



SPECIAL BOARD OF EDUCATION MEETING

Wednesday, January 30, 2013 7:30 PM

SPECIAL BOARD OF EDUCATION MEETING Town Council Chambers Town
Hall, 2155 Main Street Glastonbury, CT 06033

628 Hebron Avenue
Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
 - A. Glastonbury High School Athletic Department-Michaels Achievement Cup
4. Student Representatives' Report
5. Informal Session for Public Comment
6. Special Reports
7. Business Requiring Action
 - A. Acceptance of Buttonball Lane School PTO Gift
 - B. Approval of Great Path Academy Governing Board Memorandum of Understanding
 - C. Approval of Sabbatical Leave for the 2013-2014 School Year
 - D. Approval of Revisions to Board of Education 2013-2014 School Calendar
 - E. Acceptance for First Reading of Board of Education 2014-2015 School Calendar
 - F. Acceptance for First Reading Board of Education Policy #5141.3 (Student Health Services)
 - G. Acceptance for First Reading Board of Education Policy #5141.25 (Student with Special Health Care Needs)
 - H. Acceptance for First Reading Board of Education Policy # 1080 (Automatic External Defibrillators-AED)
 - I. Approval to Combine the Regular Board of Education Meeting of February 11, 2013 and February 25, 2013 to be held on February 11, 2013 in Town Council Chambers
8. Reports and Discussion
 - A. Glastonbury-East Hartford Elementary Magnet School Project
 - B. Education Foundation
 - C. Magnet Schools
9. Committee Reports
10. Chairperson's Report
11. Superintendent's Report
 - A. School Suspension Reports, December 2012

- B. Glastonbury High School Program of Studies
 - C. Smith Middle School 2013-2014 Program of Studies
 - D. Receipt of Financial Reports
 - E. CREC Council Meeting Minutes, November 14, 2012
12. Adjournment
- A. Please note: It is possible that the Board of Education may go into Executive Session

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

Title of Report: Buttonball Lane Courtyard Renovation Project

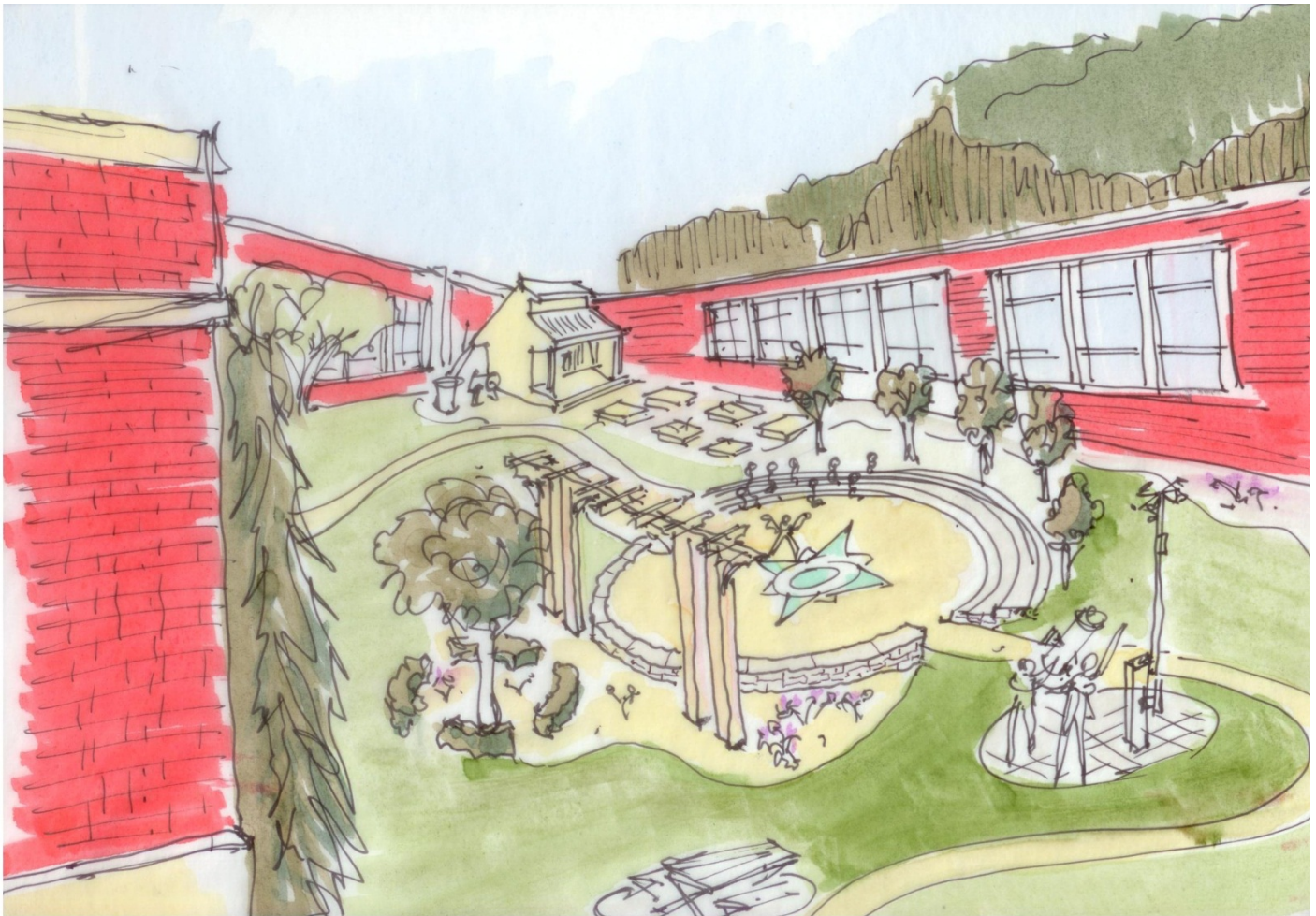
Board Meeting Date: January 28, 2013

Action: X

Report:

Information:

Discussion:



During the summer of 2012 a committee was formed to review the appropriateness of adding outdoor classroom components to the existing Buttonball Lane School courtyard.

Committee Members:

Kent Hurlburt – Principal, Anabela Xavier – Fifth Grade Teacher, Charles Lake – Daytime Custodian, Connor Spencer – Eagle Scout Candidate, Debra Morgan – Parent and Project Manager, Heather Guilmette – First Grade Teacher, Jamie Clark – Parent and PTO President, Ron Goodin – Parent and Local Architect, Ann Pettingil – Partners in Planting, Christine Dwyer – Parent and PTO President, Ellen McNab – Kindergarten Teacher, Jennifer Hardy – Parent and Former PTO President, Lisa Gozzo – PACE Teacher

Brief description of project:

Hallmarks of the project are

- To keep everything handicap accessible
- Use long lasting materials
- Ease of maintenance in mind during the design
- A local eagle scout candidate donating time and materials to one of the major functions of the space
- Project phases to accommodate budgeting and fundraising constraints
- Making this space a feature to the school instead of an underutilized space.

The project will provide a hands-on outdoor classroom to be installed in the Buttonball courtyard area surrounded by the school. This area will be used for student gardening, bird watching and science activities. It will also host student writers, artists, and musicians and serve as a site for student performances and educational celebrations.

Students and classes will be able to work together to grow plants and flowers. They will be able to study effects of weather firsthand. This area will also provide much-needed common space to get classes together as existing common areas are cafeteria and gymnasium and already utilized for majority of day in their primary purposes.

Presently, the tasks completed toward this project include - Committee of school and community stakeholders formed, wish list and design criteria explored. Collaborative design workshop held and design unveiled, design shared with Town and School officials for feedback. Removal of invasive plants was completed. Initial bulb plantings installed. Planting bed designs were created. Fundraising plan and budget creation reviewed. A community work day is planned for Spring 2013 to do installation of garden beds, raised beds and of structural items that are ready. Installation of other items as site is ready and funding available. Review how site is being used, positive outcomes and areas for improvement, and develop plan for ongoing maintenance and funding.

Project aligns with the following school and/or system teaching and learning goals:

- | | |
|---|---|
| K | Seasons, Living things, Senses, Properties of Objects |
| 1 | Environments, Growing Seeds |
| 2 | Weather, Digging into Soil |
| 3 | Stewardship of Earth, Animal Adaptations |
| 4 | Water, Plants |
| 5 | Light & Sound |

We expect that this project will provide valued opportunities for students to explore many areas of science and nature for themselves by interacting with items in their own environment.

As stated prior, we have a multi-disciplinary committee of teachers, school staff, parents and community gardeners that will be developing plans to use courtyard classroom to meet curriculum goals. We will continue to meet after courtyard is constructed to see whether goals are being met for student participation and learning.

Meetings were conducted with the Fire Marshall, Director of Safety for the Town of Glastonbury, Parks and Recreation Supervisor and Maintenance Director. All input from aforementioned parties has been taken into consideration and we are at the stage of presenting it to the Board of Education for approval.

The PTO is committed to this project over the next several years, and will provide funding as available. The project leadership will also be considering various other avenues of fundraising, to include; grants, in-kind donations, and fundraisers dedicated primarily to the Courtyard Renovations.

Draft Budget Proposal for the Courtyard:

BUTTONBALL LANE ELEMENTARY COURTYARD PROJECT BUDGET				
Item	Cost (Per Unit)	Est. #	Total Cost	Source of funds
STRUCTURES & HARDSCAPE				
<i>Amphitheater/performance area with seating, back rail and handrails</i>		1	0	
Wooden Storage Shed	1500 (12X8 constructed onsite)	1	1500	Eagle Scout fundraiser contribution
10' x 10' Pop-Up Shade Canopy	159	2	318	
Pergola	129	1	129	
Raised beds	80 6 x 8	6	480	
Bird houses /feeders	30	12	360	
8' round wooden picnic table	199 (each)	6	1194	
Table umbrellas	99	6	594	
6' wooden benches	99 (each)	6	594	
<i>Paved pads under tables</i>		6	0	
<i>Paved entry and connection pathways</i>			0	
Signage	50	4	200	
<i>Sound system</i>			0	
<i>Lighting</i>			0	
SUBTOTAL HARDSCAPE			5369	
PLANTINGS				
Flowering bulbs	0.28 (each)	1000	280	Buttonball PTO
Conifer shrubs	30	5	150	
Deciduous Shrubs	30	12	360	
Native CT perennials	9	60	540	
Compost	8 YARDS	30	240	
			0	
SUBTOTAL PLANTINGS			1570	
GARDENING SUPPLIES				
Children's garden gloves	5 (per pair)	30	150	
Long-Handled Garden Hoe	28.94 (each)	2	57.88	
Long-handled Shovel	25 (each)	3	75	
Trowel	15 (each)	5	75	
Fan Rake	15 (each)	3	45	
Kids Hoe	5 (each)	5	25	
Kids Shovel	10 (each)	5	50	
Kids Trowel	10 (each)	5	50	
Kids Fan Rake	10 (each)	5	50	
Kids Steel Rake	10 (each)	5	50	
Kids Hand Cultivator	10 (each)	5	50	
Herb, flower and veggie seeds	1.3 (per Packet)	50	65	
Starter seedling Tray	4.87 (each)	50	243.5	
Soil / bagged	8 3 cu ft	15	120	
Garden Hose	86 3/4" x 75'	2	172	
Broom	15 24" outdoor push broom	2	30	
Plastic plant Labels	15 (pack of 100)	2	30	
Wooden Stakes	1.68 (each)	12	20.16	
Twine	2.24 (per 190 Ft.)	3	6.72	
Trash Receptacles	15.48 32 gallon recycled plastic	3	46.44	
Hand Trowel	3.97 (each)	25	99.25	
By-Pass Pruning Shears	15 (each)	3	45	
Hand Cultivator	3.97 (each)	5	19.85	
Sundial	30	1.00	30	
Rain Gauges	10	2	20	
Standard Wheel Barrow	99 (each)	1	99	
Vegetable Scale	29.99 (each)	1	29.99	
Plastic Tubs for storing equipment	7.93 (each)	2	15.86	
Rain Barrels for collecting water	169 (each)	2	338	
SUBTOTAL GARDENING SUPPLIES			2108.65	

TEACHING TOOLS				0	
Insect Collectors	2.5 (each)		25	62.5	
Butterfly Nets	12.95 (each)		5	64.75	
Kids Butterfly Nets	9.95 (each)		25	248.75	
Video Cameras	149.99 (each)		1	149.99	
Roly Pig Composter	450 (each)		1	450	
Compost thermometer	10		1	10	
Clearstream Recycling Bins	44.3 (each)		1	44.3	
Magnifying Glasses	2.4 (each)		25	60	
Field Notebooks	2.79 (pack of 2)		50	139.5	
Soil Testing Kit	12.95 (each)		2	25.9	
SUBTOTAL TEACHING TOOLS				1255.69	
WEATHER EQUIPMENT				0	
Outdoor thermometers	20		6	120	
Wireless Weather Station	595		1	595	
Weather station software	165		1	165	
Weather station mounting kit	35		1	35	
SUBTOTAL WEATHER EQUIPMENT				915	
PROFESSIONAL SERVICES-Avg Industry estimates				0	
Architectural design Services	100 Hour		10	1000	In kind contribution-Ron Goodin
Garden landscape design Services	50 Per hour		8	400	In Kind Contribution from GPIP
Removal of Invasive shrubs and ground cover	100 Per hour		9	900	In kind contribution Thompson Landscape
Plant installations	25 per hour		10	250	In kind contribution-Glastonbury Hill & Dale garden club
Bark Mulch	30 Cubic yards		15	450	In kind Contribution from Town of Glastonbury
SUBTOTAL IN KIND SERVICES AND DONATIONS				3000	
Grand Total				14218.34	

Submitted By: Kent Hurlburt, Principal, Buttonball

Reviewed By:

MEMORANDUM OF UNDERSTANDING RE:
GREAT PATH ACADEMY GOVERNING BOARD

This MEMORANDUM OF UNDERSTANDING is entered into this ____ day of _____, 2013 by and among the undersigned Board of Education of Bolton, Coventry, East Hartford, Glastonbury, Hartford, Manchester, and Tolland, and Manchester Community College (“MCC”), each acting by a duly authorized signatory.

WHEREAS, the Board of Regents for Higher Education was the sponsor of the Manchester Community College Middle College High School, now known as Great Path Academy (“Great Path Academy”), an inter-district magnet high school established under Conn. Gen. Stat. § 10-274I, as amended;

WHEREAS, the Great Path Academy Governing Board was established under a separate cooperative agreement (“Cooperative Agreement”), entered into in October 2001 and continued in November 2004, between Manchester Community College and participating local school districts noted above;

WHEREAS, the Great Path Academy Governing Board was established to facilitate coordination and responsiveness between the said districts and Great Path Academy and to provide a discussion forum for Great Path Academy policy and decision-making including designating seats and overall fiscal control prior to the change in magnet school legislation and the lottery procedure including parent choice;

WHEREAS, the Board of Regents for Higher Education, by resolution dated April 13, 2012, has delegated to Manchester Community College overall responsibility to sponsor and manage Great Path Academy, including the mission, design, implementation and assessment, and operation of all aspects of Great Path Academy;

WHEREAS, Manchester Community College has entered into an agreement with the Hartford Board of Education pursuant to which MCC has delegated to Hartford responsibility for the day-to-day operation and management of the GPA academic program and certain related administrative functions as set forth in said Agreement, including accreditation and compliance with State laws;

WHEREAS, each Board of Education and MCC, is desirous of discontinuing and terminating the Cooperative Agreement; and

WHEREAS, the cooperative agreement provides that the Great Path Governing Board shall dissolve when all but one of the boards of education has withdrawn from the Cooperative Agreement;

NOW THEREFORE, in consideration of the mutual covenants and agreements set forth herein, each Board of Education and MCC, intending to be legally bound, hereby agree as follows:

1. The undersigned agree to support the creation of an alliance of participating school districts to act in an advisory council capacity to MCC to provide a discussion forum for GPA policy and decision-making and other regional educational, school/college partnerships related to college readiness initiatives;
2. Each undersigned Board of Education and Manchester Community College support the dissolution of the Great Path Governing Board as currently constituted;
2. Each undersigned Board of Education and Manchester Community College withdraws from the current Cooperative Agreement.
3. Paragraph 3.4 of the Cooperative Agreement, entered into in October 2001 and continued in November 2004, is amended to delete the one year notice requirement and effective date of withdrawal;
4. The dissolution of the Great Path Academy Governing Board shall become effective immediately upon the approval of each Board of Education and MCC as evidenced by signatures below;

IN WITNESS THEREOF, the parties hereto have authorized their designated representatives to set their hands.

_____ Manchester Community College	_____ Date
_____ Bolton Board of Education	_____ Date
_____ Coventry Board of Education	_____ Date
_____ East Hartford Board of Education	_____ Date
_____ Ellington Board of Education	_____ Date
_____ Glastonbury Board of Education	_____ Date
_____ Hartford Board of Education	_____ Date
_____ Manchester Board of Education	_____ Date
_____ Tolland Board of Education	_____ Date

SCHOOL YEAR AT A GLANCE

2013



2014

SCHOOL BEGINS: AUG 27 Grs. 7-12
SCHOOL BEGINS: AUG 28 Grs. K-6

*SCHOOL ENDS: JUNE 6

M	T	W	TH	F
AUGUST 2013				
			Gr. 7-12 4 days	
			Gr. K-6 3 days	
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER 2013					19 DAYS
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

OCTOBER 2013					22 DAYS
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

NOVEMBER 2013					18 DAYS
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

DECEMBER 2013					15 DAYS
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

JANUARY 2014					Gr 7-12 20 DAYS	Gr. K-6 21 DAYS
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

- AUG 26 Teacher Work Day
- ◇ AUG 27 FIRST DAY OF SCHOOL, GRADES 7-12
Teacher Work Day, Grades K-6
- ◇ Aug 28 FIRST DAY OF SCHOOL, GRADES K-6
FULL DAY
- SEP 2 Labor Day
- SEP 5 Rosh Hashanah
- OCT 14 Columbus Day
- NOV 5 Election Day - No School for Students
- NOV 27 Early Dismissal
- NOV 28-29 Thanksgiving Recess
- DEC 23- JAN 1 Holiday Recess
(Includes New Year's Day)
- JAN 20 Martin Luther King Day
- JAN 16-22 Grades 7-12: Mid-Term Exams
(Early Dismissal Grades 9-12 only)
- △ JAN 23 Gr. 7-12 No School for Students
Teacher Work Day, Grades 7-12
- FEB 17-18 Winter Recess (Includes Presidents' Day)
- APR 14-18 Spring Recess (Includes Good Friday)
- MAY 26 Memorial Day
- Last 4 Days Final Exams, Grades 7-12
(Early Dismissal Grades 7-12)
- Last Day Projected Last Day - June 6
Early Dismissal Grades K-12

Projected Teacher Work Day - June 9
Teacher Work Day will be the first work day following the last day for students.

SCHOOL CLOSED

M	T	W	TH	F
18 DAYS				
FEBRUARY 2014				
	3	4	5	6
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

21 DAYS					MARCH 2014
	3	4	5	6	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

17 DAYS					APRIL 2014
		1	2	3	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

21 DAYS					MAY 2014
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

5 DAYS					JUNE 2014
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

***SCHOOL ENDS JUNE 6**

*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June up to 10 days.
If additional days are needed, they will be taken from the Spring Recess, beginning April 14.

SCHOOL YEAR AT A GLANCE

2013 DRAFT



2014 Draft

SCHOOL BEGINS: AUG 28 Grs. 7-12
SCHOOL BEGINS: AUG 29 Grs. K-6

*SCHOOL ENDS: JUNE 9

M	T	W	TH	F
AUGUST 2013				
			Gr. 7-12 3 days	
			Gr. K-6 2 days	
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER 2013					19 DAYS
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

OCTOBER 2013					22 DAYS
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

NOVEMBER 2013					18 DAYS
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

DECEMBER 2013					15 DAYS
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

JANUARY 2014					Gr 7-12 20 DAYS	Gr. K-6 21 DAYS
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

- AUG 26 Teacher Work Day-Convocation
- AUG 27 Teacher Professional Development
- ◇ AUG 28 FIRST DAY OF SCHOOL, GRADES 7-12
Teacher Work Day, Grades K-6
- ◇ AUG 29 FIRST DAY OF SCHOOL, GRADES K-6
FULL DAY
- SEP 2 Labor Day
- SEP 5 Rosh Hashanah
- OCT 14 Columbus Day
- NOV 5 Election Day - No School for Students
- NOV 27 Early Dismissal
- NOV 28-29 Thanksgiving Recess
- DEC 23-
JAN 1 Holiday Recess
(Includes New Year's Day)
- JAN 20 Martin Luther King Day
- JAN 16-22 Grades 7-12: Mid-Term Exams
(Early Dismissal Grades 9-12 only)
- △ JAN 23 Gr. 7-12 No School for Students
Teacher Work Day, Grades 7-12
- FEB 17-18 Winter Recess (Includes Presidents' Day)
- APR 14-18 Spring Recess (Includes Good Friday)
- MAY 26 Memorial Day
- Last 4 Days Final Exams, Grades 7-12
(Early Dismissal Grades 7-12)
- Last Day Projected Last Day – June 9
Early Dismissal Grades K-12
- Projected Teacher Work Day – June 10
Teacher Work Day will be the first work day
following the last day for students.

■ SCHOOL CLOSED

M	T	W	TH	F
18 DAYS				
FEBRUARY 2014				
	3	4	5	6
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

21 DAYS					MARCH 2014
	3	4	5	6	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

17 DAYS					APRIL 2014
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

21 DAYS					MAY 2014
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

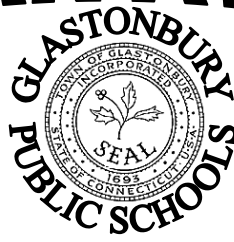
6 DAYS					JUNE 2014
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

*SCHOOL ENDS JUNE 9

*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June up to 9 days.
If additional days are needed, they will be taken from the Spring Recess, beginning April 14.

Approved: _____

SCHOOL YEAR AT A GLANCE



DRAFT 2014

Draft 2015

SCHOOL BEGINS: AUG 27 Grs. 7-12
SCHOOL BEGINS: AUG 28 Grs. K-6

M	T	W	TH	F
AUGUST 2014 Gr. 7-12 3 days Gr. K-6 2 days				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER 2014 20 DAYS				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER 2014 22 DAYS				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER 2014 17 DAYS				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

DECEMBER 2014 17 DAYS				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY 2015 Gr 7-12 18 DAYS Gr. K-6 19 DAYS				
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	△	23
26	27	28	29	30

- AUG 25 Teacher Work Day-Convocation
- AUG 26 Teacher Professional Development
- ◇ AUG 27 **FIRST DAY OF SCHOOL, GRADES 7-12**
Teacher Work Day, Grades K-6
- ◇ AUG 28 **FIRST DAY OF SCHOOL, GRADES K-6**
FULL DAY
- SEP 1 Labor Day
- SEP 25 Rosh Hashanah
- OCT 13 Columbus Day
- NOV 4 Election Day - No School for Students
- NOV 26 Early Dismissal
- NOV 27-28 Thanksgiving Recess
- DEC 24- Holiday Recess
- JAN 2 (Includes New Year's Day)
- JAN 19 Martin Luther King Day
- JAN 15-21 Grades 7-12: Mid-Term Exams
(Early Dismissal Grades 9-12 only)
- △ JAN 22 Gr. 7-12 No School for Students
Teacher Work Day, Grades 7-12
- FEB 16-17 Winter Recess (Includes Presidents' Day)
- APR 3 Good Friday
- APR 13-17 Spring Recess
- MAY 25 Memorial Day
- Last 4 Days Final Exams, Grades 7-12
(Early Dismissal Grades 7-12)
- Last Day **Projected Last Day – June 9**
Early Dismissal Grades K-12

Projected Teacher Work Day – June 10
Teacher Work Day will be the first work day following the last day for students.

■ SCHOOL CLOSED

*SCHOOL ENDS: JUNE 9

M	T	W	TH	F
FEBRUARY 2015 18 DAYS				
	2	3	4	5
	9	10	11	12
	16	17	18	19
	23	24	25	26
	27			

MARCH 2015 22 DAYS				
	2	3	4	5
	9	10	11	12
	16	17	18	19
	23	24	25	26
	30	31		

APRIL 2015 16 DAYS				
		1	2	3
	6	7	8	9
	13	14	15	16
	20	21	22	23
	27	28	29	30

MAY 2015 20 DAYS				
				1
	4	5	6	7
	11	12	13	14
	18	19	20	21
	25	26	27	28
	29			

JUNE 2015 DAYS 7				
	1	2	3	4
	8	9	10	11
	15	16	17	18
	22	23	24	25
	29	30		

*SCHOOL ENDS JUNE 9

*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June up to 8 days.
If additional days are needed, they will be taken from the Spring Recess, beginning April 13.

Approved: _____

Student Health Services

The Board of Education recognizes the importance of and requires periodic physical examinations in accordance with state statutes. The Board adheres to those state laws that pertain to school immunizations.

School District Medical Advisor

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses. [The school district medical advisor, in cooperation with the Board and the Board of Health/Health Department for the school district, shall:](#)

- [1. Advise on the provision of school health services,](#)
- [2. Provide consultation on the school health environment, and](#)
- [3. Perform any other duties as agreed between the advisor and the appointing board of education.](#)

School health efforts shall be directed toward detection and prevention of health problems, emergency treatment and modification or removal of health related barriers to learning.

Health Records

A health record for each student enrolled in the school district shall be maintained in the school nurse's office. For purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

[Student health records are covered by the Family Educational Rights and Privacy Act \(FERPA\) and are exempt from the Health Insurance Portability Act \(HIPAA\) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents/guardians that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.](#)

Physical Examinations

Physical examinations performed by a legally qualified practitioner of medicine, [and advanced practice registered nurse, or a physician assistant. ~~stationed at any military base~~](#) are required prior to enrollment and prior to entering grades 7 and 11. Students enrolling from out of state must present a physical exam no more than one year old at the time of enrollment.

If parents/guardians meet the eligibility requirements for free and reduced lunch under the National School Lunch Program, the Board of Education will provide for required physical examinations, including those for participants in athletics.

Student Health Services

Parents/guardians of students entering kindergarten and of students in grades 5 and 6 and grades 9 and 10 will be given information about Public Act 07-58 relative to mandated physical examinations required for school entry and for entry into grades 7 and 11. Students who are not compliant will not be permitted to begin their grade 7 or grade 11 school years until this mandated requirement is met.

Immunizations

[According to State Statutes](#) students are required to be immunized. ~~according to C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4.~~

A student will not be allowed to begin or continue in district schools unless physical examinations and immunizations are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations and physical examinations at enrollment and prior to school attendance.

Health Screenings

Parents/guardians will be given annual written notification in the school handbook and/or newsletter of all health screenings (vision, hearing, postural) to be conducted during the school year. Written notification will be sent for students who fail to meet the standards of screening tests and/or when a student appears to be in need of further medical evaluation.

Exemptions

Physical examinations, immunization requirements and health screening requirements are waived if the parent/guardian of the student, or emancipated minor, notifies school personnel in writing of their objection on religious ~~or medical holistic or naturopath~~ grounds. [A medical exemption must be written and provided by a legally qualified practitioner of medicine.](#)

(cf. 5111 – Admission)

Student Health Services

Legal Reference: Connecticut General Statutes
~~10-191 Physical examination~~
~~10-204a Vaccination~~
10-204c Immunity from liability
~~10-205 Health assessments~~
10-206a Free health assessments
10-208 Exemption from examination or treatment
10-209 Records not to be public
10-210 Notice of disease to be given parent or guardian
~~10-214 Vision, audiometric and postural screenings: when
required, notification of parents re defects; record of
results.~~
~~10-214b Compliance report by local or regional Board of Education~~
10-203 Sanitation.
10-204a Required immunizations.
10-205 Appointment of school medical advisors.
10-206 Health assessments, as amended by PA 07-58 and PA 11-179
10-207 Duties of medical advisers, (as amended by P.A. 12-198)
10-208a Physical activity of student restricted; Boards to honor notice.
10-212 School nurses and nurse practitioners.
10-212a Administration of medicines by school personnel.
Federal Family Educational Rights and Privacy Act of 1974 (section 438
of the General Education Provisions Act, as amended, added by section
513 of P.L. 93-568, codified at 20 U.S.C. 1232g)
42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and
Accountability Act of 1996 (HIPAA)

Policy

Adopted: March, 1982

Revised: February 28, 2005

Revised: May 12, 2008

Revised: May 23, 2011

Revised:

Student Health Services

Physical Examinations, Screenings and Immunizations

~~In accordance with C.G.S. 10-191,~~ Each student, prior to being enrolled in a Connecticut public school must have a physical examination by a legally qualified practitioner of medicine, [advanced practice registered nurse, or a physician assistant.](#) ~~stationed at any military base.~~

Parents/guardians are responsible for providing the documentation of required physical examination.

If parents/guardians meet the eligibility requirements for free and reduced lunch under the National School Lunch Program, the Board of Education will provide for required physical examinations, including those for participants in athletics.

A student will not be allowed to begin or continue in district schools unless physical examination requirements are met. Students transferring into the district must provide evidence of required Connecticut physical examination at enrollment and prior to school attendance.

a. Frequency

1. Physical examinations are required prior to initial enrollment in a Connecticut public school; (transfer students from one Connecticut school district to another are not required to have an additional physical examination prior to enrollment in the new school district).
2. For each student prior to entering Grade 7; and
3. For each student prior to entering Grade 11

b. Time Tables

Pre-Kindergarten physicals must be done no more than one year before school entry.

Grade 7 - Students must have a physical exam after June 30th of the fourth grade and prior to entering the 7th grade.

Grade 11 - Students must have a physical exam after June 30th of their 8th grade year and prior to entering the 11th grade.

Out of State – Students enrolling from out of state must present a physical exam no more than one year old at the time of enrollment.

Student Health Services (continued)Procedures

Parents/guardians of students entering kindergarten and of students in grades 5 and 6 and grades 9 and 10 will be given information about Public Act 07-58 relative to mandated physical examinations required for school entry and for grades 7 and 11. The information will explain that students who are not compliant will not be allowed to begin their grade 7 or grade 11 school years until this mandated requirement is met.

Students participating in athletic programs at Glastonbury High School must complete a sports permission authorization form within one year prior to the first practice session for the sport or sports. Forms completed after June 30th will cover the student for the next school year. Parents/guardians are responsible for obtaining any physical exams needed for completion of this form. Information on the sports forms is recorded and maintained by the athletic director's office. The form is filed in the student's health folder.

1. Scope of Physical Examination

~~physical examination shall include hematocrit or hemoglobin, height, weight, and blood pressure; updating of immunizations; vision, hearing, postural, speech and gross dental screenings; a chronic disease assessment; health and development history as appropriate; Tuberculin Risk, Sickle Cell Anemia, Cooley's Anemia and/or lead poisoning screening on recommendation of School District Medical Advisor and Town Health Director. A test for tuberculosis should be performed if any of the following risk factors prevail:~~

- ~~• birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central South America, Dominican Republic, and Haiti see list of countries in Appendix) and do not have a record of a TST (tuberculin skin test) or IGRA (interferon-gamma release assay) performed in the United States;~~
- ~~• travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;~~
- ~~• extensive contact with persons who have recently come to the United States since the previously required examination;~~
- ~~• contact with persons suspected to have tuberculosis, or~~
- ~~• lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.~~

~~Any individual found to be positive shall have an appropriate medical management plan developed that includes a chest radiograph. Students not already known to have a positive test for tuberculosis shall be tested if they meet any of the risk factors for TB infection.~~

Student Health Services (continued)

Prior to enrollment and in grades 7 and 11: ~~Grades Seven and Eleven:~~ physical examination shall include hematocrit or hemoglobin, weight, height and blood pressure, updating of immunizations; vision, hearing, postural, **speech** and gross dental screening; a chronic disease assessment; health and development history as appropriate; Tuberculin Risk, Sickle Cell Anemia, ~~and/or Cooley's Anemia screening~~ **and/or lead poisoning screening** on recommendation of School District Medical Advisor and Town Health Director. **A test for tuberculosis should be performed if any of the following risk factors prevail:**

- birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central South America, Dominican Republic, and Haiti see list of countries in Appendix) and do not have a record of a TST (tuberculin skin test) or IGRA (interferon-gamma release assay) performed in the United States;
- travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;
- extensive contact with persons who have recently come to the United States since the previously required examination;
- contact with persons suspected to have tuberculosis, or
- lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

Any individual found to be positive shall have an appropriate medical management plan developed that includes a chest radiograph. Students not already known to have a positive test for tuberculosis shall be tested if they meet any of the risk factors for TB infection.

2. Screenings

Parents will be given annual written notification in the school handbook and/or newsletter of all health screenings (vision, hearing, postural) to be conducted during the school year. Written notification will be sent for students who fail to meet the standards of screening tests and/or when a student is in need of further medical evaluation. Parents/guardians need to notify the school nurse in writing if their child should be exempt from any of the above- mentioned screenings.

Type and Frequency

1. Vision: K, 1, 2, 3, 4, 5, 6 and in Grade 9.
2. Audiometric: K, 1, 2, 3 and in Grades 5 and 8.
3. Postural: Grades 5, 6, 7, 8, 9.

3. Immunizations

Glastonbury Public Schools, in compliance with C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4 shall require each child to be adequately immunized against the following diseases: measles, rubella poliomyelitis, diphtheria, tetanus, pertussis, mumps, hemophilus influenza type B, hepatitis A, hepatitis B, varicella, pneumococcal, influenza, meningococcal, and any other vaccine required by the schedule for active immunization as determined by the Commissioner of Public Health pursuant to 19a-7f of Connecticut General Statutes, before being permitted to enroll in any program or school under its jurisdiction.

Students shall be exempt for the appropriate provision of this regulation when:

Any such child who

1. presents a certificate from a physician or local health agency stating that initial immunizations have been given to such child and additional immunizations are in process under guidelines and schedules specified by the commissioner of Health Services; or
2. presents a certificate from a physician stating that in the opinion of such physician, such immunization is medically contraindicated because of the physical condition of such child; or
3. presents a statement from the parents or guardian of such child that such immunization would be contrary to the religious beliefs of such child; or
4. in the case of measles, mumps and rubella, presents a certificate from a physician or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. in the case of diphtheria, tetanus, and Pertussis, has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. 19a-7f); passed his/her sixth birthday, or
6. in the case of Hemophilus influenza B has passed his or her fifth birthday. ~~shall be exempt from the appropriate provisions of this section.~~

Student Health Services (continued)

~~Beginning January 1, 2012, and each~~ **Prior to each** January 1 ~~thereafter~~, children aged 24-59 months enrolled in the preschool program must show proof of receipt of at least one dose of influenza vaccine between August 1 and December 31 of the preceding year. All children aged 24-59 months who have not received vaccination against influenza previously must show proof of receipt of two doses of the vaccine the first influenza season that they are vaccinated. Children seeking to enroll in the preschool program between January 1 and March 31 are required to receive the influenza vaccine prior to being permitted to enter the program. Children who enroll in the preschool program after March 31 of any given year are not required to meet the influenza vaccine requirement until the following January.

A student will not be allowed to begin or continue in district schools unless immunization requirements are met. Students transferring into the district must provide evidence of required Connecticut immunizations at enrollment and prior to school attendance.

The Glastonbury Public Schools designates the Head Nurse as the representative for receipt of reports from health care providers concerning student immunizations.

In accordance with state law, the Board of Education/Glastonbury Public Schools shall not be liable for civil damages resulting from an adverse reaction to a vaccine required to be administered by state law.

4. Records

When a student transfers from the school system to another school within the state, the original records are sent to the new school system and copies of the records are kept in the district. When a student transfers out of state, original records are kept in the district and copies are sent to the new school.

5. Exemptions

Physical examinations, immunization requirements and health screening requirements are waived if the parent/guardian of the student, or emancipated minor, notifies school personnel in writing of their objection on religious, ~~or medical holistic or naturopath~~ grounds. **A medical exemption must be written and provided by a legally qualified practitioner of medicine.**

 Student Health Services (continued)

(cf. 5111 – Admission)

Legal Reference: Connecticut General Statutes
~~10-192 Physical examination~~
 10-204a ~~Vaccination~~ Required immunizations.
 10-204c. Immunity from liability
 10-206 Health assessments, as amended by PA 07-58 and PA 11-179
 10-206a Free health assessments
 10-208 ~~10-211~~ Exemption from examination or treatment
 10-209 ~~10-212~~ Records not to be public
 10-210 ~~10-213~~ Notice of disease to be given parent or guardian
 10-214 ~~10-215~~ Vision, audiometric and postural screenings: when required, notification of parents re defects; record of results.
~~10-204b Compliance report by local or regional Board of Education~~
 10-203 Sanitation.
 10-205 Appointment of school medical advisors.
 10-207 Duties of medical advisers, (as amended by P.A. 12-198)
 10-208a Physical activity of student restricted; Boards to honor notice.
 10-212 School nurses and nurse practitioners.
 10-212a Administration of medicines by school personnel.

CT Agency Regulations:

~~10-204a-2a Adequate Immunization~~ Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Regulation

Adopted: March, 1982

Revised: February 28, 2005

Revised: May 12, 2008

Revised: May 23, 2011

Revised:

Students with Special Health Care Needs

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

Accommodating Students with Special Dietary Needs

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

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

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

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

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

Students with Special Health Care NeedsAccommodating Students with Special Dietary Needs

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

(cf. 5141 Student Health Services)
 (cf. 5141.21 Administering Medication)
 (cf. 5141.23 Students with Special Health Care Needs)
 (cf. 5141.3 Health Assessments)
 (cf. 5145.4 Nondiscrimination)

Legal Reference: Connecticut General Statutes:
 10-15b Access of parent or guardian to student's records.
 10-154a Professional communications between teacher or nurse and student.
 10-207 Duties of medical advisors.
[10-212a-1 through 10-212a-7 Administration of Medication by School Personnel](#)
 10-212c Life-threatening food allergies: Guidelines; district plans, as amended by P.A. 12-198
[10-220i Transportation of students carrying cartridge injectors](#)
[52-557b "Good Samaritan law." Immunity from liability for emergency, medical assistance, first aid or medication by injector. School personnel not required to administer or render.](#)

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

~~FCS Instruction 783-2, Revision 2, Meal substitution for medical or other special dietary reasons.~~

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

Regulations for Accommodating Students with Special Dietary Needs

~~The number of students with life-threatening food allergies in Glastonbury is increasing with each new school year. Given that national statistics indicate that food allergies overall have increased by 55% in the last five years, such an increase in our enrollment is not surprising. Faced with the possibility that common, everyday exposures may be potentially fatal for a food-allergic child, it is imperative that schools initiate and implement policies and procedures to protect food-allergic students from accidental exposure.~~

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

Accommodating Students with Special Dietary Needs

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

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

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

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

Regulations for Accommodating Students with Special Dietary Needs

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

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

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

Definitions

An “allergen” is any substance that causes an allergic reaction.

An “epipen” is a pre-filled automatic injectable medication.

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

Goals

- ~~1. Reduce the possibility of exposure of known reactors to offending allergens.~~
- ~~2. Provide for best outcome if exposure/reaction occurs in either a known or unknown reactor.~~
- ~~3. Formulate and implement individualized health care plans for each known reactor.~~
- ~~4. Support parents in managing their allergic child in the school environment.~~

Regulations for Accommodating Students with Special Dietary Needs

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

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

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

1. Parents/guardians of students who are known reactors should inform the school nurse and provide emergency medication and medication orders in accordance with the Medication Administration Policy. (cf. 5141.21)
2. Only the parent/guardian shall make the determination of food safety for their child.
3. Parents of food allergic children are strongly encouraged to provide lunch and snack food for their child.
4. School personnel, parents and students will collaborate to determine the need for and to formulate a written IHCP ~~individualized health care plan~~ for avoiding the offending allergen. This plan will be shared with all school staff who have contact with the student.
5. Because peanuts, peanut products, other nuts, and certain other food products are associated with the most frequent and severe of allergic food reactions, whenever possible, they shall not be used for instructional purposes in any classroom setting. An alternate activity will be provided for known reactors when their use cannot be avoided.
6. Students may carry epipens with them with physician and parent authorization.
7. Parents of K-6 students will be notified by written correspondence within the first week of the school year if there is a known food reactor in their child's classroom. Parents of K-6 students in such classrooms will be requested in such correspondence to refrain from sending in snacks with the known allergen during the school year.

Regulations for Accommodating Students with Special Dietary Needs

8. Nurses, administrators and teachers shall meet with parents of allergic and [glycogen storage disease](#) children whose medical needs are not addressed or met within these protocols and procedures.
9. The Food Allergy [and Glycogen Storage Disease](#) Guidelines will be posted on the Glastonbury Public Schools website.

Parent/Guardian Role

1. Inform and update the school nurse regarding allergies/reactions [and glycogen storage disease](#). [Provide as much information about the extent and nature of the allergy and glycogen storage disease as is known, as well as any known effective treatment.](#)
2. Provide the school nurse with emergency medication and medication orders in accordance with the Medication Administration Policy. (cf. 5141.21)
3. Provide the school with an individualized action plan prepared by the child's physician.
4. Collaborate with school personnel to formulate an [IHCP](#) ~~individualized health care plan~~.
5. Contact food services with any questions regarding special dietary needs.
6. Identify food allergic [and glycogen storage disease](#) ~~child~~ [students](#) to the bus/van driver.
7. Age appropriately educate their children about their particular allergy, how to avoid the allergen, signs and symptoms of an allergic reaction, and what to do if they suspect a reaction. Age appropriately educate their children about [glycogen storage disease and what to do if they suspect an reaction.](#)
8. If willing, parents should provide the school nurse with three small (wallet size) pictures of their child to be shared with cafeteria workers, teachers and nurse to help more easily identify the child.
9. Parents are encouraged to provide their child with a medical alert bracelet.

Regulations for Accommodating Students with Special Dietary Needs

Nurse's Role

1. As needed, collaborate with parents and school staff, with input from the physician, to write **IHCP individualized health care plans** and emergency plans (including field trips) by the end of the first month of the school year.
2. For a student with glycogen storage disease, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with glycogen storage disease on school grounds during the school day.
3. In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency.
4. Educate and train school personal on managing students with life threatening allergies and glycogen storage disease including training on how to provide food or dietary supplements.
5. Communicate and oversee the implementation of the plan to appropriate teachers, paraprofessionals and cafeteria staff.
6. Review all field trip schedules for their buildings. Teachers shall notify nurse of upcoming trips at least one week prior to trip.
7. In the event that students must eat lunch in their classrooms, the nurse will notify and ask all parents of students in nut-free classrooms, to refrain from sending peanut/tree nut food products in their children's lunches on that day. If a student brings a peanut/tree nut food product for lunch, that student shall eat with the students in a classroom that is not designated "nut free."
8. If indoor recess is held in the classroom, students with nut allergies should have recess in a "nut free" classroom.
9. Instruct appropriate school personnel in epipen administration to known reactors (volunteer basis).
10. ~~Instruct staff in signs and symptoms of anaphylaxis~~
11. Follow standing orders for allergic reactions in unknown reactors.

Regulations for Accommodating Students with Special Dietary Needs

12. Determine, in collaboration with parents, student and physician, if self-administration of an epipen is appropriate. A student with an allergic condition may retain possession of an epipen at all times while attending school for prompt treatment of the allergic condition, provided written authorization for self-administration of medication, signed by the parent/guardian and authorized prescriber, is submitted to the school nurse.
13. Epipens may be stored in the school health office. Epipen storage area is to be kept unlocked during the school day. Parents may provide additional epipens for the classroom, and other specified areas if desired.
14. With parent permission, school nurses will notify the transportation coordinator and/or bus drivers of known reactors.
15. Will provide food and dietary supplements for students with glycogen storage disease and approve any school employee to do the same.

Teacher's Role

1. Know which students are known reactors and what the offending allergen is.
2. Notify parents of known reactors prior to events that may include food.
3. Educate all students in class of the dangers of food allergies and policies and procedures to be followed. Make students aware of any existing food allergies in their classroom.
4. Encourage parents of food allergic children to provide "special" snacks for specific events that may include foods.
5. Notify the school nurse of all field trips at least one week prior to the trip so that a review may be made of the list of students.
6. Neither the teacher nor the nurse will be responsible for determining if a food product is safe for an allergic student to eat. Only the parent/guardian shall make the determination of food safety for their child.
7. Provide parent/guardians of known reactors with a list of birthday dates (no student names) so that they may provide a "special" snack on those days if desired.

Regulations for Accommodating Students with Special Dietary Needs

8. Because peanuts, peanut products, other nuts and certain other products are associated with the most frequent and severe of allergic food reactions, whenever possible, they shall not be used for instructional purposes in any classroom setting. An alternative activity will be provided for known reactors when their use cannot be avoided. Animal feed or beanbags within the classroom will be checked and removed if they contain nut products.
9. Provide information about known reactors, including an emergency health plan in the substitute folder.
10. Remove from the classroom any snack that contains an obvious known allergen.
11. Require proper hand washing techniques by adults and children before and after the handling/consumption of food.

Snacks

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

Birthdays

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

Regulations for Accommodating Students with Special Dietary Needs

Cafeteria

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

Regulations for Accommodating Students with Special Dietary Needs

Field Trips

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

Transportation

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

Regulations for Accommodating Students with Special Dietary Needs

Community Use

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

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

Regulation

Adopted: February 28, 2005

Revised: August 9, 2010

Revised:

POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS (AED)

In order to assist individuals who may experience cardiac arrest on school property, the Glastonbury Board of Education has acquired **automatic** external defibrillators for use in school buildings. It is the policy of the Glastonbury Board of Education to support the use of these automatic external defibrillators during medically appropriate circumstances on school property.

~~For purposes of this policy, an AED is a device that:~~

- ~~1) is used to administer an electric shock through the chest wall to the heart;~~
- ~~2) contains internal decision-making electronics, microcomputers or special software that allows it to interpret physiologic signals, make medical diagnosis and, if necessary apply therapy;~~
- ~~3) guides the user through the process of using the device by audible or visual prompts; and~~
- ~~4) does not require the user to employ any discretion or judgment in its use.~~

Legal References:

Connecticut General Statutes

19a-175 Definitions

19a-197 Automatic external defibrillators. Registry Established. Regulations. Simultaneous communication with physician not required.

52-557b Good Samaritan Law

10-212d Availability of Automatic External Defibrillators in Schools

Regulations of Connecticut State Agencies Department of Public Health 19a-179-1 et seq.

Adopted:

ADMINISTRATIVE REGULATIONS AUTOMATIC EXTERNAL DEFIBRILLATORS

I. Definitions:

Automatic External Defibrillator (AED) — means a device that: (A) is used to administer an electric shock through the chest wall to the heart; (B) contains internal decision-making electronics, microcomputers or special software that allows it to interpret physiologic signals, make medical diagnosis, and, if necessary, apply therapy; (C) guides the user through the process of using the device by audible or visual prompts; and (D) does not require the user to employ any discretion or judgment in its use.

CPR Provider — a person who is CPR certified.

II. Defibrillator Location

1. The Glastonbury Public Schools will have defibrillators in school buildings ~~designated by the Glastonbury Board of Education~~ in locations that are ~~The AEDs will be~~ strategically placed and readily accessible to maximize rapid utilization.

III. Responsibility for Operation, Maintenance and Record-Keeping

1. The school nurse at each building in which an AED is installed will check the AED in the building on a regular basis, at least monthly. It will be that nurse's responsibility to verify that the unit is in the proper location, that it has all the appropriate equipment (battery, mask, case, emergency pack), that it is ready for use, and that it has performed its self-diagnostic evaluation. If the nurse notes any problems, or the AED's self-diagnostic test has identified any problems, the nurse must contact the School Nurse Supervisor or designee immediately.
2. After performing an AED check, the nurse shall indicate on the AED service log (~~Appendix IV~~) that the unit has been inspected and that it was found to be "In-Service" or "Out-of-Service".
3. The School Nurse ~~or Supervisor and/or School Nurse~~ shall be responsible for the following:
 - a) AED service checks during the contracted school year;
 - b) the replacement of equipment and supplies for the AED;
 - c) the repair and service of the AED;
 - d) all recordkeeping for the equipment during the school year;

- e) providing/scheduling training for all Board employees who require such training or would like to receive such training;
- f) maintaining a list of CPR certified persons by the Board of Education;
- g) keeping all records concerning incidents involving the use of an AED;
- i) reporting the need for revising the AED policy and administrative regulations to the Superintendent or his/her designee;
- j) registering the AEDs in accordance with state law.

IV. Training for CPR certified persons

The Glastonbury ~~Public Schools Board of Education~~ will provide initial training or refresher training to the following classes of individuals on an annual basis:

- 1) Staff who work in the Health Services Department, including all school nurses and the Nursing Supervisor;
- 2) Staff who work in the Athletic Department, including all athletic trainers, head coaches and the Athletic Director;
- 3) Volunteers from the faculty and staff at each school.

The training will be provided in accordance with the standards set forth by the American Red Cross or American Heart Association. Individuals completing this training will be considered a CPR certified person.

V. Procedures for Use of an AED

- 1. To the extent ~~possible~~ **practicable**, AEDs should be retrieved and used by CPR certified persons or other trained emergency medical services personnel. In the event no CPR certified person is available or present, an AED may be used by Trained and Untrained Individuals in order to provide emergency care to an individual who may be in cardiac arrest on school property.
- ~~2. AEDs may only be used in medically appropriate circumstances.~~
- 2. In the event of use, the school's nurse ~~shall~~ or the school's nurse supervisor shall promptly thereafter complete an AED check and verify that the unit is in the proper location, that it has all the appropriate equipment (battery, mask, case, emergency pack), that it is ready for use, and that it has performed its self-diagnostic evaluation. Any problems with the AED shall be immediately reported to the School Nurse.

Legal References:

Connecticut General Statutes

19a-175 Definitions

19a-197 Automatic external defibrillators. Registry established.
Regulations. Simultaneous communication with physician
not Required.

52-557b Good Samaritan Law

10-212d Availability of Automatic External Defibrillators in schools

Regulations of Connecticut State Agencies

Department of Public Health 19a-179-1 et seq.

Regulation
Adopted:

**Glastonbury Public Schools
Cumulative Summary of Suspensions**

School: Glastonbury High School

School Year: 2012-2013

Reason	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
A. Alcohol Possession/Use/ Sale/Distribution/Manufacture			1	1							
B. Drugs Possession/Use/ Sale/Distribution/Manufacture				6	6						
C. Vandalism		1		1							
D. Fighting /Altercation				2	4						
E. Physical Attack on Student		1	1								
F. Physical Attack on Staff											
G. Threatening/Bullying		1	1	3							
H. Insubordination			3	5	2						
I. Cutting/Skipping Class		2	1	2	2						
J. Profanity		3									
K. Tardiness				1							
L. Harassment			4	1	1						
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution											
O. Theft			1								
P. Interference with school Safety/ Order/Discipline			4	3	2						
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention											

1. Total Number of Suspensions by Month		8	16	25	17						
In-School		6	16	17	9						
Out-of-School		2	0	8	8						
2. No. of 1 Day Suspensions		0	0	0	0						
3. No. of 2-4 Day Suspensions		6	12	17	9						
4. No. of 5-10 Day Suspensions		2	4	8	8						
5. * No. of Different Students Suspended for the Month		8	16	25	17						
6. * No. of Different Students Suspended this Year (Cumulative)		8	22	45	57						
7. * No. of Different Students Suspended More than Once this Month		0	0	2	0						
8. * No. of Students Suspended More than Once this Year (Cumulative)		0	2	4	7						

**Glastonbury Public Schools
Cumulative Summary of Suspensions**

School: Glastonbury High School

School Year: 2011-2012

Reason	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
A. Alcohol Possession/Use/ Sale/Distribution/Manufacture											
B. Drugs Possession/Use/ Sale/Distribution/Manufacture			1								
C. Vandalism											
D. Fighting /Altercation		4		2							
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying		2	2								
H. Insubordination			2		4						
I. Cutting/Skipping Class			3	3	2						
J. Profanity					1						
K. Tardiness											
L. Harassment				1							
M. Weapon-Possession/Use		1									
N. Tobacco Possession/Use/ Sale/Distribution		1			2						
O. Theft					2						
P. Interference with school Safety/ Order/Discipline			3		1						
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention				1							

1. Total Number of Suspensions by Month		8	11	7	12						
In-School		4	8	6	12						
Out-of-School		4	3	1	0						
2. No. of 1 Day Suspensions		1	2	1	1						
3. No. of 2-4 Day Suspensions		5	7	6	11						
4. No. of 5-10 Day Suspensions		2	2	0	0						
5. * No. of Different Students Suspended for the Month		8	9	7	12						
6. * No. of Different Students Suspended this Year (Cumulative)		8	17	23	33						
7. * No. of Different Students Suspended More than Once this Month		0	2	0	0						
8. * No. of Students Suspended More than Once this Year (Cumulative)		0	2	3	4						

**Glastonbury Public Schools
Cumulative Summary of Suspensions**

School: Smith Middle School

School Year: 2012-2013

Reason	Aug	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
A. Alcohol Possession/Use/ Sale/Distribution/Manufacture											
B. Drugs Possession/Use/ Sale/Distribution/Manufacture											
C. Vandalism											
D. Fighting / Altercation											
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying		1			1						
H. Insubordination											
I. Cutting/Skipping Class			1								
J. Profanity											
K. Tardiness											
L. Harassment											
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution											
O. Theft			2								
P. Interference with school Safety/ Order/Discipline				2	1						
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention											

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

**Glastonbury Public Schools
Cumulative Summary of Suspensions**

School: Smith Middle School

School Year: 2011-2012

Reason	Aug	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
A. Alcohol Possession/Use/ Sale/Distribution/Manufacture											
B. Drugs Possession/Use/ Sale/Distribution/Manufacture											
C. Vandalism											
D. Fighting / Altercation											
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying		1	3								
H. Insubordination					1						
I. Cutting/Skipping Class											
J. Profanity											
K. Tardiness											
L. Harassment			1	1							
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution											
O. Theft			1								
P. Interference with school Safety/ Order/Discipline			1	1							
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention											

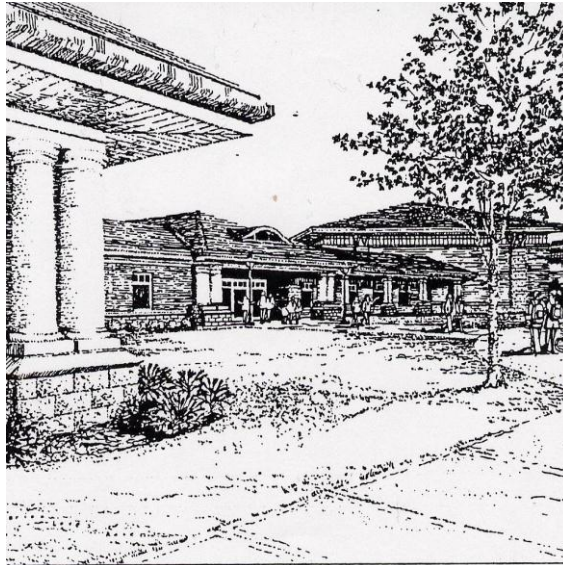
1. Total Number of Suspensions by Month		1	6	2	1						
In-School		1	4	2	1						
Out-of-School			2								
2. No. of 1 Day Suspensions			1	2	1						
3. No. of 2-4 Day Suspensions		1	3								
4. No. of 5-10 Day Suspensions			2								
5. * No. of Different Students Suspended for the Month		1	5	2	1			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

**2013-2014
SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES**



**Principal: Mrs. Donna D. Schilke
Assistant Principal: Mr. Stephen Falcigno
Assistant Principal: Mrs. Kate Lund**

Smith Middle School Mission Statement



As members of the Smith Middle School community, our mission is to foster academic achievement for all and help our students demonstrate responsibility, honesty and safety in a respectful learning environment. Working together, we seek to create a positive climate that encourages all to reach their full potential and become contributing members of society.

**SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES
2013-2014**

Smith Middle School Administration

Mrs. Donna D. Schilke, Principal
Mr. Stephen Falcigno, Assistant Principal
Mrs. Kate Lund, Assistant Principal

Central Office Administration

Alan B. Bookman, Ph.D., Superintendent of Schools
Matthew H. Dunbar, Assistant Superintendent of Schools
Rosemary Tralli, Ph.D., Assistant Superintendent of Schools
Sharon E. Smith, J.D., Business Manager

Board of Education

Susan Karp, Chairman
Jeremy Grieveson, Vice-Chairman
Lisa M. Furbush, Ph.D., Secretary
Rosemary Coggeshall
Douglas C. Foyle, Ph.D.
Pandora D. Wohler
James R. Zeller

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its education programs or activities because of race, creed, color, national origin, gender, sexual orientation, gender identity or expression, marital status, age, or disability, subject to the conditions and limitations established by law.

Compliance Officers for the Glastonbury Board of Education have the responsibility to monitor the compliance of these policies. The names and locations are provided to staff annually and also included in the school calendar.

Curriculum Directors

Art, Dan Roach, Ph.D.	652-7954
Career and Technical Education, Jill Carey, Ed.D.	652-7200 (ext. 2002)
Educational Technology, Brian Czapl	652-4910
Foreign Language/ELL, Rita Oleksak	652-7954
Health and Physical Education, Ann Marie Colebrook	652-7958
History/Social Sciences, Ilene Lowenstein	652-7967
Language Arts and Reading, Joanne St. Peter	652-7967
Mathematics, Michele Watson	652-7975
Music, Patricia Lignelli	652-7975
School Counseling, Edward Gregorski	652-7200 (ext. 1058)
Science, Fred Myers	652-7200 (ext. 2002)
Special Education Pre K-12, Anita Russell	652-7971

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GENERAL INFORMATION

INTRODUCTION

The Smith Middle School program offers students an opportunity to extend their learning horizons through varied experiences, both required and elective. Smith Middle School teachers help students to acquire information, skills and values, which will prepare them to operate effectively within Mortimer Adler's "three columns of learning" (Knowledge, Skills, and Understanding). The Smith Middle School program strives to create opportunities for its students to share in the responsibility for their growth and learning.

The Smith Middle School Program of Studies consists of a group of required courses which are supplemented and enriched by a group of elective courses. In this way, students are taught basic and advanced skills and also have the opportunity to sample and explore a wide variety of topics in the practical, fine, and performing arts.

This Program of Studies is designed to help parents and students work together to plan an educational program ideally suited to each individual. The teaching staff, guidance department, and school administration are ready to assist you as you undertake this important task.

SCHOOL ORGANIZATION

Smith Middle School is organized as a seventh and eighth grade middle school incorporating the team format. The middle school model is an excellent means of organization for teaching early adolescents and meeting their special developmental needs. This organizational model encourages and supports interdisciplinary initiatives as well as active parent involvement.

We currently have five seventh grade teams and five eighth grade teams. Each seventh and eighth grade team consists of approximately 100 students. All teams include an English, foreign language, history, math, and science teacher supported by a guidance counselor, special education teacher and reading teacher.

The instructional day at Smith Middle School consists of eight periods; five are reserved for required academic courses (English, foreign language, history, math and science), two may be used for electives or supportive services, and one for lunch/homeroom. Physical Education and Health are required courses for both seventh and eighth grade students. These courses are offered during the elective time slots.

SCHOOL COUNSELING DEPARTMENT

The school counseling department is founded on the belief that each individual is unique and capable of self-direction and personal growth. School counseling services are an integral part of a student's educational experience in seventh and eighth grade. These services consist of an ongoing, proactive and planned program, which recognizes the developmental needs of all students. The program is delivered in a systematic way through curriculum lessons, systems supports, and responsive services that are provided individually or in groups.

Through the school counseling program, students are assisted in matters related to academics and personal/social issues. In addition, school counseling services assist in the process of helping students develop into knowledgeable, responsible, ethical, and caring members of a diverse society within a complex and technological world.

The counselor-counselee relationship is unique because it is based on the unconditional acceptance of students. It is this non-threatening aspect of the counseling experience that allows students to better understand themselves and their environment, and to recognize that relationship between the two. Each student at Smith will be assigned a school counselor who will work with them during their seventh and eighth grade years.

FORMAT OF COURSE OFFERINGS

All required academic courses (English, foreign language, history, math and science) are taught five times per week for the year.

Elective courses meet every other day for one or both semesters (twice one week and three times the next).

Physical Education is a required course both semesters and is offered every other day. Health is required in both grades and is taught every other day for one semester.

Special Education IEP or Resource classes are offered either daily (5x per week) or every other day (2/3x per week) format.

Every attempt is made to schedule students into their elective choices; however, this is not always possible. When student choices are not available, the administration may assign students to alternative elective courses. When there are no elective options available that match the students' schedule, students may be assigned to a study hall.

ACADEMIC LEVELS

Smith Middle School offers both heterogeneous and homogenous groupings. Only English, math, and science classes have been grouped according to specific achievement levels (homogeneous) to provide for students who have demonstrated special abilities or needs.

Level 1 courses are for students who have demonstrated superior achievement.

Level 2 courses are for students who have demonstrated academic knowledge at grade level.

IEP courses are for students identified through special education to be in need of specialized assistance.

A student's recommendation is determined collaboratively with input from parents and teachers and based on all available data including student needs, past performance, and standardized test results. Recommendation for a given level is reviewed periodically during the school year, and if the need arises, students are placed in a more appropriate level.

REPORTING STUDENT PROGRESS

Teachers, counselors, and administrators are committed to making timely and regular contact with parents regarding student progress. Teacher phone calls, team meetings with parents and students, and progress notes are utilized to keep parents informed about student performance. In addition to the quarterly report cards, grades are posted regularly on the portal and also updated mid quarter.

Student grades are reported as: A+, A, A- B+, B, B- C+, C, C- D+, D, D-, F

Student "Effort" and "Conduct" are reported as:

1 Excellent 2 Good 3 Fair 4 Unsatisfactory

HONOR ROLL

Students who have achieved a B- or better in all courses (required and elective) will earn honor roll status. Any grade below a B- in any subject will disqualify a student from the honor roll.

RETENTION POLICY

Specific procedural guidelines are in place after the second marking period for students who are in danger of failing two or more academic subjects. Parents are contacted and involved in designing and implementing a plan to avoid retention. Retention is a last resort and used only after other options have been exhausted.

MIDDLE SCHOOL COURSES RECOGNIZED ON GHS TRANSCRIPTS

Smith Middle School students who successfully complete the course requirements in Spanish 1 and 2, French 1 and 2, Russian 1 and 2, and Algebra will have these grades recorded on their high school transcripts. However, high school credit for the purpose of meeting graduation requirements CANNOT be given to courses completed before grade nine.

For example, Algebra I does not count toward the twenty-one credits needed for graduation when taken at Smith Middle School, but it is recorded on the GHS transcript since it is identical to the Algebra I course offered to ninth graders at Glastonbury High School. Algebra I is a prerequisite course for other mathematics courses at Glastonbury High School.

MODIFICATION OF A COURSE OFFERING

In very rare cases, a course offered at Smith Middle School may be withdrawn or enrollment may be restricted for any of the following reasons:

1. Interest and enrollment is too small
2. Limited facilities
3. Unavailability of certified staff
4. Reduction of budget

TEXTBOOK REVIEW PROCESS

In accordance with Board of Education Policy #6121, October 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which are to attain:

- ◆ Equal opportunity for all students to participate in the total program of the school.
- ◆ Continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences.

In keeping with this policy, textbooks and other instructional materials are reviewed for bias prior to purchase. This process is coordinated by the director of the specific discipline and is done both during the formal curriculum review and at other points when new instructional material is being considered. The review committee forwards the textbook request and the textbook to the superintendent for approval. Both the request and the text are then presented to the Board of Education for review.

If you have any questions or concerns about instructional materials, please consult the appropriate curriculum director.

SCIENTIFIC RESEARCH BASED INTERVENTIONS (SRBI)

SRBI is an approach which provides services and interventions to all students based on their academic and /or behavioral needs. The State of Connecticut mandates that all school districts in Connecticut use this process. When a need is identified using assessment data, interventions are developed. School personnel monitor student progress closely to be sure the interventions are appropriate and successful. For more information, visit the GPS website Parent Link to SRBI.

REQUIRED ACADEMIC COURSES

ENGLISH DEPARTMENT

Language Arts

Language Arts instruction at the middle school level provides students with opportunities to know and understand text and to read and write for real-world purposes. Students read independently, in instructional reading groups and as members of literature circles. Students write for a variety of purposes, and are guided to develop their writing abilities through whole group and small group instruction, as well as through individual conferences. Within this flexible structure:

- Reading and writing are valued as complex and highly social activities
- Time is provided for students to read and write
- The close study of genre enables students to become more skillful readers and writers
- Independent reading is encouraged as a vehicle to encourage students to develop an awareness and appreciation of quality literature
- Students are provided with opportunities to communicate clearly and listen respectfully to the ideas of others
- Technology is authentically used as a means to enhance student learning

The Language Arts curriculum is organized into genre-based units of study. Woven throughout these units are areas of direct instruction that include opportunities for students to strategically employ their reading and writing strategies, to respond to text both orally and in writing, and to study and apply grammar and spelling rules. Reading genres include works of realistic fiction, nonfiction, historical fiction, myths, and poetry. Writing includes instruction in narrative, expository and persuasive genres.

Student preferences begin to take shape during the middle school years, thus leveled classes are offered in order to enable students to pursue learning opportunities that are responsive to their interests and abilities. Students are grouped into two levels for English/Language Arts instruction, Level 1 and Level 2. In reading, both levels provide students with opportunities to analyze text, make inferences, and develop their understanding. In writing, students in Level 1 and Level 2, are required to write in a variety of genres, and are encouraged to develop their elaboration, organization and fluency skills. Both levels provide students with rigorous academic opportunities. Level 1 classes differ from Level 2 classes in that they require students to work at an accelerated pace, to operate with a high degree of independence, to read text of greater length and complexity, and to strategically apply their writing skills.

The ultimate goal of the language arts program is to prepare our students for the challenges and opportunities of the 21st Century. Thus, the curriculum is in alignment with the Common Core State Standards (CCSS) and is delivered in ways that provide our students with opportunities to apply their reading, writing, speaking, listening and language skills for authentic purposes.

Reading Strategies 7 & Advanced Reading Strategies 8 Teacher Recommendation Only

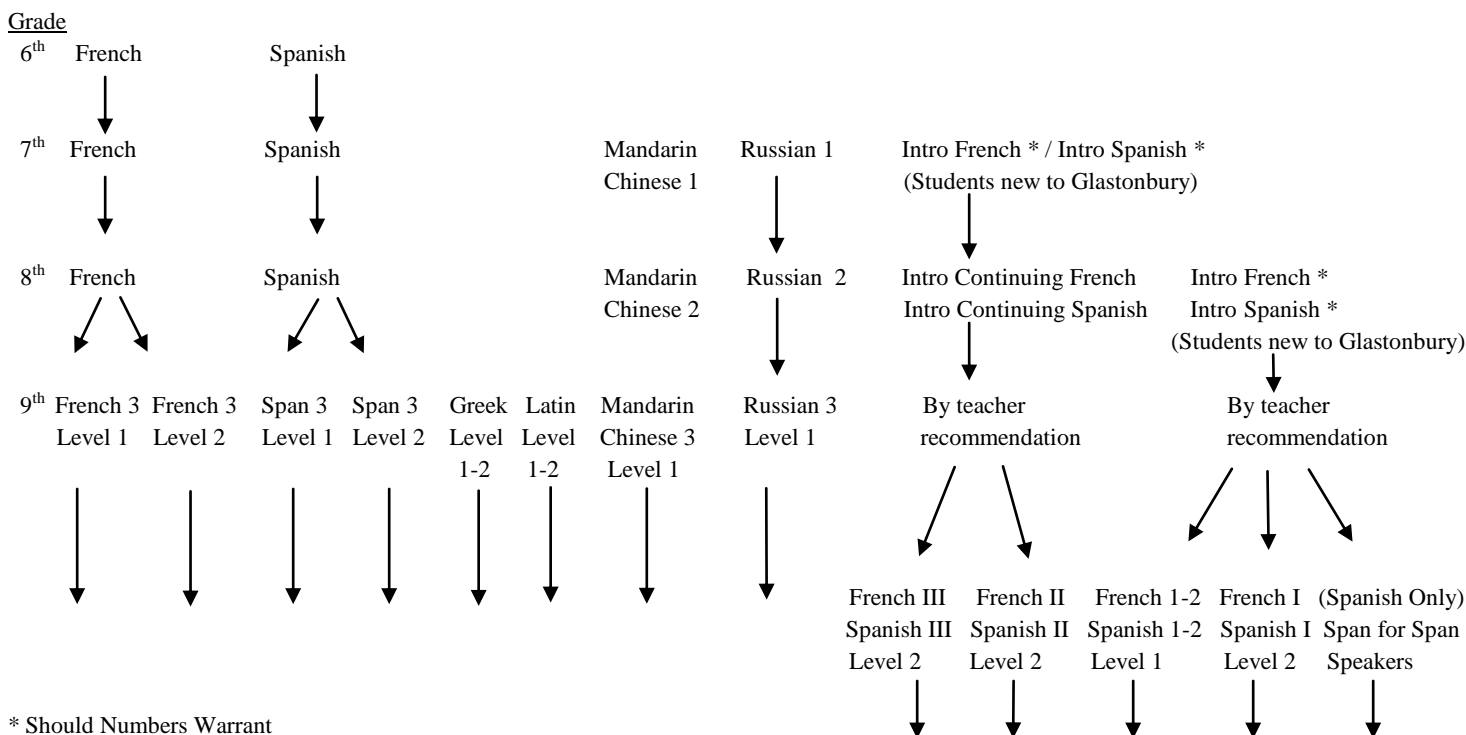
Meets 2/3x for Year

Reading Strategies classes are scheduled in addition to the regular English class and provide support to students in need of assistance in the small group setting. Students are recommended for Reading Strategies 7 & Advanced Reading Strategies 8 based on the reading teacher's evaluation, including performance on standardized tests. Due to the nature of the courses, enrollment is limited in size.

FOREIGN LANGUAGE DEPARTMENT

Students entering the middle school will continue their study of foreign language begun in the elementary grades and expanded in sixth grade. Exceptions to this requirement will be made on a student by student basis. New students to Smith Middle School who have never taken a foreign language may enroll in Introduction to French* or Spanish. In addition, Russian and Mandarin Chinese may be studied as a **second** foreign language in the elective track.

Secondary Level Language Progression



French Gr. 7 and French Gr. 8

Students will continue the study of French, which was begun in sixth grade. French courses are designed to continue to develop students' skills in listening comprehension, speaking, reading and writing. Students are also introduced to the culture, history and geography of countries and regions where French is spoken. Successful completion of these courses will allow students to take French 3 at Glastonbury High School.

Introductory French*

This course is designed for new students who have moved into Glastonbury and who have not previously taken the foreign language or have only had minimal contact with the foreign language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the French speaking world. **Course requires sufficient enrollment to run.**

Introductory Continuing French

Eighth grade students who began French for the first time in seventh grade will take this course. This course will build on the introductory French skills students learned in grade seven.

Spanish Gr. 7 and Spanish Gr. 8

Students in grade seven and grade eight may continue the study of Spanish, which was begun in elementary school. Spanish students will build upon the speaking skills already developed in elementary and Gideon Welles schools. In addition, students will continue to develop proficiency in the skills of listening, comprehension, reading and writing. Students will also continue to expand their awareness of the culture, history and geography of countries and regions where Spanish is spoken.

Introductory Spanish

This course is designed for new students who have moved into Glastonbury and who have not previously taken a foreign language or have only had minimal contact with a foreign language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the Spanish speaking world. **Course requires sufficient enrollment to run.**

Introductory Continuing Spanish

Eighth grade students who began Spanish for the first time in seventh grade will take this course. This course will build on the introductory Spanish skills students learned in grade seven.

Russian 1 Gr. 7 and Russian 2 Gr. 8

Incoming seventh graders may elect to begin the study of Russian. Students will be introduced to the skills of listening comprehension, speaking, reading and writing. In addition, students will have the opportunity to learn about the cultures, geography and history of the former Soviet Union.

Mandarin Chinese 1 Gr. 7 and Mandarin Chinese 2 Gr. 8

Incoming seventh graders may elect to begin the study of Mandarin Chinese. Students will be introduced to very basic communication skills in listening comprehension, speaking, reading and writing. Conversational Chinese and culture topics including history, family, foods, and celebrations, will be introduced to students through thematic language and culture units.

ELL Tutorial Teacher/Director/Coordinator Recommendation Only Meets 2/3x for Year

Students who speak other languages or who come from homes where another language is spoken may be eligible for tutorial services. **The ELL (English Language Learner)** tutor works with students in a small group setting to increase skills in English as well as to provide assistance for content area subjects. Students receive services based upon recommendations from guidance counselors, teachers and the ELL coordinator.

ELL Class Teacher/Director/Coordinator Recommendation Only Meets 5x for Year

Students new to English will follow a sequence of study similar to other language courses. **ELL** offers an introduction to the English language and to American culture. It provides instruction in English vocabulary, grammar, and syntax as well as reading, writing, and listening.

Scheduling is based on Director/Coordinator recommendation and sufficient enrollment.

HISTORY/SOCIAL SCIENCES DEPARTMENT

World History 7

World History is a course designed to take students on a journey of exploration to the world's great ancient and classical civilizations. Students begin their travels by developing a sense of history and an understanding of the pre-history that has shaped our world. The ancient civilizations of Mesopotamia, Egypt, India, and China as well the classical civilizations of Greece, Rome and Islam are viewed through the lens of common themes that connect and integrate the world's diverse history. Through their study of World History, students will enrich their knowledge of major historical periods, issues, concepts and patterns in world history and acquire, develop, and apply the skills and processes of historical thinking.

United States History 8:

Students in U.S. History 8 will use a national lens to enrich their knowledge of the major historical periods, issues, concepts and patterns in United States History. Their journey through our country's history will begin with the meeting of the world's cultures in the pre-Columbian period, and continue through to the transformation of our nation in the Civil War and Reconstruction Eras. Throughout their studies, students will enrich their understanding of the connecting themes and enduring understandings of American History, and acquire, develop, and apply the skills and processes of historical thinking.

MATHEMATICS DEPARTMENT

Recommended Mathematics Course Selection Plan for Grade 7 through Grade 12

The chart below captures the **most common course sequences**. However, a student's course sequence may change over time depending on interests, skill development and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade				
7	Mathematics 7, L-1	Mathematics 7		
8	Algebra 1, L-1	Transitions to Algebra		Mathematics 8
	Level 1	Level 2		
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4360)	Integrated Algebra & Geometry 1 (4540)
11	Pre-Calculus, L-1 (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200), and/or Math Electives	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

Important Note: Algebra 1 in Grade 8 is equivalent to a Level 1 high school course. To be successful in algebra at this level, students should have consistently demonstrated mastery of the prerequisite mathematical concepts as well as the ability to comprehend and perform abstract mathematical tasks, including high level reasoning in problem solving situations. Successful completion of Algebra in 8th grade prepares a student to tackle the challenges of Advanced Placement Calculus by senior year. In grade 9, algebra is only offered at Level 2.

The grade for Algebra 1 will appear on the student's high school transcript, but is not counted towards the three mathematics credits that a student must earn for graduation. Because Algebra 1 is a foundational course for all future study of mathematics, it is important that students are well-prepared and have mastered the prerequisite skills. Therefore, if a student's performance is a C or lower in grade 8 Algebra I, it may be recommended that he/she *repeat Algebra 1* at the high school (Algebra 1A, Level 2).

The ability to understand and use problem solving strategies is the strong, unifying idea for all courses in mathematics at Smith Middle School. Showing solutions, writing explanations, and demonstrating mastery are vital components of the problem solving process.

Mathematics 7

Levels 1, 2

Mathematics 7 continues to develop mathematical concepts and computational skills using fractions, decimals and percents. The computational emphasis focuses on the use of a variety of strategies (mental computation, paper-and-pencil, estimation, and the calculator) and making good judgments on which approach is most appropriate for a situation. Applying proportional reasoning to a variety of contexts allows students to make connections among mathematical concepts. Geometry and measurement concepts extend from two-dimensional to three-dimensional figures as students work with angle measurements, constructions, perimeter, area, surface area and volume. Measurement concepts are developed through solving problems in context using both metric and customary systems, including the conversion of units within a system. Collecting and examining data, constructing appropriate graphs and making predictions continue to be an important part of the middle school mathematics experience. Basic principles of probability are explored. Algebraic thinking is developed through multiple representations of linear models, including verbal descriptions, tables, graphs, and equations. Algebraic expressions and equations are used to describe relationships between quantities.

The seventh grade level one, high achievement course outline more closely parallels the Transitions to Algebra description. The assumption is made that most of the basic skills have been mastered so that review is limited and much of the time is spent on enrichment and applications.

Mathematics 8

Level 2

Students continue to develop their mathematical conceptual knowledge and computational skills by strengthening their mental computation strategies and abilities to estimate and use the calculator to solve more complex problems. The concept of ratio and proportion becomes more important as students apply proportional reasoning in a variety of mathematical contexts, particularly in work with fractions, decimals and percents, as well as geometric relationships. Studies in geometry become more sophisticated as students explore relationships among angles, two and three-dimensional figures, and investigate the Pythagorean Theorem. Other topics include data analysis, graphing, working with negative numbers, solving equations, and probability.

Transitions to Algebra Gr. 8

Level 2

Although this course covers basically the same topic outline in the Mathematics 8 description, it is assumed that the students enrolled in this course have strong computational skills and have maintained at least a B average in Mathematics 7 level 2. Considerably less time is spent on these skills, leaving a large portion of the course to deal with concepts critical for the transition to more formal algebraic study in high school. Many mathematical areas will be addressed with a more algebraic lens in preparation for future study.

Algebra 1 Gr. 8

Level 1

Algebra is the study of mathematical relationships which can be represented and analyzed through tables, graphs, equations and inequalities. The symbolic language of algebra is used to represent, investigate and solve problems. Students will work with variables; write, solve, graph and interpret linear and quadratic equations; perform operations with polynomials; and work with radical and rational expressions and equations.

In order to be recommended for this course a student must have a B+ or higher average in grade seven, Level 1, or an A average in Mathematics 7, Level 2. Since Algebra is a high school course, students who have not been highly successful in Mathematics 7 should take this course in grade nine.

SCIENCE DEPARTMENT

A student's courses in the middle school can have an impact on science course opportunities at the high school level. The inextricable link between mathematics and science makes it advisable for a student to have gained solid mathematical skills before tackling the challenges of Level 1 science in 8th and 9th grades.

RECOMMENDED SCIENCE COURSE SELECTION PLAN FOR GRADES 7-12

The chart below captures the most common course sequences. However, a student's course sequence may change over time depending on interests, skill development and achievement levels. A student should consult with his/her school counselor before choosing courses. The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology and Physics.

Grade		
7	Planet Earth 7, L-1	Planet Earth 7
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics
	Level 1	Level 2
9	Chemistry (5130) (L-1)	Chemistry (5440) Conceptual Chemistry (5461)
10	AP Biology (5100)	Biology (5410) Biology (5420)
11	AP Physics (5170) (Or other AP science)	Physics (5470), Physics (5480), and/or science electives
12	AP Chemistry (5140), AP Environmental Science (5160), AP Biology (5100), AP Physics (5170), AP Physics C (5175), and/or Advanced Research Mentorship (5150)	Applied Physical Science (5400), Chemistry, and/or science electives

Planet Earth 7

Levels 1, 2

This course focuses on investigations of Earth, its atmosphere, its changing surface, and its place in the solar family. Students will explore those systems and phenomena of planet Earth which require knowledge and skills of the earth and space sciences. Connections to life sciences and physical sciences are also emphasized. The course provides for a variety of practical laboratory experiences that help students gain a better grasp of the fundamental concepts of our world and the Universe. Throughout the course, students will apply inquiry skills when exploring science concepts.

Concepts of Physics

Levels 1, 2

This course is designed to introduce students to some of the fundamental principles and laws that govern phenomena that we experience in our everyday lives and that determine the interactions of matter and energy throughout the Universe. Content areas that are explored include motion, forces, energy, and electricity. The course provides opportunities for inquiry and for a wide variety of practical laboratory investigations. This course is designed to introduce concepts and scientific skills that lay the foundation for further studies of science at the high school level.

HEALTH and PHYSICAL EDUCATION DEPARTMENT

Students in grades 7 and 8 are required to take physical education every other day for a full year. The Physical Education curriculum is aligned with state and national standards. Curriculum expectations and outcomes include the students' ability to demonstrate various motor skills and movement patterns, explain strategies and principals as they apply to movement, identify and incorporate fitness concepts in a personal fitness plan, demonstrate responsible and respectful behavior, and articulate the benefits of being physically active.

Physical Education 7 and 8

Meets 2/3x for Year

All 7th and 8th grade students are required to actively participate in all activities. Students are expected to bring a change of clothing and footwear that is appropriate to engage in physical activity. All students participate in the Connecticut Physical Fitness Assessment and the 8th grade scores are included in the district strategic profile report.

Curriculum units include, but are not limited to, these activities:

PHYSICAL EDUCATION UNITS GRADE 7 AND 8

Aerobics	Frisbee (Touch/Ultimate)	Softball/Wiffleball
Adventure Challenges	Handball	Speedball
Basketball	Lacrosse	Tennis
Bowling	Orienteering	Track & Field
Dance	Physical Fitness Activities	Variety of Lifetime Fitness Activities
Football	Pickle ball	Volleyball
Fitness Testing	Project Adventure Climbing	Yoga/Kickboxing
Floor Hockey (Touch/Ultimate)	Soccer	Rollerblading

Health Education 7 and 8

Meets 2/3x for Semester

Students in grades 7 and 8 are required to take Health Education every other day for a half a year. The Health Education curriculum is aligned with state and national standards. Health Education curriculum expectations and outcomes include the students' ability to comprehend core concepts related to health promotion and disease. Students are expected to be able to access appropriate health information, practice health-enhancing behaviors, analyze internal and external influences, demonstrate interpersonal communication skills, use decision making and goal setting skills, and advocate for personal, family and community health. In each grade level, there are five core concepts or unit themes that address the topics listed in the table below. As a result of participation in this course, students will have skills and knowledge to make a successful transition into a contemporary high school setting.

HEALTH EDUCATION CORE CONCEPTS GRADES 7 AND 8

Alcohol, Tobacco and Other Drugs
Relationships and Sexuality
Mental and Emotional Health
Nutrition and Physical Activity
Injury and Disease Prevention

RECOMMENDATION ONLY

Special Education

Small Group IEP Classes or Resource

PPT Recommendation Only

Meets 2/3x for Year or 5x for Year

The resource rooms and special education classes at Smith Middle are non-categorical and designated to assist the students who are identified by a Planning and Placement Team as requiring special education. Teachers work with individuals in small groups on a remedial and/or tutorial basis. The resource room teachers are also available to other Smith Middle School teachers on a consultative basis regarding individual students.

ELECTIVE COURSES

ART

The Smith Middle School Art Department offers art instruction in a variety of areas including animation, clay, computer art, crafts, design, and fine arts. While there are similarities between 7th & 8th grade course titles and media studies, all courses are different in terms of the techniques used, the projects covered, and the art skills developed. Seventh grade art electives are not prerequisites for taking 8th grade art electives.

7th Grade Art Offerings

The Art of Animation

#E227

Gr. 7

Meets 2/3x for Semester

Explore the techniques of animation that are cornerstones for today's high-tech animation industry. In this class, you will create your own characters and bring them to life using pencil, paint, paper, cameras and computers!

Crafts

#E237

Gr. 7

Meets 2/3x for Semester

Use a variety of traditional and non-traditional materials and techniques to create artistic forms with a contemporary flair. Learn how to design and create boxes, books, jewelry, clothing and other functional objects. Sign up, and watch your ideas take form!

3-D Art

#E247

Gr. 7

Meets 2/3x for Semester

Shape, sculpt, carve, and build 3-dimensional forms that are both artistic and functional. Plan, design and create contemporary 3-dimensional works with a variety of materials such as clay, paper, fabric, and recycled, repurposed, and found items. Roll up your sleeves and let creativity be your guide!

Art Zone

#E217

Gr. 7

Meets 2/3x for Semester

Whether you consider yourself an artist or not, you will have fun learning and growing as an artist. Materials may include: pastels, paints, charcoal, cray-pas, pen & ink, and MORE! Don't hesitate. Sign-up today! Get in the ART ZONE!

8th Grade Art Offerings

Sculpture

#E248

Gr. 8

Meets 2/3x for Semester

Don't be flat! Be well-rounded! Build 3-dimensional art, sculptures, and more. Discover unique ways to create functional art and design. Use new-age materials as well as clay, wood, paper, natural fibers, glass, plastic and EVEN METALS!

Modern Design

#E238

Gr. 8

Meets 2/3x for Semester

Everything is designed by someone! Experience what it is like to be a furniture designer, architect, graphic designer, fashion designer and/or advertising and packaging designer. Create the art and designs around you, such as toys, cars, T-shirts, shoes, hats, chairs, and more. This hands-on course is for you!

Art-Smart

#E218

Gr. 8

Meets 2/3x for Semester

Enjoy exploring the world of art. Have you ever wondered how art is created? We will show you how by exploring painting, drawing, printing and sculpting techniques as well as the materials used by many famous artists. Learn the tricks of the trade and surprise yourself! This course will teach you how to creatively and skillfully express yourself through art. All skill levels are welcome.

Electronic Easel

#E228

Gr. 8

Meets 2/3x for Semester

Go digital! Let the mouse be your pencil and paint brush. Draw, paint, design, illustrate, animate, publish, capture, and morph images into paintings, photographs, and surreal scenes. Increase your computer skills, while learning digital techniques in art and design!

FAMILY AND CONSUMER SCIENCE

Courses are aligned with college and career readiness as well as the development of leisure skills.

Design Your Space

#E337 & #E338

Gr. 7 & 8

Meets 2/3x for Semester

Students will explore the basics of creative home interiors for both personal and functional spaces. Units include transforming space using color and the elements and principles of design. Projects may include a room make-over, recycled lampshade, table and door decorations, room accents, pillows and more.

Foods and Nutrition

#E317 & #E318

Gr. 7 & 8

Meets 2/3x for Semester

Students will learn the basics of food preparation and will develop skills in the safe use and care of kitchen equipment and appliances. Students will have an opportunity to prepare simple snacks, baked goods, and quick and easy meals during cooperative food lab experiences. Included in the curriculum is a nutrition unit where students will learn about the six major nutrients, food groups, and the relationship of food choices to health and wellness during their lifespan.

My Style

#E367 & #E368

Gr. 7 & 8

Meets 2/3x for Semester

Develop your sense of style. Express your image using the latest fashions and fads. Evaluate clothing choices, checking out the changes in men and women's fashion through history. Where do jeans come from, anyway? Join in the fun of a fashion design competition, personal wardrobe planning, accessorize and recycle a garment. Activities include using a state-of-the-art textile lab to construct a clothing garment to fit your personality.

The Real Game

#E348

Gr. 8**Meets 2/3x for Semester**

Find out how to survive money, consumer, and career challenges. See the relevance of school subjects to everyday life and work roles. Explore how to use the services of financial institutions. Learn more about the world of work, sharpen job skills, identify your unique talents and abilities, and participate in career exploration activities.

Specialty Foods

#E328

Gr. 8**Meets 2/3x for Semester**

Students will develop skills in the areas of baking basics, including yeast bread products, and more. Principles of meal planning and preparation will be explored with an emphasis on organic foods and the *Slow Food* movement. Included in the curriculum is a unit, *The Science of Chocolate*, which links science and nutrition through the preparation of a variety of chocolate recipes. This course is for grade 8 students who have taken Foods and Nutrition.

Understanding Young Children

#E357 and #E358

Gr. 7 & 8**Meets 2/3x for Semester**

Explore development of children from conception to age five and related issues. Observe young children in a preschool setting or through classroom visitations, and look at current issues surrounding childcare and parenting. Plan age appropriate activities and prepare nutritious snacks for young children. Smith Middle School Babysitting Certification is included.

MUSIC AND PERFORMING ARTS**Band**

#E117 & #E118

Gr. 7 & 8**Meets 2/3x for Year**

Band is a performing ensemble open to students who play woodwind, brass and percussion instruments. Instruction includes balance, blend, coordination of musical effort and performance of band literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening band performances. For new band students, a minimum of one year of instrumental lessons and one year of ensemble experience on the same instrument and consent of the band director is required before enrolling.

Chorus

#E127 & #E128

Gr. 7 & 8**Meets 2/3x for Year**

The chorus is a performing group open to all students. Instruction centers around tone, diction, expression, and reading accuracy plus the opportunity to sing varied choral literature. Students will have a minimum of two evening chorus performances.

Orchestra

#E137 & #E138

Gr. 7 & 8**Meets 2/3x for Year**

String orchestra is open to students who play violin, viola, cello and bass violin (string bass). Emphasis is placed on tonal balance, blend, coordination of musical effort, and offerings of solo, ensemble, and string and orchestral literature. Students will have a minimum of two evening orchestra performances. For new orchestra students, a minimum of one year of instrumental lessons and one year of ensemble experience on the same instrument and consent of the orchestra director is needed before enrolling.

Creating and Recording Music 1

#E157

Gr. 7**Meets 2/3x for Semester**

You will create your own music in the Smith Middle School music lab using iMAC computers, Korg synthesizer keyboards and Logic Express software. All the sounds of a rock band to a symphony are available. No previous experience necessary.

Creating and Recording Music 2

#E158

Gr. 8**Meets 2/3x for Semester**

You will create your own music in the Smith Middle School music lab using iMAC computers, Korg synthesizer keyboards and Logic Express software. You will also use GarageBand to create your own beats, ringtones, and CDs. All the sounds of a rock band to a symphony are available. Open to all grade 8 students; no previous experience necessary.

Theater Games, Improv and Acting 1

#E147

Gr. 7**Meets 2/3x for Semester**

Sample and experience what actors do and feel on and off stage in this beginning course in theater arts. You will learn basic techniques in acting, miming, improvising and scene work through performances and games.

Theater Games, Improv and Acting 2

#E148

Gr. 8**Meets 2/3x for Semester**

Sample and experience what actors do and feel on and off stage in this course in theater arts. You will learn basic techniques in acting, miming, improvising, tableau and scene work through performances and games. Open to all grade 8 students.

Piano and Guitar Sampler

#E167

Gr. 7**Meets 2/3x for Semester**

Learn to play the piano and guitar in this one beginning course. You will learn the basics of each instrument and will play songs and short pieces on each. You will also learn to accompany yourself and others on both instruments.

Make Your Own Music Video

#E168

Gr. 8**Meets 2/3x for Semester**

This is an exciting opportunity to create your own music video by writing music and synching it to digital videos you have taken or to existing videos. This is a hands-on course in the Smith Middle School music lab where you will be putting sound and video together with all the great software available.

TECHNOLOGY EDUCATION**Computer Graphics**

#E457

Gr. 7**Meets 2/3x for Semester**

You use clip art, why not make it? You will learn techniques and tips for creating graphics and make all kinds of images for logos, presentations, greeting cards, emails and others. The graphics will come to life by turning them into animations. No previous graphics experience is necessary.

Pre-Engineering Lab

#E408

Gr. 8**Meets 2/3x for Semester**

Learn the language of technology through board drawing, CAD, CNC machining and architectural design. Explore the problem solving methods that CAD systems provide today's architects and engineers. Understand how industry uses scale models and presentation drawings to help visualize final products.

Web Action

#E458

Gr. 8**Meets 2/3x for Semester**

Students will jump into website design and create web-ready graphics, animations and web pages. We will learn strategies to make cool websites that follow a theme, are easy to navigate and quick to download. Next we will explore basic video game design with the opportunity to create new games. Experience in computer graphics is desirable.

Young Inventors**#E447****Gr. 7****Meets 2/3x for Semester**

Students enrolled in this course will have the opportunity to apply their problem analysis and problem solving skills as they create new inventions to serve our society. Students will explore the process of inventing a product from its first moment as an idea to the final stage of a completed product. Students will also create marketing tools to advertise and promote their new inventions incorporating visual arts and writing skills.

Manufacturing Lab**#E418****Gr. 8****Meets 2/3x for Semester**

Students will be introduced to the skill of creating a company and work from an “idea” to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. The class will research designs and materials, create technical drawing, and present the project to groups. The class will develop materials lists, cost estimates and make presentations. The projects will be manufactured or built by the class. Some projects will be community based.

Aero-Lab**#E437****Gr. 7****Meets 2/3x for Semester**

Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight will be used as students design and build gliders, airplanes, hot air balloons and rockets.

World of Motion**#E428****Gr. 8****Meets 2/3x for Semester**

Students explore energy sources and the transfer of energy by designing and building solar powered, wind powered and mag-lev vehicles. Students gain a global perspective on alternate energy sources by comparing economics, efficiency, and environmental impacts of using different energy sources.

**GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS OF OR
COMPLAINTS REGARDING:
Glastonbury Public Schools
*Non Discrimination and Equal Opportunity Policy and Procedures***

The Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, color, national origin, religion, gender, sexual orientation, physical handicap, or age. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, color, national origin, religion, gender, sexual orientation, physical handicap, or age in employment matters or assignment in programs or services provided. The Civil Rights compliance officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy.

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) and Title IX (Equal Educational Opportunity, 1972)

Ann Marie Colebrook, Director of Health & Physical Education
Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033
Telephone: (860) 652-7200 ext. 2105 Fax: (860) 652-7239 Email: colebrook@glastonburyus.org

Section 504 (of the Rehabilitation Act of 1973)

Dr. Linda Roberts, Administrator for Pupil Services
Gideon Welles School, 1029 Neipsic Road, Glastonbury, CT 06033
Telephone: 860-652-7971 Email: robertsl@glastonburyus.org

ADA (American Disabilities Act, 1990)

Kathleen Murphy, Principal, Hopewell Elementary School
1068 Chestnut Hill Road, South Glastonbury, CT 06073
Telephone: 860-652-7897 Fax: (860) 652-7904 Email: murphyka@glastonburyus.org

Safety Director/Chemical Hygiene Officer

Dr. Kenneth Roy, Safety Compliance Officer
Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033
Telephone: 652-7200 ext. 2002 Email: royk@glastonburyus.org

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate Civil Rights compliance officer. Forms are available in the school offices or directly from the Civil Rights compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the Civil Rights compliance officers. If you have a safety question or concern, contact your direct supervisor and the safety director.

GRIEVANCE PROCEDURE:

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

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult whom they trust, such as a teacher, counselor, nurse, or psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint. The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision. The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing or within thirty (30) working days after receiving the appeal if a hearing is not held.

GLASTONBURY PUBLIC SCHOOLS

TO: Board of Education
Board of Finance
FROM: Alan B. Bookman, Superintendent
Sharon E. Smith, Business Manager
DATE: January 23, 2013
RE: Reconciliation
Education General Fund Total Expenditures &
Checking Accounts for All Programs

- 1) The Education and Town staff has agreed as to the total expenditures for the Education Budget, in concert with the Town's control totals.

The year to date General Fund expenditures through December is \$39,705,618.

- 2) Checking Account Reconciliations:

<u>ACCOUNT TITLE</u>	<u>Date Completed By Education</u>	<u>Date Reviewed By Town</u>
<u>General Fund:</u>		
Accounts Payable	01/09/13	01/23/13
Payroll	01/09/13	01/23/13
<u>Other Funds:</u>		
Educational Grants	01/15/13	01/22/13
Student Activities	01/15/13	01/22/13
School Foods	01/15/13	01/22/13
Dependent Care	01/09/13	01/22/13

cc: Nina Cousins, Controller

Note: Reconciliation of checking accounts will generally follow a two month time frame after the applicable month for which the report is being prepared. We would suggest that we do not expect to complete reconciliations until that time. In completion of various accounting functions, administrative assignments will also stagger the work for those reconciliations.

GLASTONBURY PUBLIC SCHOOLS

TO: Board of Education
Board of Finance
FROM: Alan B. Bookman, Superintendent
Sharon E. Smith, Business Manager
DATE: January 23, 2013
RE: Reconciliation
Education General Fund Total Expenditures &
Checking Accounts for All Programs

- 1) The Education and Town staff has agreed as to the total expenditures for the Education Budget, in concert with the Town's control totals.

The year to date General Fund expenditures through November is \$32,129,614.

- 2) Checking Account Reconciliations:

<u>ACCOUNT TITLE</u>	<u>Date Completed By Education</u>	<u>Date Reviewed By Town</u>
<u>General Fund:</u>		
Accounts Payable	12/05/12	01/07/13
Payroll	12/05/12	01/07/13
<u>Other Funds:</u>		
Educational Grants	12/20/12	12/11/12
Student Activities	01/05/13	01/07/13
School Foods	01/14/13	01/22/13
Dependent Care	12/05/12	12/11/12

cc: Nina Cousins, Controller

Note: Reconciliation of checking accounts will generally follow a two month time frame after the applicable month for which the report is being prepared. We would suggest that we do not expect to complete reconciliations until that time. In completion of various accounting functions, administrative assignments will also stagger the work for those reconciliations.

**CREC COUNCIL
MEETING MINUTES
11/14/12**

GLASTONBURY
PUBLIC SCHOOLS

JAN 14 2013

OFFICE OF
SUPERINTENDENTS

COUNCIL

Jill Notar-Francesco, Southington, Chair
Terry Schmitt, Vice Chair, West Hartford
Christopher Wilson, Sec./Treas., Bristol
John Hambrook, Bolton
John Richards, Berlin
Donald Harris, Bloomfield
Susan True, Bloomfield
Trevor Sanford, East Granby
Kristen Picard-Wambolt, Ellington
Joyce Hall, Enfield
Jeremy Grieveson, Glastonbury
Becky Tyrrell, Plainville
Dilip Desai, Rocky Hill
Amarjit Buttar, Vernon
Tristan Stanziale, Wethersfield
Doreen Richardson, Windsor

CREC

Bruce Douglas
Don Walsh
Denise Gallucci
Sandy Cruz-Serrano
Regina Terrell
Deborah Richards
Jeff Ivory
Aura Alvarado
Tyra Smith

GUESTS

Peter Smith, Rome, Smith & Lutz
Patrice McCarthy, CABA
Bruce Putterman, Nonprofit Consultant Group
David Friar and Mike Sorano, Friar & Assoc.
Roberta Amenta and Eddy Widofsky, Amenta
Emma

The following towns were not represented at the meeting: Avon, Canton, Cromwell, East Hartford, East Windsor, Farmington, Granby, Hartford, Hartland, Manchester, New Britain, New Hartford, Newington, Portland, Region 10, Simsbury, Somers, South Windsor, Suffield and Windsor Locks.

I. CALL TO ORDER AND APPROVAL OF THE 9/19/12 COUNCIL MEETING MINUTES

Chair Jill Notar-Francesco called the meeting to order at 11:38 a.m.

MOTION: A motion was made by Tristan Stanziale seconded by John Hambrook and passed to approve the minutes of the 10/17/12 Council meeting. The following members abstained: John Richards and Trevor Sanford.

II. PUBLIC PARTICIPATION

- *Presidential Award of Excellence in Teaching Math & Science – Foday Dumbaya, Montessori Magnet School*
- *Medical Professions & Teacher Preparation Academy on the Discovery Channel*

III. CONSENT AGENDA

A. General Items

MOTION: A motion was made by Joyce Hall, seconded by John Hambrook and passed unanimously to approve general items one through three under the general items consent agenda.

1. Construction Grant Application – Two Rivers Magnet High
2. Construction Grant – GHAA Middle Magnet
3. Construction Grant – GHAA Elementary Magnet

B. Continuing Programs 2012-2013

MOTION: A motion was made by Joyce Hall, seconded by John Hambrook and passed unanimously to approve general item one under the continuing programs 2012-2013 consent agenda.

1. Entitlement Grants

C. New Program 2012-2013

MOTION: A motion was made by Joyce Hall, seconded by John Hambrook and passed unanimously to approve general item one under the new program 2012-2013 consent agenda.

1. Special Services Support Team

IV. COUNCIL STRATEGIC PLANNING – Bruce Putterman of the Nonprofit Consultant Group was introduced to the Council and provided a brief overview.

MOTION: A motion was made by Jeremy Grieveson, seconded by Joyce Hall and passed unanimously to accept the Council Strategic Planning Committee and to accept the proposal submitted by Bruce Putterman (included in Council packet).

V. LEGISLATIVE UPDATES

- A. Peter Smith of Rome, Smith & Lutz provided an update to the Council.
- B. Patrice McCarthy of CABE provided an update to the Council.

VI. EXECUTIVE DIRECTOR'S REPORT

- A. Executive Director Bruce E. Douglas, Ph.D. welcomed the Council and thanked them for their participation. Dr. Douglas began the report by reviewing the blue folder.
- B. Construction Presentation – Sandy Cruz-Serrano, Director of Operations, introduced David Friar and Mike Sorano of Friar & Associates as well as Roberta Amenta and Eddy Widofsky of Amenta Emma. Friar & Associates presented the layout for the new Academy of Aerospace & Engineering that will be housed in Windsor, CT. Amenta Emma presented the layout for the new Discovery Academy that will be housed in Wethersfield, CT.

VII. DELIBERATED ACTION

- A. New Business
 1. Policy Reports

First Readings – No recommended action. The following policies will be presented for a second reading at the January 16 Council meeting.

 - a. Revised Policy 3524.1 – Pesticide Application
 - b. Revised Policy 4111/4211 – Recruitment & Selection
 - c. Revised Policy 5134 – Pregnant Students

2. Executive Session – Paraprofessional Contract

MOTION – A motion was made by Jeremy Grieveson, seconded by John Hambrook and passed to go into executive session at 1:50 p.m. At that time, Tyra Smith left the meeting. At 2:00 p.m. a motion was made by Jeremy Grieveson, seconded by Becky Tyrrell and passed to end executive session. At that time, Tyra Smith returned to the meeting. A motion was made by Joyce Hall, seconded by Tristan Stanziale and passed unanimously to approve the Paraprofessional Contract.

B. *Old Business* – None presented at this time

VIII. REPORTS

A. Financial Report – Presented and accepted

IX. COUNCIL DISCUSSION

A. Council Legislative Committee

MOTION – A motion was made by Terry Schmitt, seconded by Becky Tyrrell and passed unanimously to approve the Council Legislative Committee.

X. ADJOURNMENT

MOTION: A motion was made by Terry Schmitt, seconded by Jeremy Grieveson and passed unanimously to end the meeting at 2:06 p.m.

Respectfully Submitted,
Tyra Smith

