATE)

PRINCIPAL(S): _____
(of first school where chaperones teach) (DATE) (of second school if applicable) (DATE)

SUPERINTENDENT APPROVAL:  9/15/25
(DATE)

BOARD OF EDUCATION APPROVAL DATE: _____

BULLYING PREVENTION AND INTERVENTION POLICY

The Glastonbury Board of Education is committed to creating and maintaining safe, supportive, and inclusive learning environments that are physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school sponsored or school related activity, function, or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For the purposes of this policy, "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For the purposes of this policy, "Teen Dating Violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

The Glastonbury Board of Education shall make the approved Safe School Climate Plan available and will include the plan in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks on an annual basis at the start of each school year.

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

~~As provided by state law, such Safe School Climate Plan shall:~~

- ~~1. enable students to confidentially report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually at the beginning of each school year of the process by which students may make such reports;~~
- ~~2. enable the parents or guardians of students to file written reports of suspected bullying;~~
- ~~3. require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;~~
- ~~4. require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;~~
- ~~5. require the safe school climate specialist to review any confidential reports, except that no disciplinary action shall be taken solely on the basis of an confidential report;~~
- ~~6. include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;~~
- ~~7. provide for the inclusion of language in student codes of conduct concerning bullying;~~
- ~~8. require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty eight hours after the completion of the investigation;~~
- ~~9. require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a separate meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to explain policies and procedures in place and to prevent further acts of bullying~~
- ~~10. require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in section IX (9) to discuss specific interventions undertaken by the school to prevent further acts of bullying;~~

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

- ~~11. establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Connecticut State Department of Education (CSDE) and in such manner as prescribed by the Commissioner of Education;~~
- ~~12. direct the development of case by case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;~~
- ~~13. prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;~~
- ~~14. direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;~~
- ~~15. require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;~~
- ~~16. prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;~~
- ~~17. require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and~~
- ~~18. require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.~~

~~The notification required pursuant to section (8) (above) and the invitation required pursuant to section (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this regulation or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations~~

~~As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention and intervention in~~

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

~~discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.~~

Legal References:~~Public Act 19-166~~~~Public Act 21-95~~~~Conn. Gen. Stat. § 10-145a~~~~Conn. Gen. Stat. § 10-145o~~~~Conn. Gen. Stat. § 10-220a~~~~Conn. Gen. Stat. § 10-222d~~~~Conn. Gen. Stat. § 10-222g~~~~Conn. Gen. Stat. § 10-222h~~~~Conn. Gen. Stat. § 10-222j~~~~Conn. Gen. Stat. § 10-222k~~~~Conn. Gen. Stat. § 10-222l~~~~Conn. Gen. Stat. § 10-222q~~~~Conn. Gen. Stat. § 10-222r~~~~Conn. Gen. Stat. §§ 10-233a through 10-233f~~~~Connecticut State Department of Education Circular Letter C-8,~~~~Series 2008-2009 (March 16, 2009)~~~~Public Act 23-167 An Act Concerning Transparency in Education §4~~~~Adopted: March 10, 2003~~~~Revised: February 14, 2005~~~~Revised: May 11, 2009~~~~Revised: November 14, 2011~~~~Revised: September 22, 2014~~~~Revised: February 25, 2019~~~~Revised: January 24, 2022~~~~Revised: April 1, 2024~~~~Revised: October 7, 2024~~

SAFE SCHOOL CLIMATE PLAN

~~Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or school staff.~~

I. Prohibition against Bullying and Retaliation

- ~~A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school sponsored or school related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.~~
- ~~B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;~~
- ~~C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.~~
- ~~D. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.~~
- ~~E. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.~~

II. Definition of Bullying

~~“Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.~~

III. Other Definitions

A. ~~“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.~~

B. ~~“Electronic communication” means any transfer of signs, signals, writing, images, sounds, i. data or intelligence of any nature transmitted in whole or in part by a wire, radio, ii. electromagnetic, photo electronic or photo optical system;~~

C. ~~“Emotional intelligence” means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.~~

D. ~~“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;~~

E. ~~“Mobile electronic device” means any hand held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;~~

F. ~~“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;~~

G. ~~“Positive school climate” means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.~~

H. ~~"Prevention and intervention strategy"~~ may include, but is not limited to,

- ~~1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,~~
- ~~2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,~~
- ~~3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,~~
- ~~4) inclusion of grade appropriate bullying education and prevention curricula in kindergarten through high school,~~
- ~~5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, —~~
- ~~6) school wide training related to safe school climate,~~
- ~~7) student peer training, education and support, and~~
- ~~8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions and~~
- ~~9) culturally competent school based curriculum focusing on social-emotional learning, self-awareness and self-regulation. "Interventions with the bullied child" include referrals to a school counselor, psychologist or other appropriate social or mental health service and periodic follow-up by the safe school climate specialist with the bullied child.~~

I. ~~"School climate"~~ means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

J. ~~"School employee"~~ means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

K. ~~"School-Sponsored Activity"~~ shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

L. ~~“Social and emotional learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.~~

M. ~~“Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship~~

IV. ~~Leadership and Administrative Responsibilities~~

A. ~~Safe School Climate Coordinator~~

~~For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall:~~

- ~~1. be responsible for implementing the district’s Safe School Climate Plan (“Plan”);~~
- ~~2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;~~
- ~~3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;~~
- ~~4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district’s Plan.~~

B. ~~Safe School Climate Specialist~~

~~For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal’s designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.~~

V. ~~Development and Review of Safe School Climate Plan~~

- ~~1. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:
 - ~~(1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;~~
 - ~~(2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;~~~~

~~(3) medical and mental health personnel assigned to such school; and in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.~~

~~B. The Committee shall:~~

- ~~1) receive copies of completed reports following bullying investigations;~~
- ~~2) identify and address patterns of bullying among students in the school;~~
- ~~3) review and amend school policies relating to bullying;~~
- ~~4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;~~
- ~~5) educate students, school employees and parents/guardians on issues relating to bullying;~~
- ~~6) collaborate with the Coordinator in the collection of data regarding bullying;~~
- ~~7) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and~~
- ~~8) perform any other duties as determined by the Principal that are related to prevention, identification and response to school bullying.~~

~~C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.~~

~~D. The Board shall make such plan available on the district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.~~

~~E. On or before July 1, 2012 and biennially thereafter, each school in the district will complete an assessment using school climate assessment instruments provided by the district. The assessment results will be collected and reported to the CSDE.~~

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. ~~Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.~~
- B. ~~Students may make confidential reports of bullying to any school employee. Should a student request anonymity when making a report, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. Confidential complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of a confidential complaint.~~
- C. ~~The Safe School Specialist shall be responsible for reviewing any confidential reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.~~
- D. ~~School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.~~
- E. ~~Parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed should receive prompt notice that such investigation has commenced.~~
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~~F. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.~~

VII. Responding to Verified Acts of Bullying

~~A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.~~

~~B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a separate meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and the policies and procedures in place and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate.~~

~~C. In an instance where bullying is verified, the Safe School Climate Specialist or designee shall require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting to discuss specific interventions undertaken by the school to prevent further acts of bullying~~

~~D. If bullying is verified, the Safe School Climate Specialist or designee, as timely as possible, will develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.~~

~~E. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.~~

F. ~~Notice to Law Enforcement~~

~~If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.~~

~~G. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)~~

VIII. ~~Teen Dating Violence~~

~~A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.~~

~~B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.~~

~~C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.~~

IX. ~~Documentation and Maintenance of Log~~

~~A. Each school shall maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.~~

~~B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.~~

~~C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.~~

X. ~~Other Prevention and Intervention Strategies~~

~~A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of a confidential complaint.~~

~~B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial actions as determined by the responsible administrator.~~

~~C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying:~~

~~i. Non-disciplinary interventions~~

~~When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.~~

~~If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and~~

~~therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.~~

~~ii. Disciplinary interventions~~

~~When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Confidential complaints, however, shall not be the basis for disciplinary action.~~

~~In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.~~

~~Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.~~

~~iii. Interventions for bullied students and victims of teen dating violence.~~

~~The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address multiple incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:~~

- ~~a. Referral to a school counselor, psychologist or other appropriate social or mental health service;~~
- ~~b. Increased supervision and monitoring of student to observe and intervene in bullying situations;~~
- ~~c. Encouragement of student to seek help when victimized or witnessing victimization;~~
- ~~d. Peer mediation where appropriate;~~
- ~~e. Student Safety Support plan.~~
- ~~f. Restitution and/or restorative interventions; and~~
- ~~g. Periodic follow up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.~~

iv. ~~General Prevention and Intervention Strategies~~

~~In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school:~~

- ~~a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;~~
 - ~~b. school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;~~
 - ~~c. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;~~
 - ~~d. Inclusion of grade appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students and culturally competent curriculum focusing on social-emotional learning, self-awareness and self-regulation;~~
 - ~~e. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;~~
 - ~~f. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;~~
 - ~~g. Student peer training, education and support; and~~
 - ~~h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;~~
 - ~~i. Respectful responses to bullying concerns raised by students, parents or staff;~~
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- ~~j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;~~
- ~~k. Use of peers to help ameliorate the plight of victims and include them in group activities;~~
- ~~l. Avoidance of sex role stereotyping;~~
- ~~m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;~~
- ~~n. Modeling by teachers of positive, respectful, and supportive behavior toward students;~~
- ~~o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;~~
- ~~p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.~~
- ~~q. Culturally competent school based curriculum focusing on social-emotional learning, self-awareness and self-regulation.~~

~~D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of "bullying."~~

XI. Annual Notice and Training

- ~~A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.~~
- ~~B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.~~
- ~~C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.~~

~~D. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.~~

XII. ~~School Climate Assessments~~

~~On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.~~

Legal References:

~~Public Act 19-166~~

~~Public Act 21-95~~

~~Conn. Gen. Stat. § 10-145a~~

~~Conn. Gen. Stat. § 10-145o~~

~~Conn. Gen. Stat. § 10-220a~~

~~Conn. Gen. Stat. § 10-222d~~

~~Conn. Gen. Stat. § 10-222g~~

~~Conn. Gen. Stat. § 10-222h~~

~~Conn. Gen. Stat. § 10-222j~~

~~Conn. Gen. Stat. § 10-222k~~

~~Conn. Gen. Stat. § 10-222l~~

~~Conn. Gen. Stat. § 10-222q~~

~~Conn. Gen. Stat. § 10-222r~~

~~Conn. Gen. Stat. §§ 10-233a through 10-233f~~

~~Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)~~

~~Public Act 23-167 An Act Concerning Transparency in Education §4~~

~~Adopted: March 10, 2003~~

~~Revised: February 14, 2005~~

~~Revised: May 11, 2009~~

~~Revised: November 14, 2011~~

~~Revised: September 22, 2014~~

~~Revised: February 25, 2019~~

~~Revised: January 24, 2022~~

~~Revised: April 1, 2024~~

~~Revised: October 7, 2024~~

SCHOOL CLIMATE and BULLYING POLICY

The Glastonbury Board of Education is committed to creating and maintaining safe, supportive, and inclusive learning environments that are physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function, or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and prepare for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy and subsequent regulations set forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Glastonbury Board of Education (the "Board") recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy and subsequent regulations will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

Legal Reference: Public Act 23-167, An Act Concerning Transparency in Education
General State Statutes Section 10-222cc

Policy
Adopted:

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
 2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.
 3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
 4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
 5. **“Bullying”** ~~means~~ **is defined** as unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
 6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
 7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
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8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
 9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
 10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system.
 11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
 12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
 13. **“School climate survey”** means a validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
 14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
 15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
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16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.
 17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
 18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
 19. **“Behavior Concern Report”** means the form that accompanies the Connecticut School Climate Policy and is intended for students, parents or guardians of students enrolled in the school, and school employees to report alleged challenging behavior and/or alleged bullying incidents. Such form must be included on the district’s web site and referenced in each of the schools’ handbooks.
 20. **“Tiered responses”** are responses to challenging behavior, based on level of impact or frequency of occurrence, that are designed to re-engage students who have become disengaged.
 21. **“Effective School Climate Improvement”** is a restorative process which includes:
 - A. Promoting collaborative decision-making;
 - B. Utilizing quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.
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School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in student handbooks and on school websites; and
3. meeting with the school climate specialist for each school to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, and (B) propose recommendations for revisions to the school climate improvement plan.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are representative of various roles in the school community. The school climate committee shall serve as a resource to the school climate specialist.

The school climate committee and/or School Climate Specialist shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform Behavior Concern Report, or similar complaint form used by the school, to the school community.

Reporting Challenging Behavior or Bullying

All school employees are required to report any alleged challenging behavior or bullying incident that results in student discipline, such as removal from the classroom, suspension, or expulsion. Students and parents or guardians of students enrolled in school may also report such incidents using the Behavior Concern Report, available electronically or in hard copy. Reports should include details such as the date, location, a description of the incident, and any known witnesses. The School Climate Specialist will confirm receipt of the form within a reasonable amount of time and will assist individuals in completing the form if needed.

Assessing Challenging Behavior and Bullying

Upon receiving a report, the School Climate Specialist or designee will assess the facts, severity, and intent of the behavior. This includes reviewing the report, consulting relevant individuals, examining supporting materials, and determining whether the conduct violates other policies related to discrimination or harassment. Throughout the process, confidentiality will be maintained as much as possible in accordance with applicable laws. Once the assessment is complete, the School Climate Specialist will determine whether further action is warranted and will follow up with the original reporter upon completing the assessment.

Challenging Behavior or Bullying That Results in Student Discipline

When a report of challenging behavior or bullying leads to disciplinary action, the school will follow existing student discipline policies and codes of conduct. In cases involving students with disabilities, notice will be provided to the student's PPT or 504 team for consideration. The District prohibits any form of retaliation against individuals who report or assist in the investigation of such incidents.

Students with Disabilities

The school shall ensure that any supports, services, or interventions provided in accordance with these regulations to any student who receives special education or accommodation for a disability comply such student's individualized education program or Section 504 plan and applicable law.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of, and response to all challenging behavior.

Training

~~For the school year commencing July 1, 2024, and each school year thereafter, each local and regional~~
The Board of Education shall provide resources and training to school employees annually regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school ~~district~~ system shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The ~~Board~~ School District shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference: Public Act 23-167, An Act Concerning Transparency in Education
General State Statutes Section 10-222cc

Regulation
Adopted:



BEHAVIOR CONCERN REPORT

Glastonbury Public Schools students, parents, guardians, and school employees use this form to report challenging behaviors and/or bullying. This form may be completed on a device or in writing.

Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Bullying is unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

A school climate specialist or their designee will assess the facts of a challenging behavior incident. The assessment will be completed within a reasonable amount of time. Once the assessment is complete, the school climate specialist will determine whether further action is warranted and will follow up with the original reporter.

Please note: when a student exhibits challenging behavior, our priorities are to 1) ensure the safety of the students and the school and 2) work with the student(s) to resolve issues, take responsibility, repair harm, and prevent the recurrence of such behavior in the future.

All students' personal information will stay private during this process, except as allowed or required by law. Federal law protects student privacy, so we cannot share specific details about the student involved with the person who submitted the Challenging Behavior Report Form.

If this is an emergency and you or someone else is in imminent danger, please call 911.

Date			
Name of Person Completing Report			
I am a	<input type="checkbox"/> Student	<input type="checkbox"/> Parent or Guardian	<input type="checkbox"/> Employee
Email Address			
Phone			
Contact me by	<input type="checkbox"/> Email	<input type="checkbox"/> Phone	
Was the incident previously reported to a school employee?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes, identify whom, when, and what was reported.			

Where did the incident occur? Check any boxes that apply.		
<input type="checkbox"/> On school property <input type="checkbox"/> On a school bus <input type="checkbox"/> On the way to/from school	<input type="checkbox"/> At a school-sponsored activity off school property <input type="checkbox"/> Outside of school <input type="checkbox"/> Electronic communication (internet, social media, etc.) <input type="checkbox"/> Other	
Date and Time of Incident if known <i>(can be approximate)</i>		
Check any statement below that applies to what happened.		
<input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication <input type="checkbox"/> Spreading rumors or gossip <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, throwing something, or acts of physical aggression <input type="checkbox"/> Making intimidating, and/or threatening gestures or remarks <input type="checkbox"/> Getting another person to do any of the behaviors listed above <input type="checkbox"/> Unwanted or inappropriate contact (verbal, non-verbal, physical)		
Describe what happened. Include background information, the participants, and attempts to resolve the issue.		
Do you believe that the reported instance(s) of challenging behavior was about a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, or veteran status?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, explain below.		
If known, provide witness name(s). Include their contact info if they are not district staff or students.		
<i>For school climate specialist use only</i>		
School Climate Specialist		
Date Report Received		

RESTORATIVE PRACTICES RESPONSE POLICY FOR CHALLENGING BEHAVIORS

The Glastonbury Board of Education (the “Board”) is committed to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the Glastonbury Public Schools (the “District”) shall address challenging behavior, bullying, and harassment in accordance with the Board’s Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

Definitions

1. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
2. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
3. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
4. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
5. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
6. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational

practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.

7. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

The Board directs the administration to develop a continuum of strategies to prevent, identify, and respond to challenging behavior, bullying, and harassment. Such strategies shall include research-based interventions, including restorative practices, and may be included in each school’s school climate improvement plan. Such strategies shall be shared with the school community, including, but not limited to, through publication in the relevant student handbook.

The Board further directs the Superintendent or designee to collect and maintain data regarding types of challenging behavior addressed using the Restorative Practices Response Policy and data concerning the implementation of restorative practices.

Legal References:

- Conn. Gen. Stat. § 10-222aa
- Conn. Gen. Stat. § 10-222dd
- Conn. Gen. Stat. § 10-222jj

Policy

Adopted:

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

Glastonbury Public Schools Food Services is an essential program that provides students with healthy and nutritious meals.

The Glastonbury Board of Education (Board) is a sponsor of the United States Department of Agriculture (USDA) Food and Nutrition Services' Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The District shall adhere to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. ~~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.~~

In accordance with federal law, the Board will make a public announcement and notify parents and guardians of the eligibility criteria for free and reduced-priced meals and provide information regarding how a household can complete an application for these benefits. Such notice will be distributed at the beginning of each school year and will be available on the district's food services website.

~~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.~~

Meal Charging Policy (continued)**Charging Meals**

The District uses an automated prepayment system (family.schoolcafe.com) for student meal accounts. Parents and guardians are responsible for providing meals or meal money for their student(s). Charging is intended to be for emergency purposes only and repayment is expected.

Students whose accounts have insufficient funds, and who do not bring a meal or other funds to school to pay for meals, may charge meals to their meal accounts. Students will be informed of their right to purchase a meal, which excludes a la carte items, for any school breakfast, lunch or other meal offered by the District, even if the student's account has insufficient funds. Students will be allowed to charge a single meal per day for breakfast and/or lunch to their student meal 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~~ will exclude a-la-carte items, for any school breakfast, lunch or other feeding.

Collection of Unpaid Meal Charges

The District's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The District shall consider whether the benefits of potential collections outweigh the costs that would be incurred to achieve those collections.

For purpose of this policy, "delinquent debt" means unpaid meal charges.

The District will contact the parents/guardians of students who charge meals to their meal accounts in order for the District to collect the delinquent debt. Weekly emails will be sent through our meal payment system to the parent/guardian email on file. All communications regarding unpaid meal charges shall be made directly and discreetly to parents/guardians. Written communications provided to parents/guardians regarding collection of a student's unpaid meal charges shall include an application for free or reduce priced meals, contact information for local food pantries, the link to the town's website listing community services available to residents, and the Connecticut Department of Social Services' supplemental nutrition assistance program (SNAP).

Meal Charging Policy (continued)

In the event a student's unpaid meal charges are equal to or more than the cost of thirty (30) meals, the parents/guardians of such student will be referred to the District's homeless liaison.

The Board shall comply with applicable federal and state laws and other federal and state requirements concerning the collection of unpaid meal charges, including but not limited to requirements relating to delinquent debt and "bad debt", as defined by federal law, and record-keeping relating thereto. The Board may accept gifts, donations or grants from any public or private sources for the purpose of paying off any unpaid charges for school lunches, breakfasts or other such feeding.

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.

Dissemination of Policy

~~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 1st 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

"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

Meal Charging Policy (continued)

~~"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 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.~~

This policy will be posted on the District's policy and school food services websites. This policy shall be provided to all District 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 shall be informed of this policy.

The District shall maintain, to the extent required by law, documentation of the methods used to communicate this policy to households and District staff responsible for policy enforcement.

The District shall provide this policy to the Connecticut State Department of Education during Administrative Reviews.

The Superintendent or designee may, if necessary and appropriate, develop administrative regulations in furtherance of this 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

Meal Charging Policy (continued)

~~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"

Operational Memorandum #11-22, State of Connecticut Bureau of Health,
Nutrition and Family Services "Connecticut Statutory Requirements for Unpaid
Meal Charges in Public Schools"

Policy adopted: October 30, 2017

Revised: October 4, 2021

Revised:

Food Service Personnel – Code of Conduct

The following conduct is expected of all persons who are engaged in the award and administration of contracts supported by the Child Nutrition Program (CNP) funds. These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program.

No employee, officer or agent of the Glastonbury School District shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

To ensure objective contractor performance and eliminate unfair competitive advantage, a person that develops or drafts specifications, requirements, statements of work, invitations, for bids, requests for proposals, contract terms and conditions of other documents for use by the child nutrition program in conducting procurement shall be excluded from competing for such procurements. Such persons are ineligible for such procurements regardless of the procurement method used.

Conflicts of interest arise when a school district employee:

1. Has a financial or other interest in the firm selected for the award;
2. Is an employee, officer, or agent of the firm selected for the award;
3. Has a member of the immediate family who is an employee, officer or agent of the firm selected for the award;
4. Is about to be employed by the firm selected for the award; or
5. Has a member of the immediate family who is about to be employed by the firm selected for the award.

The Glastonbury School District employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of material monetary value from contractors, potential contractors or parties to sub-agreements.

The purchase during the school day of any food or service from a contractor for individual use is prohibited.

Glastonbury Board of Education employees, officers and agents shall be governed by the following rules:

1. The purchase during the school day of any food or service from a contractor for individual use is prohibited.
2. The removal of any food, supplies, equipment or school property, such as official records, recipe books, and the like is prohibited unless express permission of the Food Service Director/Business Manager/Cafeteria Supervisor has been granted.

3. The outside sale of any items will be sold by contract between the Glastonbury School District and the outside agency.
4. Individual sales by any school person to an outside agency or other school person are prohibited.

Failure of any employee to abide by this Code of Conduct could result in a fine, suspension or dismissal.

Resolution of Controversies

Any supplier who is aggrieved in connection with a proposed purchase may protest to the Superintendent or his/her designee.

1. The protest shall be in writing.
2. The protest shall be delivered within 10 days of the action which is being aggrieved.
3. A hearing will be scheduled within 15 days of receipt of protest.
4. The proposed purchase will be delayed until the protest is resolved unless the delay will result in disruption of meal service to children. In the event it is determined that the purchase is necessary, an emergency shall be declared by the Superintendent/Assistant Superintendent for Business/purchasing agent and emergency purchase procedures will be followed until protest resolution.
5. The decision of the hearing officer shall be in writing and shall be delivered to the aggrieved supplier with proof of delivery required.
6. The aggrieved supplier shall be notified that an appeal of the hearing officer's decision is possible. The appeal request should be written and addressed to the Board of Education.

Public Access to Procurement Information

1. Procurement information shall be a public record to the extent provided in Connecticut's Freedom of Information law.
2. All bid/offers shall be taken under advisement. Between the time an IFB/RFP is opened and awarded it may be viewed by any company or individual who entered a response, to the proposed intent to purchase.
 - a. Any supplier providing information, as a part of a proposal or offer shall stamp each page or sealed envelope, which they consider proprietary information, "not for public release."
 - b. Should the school district receive a request to release this marked information the supplier shall be notified within 24 hours and given 10 working days to obtain a court order to stop release.
 - c. In 10 working days the party requesting the information shall be provided a copy of the court order or instructions on when the information may be reviewed.
3. After acceptance, procurement information is available to the general public except as noted above.

(cf. [3320](#) - Purchasing Procedures)
(cf. [3323](#) - Soliciting Prices)
(cf. [3326](#) - Paying for Goods and Services)
(cf. [3542.4](#) – Operation - School Lunch Service)
(cf. [6142.1](#) – Health and Wellness)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees.

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

[10-216](#) Payment of expenses.

State Board of Education Regulations

[10-215b-1](#) School lunch and nutrition programs.

[10-215b-11](#) Requirement for meals.

[10-215b-12](#) Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7 CFR Part 210 and 220).

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751

7 CFR Parts 210 & 220 - Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities

Title 7 Chapter 11 of the Code of Federal Regulation Federal Management Circular A- 102, Attachment 0 FNS Instruction 796-1 Revision 2.

2 CFR 200.318 General Procurement Standards

Operational Memorandum #10-16, State of Connecticut Bureau of Health/Nutrition, Family Services and Adult Education “Written Code of Conduct and Performance of Employees Engaged in Award and Administration Contracts”

Policy adopted:

Children of Out-of-Town Board of Education Employees

The Board of Education believes that permitting the children of its non-resident employees to attend its schools may be advantageous in its recruitment efforts. This may be especially beneficial as the district competes for certain highly competitive teaching, administrative and support positions. Accordingly, the children of Board of Education employees who live out-of-town may attend the Glastonbury Public Schools at a special tuition rate approved annually by the Board.

All requests to be included in this program must be endorsed by the superintendent and submitted to the Board for approval. Under normal conditions, students will be accepted only at the beginning of the school year. Notification of acceptance and tuition amount will be sent to out-of-town staff after Board approval. Attendance will be permitted only on a space available basis determined by the superintendent. The parent/guardian will be responsible for transportation to and from school.

The Board of Education instructs the superintendent/designee to set the tuition for this program annually. ~~at \$1,000 per child.~~ For those students currently enrolled in Glastonbury Public Schools, tuition will continue at the rate established at time of registration. As of the 2026/2027 school year, tuition will be set at 50% of the per pupil expenditure. In addition, any costs for additional services ~~required under an IEP or 504 Plan~~ will be paid by the employee.

Policy

Adopted: March 10, 1986

Revised: April 19, 1993

Revised: October 7, 1996

Revised: January 24, 2005

Revised: September 26, 2005

Revised: June 25, 2012

Revised: April 21, 2014

Revised: March 11, 2016

Revised: April 25, 2022

Revised:

School Sponsored Trips

School trips of significant educational value and closely related to the instructional program shall be encouraged under policies and regulations established by the Board of Education and Superintendent of Schools.

Other types of school trips are permitted with the approval of the building principal and superintendent.

On all school trips, primary consideration shall be given to student, employee, and chaperone safety, proper adult supervision, care of school vehicles, and the reasonable protection of the Town.

Transportation for local school trips with school buses integral to designated curricular programs and units is supported through the school budget. Transportation for other trips in which town-owned vehicles are used shall be provided for a fee established by the director of transportation based on the cost of operating a vehicle for the trip. Cost of transportation on chartered vehicles or public carriers, except in the case of interscholastic sports teams and related groups shall not be responsibility of the school system. If **student** fees of any kind are involved, ~~no student will be denied the opportunity to participate in these trips due to lack of resources.~~ **financial support may be procured for families in need.**

Students participating in off-site school trips must have the school approved Agreement and Release Form signed by a parent/guardian.

Policy

Adopted: October, 1981

Revised: February, 1985

Revised: December 10, 2001

Revised: February 24, 2003

Revised: September 25, 2006

Revised: March 10, 2008

Revised: April 21, 2014

Revised:

School Sponsored Trips

Board of Education Policy provides for student trips of significant educational value closely related to the instructional program. Each trip will be reviewed on an individual basis.

The administrative guidelines established for student trips are as follows:

I. DEFINITIONS OF SCHOOL SPONSORED TRIPS

- A. Field Trip - An out-of-school field trip is a planned activity in which a class or group of students leaves the school grounds for the purpose of continuing and extending the program of instruction. As such, it is considered instructional and planned with objectives determined in advance and appropriate instruction preceding and following the field trip.
- B. Athletic Trip - an athletic trip is any trip off school grounds for the purpose of participating in any athletic contest or practice session.
- C. Extracurricular Trip - an extracurricular trip is any trip conducted off school grounds and scheduled at a time so as not to interfere with the normal school day. An extracurricular trip must be under the sponsorship of a school organization.
- D. International Trip - an international trip is a trip designed to provide an educational experience outside the United States, where students experience other languages, people and cultures.
- E. Chaperone – Adult accompanying students on school sponsored trips. Generally, the chaperone will be a teacher; but could be an administrator, sponsor, coach, or other staff member, and also may be a parent.

II. APPROVAL PROCESS FOR SCHOOL SPONSORED TRIPS

- A. Field Trips must be authorized by a building principal and the appropriate program director after the completion of the Student Trip Request Form. Any trip involving an overnight stay or travel out-of-state must also be approved by the Superintendent or designee. Overnight trips must also be individually approved by the Board of Education in advance unless the trip has been pre-approved by the Board as part of a curriculum.
- B. Athletic Trips, including out-of-state and overnight trips, must be approved by the superintendent or designee. For extended trips (3 nights or more), Board of Education approval is also required.
- C. Extracurricular Trips, including out-of-state and overnight trips, must be approved by the Superintendent or designee. For extended trips (3 nights or more), Board of Education approval is also required.

School Sponsored Trips (continued)

D. International Trips must be approved by the Superintendent and Board of Education.

III. GUIDELINES FOR SCHOOL SPONSORED TRIPS

- A. All field trips must be preceded by appropriate preparatory instruction and be followed up by appropriate post-field trip assessment or other activities that lead to additional learning as an outcome of the trip or as an introduction to other learning.
- B. In general, field trips must be limited to an interval not to exceed the length of a school day and confined to a reasonable distance from Glastonbury.
- C. All trips must have a written itinerary with locations, phone numbers, and estimated time of arrival at each location. A copy of this itinerary must be left at the school office. Out of state and international itineraries must also be sent to the district administration.
- D. Chaperones must carry with them a complete list of the students and adults on the trip with emergency contact numbers listed for each individual. A copy of this list must be submitted in advance to school and district administration.
- E. Chaperones must be aware of special medical problems, allergies, handicaps, special prescriptions, etc., of students who are participants on the trip. Chaperones must also carry a list of any medications that students require and such medication must be carried by a Glastonbury Public Schools' staff member or the parent of the student. Pre-arrangements must be made for administering medication.
- F. Chaperones must carry a list of school emergency contact numbers so they can reach a school official if needed. Should accidents or medical emergencies occur, the teacher must immediately notify the principal **and/or director**. If an emergency occurs, teachers need to be prepared to provide complete information about the incident. Parents will be contacted by a school official. Please be advised that it may be necessary for you to make arrangements for your child if for any reason they need to quarantine or have a hospital stay. The parent/guardian is responsible for any costs associated with your child's care.
- G. If transportation is other than Glastonbury school bus, teachers must list the transportation carrier on appropriate documents. All vehicles must have a first aid kit on board.
- H. If a trip will cause a significant number of students to miss lunch at a school, teachers shall notify cafeteria personnel several days in advance.
- I. On trips outside of Glastonbury, it is advisable to use the following ratio of adult chaperones (inclusive of the teachers/sponsors). Depending upon the activity, this ratio may be adjusted by the Superintendent.

School Sponsored Trips (continued)**Day Trips:**

<u>Grade</u>	<u>Students</u>	<u>Adults</u>
Pre-K-K	5	1
1 - 5	8	1
6 - 8	12	1
9 -12	20	1

Overnight Trips:

<u>Grade</u>	<u>Students</u>	<u>Adults*</u>
1 - 5	4	1
6 - 8	6	1
9 -12	10	1

International Trips:

<u>Grade</u>	<u>Students</u>	<u>Adults*</u>
6 -12	6	1

*Overnight travel requires a minimum of 2 chaperones (see J. below)

- J. While the number of teacher chaperones may vary depending on the nature of the trip, any overnight trip must have a minimum of two chaperones and, if the student population on the field trip is both male and female, one chaperone must be male and one female. Chaperones must be approved by the district level administration.
- K. All chaperones/students must conform to the Board of Education Policy regarding Drug Free Workplace (reference 4118.231 and 4218.221).
- L. Adult chaperones (e.g., other staff personnel, parents, etc.) who accompany the group must be briefed by the teacher/sponsor as to purposes of the trip, procedures, possible hazards, supervisory responsibilities, etc., and must receive a copy of any written procedures.
- M. The Board of Education secures liability insurance, pursuant to Connecticut General Statutes, Sections 10-235 and 10-236, for protection of teachers and other employees who act as chaperones on trips.
- N. The Superintendent and/or Board of Education reserve the right to reconsider any previously approved student trip. In the event of such a cancellation, the Board of Education assumes no responsibility for losses incurred by parents.

School Sponsored Trips (continued)

- O. School system employees shall accept no commission or other remuneration except that employees may receive reimbursement of their expenses. On extracurricular and international trips, any reimbursement of expenses to the chaperones must be paid from fees collected from the participants. Students participating must be made aware of this provision.
- P. All fund-raising activities conducted to help finance such travel must be in accordance with Board of Education Policy for fund raising and preapproved by the superintendent/designee.
- Q. Parents are responsible for any cost incurred for students who are sent home early because of a behavioral infraction or returning home early for any other reason.
- R. If private vehicles are used, the person operating them must submit evidence of liability insurance.

IV. ADDITIONAL GUIDELINES FOR INTERNATIONAL TRAVEL

- A. All requests for trips outside the United States must be submitted at least four months prior to the planned departure. International trip request forms must also be completed at that time.
- B. In special circumstances, school time may be used for trips abroad. All requests for trips involving school time must have followed the approval process.
- C. All students must be in good standing in both academics and behavior. Students must not be failing any subject, must not have repeated offenses, and must exhibit appropriate conduct both in and out of school.
- D. Should accidents or medical emergencies occur, the chaperone must immediately notify the principal/administrator and the district level administration. Chaperones must carry a list of emergency contact numbers including embassy numbers. If an emergency occurs, chaperones need to be prepared to provide complete information about the incident. Parents will be contacted by a school official. Please be advised that it may be necessary for you to make arrangements for your child if for any reason they need to quarantine or have a hospital stay. The parent/guardian is responsible for any costs associated with your child's care.

School Sponsored Trips (continued)

- E. Following trip approval, the following steps are to be carried out:
1. Written parental consent and a completed student health history form must be obtained for student participation.
 2. Contracts with carriers or travel agencies must be reviewed by the superintendent/designee before a signature is affixed. A copy of the contract must be submitted to the office of the Superintendent or designee.
 3. Parents must be provided with specific written information to include objectives of the program, costs, daily itinerary, chaperones, accommodations, student and chaperone responsibilities, school behavior policies, trip cancellation procedures and refund policies.
 4. Students/families are responsible for securing appropriate travel documents including visas, passports as well as medical waivers and immunizations as needed.
 5. Conferences and/or orientation sessions are scheduled with students and their parents to assure that all plans and school policies are clearly understood and will include objectives of the program, costs, daily itinerary, chaperones, accommodations, student and chaperone responsibilities, school behavior policies, trip cancellation procedures, and refund policies.
- F. Prior to all overnight trips including, field trips, athletic trips, extracurricular trips and international trips, chaperones must receive orientation and training (provided by the Glastonbury Public Schools) which explains the procedures for travel. Chaperones are required to attend training every three years.
- G. In the event of adverse political, safety, or health conditions, or any other unforeseen circumstances, the Superintendent or Board of Education may cancel a previously approved school sponsored trip. In the event of such a cancellation, the Board of Education assumes no responsibility for losses incurred by parents. Parents must be informed of the Board's prerogative to cancel a trip and should be encouraged to purchase trip cancellation insurance.

V. NON-SCHOOL SPONSORED TRIPS

The Board of Education will not accept responsibility for trips not covered by Board Policy. Non-school sponsored trips planned for profit by staff members may not occur on school time and, therefore, are not to be planned on school time. ("Profit" is defined as monetary gain in excess of expenses.) The facilities of the schools may not be used in planning such trips. Letters to parents, directions or other communications may not be duplicated on school equipment or distributed at schools. Staff members planning such trips must look to community agencies or organizations outside the school.

Instruction

Regulation: 6153(e)

Revised

School Sponsored Trips (continued)

Regulation

Approved: October, 1981

Revised: November, 1984

Revised: February, 1985

Revised: November, 1994 (International Travel Section Only)

Revised: December 10, 2001

Revised: February 24, 2003

Revised: September 25, 2006

Revised: March 10, 2008

Revised: April 21, 2014

Revised: August 10, 2022

Revised:

Regular Board of Education Meeting

Monday, September 8, 2025 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

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

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. Teacher of the Year - Joey Meyer

4. Student Representatives' Report

4.A. Amalia Baird, Class of 2027

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

4.B. Ariana Stevenson, Class of 2027

Student Representative, Ariana Stevenson, Class of 2027, shared events happening at GHS with the Board.

4.C. Taylor Balthazar, Class of 2028

Student Representative, Taylor Balthazar, Class of 2028, spoke about beginning of the year occurrences taking place at Glastonbury High School.

5. Information Session for Public Comment

Elena Corum, 1284 Main Street, Glastonbury, addressed the Board regarding two separate issues involving her children, at Glastonbury High School.

DJ McBride, 263 Spring Street Extension, Glastonbury, shared his feedback with the Board regarding the current facility planning and also acknowledged Dr. Foyle for taking the time to answer his questions.

Austin Apanovitch, 15 Tannery Court, addressed the Board regarding criteria for student recognition at graduation and how the current policy compared to other districts. Jenn Jennings, 34 Cranesbill Drive, Glastonbury, shared her thoughts on the CABE Board of Education Recognition Award submission process and the criteria for acknowledging students at graduation.

6. Business Requiring Action

6.A. Establish Date for Graduation, Class of 2026

Board approves the Glastonbury High School Graduation, for the Class of 2026, to be held on Thursday, June 11, 2026. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

6.B. Approval of Finalized Graduation Date for the 2025-2026 School Calendar

Board approves the finalized 2025-2026 School Calendar. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

6.C. Acceptance of Revised Board of Education Policy and Regulation #5131.9 School Climate and Bullying Policy

Board accepts revised Board of Education Policy #5131.9 School Climate and Bullying Policy for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Ms. Jenn Jennings: Abstain
Mrs. Kali Cavanaugh: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.D. Acceptance of NEW Board of Education Policy #5131.92 Restorative Practices Response Policy for Challenging Behaviors

Board accepts NEW Board of Education Policy #5131.92 Restorative Practices Response Policy for Challenging Behaviors for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

6.E. Acceptance of Revised Board of Education Policy #3542.43 Food Service Charging
Board accepts revised Board of Education Policy #3542.43 Food Service Charging for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

6.F. Acceptance of NEW Board of Education Policy #3542.2 Food Service Personnel - Code of Conduct

Board accepts new Board of Education Policy #3542.2 Food Service Personnel - Code of Conduct for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

Ms. Julie Thompson: Yea

6.G. Acceptance of Revised Board of Education Policy #5118.1 Children of Out-of-Town Board of Education Employees

Board accepts revised Board of Education Policy #5118.1 Children of Out-of-Town Employees for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea

Mrs. Jennifer Faust: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

6.H. Acceptance of Revised Board of Education Policy #6153 School Sponsored Trips

Board accepts revised Board of Education Policy #6153 School Sponsored Trips for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea

Mrs. Jennifer Faust: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

6.I. Acceptance of Kenneth Joyce Foundation Donation

Board accepts with gratitude the Kenneth Joyce Foundation donation. This motion was made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh.

Dr. Douglas Foyle, Board Chair, made a friendly amendment to the original motion. Board accepts with gratitude the Kenneth Joyce Foundation donation, selecting Option 2, which is the larger board for \$12,000. This original motion, with the friendly amendment, Carried.

Mrs. Kali Cavanaugh: Yea

Mrs. Jennifer Faust: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

6.J. Approval of Submission of the CAFE Board of Education Recognition Award Application
Board approves the submission of the CAFE Board of Education Recognition Award application.
This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Jennifer Faust: Nay
Ms. Jenn Jennings: Nay
Mrs. Kali Cavanaugh: Yea
Dr. Douglas Foyle: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.K. Approval of the August 11, 2025 Meeting Minutes
Board approves meeting minutes of Monday, August 11, 2025. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

7. Reports and Discussion

7.A. School Counseling Report

Ted Gregorski, Director of School Counseling, highlighted areas of his report to the Board.

7.B. Scholastic Aptitude Test (SAT) and Advanced Placement (AP) Report

Ted Gregorski, Director of School Counseling, shared and overview of the report with the Board.

7.C. Post Secondary Plan Report, Class of 2025

Ted Gregorski, Director of School Counseling, provided the Board with highlights from the report.

7.D. World Language/Multilingual Learner Report

Amanda Robustelli-Price, Director of World Languages and Multilingual Learner programs provided the Board with an overview of the report.

The Board took a ten (10) minute recess at 9:31 pm. The Board resumed session at 9:42 pm

7.E. Status Enrollment Report

Dr. Scott Hurwitz, Assistant Superintendent, highlighted areas of the report for the Board.

7.F. 2024-2025 Assessment Performance

Kate Lund, Assistant Superintendent, shared an overview of the report with the Board.

7.G. Opening Day Professional Development

Kate Lund, Assistant Superintendent, provided the Board with an overview of the Professional Development opportunities offered to the staff, during the August 26, 2026 Professional Development.

7.H. Glastonbury Education Foundation

Julie Thompson shared that members of the Foundation are working on details for the Gala, which is scheduled to be held in late November.

8. Committee Chair Reports

The following was discussed:

- Matt Saunig, Communications Committee Chair, shared information on agenda items discussed at the August 18, 2025 meeting.
- David Peniston, Curriculum Committee Chair, shared an overview of the September 8, 2025 committee meeting. In addition, a Curriculum Committee meeting has been scheduled for Monday, October 27, 2025.

9. Chairman's Reports

Dr. Foyle thanked the Rotary Club for inviting the Board of Education members to dinner, prior to this evening's Board of Education meeting.

10. Superintendent's Report

Dr. Bookman shared the following:

- Information gathered from area superintendents concerning criteria used to determine Faculty Scholar Awards.

Board Member, Jenn Jennings, requested to make a motion concerning Faculty Scholar and Academic Honors Criteria.

Motion to amend the Faculty Scholar and Academic Honors Criteria wording in the GHS Handbook to reflect full high school experience to recognize cumulative achievement. This motion was made by Ms. Jenn Jennings and seconded by Mrs. Jennifer Faust. This motion was withdrawn and second was withdrawn.

Motion to amend the Faculty Scholar and Academic Honors Criteria wording in the GHS Handbook to reflect graduating seniors and to strike the last line stating, "All academic honors for graduation described above will be calculated at the closure of the 3rd quarter of a student's senior year." This motion was made by Ms. Jenn Jennings and seconded by Mrs. Jennifer Faust.

Motion to table the motion until more information is gathered about other districts that grant cumulative awards after the end of the 4th quarter of the senior year. This motion made by Dr. Douglas Foyle and so moved by Julie Thompson, was seconded by Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea

Dr. Douglas Foyle: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea
Mrs. Jennifer Faust: Yea
Ms. Jenn Jennings: Nay

- Updates on current CIP projects
- An overview of the Self-Insurance Reserve Memo

- 10.A. Faculty Scholar Award
- 10.B. Capital Improvement and Other Maintenance Projects Update
- 10.C. Self-Insurance Reserve Update, August 2025
- 10.D. School Enrollment Report, September 2025
- 10.E. Dates to Remember

Board Member, Jenn Jennings, asked for a breakdown of GHS Graduation expenses and Data on Workman’s Compensation losses. Both items were referred to the Budget Committee meeting.

11. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The meeting adjourned at 10:38 pm.

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

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

Respectfully Submitted,
Kali Cavanaugh, Secretary
Approved:

AGRISCIENCE

Curriculum Review Report
2024-2025

Glastonbury Public Schools
Glastonbury, CT

Submitted by:
Elizabeth Cole, CTE Director

Presented to the Glastonbury Board of Education
Fall 2025



GLASTONBURY BOARD OF EDUCATION

Douglas C. Foyle Ph.D., Chair
Julie M. Thompson, Vice Chair
Kali Cavanaugh, Secretary
Alison Couture
Jennifer L. Faust
Jenn Jennings
David Peniston, Jr.
Matthew Saunig

CENTRAL OFFICE ADMINISTRATION

Alan B. Bookman, Ph.D., Superintendent
Scott Hurwitz, Ed.D., Assistant Superintendent
Kate Lund, Assistant Superintendent
Kimberly Brown, Administrator for Pupil Services
Karen Bonfiglio, Business Manager

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Committee Membership

Adriana Bruno, Art Teacher Gideon Welles

Elizabeth Cole, CTE Director

Tracey DeDonato, 6-12 Director or English Language Arts and Library Media

Amanda DeLucia, AgriScience Teacher

Jenifer Donini, AgriScience Teacher

Christine Gilbert, AgriScience Teacher

Cassandra Murphy, Director of Special Education

Logan Tyler, AgriScience Teacher

Introduction

Thank You

Thank you to the AgriScience teachers and committee members who generously contributed their time, talent, and expertise to the 5-year program review process. Your thoughtful insights, dedication, and collaboration were instrumental in shaping a thorough and meaningful review of our programming. The work you've done not only honors the strength of our current program but also lays a strong foundation for continued excellence in the years to come. The contributions to follow will directly support our efforts to meet the needs of all learners at high levels and ensure that our programs continue to offer exceptional opportunities for every student.

Purpose of Curriculum Review

The formal, comprehensive Curriculum Review is designed to be systematic, collaborative, and aligned with the Glastonbury Public Schools curriculum development process across content areas. Scheduled every five years, Curriculum Directors examine the entire program, including curriculum and assessment, instructional practices, student outcomes, professional learning, outreach and resources.

Through this process, we seek to identify areas for continued development, evaluate the alignment of program initiatives, and advance the goals and actions of the 6th Generation Strategic Plan. Findings will drive long and short-term goals and recommendations to support program improvements.

To complete the process, Director of CTE, Elizabeth Cole, led the department and a Curriculum Review Steering Committee through the examination of five program domains. This process is designed to determine strengths and challenges of each domain, as well as produce recommendations to support the program's short and long-term goals. The five domains under review include:

1. Curriculum & Assessment
2. Teaching & Learning
3. Professional Development
4. Communication & Outreach
5. Operations

Furthermore, two specific domains of the program were examined through an equity lens during the review. This process supports our district's commitment to providing students with "mirrors" reflecting their own experiences and "windows" into experiences different from their own. We believe the curriculum should include diverse representation and perspectives and that teaching and learning should ensure equity and access by all.

This rigorous and reflective Curriculum Review underscores our dedication to fostering inclusive and dynamic learning environments and experiences, ensuring our curriculum not only meets the highest standards but also resonates with and supports every student.

Department Description

Mission and Philosophy

Our State Regional Agricultural Science and Technology Education (ASTE) center and elective high school agricultural science programming are committed to providing students with a comprehensive and innovative learning experience that instills a deep appreciation and understanding of agriculture, while preparing them for successful careers in the industry. Through hands-on learning, cutting-edge technology, and community engagement, we are empowering future leaders to demonstrate premier leadership skills, and make a positive impact on their own personal growth, communities, and the world.

We envision a future where the agricultural industry is sustainable, resilient, and equitable. Every student should have access to the knowledge, skills, and opportunities necessary to pursue a successful career in the agricultural field. Our ASTE and elective high school agricultural science programming aims to prepare students to be leaders in this movement by fostering a passion for agriculture and equipping them with the tools they need to succeed in a rapidly changing world.

GPS Course Offerings and Staffing

AgriScience

Classroom Teachers are instructors of Agricultural Science and Technology Education (ASTE) at Glastonbury High School. Four teachers provide direct instruction to students in grades 9-12 primarily as teachers of the State ASTE Regional Center and as general elective teachers at Glastonbury High School. One teacher also serves as a 0.2 Head Teacher to support ASTE specific programming, state reporting, recruitment and other ASTE center responsibilities. While all teachers are certified across all content areas in AgriScience and Leadership/FFA, each has their own unique specialty and assignments. One part-time office paraprofessional supports logistical programming, transportation, special events, community outreach, communications, FFA financials and student activities.

AgriScience is unique and follows what is known as the “Three Circle Model.” The Three Circle Model is the foundation of agricultural education. It includes classroom and laboratory instruction, FFA leadership activities, and hands-on extracurricular learning through Supervised Agricultural Experiences (SAEs). These three parts work together to help students build knowledge, grow as leaders, and gain real-world experience in agriculture. Every course offered in the department is designed in the three circle model, regardless of student affiliation with FFA or as a general elective student.

Program students are required to meet several obligations that are both co-curricular and extra curricular as a part of ASTE programming. AgriScience course offerings center on five major areas of study: Leadership and FFA, Animal Science, Plant Science, Agricultural Mechanics & Engineering and Natural Resources.

	Course Offerings <i>*UConn ECE course</i>
Leadership/FFA	Leadership 1, Leadership 2, Leadership 3, Leadership 4, Foundations of AgriScience & Technology, SAE Independent Study
Animal Science	Introduction to Animal Science, Livestock Management, Veterinary Anatomy & Physiology, Veterinary Science, Kennel Management, Introduction to Companion Animals*, Behavior and Training of Domestic Animals*, Animal Reproduction & Genetics
Plant Science	Fundamentals of Horticulture*, Floral Art & Design*, Advanced Floral Design*, Green Infrastructure and Sustainable Design
Agricultural Mechanics & Engineering	Outdoor Power Equipment, Equipment Systems & Repair
Natural Resources	Principles of Agroecology & Conservation, Fish & Marine Life Management, Wildlife Management, Forestry

Executive Summary

The Agricultural Science and Technology Education (ASTE) center and elective high school agricultural science programming at Glastonbury Public Schools provide a comprehensive and innovative experience for students rooted in the foundational “three circle model,” encompassing classroom instruction, FFA leadership activities, and Supervised Agricultural Experiences (SAEs). This rigorous program effectively prepares students for successful entry into college and/or post secondary careers in the agricultural industry through hands-on learning, cutting-edge technology, and engagement with a strong network of parents, alumni and community partners.

To meet the needs of all learners, instruction consistently employs diverse, active learning methods such as laboratory experiments, projects, and field experiences, offering abundant opportunities for students to apply knowledge and skills in authentic, real-world contexts. Supported by a small team of dedicated and highly qualified teachers, the program empowers students to develop leadership skills, achieve personal growth, and become future leaders in a sustainable and equitable agricultural field of their choice. This report highlights a few of the strengths and celebrations and offers recommendations and actions that will promote thoughtful next steps and strategic planning for the future of both the Regional ASTE center and the elective offerings provided to Glastonbury High School students.

Strengths and Celebrations

- There are abundant opportunities for tactile and sensory engagement through labs and performance tasks in authentic contexts such as the greenhouse, animal lab, and Ag mechanics shop. These performance tasks and skills are assessed through Career

Development and Leadership Development Events (competitions amongst FFA programs), and associated rubrics are integrated into the course content.

- Instruction consistently employs diverse, hands-on methods, such as laboratory experiments, projects, and field trips, to actively engage students in applying skills and concepts to real-world contexts, fostering collaboration and inquiry. Group work, student choice and cross-curricular connections are essential components of Agriscience programming.
- All AgriScience teachers hold industry certifications and/or are qualified to offer college credit opportunities as a result of professional learning opportunities.
- A strong and collaborative network of parents, alumni ("Friends of the FFA"), an active advisory board ("Consulting Committee"), and local industry professionals actively support the program, showcasing student learning (e.g., Spring Fair), providing program feedback, and offering diverse involvement opportunities like career days and mentorships
- The program prioritizes safe and supportive learning environments by systematically integrating comprehensive safety instruction and protocols across all content areas, ensuring students are equipped to work safely in laboratory and field-based settings.

Priority Recommendations

- Dedicate common planning time for assessment, evaluation, and collaborative work with special education staff to create differentiated materials and increase curricular access.
- Investigate specialized paraprofessional support for supply management and laboratory preparation.
- Prioritize collaboration with Special education to improve accessibility and support for all students, including the use of adaptive equipment and assistive technologies (ie, Augmentative and Alternative Communication Devices).
- Increase common planning time among teachers in the AgriScience department to support collaboration and instructional planning.
- Assign ASTE program students to an Ag teacher mentor study hall for SAE and academic support.
- Refine key recruitment materials and annual program communications (e.g., SAE expectation letters) for professional translation into prevalent community languages to improve accessibility for families.
- Dedicate one school counselor to supporting the unique scheduling needs for all ASTE program students. This support will also help ensure IEP & 504 meetings occur prior to the end of the previous school year.
- Create a long-term plan to strategically improve and expand overall agricultural program facilities to ensure inclusive and safe environments for all students:
 - Embed universal design principles.
 - Consolidate aquatic science facilities into a centralized and adaptable location.
 - Conduct a feasibility study and implement redesign or expansion of facilities.
 - Expand and equip the agricultural mechanics shop.

Curriculum Review Findings

Domain 1: Curriculum & Assessment

Guiding Questions:

- Is the curriculum comprehensive, rigorous, and based on relevant standards?
- Are the assessment expectations and criteria clearly communicated?
- Do assessments provide valid and reliable information on student learning that is used to drive ongoing instructional decisions?
- Are there frequent opportunities to help identify and address learning gaps?
- *How effectively does our curriculum and assessments ensure equitable representation and perspectives of all students?*

Strengths:

- The curriculum is comprehensive, rigorous, and aligned to industry (ie. OSHA) and legacy AFNR standards.
- Supervised Agricultural Experience (SAE) expectations are clearly defined, consistently communicated using standardized rubrics, and supported by regular parent communication.
- FFA students engage in Career Development (CDEs) and Leadership Development Events (LDEs) across the school year.
- Assessment expectations are consistent through the use of standardized rubrics.
- Assessment data informs instructional decisions, driving the use of scaffolding and differentiated materials to meet the needs of diverse learners.
- Individualized learning opportunities align with student levels and abilities while emphasizing local, agricultural, economic relevance and student choice. Teachers intentionally incorporate diverse perspectives and cultural differences through specific lessons. Opportunities for tactile and sensory engagement through labs and performance tasks.

Recommendations/Actions:

- Align written curriculum documents with current Agriculture, Food & Natural Resources (AFNR) and National FFA standards and continue to refine common summative assessments to include the three circle model for ASTE courses. For general elective courses, align rubrics to meet industry standards and continue to explore options for industry-certifications and college credit available to all students.
- Dedicate common planning time for assessment evaluation and collaborative work with special education staff to create differentiated materials and increase curricular access.
- Investigate specialized paraprofessional support for supply management and laboratory preparation.
- Diversify guest speakers and field trip opportunities
- Continue curriculum development and unit refinement to include the equitable representation and perspectives of all students in the guaranteed and written curriculum.

Domain 2: Teaching & Learning

Guiding Questions:

- Does instruction foster active learning by students K-12?
- Are Tier 1 strategies known and used by teachers to support all learners?
- Are there a variety of opportunities for students to demonstrate their understanding?
- *How effectively does teaching and learning promote access and support for all learners?*

Strengths:

- Instruction employs diverse, hands-on methods, (e.g, laboratory experiments, projects, field trips), that actively engage students, fostering collaboration and inquiry. Teachers use a variety of Tier 1 strategies to support all learners in daily activities and longer projects.
- Students are provided opportunities to demonstrate their learning through a variety of assessment modalities (e.g, practicums, discussions, debates, written work).
- Curriculum and course materials are digitally available to offer alternative options and modifications to ensure accessibility for diverse learning needs.

Recommendations:

- Dedicate common planning time and provide professional development focused on practices to drive differentiated instruction and enrichment.
- Identify and expand guaranteed curricular opportunities to foster meaningful conversations around diverse experiences, particularly within the mechanics pathway.
- Explore the use of adaptive equipment and assistive technologies (ie. Augmentative and Alternative Communication Devices) to improve accessibility and support for all students.
- Prioritize collaboration with Special education to improve accessibility and support for all students, including the use of adaptive equipment and assistive technologies (ie, Augmentative and Alternative Communication Devices).
- Align multilingual resources with the curriculum.
- Increase opportunities for student voice and choice.
- identify and increase multiple entry points for students to access learning experiences. Establish clear protocols to support students facing financial barriers to ASTE/FFA program participation.

Domain 3: Professional Development

Guiding Questions:

- Are department-based goals provided to staff to support success with Educator Evaluation Plans?
- Do PD opportunities serve to promote active learning and high expectations for all students?

- Do PD opportunities serve to create safe, supportive, and inclusive learning environments?
- Do PD opportunities serve to prioritize the health and well-being of students and staff?
- Do all staff have access to interest-based professional learning experiences both in and out of the district?

Strengths:

- All AgriScience teachers hold industry certifications and/or are qualified to offer college credit opportunities as a result of professional learning opportunities.
- All teachers have participated in targeted PD, both in and out of the district, specifically focused on creating safe, supportive, and inclusive AgriScience learning environments (ie., SAE placement sites, labs, greenhouses, animal labs, mechanics shop).
- All staff have access to interest-based professional learning experiences, most of which are conducted out-of-district (ie., CASE, NEAT, Germinate, Career Safe) and are grant-sponsored.

Recommendations:

- Develop shared, department-based goals (ie., college credit completion, certification rates) and secure dedicated planning time for staff to collaboratively work towards achieving them.
- Continue to offer and expand PD focused on creating safe, supportive, and inclusive learning environments, addressing diverse student needs (ie., Special Education) and promoting equitable practices (ie., adaptable equipment).
- Cross-train multiple teachers in diverse AgriScience skills and certifications, ensuring comprehensive instructional capacity across pathways.
- Increase common planning time among teachers in the AgriScience department to support collaboration and instructional planning.
- Assign ASTE program students to an Ag teacher mentor study hall for SAE and academic support.

Domain 4: Communication & Outreach

Guiding Questions:

- Are program-specific communications provided to families in their preferred language?
- Do at-home learning opportunities ensure all students can engage equally and enhance their understanding (e.g. captions, video subtitles, transcriptions)?
- Do community partnerships exist to support the initiatives and goals of the program?

Strengths:

- The ASTE program uses ParentSquare as a key communication platform, strategically leveraging its multilingual capabilities to ensure inclusive and accessible information dissemination to families in their preferred language(s).
- Learning resources and assignments are provided in both physical and digital formats via Google Classroom, ensuring universal access to diverse student learners
- A strong and collaborative network of parents, alumni ("Friends of the FFA"), an active advisory board ("Consulting Committee"), and local industry professionals actively support the program, showcasing student learning (e.g., Spring Fair), providing curriculum feedback, and offering diverse involvement opportunities like career days and mentorships.

Recommendations:

- Strengthen strategic partnerships with industry stakeholders, community organizations, and relevant institutions to enhance program initiatives, expand resources, and increase the availability of diverse co-curricular experiences.
- Improve distribution of recruitment materials and annual program communications (e.g. SAE expectation letters) for professional translation into prevalent community languages to improve accessibility for families.
- Improve program materials to reflect the needs of multilingual families
- Expand opportunities for community engagement within the district through initiatives such as purposeful play activities, the annual Spring Fair, and educational workshops.
- Explore opportunities to integrate relevant community service projects into the curriculum, and investigate funding possibilities through avenues such as the National FFA Service Grant to support these initiatives.

Domain 5: Operations

Guiding Questions:

- Are learning environments safe, supportive, and inclusive?
- Does staffing support the intended outcomes of the curriculum?
- Does the allotted time (e.g. daily schedule) support instructional outcomes of the curriculum?
- Do the instructional spaces support the intended outcomes of the curriculum?

Strengths:

- The program prioritizes safe and supportive learning environments by systematically integrating comprehensive safety instruction and protocols across all content areas, ensuring students are equipped to work safely in laboratory and field-based settings.

- A team of four educators and one part-time office paraprofessional supports programming to deliver a comprehensive and diverse range of experiential learning opportunities in the three circle model, aligned with leadership, FFA, SAE, Animal Science, Plant Science, Agricultural Mechanics, and Natural Resources pathways. These opportunities include robust content delivery, relevant field experiences, expert guest speakers, and extended learning opportunities beyond the regular school day and year.
- GHS's block scheduling system effectively facilitates the integration of practical, hands-on laboratory experiences and off-site learning experiences within instructional time, enhancing students' applied learning and skill development.

Recommendations & Actions:

- Dedicate one school counselor to supporting the unique scheduling needs for all ASTE program students. This support will also help ensure IEP & 504 meetings occur prior to the end of the previous school year.
- Investigate specialized paraprofessional support for supply management and laboratory preparation.
- Create a long-term plan to strategically improve and expand overall agricultural program facilities to ensure inclusive and safe environments for all students:
 - Embed universal design principles.
 - Consolidate aquatic science facilities into a centralized and adaptable location.
 - Conduct a feasibility study and implement redesign or expansion of facilities.
 - Expand and equip the agricultural mechanics shop.

Appendices

Vertical Articulation Guide

AgriScience

AgriScience instruction centers on five major areas of study: Leadership and FFA, Animal Science, Plant Science, Agricultural Mechanics & Engineering and Natural Resources. Leadership/FFA courses, Career Development (CDE's) and Leadership Development Events (LDE's) are for FFA members/ASTE program students only and are not open to the general elective population. Membership in The National FFA Organization offers a multitude of opportunities for students both in and outside of the classroom. FFA members become leaders in both their school and home communities, participating in events ranging from fundraising and community service to competitions in public speaking and career skills.

Below are the recommended specialized paths of study and FFA opportunities offered through the ASTE program

Leadership & FFA

All 4 years: Supervised Agricultural Experience (SAE)

9th	10th	11th	12th
Leadership 1 Foundations of AgriScience & Technology Creed Speaking LDE Quiz Bowl LDE	Leadership 2 Agriscience Fair Ag Sales LDE Opening and Closing LDE	Leadership 3 <i>*under construction*</i> Employability Skills LDE Prepared Public Speaking LDE	Leadership 4 Extemporaneous Public Speaking LDE

Career Development Events (CDE's)

Farm & AgriBusiness Management CDE, Agricultural Education CDE

Leadership Development Events (LDE's)

Marketing Plan LDE, Agricultural Communications LDE, Parliamentary Procedure LDE, Conduct of Chapter Meetings LDE

Animal Sciences

9th	10th	11th	12th
Intro to Animal Science <i>*under construction*</i>	Kennel Management Livestock Management <i>*under construction*</i> Fish & Marine Life Management	Introduction to Companion Animal ECE Animal Reproduction & Genetics Veterinary Anatomy & Physiology	Veterinary Science Behavior & Training of Domestic Animals ECE

CDE's: Poultry Judging CDE, Livestock Judging CDE, Equine Judging CDE, Dairy Judging CDE, Milk Quality CDE, Veterinary Science CDE, Meat Evaluation CDE, Food Science CDE

Plant Sciences

9th	10th	11th	12th
Fundamentals of Horticulture <i>ECE</i> Principles of Agroecology and Conservation	Floral Art and Design <i>ECE</i> Outdoor Power Equipment	Green Infrastructure & Sustainable Design Advanced Floral Design <i>ECE</i> Equipment Systems and Repair	AP Environmental Science* <i>offered via the Science Department</i>

CDE's: Floriculture CDE, Landscape Nursery CDE, Big E Landscape Design, Big E Floral Competition

Agricultural Mechanics & Engineering

Can be taken at any time, in sequential order.

1. Outdoor Power Equipment
2. Equipment Systems and Repair

CDE's: Safe Equipment Operation CDE, Ag Mechanics CDE

Natural Resources

9th	10th	11th	12th
Principles of Agroecology and Conservation Fundamentals of Horticulture <i>ECE</i>	Fish and Marine Life Management Outdoor Power Equipment	Wildlife Management Equipment Systems and Repair Green Infrastructure & Sustainable Design	Forestry AP Environmental Science* <i>offered via the Science Department</i>

CDE's: Environmental and Natural Resources CDE, Forestry CDE, Aquaculture CDE



AgriScience and Career & Technical Education Report

Director: Liz Cole

Date: September 22, 2025

1. Highlight or summarize key achievements of the program that are unique to the past year.

- Enrollment in CTE electives remains higher than pre-block schedule, pre-COVID numbers with 2,272 enrollments at GHS (October, 2024) and 2,434 requests (March, 2025).
- Revised the entire CTE website in collaboration with our Communications department.
- Created CTE Pathways publication (*Explore. Experience. Advance.*) to increase awareness and clarity of offerings in CTE for all students and families.
- AgriScience
 - The *Poultry Evaluation* team won the state competition and is going to represent the state of Connecticut at the National competition.
 - *Connecticut State Board of Education Outstanding Service Award* for our “Visit the Vet” Purposeful Play programming with Kindergarten classes.
 - One of our students was selected as *District 3 President* for the State FFA board which will represent Glastonbury, Middletown, Wallingford, and Southington FFA chapters.
 - One of our students was awarded an *SAE Proficiency* degree for Ag Entrepreneurship.
 - *State AgriScience Research Fair*: Food Products and Processing Systems- 1st*, Environmental Services/Natural Resources- 1st*, 2nd and 3rd Place, Plant Systems- 3rd Place and an Honorable Mention *1st place qualified to compete at Nationals.
 - Two teachers certified to offer college credit for Veterinary Science through CT State.
- Business
 - *2025 DECA State Career Development Conference*: 1st Place (2 students); 3rd place (4 students); “Top 5 Finisher” (2 students).
- Family & Consumer Sciences
 - *Stock Market Challenge* 2nd and 4th place finishers from SMS.
- Technical Education
 - *2025 NCWIT Aspirations in Computing Connecticut Awards*: Affiliate Educator Award Winner, High School Award National Honorable. Mention, High School Award Connecticut Affiliate Winner (6- Regional Winners), High School Award Connecticut Rising Star (2 winners).
 - One student won the *Youth In Action Award* from the CT Chapter of Million Women Mentors Computer Science Award.
 - One student won the *Architecture Excellence* award at the 2025 Hartford Builders Association Student Design Competition.

2. Outline key developments and/or revisions made to the curriculum within the past year.

Grade-Level / Course	Recent Development / Revision
AG-Equipment Systems Repair	Revised unit outlines for all course units; added the opportunity for students to obtain hand tool certification within the final unit of the course.
AG-Horticulture	Revised course to reflect new ECE articulation with UConn.
AG- Leadership 4	Standardized rubrics for proficiencies and state degrees; aligned with FFA.
AG-Veterinary Science & Intro to Animal	Conducted curricular cross walk; obtained instructor approvals to offer college credit at GHS.
CTE- Business courses 8-12	Improved alignment with state and national Financial Literacy standards.
CTE-Beginner Game Design	Developed unit plans and common summative assessments for the first run in 2025-26.
CTE-CAD	Explored potential articulation for college credit with UConn (ECE) as well as CT State. ECE instructor approvals were obtained for potential college credit at GHS.

3. Share program areas of focus for the year ahead in accordance with the most recent 5-year Program Review and 6th Generation Strategic Plan.

- Dedicate professional learning time for assessment, evaluation, and collaborative work with special education staff to create differentiated materials and increase curricular access.
- Expand pathways for Mechanics (GHS) and Introductory Trades/STEAM (Smith).
- Refine and/or develop unit guides and common summative assessments for courses.
- Continue to investigate industry-certification opportunities and college credit.
- Engage in UDL (Universal Design for Learning) professional learning both through district and department time.

4. Detail the financial needs associated with the program, inclusive of curriculum hours, instructional resources, staffing, and professional development.

- Provide funding to replace GHS Culinary Arts kitchen.
- Provide funding to update and repair Smith CTE labs/classrooms and expand programming to include a potential Trades Introductory/STEAM course.
- Provide funding to purchase adaptive equipment and materials to expand access for all students.
- Increase support in the ASTE Center office for a full-time office paraprofessional.
- Create a long-term plan to strategically improve and expand overall agricultural program facilities to ensure inclusive and safe environments for all students.
- Continue to fund curriculum development, equipment, dues/fees, technology, and instructional supply fund for Computer Science, STEAM, and ASTE program opportunities.
- Provide funding to support high quality professional development for CTE, Agriscience and STEAM teachers.



Special Education Report

Director: Cassandra Murphy

Date: September 22, 2025

1. Highlight or summarize key achievements of the program that are unique to the past year.

- The K-12+ special education staff participated in structured literacy and intensive reading training to further our instructional practices in the area of reading disabilities.
- Our teams worked collaboratively with curriculum directors of English and math to implement standards-based Individualized Education Plan (IEP) goals and objectives.
- Professional learning was offered for certified staff and paraeducators on purposeful play and makerspace.
- LINKS Academy programming opened and filled a second Intensive PRIDE classroom.
- LINKS Academy continued to experience growth, with 88 students enrolled, for the 24-25 school year. Out of the 31 total external referrals, 22 were accepted.
- LINKS therapy dog program expanded by one dog, Salem. This additional dog increased capacity for our buildings. Each building has a therapy dog one day a week with the capacity to increase time.
- The Glastonbury Transition Academy continues its commitment to preparing students for competitive employment and has added two additional job sites for a total of 20.
- Smith Middle School (SMS) and Glastonbury High School (GHS) continue to grow in their programming for students focusing on building transition skills including prevocational and life skills.
 - The GHS program added three new jobs at the high school (including a coffee station), attended five community field trips, and 18 trips to community stores in efforts to generalize taught skills.
 - The SMS program created a partnership with Trader Joe's, which has increased prevocational skills and social engagement opportunities throughout the school.
- Programming increased across the K-5 schools to support both the social emotional intensive programming for our students. As of September 1, 2025, we have 25 students enrolled in out of district programs which is a decrease of 7 from the 24-25 school year.
- This past school year, SMS and GHS hosted Unified Basketball tournaments for several participating districts. Our Unified Theater performances were also celebrated throughout the year!
- The GHS Bridgework's program was recognized by the Board of Education.

2. Share program areas of focus for the year ahead in accordance with the most recent 5-year Program Review and 6th Generation Strategic Plan.

- The special education staff in grades 6 and 9-12 is embarking on a year-long training focusing on enriching our co-teaching practices in a variety of content areas.
- The LINKS Academy will be participating in professional learning on structured literacy best practices. Curriculum work this summer has focused on creating a scope and sequence for the K-5 ELA block.
- The GHS special education co-teachers collaborated with ELA co-teachers to further develop curriculum for co-taught English classes.
- GHS Math by Design teachers dedicated hours over the summer to further develop the curriculum.

- The special education department will continue to grow in its implementation of high quality Individualized Education Plans (IEP) and participate in a five-part training program this coming year focusing on IEP Quality.
- Preschool will focus professional learning on inclusive school practices in the least restrictive environment within the preschool setting. In addition, they will participate in the Documentation and Observation for Teaching System (CT DOTS), a framework used by early childhood providers to monitor a child's skills.
- The department continues to hire and onboard many qualified staff including special education teachers who are also Board Certified Behavior Analysts (BCBAs).
- The specialized reading team will continue its partnership with dyslexia consultant Migdalia Fletcher to develop systems for structured literacy progress monitoring
- The LINKS Academy has added a third Intensive PRIDE classroom and second middle school classroom for the 25-26 school year.
- Paraeducators will participate in professional learning aligned with the strategic plan in addition to monthly training with district BCBAs.
- To expose students to the CT Core Transition Skills in the area of assessment and instruction, GHS will further develop its programming and offer simulations to practice life skills through a mock apartment setting and vocational skills in a vocational lab.

3. Detail the financial needs associated with the program, inclusive of curriculum hours, instructional resources, staffing, and professional development.

- Continue funding curriculum development in the areas of SEL, co-taught core content area courses, and K-8 specialized reading.
- Provide funding for professional learning experiences that support district and department goals.
- Provide instructional supplies to support specialized instruction and assessment.
- Provide funding for equipment needed for students to access the general education curriculum and school environment.
- Maintain appropriate certified and classified staffing patterns in response to student needs.
- Provide funding for fees associated with outside consultations and independent evaluations.

1. Total Number of Suspensions by Month	3										
In-School	3										
Out-of-School											
2. No. of 1 Day Suspensions											
3. No. of 2-4 Day Suspensions	3										
4. No. of 5-10 Day Suspensions											
5. * No. of Different Students Suspended for the Month	3										
6. * No. of Different Students Suspended this Year (Cumulative)	3										
7. * No. of Different Students Suspended More than Once this Month											
8. * No. of Students Suspended More than Once this Year (Cumulative)											

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											
	In-School	0											
	Out-of-School	0											
2.	No. of 1 Day Suspensions	0											
3.	No. of 2-4 Day Suspensions	0											
4.	No. of 5-10 Day Suspensions	0											
5.	* No. of Different Students Suspended for the Month	0											
6.	* No. of Different Students Suspended this Year (Cumulative)	0											
7.	* No. of Different Students Suspended More than Once this Month	0											
8.	* No. of Students Suspended More than Once this Year (Cumulative)	0											

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