REGULAR BOARD OF EDUCATION MEETING

Monday, June 24, 2013 7:30 PM
BOARD OF EDUCATION REGULAR MEETING Town Council Chambers 2155 Main Street Glastonbury, CT 06033
628 Hebron Avenue
Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
4. Informal Session for Public Comment
5. Special Reports
6. Business Requiring Action
   A. Staff Resignations (consent)
      1. (Consent)Jacqueline DesRosier, Kimberly Loveland,Scott Semanski
   B. Approval of New Mission Statement at Glastonbury High School
   C. Acceptance of Nayaug School PTO Donation
   D. Approval of Submission of Confucius Classroom 2013-2014 Program Funding
   E. Approval of Student Trip to Louisville, Kentucky
   F. Approval of Board of Education Policy and Regulation 1330.1 (Use of Glastonbury-East Hartford Elementary Magnet School Planetarium - GEHMS)
   G. Ratification of Glastonbury Board of Education and Local 1303-219,Council #4, AFSCME-CIO,Glastonbury Board of Education Nurses, Effective July 1, 2013 through June 30,2017
   H. Ratification of Glastonbury Board of Education and Local 1303-197, Council #4 AFSCME, AFL-CIO, Glastonbury Educational Secretaries and Paraprofessions Agreement, Effective July 1, 2013 though June 30,2017
   I. Ratification of Glastonbury Board of Education and Glastonbury School Administrators' Association Agreement, Effective July 1, 2014 though June 30, 2018
   J. Approval of Compensation for Non-Affiliated Employees
7. Reports and Discussion
   A. Kindergarten Achievement
   B. Strategic School Profile 2011-2012
8. Approval of Minutes
   A. Meeting Minutes of June 10, 2013
9. Committee Reports

10. Chairperson's Report
11. Superintendent's Report
    A. Staff Appointments-Aaura Kirsche, Laura Norbut
    B. School Suspension Reports, May, 2013
    C. CAS Middle Level Exemplary Educator 2013-2014
    D. Donation to Hebron Avenue School, Naubuc School and GHS Bridgeworks Program
    E. PTO Donations
    F. Receipt of Financial Report
    G. CREC Meeting Minutes, May 15, 2013
    H. Dates to Remember
12. Adjournment-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: Mission Statement and Learning Expectations

Board Meeting Date: June 24, 2013

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

==========

The Glastonbury High School Mission and Expectations for Student Learning, adopted August 2006 by the Board of Education, articulates the expectations that define what students should know and demonstrate upon graduation. The mission and expectations are reviewed on a three year cycle by a committee facilitated by the Principal with input from a representation of the school community including staff, students, and parents. The committee considers a variety of information including data on student achievement, current programs and curriculum, developments in education, changes in the community, and NEASC (New England Association of Schools and Colleges) standards and the Glastonbury High School Five Year Progress Plan. The review process which began in 2012 recommended revision.

A committee of building administrators, directors, and teacher representatives from every discipline met monthly to collaboratively develop core values, beliefs, and learning expectations with a focus on 21st Century learning expectations. Parent feedback was solicited through a survey of members of the Parent Organization. All GHS students were given the opportunity to respond to two questions: "What does a GHS graduate look like?" and "What should the community of GHS be doing for students?" Student input was further solicited through Club Council, an organization of students representing extracurricular clubs and activities and Student Council. Using Faculty meetings and Professional Time Group meetings, the committee shared draft proposals and provided opportunities for teachers to respond individually.

After a well-structured and collaborative process following our process as well as the NEASC guidelines and incorporating the voice of each stakeholder, the following Mission Statement and Learning Expectations were approved by the Glastonbury High School faculty in May 2013.

On behalf of the committee, I respectfully submit the following Mission, Academic and Social and Civic Expectations for the Board of Education approval.

Submitted By: Dr. Nancy E. Bean Reviewed By: Dr. Alan Bookman

G L A S T O N B U R Y H I G H S C H O O L
inspires curiosity, cultivates learning,
& empowers students
to shape their lives
& our world.

Academic Expectations

All students will:

- **Explore intellectual interests and engage in inquiry.**
  Read and research to learn about the world.
- **Use multiple methods to communicate effectively.**
- **Apply logic and critical thinking to solve problems.**
- **Use technological learning tools strategically.**
- **Create and perform through innovation and collaboration.**

Social and Civic Expectations

All students will:

- **Contribute to a safe and supportive learning environment.**
- **Demonstrate citizenship, integrity, and respect for others.**
- **Exhibit responsibility and determination.**
- **Pursue life-long discovery and wellness.**

Nayaug Elementary School

222 Old Maids Lane
South Glastonbury, CT 06073
Phone: 860-652-4949
Fax: 860-652-4950

Dr. Holly Hageman, Principal
Mrs. Cindy Smith, Assistant Principal

June 12, 2013

Dear Dr. Bookman,

At their June 11th meeting, the Nayaug PTO voted to donate $16,000 to Nayaug for the purchase of iPads and to enhance teachers' ability to wirelessly project lessons from the iPad. As I have shared with you, we have been experiencing an amazing teacher-led initiative to craft all kinds of lessons through the use of Apps.

This year, we had 24 teachers voluntarily join our *Nayaug iPad User Group* to meet monthly to learn together. Out of these meetings and additional internal professional development opportunities, our teachers are enthusiastically weaving these lessons into their repertoires. We were seeking to expand the number of teachers who could participate in this exciting professional work and proposed to our PTO that they consider supporting us in the purchase of additional iPads and projection systems. Our teachers from multiple grade levels and areas delivered a terrific presentation to PTO members last night to demonstrate their work with students through the iPads and we were overjoyed when the PTO made such a generous gift. With this gift, every full-time Nayaug teacher would have an iPad next year and the ability to wirelessly project lessons.

I shared this great news with Brian Czapla and he has been very supportive about Nayaug's work in this arena.

With regards,

Holly B. Hageman

Holly B. Hageman

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

==========

Title of Report: Confucius Classroom 2013-2014 Program Funding

Board Meeting Date: June 24, 2013

Action: x **Report:** **Information:** **Discussion:**

==========

Overview: The Foreign Language Department is ending the year four extension of the Confucius Classroom grant. We have again been notified by The Asia Society that we may apply for program funds in the amount of up to $10,000 for proposed projects for the 2013-2014 school year. Our overarching cultural theme will be "Journey to the West". Students will learn about ancient culture and traditions through the famous work called *The Monkey King.* These funds may be allocated for:

- Teacher professional development.
- Purchase Chinese materials.
- Hire consultants and cultural specialists.
- Support middle school students' travel to New York City's Chinatown in collaboration with Social Studies unit on China. Students will travel to the Museum of Chinese in America and partake in a traditional Chinese luncheon of Peking Duck.
- Sponsor Chinese Day in middle/high school with food, music, student and/or professional performances. Hands on stations where students learn calligraphy, Chinese knotting for jewelry and learn Chinese folk games.
- Organize events for students and the school community and invite prominent Chinese individuals from the community as guest speakers such as Dr. Henry Lee, a world renowned forensic scientist who works and lives in Connecticut.
- Allocate fund to invite the professionals to exhibit a Chinese dance assembly and instruct students after presentation.

Submitted By: Rita A. Oleksak **Reviewed By:** Alan B. Bookman

Glastonbury Public Schools

TRAVEL APPROVAL FORM

INTERNATIONAL _____ US X CT _____

THIS FORM MUST BE COMPETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

DESTINATION: National FFA Convention, Louisville, Kentucky

DEPARTURE DATE: Tuesday, October 29, 2013 RETURN DATE: Sunday, November 3, 2013

ESTIMATED NUMBER OF PARTICIPANTS: 18 students WILL ANY SCHOOL TIME BE USED: Yes

SPONSORING TEACHER: Jennifer Cushman & Sarah Oliver COST PER PARTICIPANT: $800 pending airfare cost

OTHER CHAPERONE(S): Jennifer Cushman, Sarah Oliver and Wesley Cushman

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Glastonbury FFA Chapter will make most of the travel arrangements (flights and itinerary) Connecticut FFA reserves the block of rooms for all CT chapters. National FFA also plans the activities

SCHOOL(S) PARTICIPATING: FFA chapters in CT and across the nation

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Students must be active FFA members at the Chapter level, in good academic standing, and fill out an application with chapter advisors and be accepted.

PURPOSE OF TRIP:
To attend the National FFA Convention which includes leadership workshops, networking with FFA Chapters around the country, tour agribusinesses in the Midwest, attend career and college shows, and participate in the National Convention Programs. Exhibit CT Agriculture Booth

ITINERARY (MAY BE ATTACHED):
A sample itinerary based on 2012 trip is attached.

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:
Students will become familiar with various career and college opportunities available to them in agriculture areas through the career show and agribusiness tours. Students will become familiar with the national scope of agriculture. Students will improve leadership skills and growth. Students will be exposed to Agribusiness./ Agriculture in the Midwest. Students will promote CT agriculture to fellow attendees through the chapter's CT Ag Booth.

APPROVAL:

DIRECTOR: _____ 6/5/13 (DATE)

PRINCIPAL(S): _____ 6/5/13 (DATE) _____ (DATE)
(Of first school where trip is taking place) (Of second school if applicable)

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

SUPERINTENDENT APPROVAL: _____ 6-18-13 (DATE)

Revised 1/2006

BOARD OF EDUCATION APPROVAL DATE: _____

Use of Glastonbury-East Hartford Elementary Magnet School Planetarium (GEHMS)

The Glastonbury-East Hartford Elementary Magnet School Planetarium provides a program of instruction in astronomy and other educational subjects for students at GEHMS, ~~in the~~ Glastonbury Public Schools, East Hartford Public Schools~~, the residents of Glastonbury~~ and the general public.

In order to maintain the planetarium, it is the policy of the Board of Education to charge for some uses.

Charges, where applicable, will be based on the following:

- The facilities required
- The length of time facilities used

Such charges cover labor, planetarium operations, general maintenance, trash removal, replacement supplies and energy costs. Examples of customary uses and their fee categories are listed on Schedules A & B of the regulation. Fee schedules will be reviewed by the Board of Education every year.

The Board of Education reserves the right to approve any use beyond those described in this policy. The Board of Education reserves the right to refuse the use of a facility if an activity is determined to be inappropriate.

The Superintendent/designee of the Glastonbury Public Schools will be the agent for the Board of Education and will review each application and determine that the proposed activity and organization meet the conditions set forth herein for approval in using school facilities.
The superintendent or designee will specifically determine the following:

1. The need for, and amount of, liability insurance required of the applicant organization, and whether the activity is allowed under the Board of Education insurance policies.
2. The need for police protection and/or traffic control and possible fire watch.
3. The need for the applicant organization to submit to the Board of Education its registration with the State Tax Department.

Activities which will not be permitted include, but are not limited to:

1. Activities advocating the overthrow of the United States, the State of Connecticut or of local governmental agencies.
2. Any activities which are inconsistent with the health and welfare of the public and/or the policies delineated by the Board of Education.
3. Any activity which promotes violence or violent behavior.
4. Activities which are unlawful in nature.

Any organization whose application for use has been rejected, may apply to an ad hoc appeals committee, comprised of the superintendent and two Board of Education members.
A community group will not sponsor another group or relieve an organization of its fee requirement for use of facilities if that organization would not have been eligible under its own application.

Connecticut General Statute Sec. 10-239

Policy

Adopted:

Use of Glastonbury-East Hartford Elementary Magnet School Planetarium (GEHMS)

I. PLANETARIUM

A. The Coordinator of Planetarium Operations will report to and work under the direction of the Director of Educational Technology. Planetarium programming will be devised and carried out by the Coordinator of Planetarium Operations in consultation with the Director of Educational Technology.

B. Planetarium programing falls into four categories:

CATEGORY 1: Field Trips for students/groups from GEHMS, Glastonbury and East Hartford schools; available Monday through Friday, 9:30-11:30am.

CATEGORY 2: Field trips for other school systems on a field trip, available Monday through Friday, 9:30-11:30am.

CATEGORY 3: General public shows. Times to be determined based on availability of planetarium staff.

The planetarium may be used to present programs to the general public on a fee basis if such programs do not interfere with Glastonbury school uses. The Coordinator of Planetarium Operations, subject to the approval of the Superintendent of Schools or designee, shall determine the frequency of such programs. Admission fees will be based on programming, subject to the approval of the superintendent/designee.

CATEGORY 4: Private events.

a. Groups wishing to utilize the Planetarium for private events must fill out a Community Use Form with Facilities Dept. and agree to all associated fees.
b. Customized events may be accommodated depending on the nature of the request for an additional charge.
c. Services provided:
    a. Full Dome Shows
    b. Wireless Internet Access
    c. Computer projection (PowerPoint, DVD, BlueRay)
    d. Sound System (requestor must supply own music in a play list format, preferably on an iOS device or CD)
    e. Night sky presentation

Program materials will be chosen to comply with the specific needs or interests of the groups to which they are presented. An additional cost may apply for customized programs.

II. OPERATING PROCEDURES

1. The planetarium staff will schedule groups into the planetarium for specific times of instruction.

2. The planetarium will be reserved for GEHMS, Glastonbury Public Schools, East Hartford Public School and other school systems (fee based) during hours of instruction. Non-school groups will not be allowed to utilize the planetarium during normal school hours.

3. Public programs will be offered after 4:00 p.m. weekdays or on Saturday. Admission to such programs will be by tickets procured by prior reservations. Fees for tickets will be assessed to cover program expenses incurred.

4. Non-school groups may be scheduled into the planetarium after 4:00 p.m. weekdays or on Saturday on a fee basis when staff is available.

5. Hours of operation for groups requesting private shows or events.

   - Monday – Friday: 4:00pm-10:30pm
   - Saturday: Determined upon special request

6. The Glastonbury Board of Education reserves the right to refuse rental to individuals, organizations or events that discriminate because of race, creed, color, national origin, religion, marital status, gender, sexual orientation, gender identity or expression, ~~physical~~ disability, or age.

7. The Glastonbury Board of Education reserves the right to refuse rental to individuals, organizations or events that contradict the mission and goals of the Glastonbury Board of Education.

8. Any organization seeking to use the planetarium and associated facilities for an event involving an admission charge or fundraising must qualify as a not-for-profit, tax-exempt organization under Section 501 (c)(3) or other relevant sections of the Internal Revenue Code. A copy of the Internal Revenue determination letter must be provided to the Glastonbury Public Schools prior to executing the Facilities Rental Agreement.

9. Weather Delay/Cancellation - The possibility exists that inclement weather may cause the Glastonbury Public Schools to have to delay or postpone an event. If the event is delayed, all efforts will be made, if possible, to complete the event. If there is a long delay which makes it necessary to abbreviate or cancel the event, the Superintendent/designee will decide as to delay or postponement.

III. RESERVATIONS

A. It is understood that the primary use of the facilities is for school use. However, in order to establish an orderly schedule, reservations must be made according to the following calendar:

1. GEHMS, Glastonbury & East Hartford schools and school-related activities and field trips: Reservations due by March 31 for the following fiscal year (July 1 – June 30).
2. All others: Reservations beginning May 1for the following fiscal year (July 1 – June 30). Reservations should be made 30 days prior to the event to increase the likelihood that the facility will be available.

Any other function, including school activities, booked after 5/1 will be scheduled on a first-come, first-served basis.

Reservations for more than one year in advance may be accepted on a conditional basis. However, final approval will not be made until A1 above has been met.

B. Procedures for Reserving Facilities

1. All requests for use of schools must be submitted on the request form for Community Use of School Facilities. This form is available at the Community Use office and the district website.
2. Request forms for use of the planetarium should be submitted at least 30 days before the activity is to take place to increase likelihood that the facility will be available.
3. Student groups planning to use the planetarium must arrange for member(s) of the school staff to be present to supervise the event.
4. No keys will be given to any non-staff person. A custodian or administrator must be present to unlock and lock doors.

IV. REGULATIONS FOR USE OF PLANETARIUM

A. General Conditions

1. The use of the planetarium requires the prior permission of the Community Use Office subject to approval of the superintendent/designee.
2. No smoking in the school buildings or on school grounds.
3. No food or drink allowed in planetarium.
4. Alcoholic beverages, illegal drugs, and weapons are prohibited.
5. Persons attending any activity must confine themselves to the rooms and corridors assigned for their use.
6. Parking on the grass or playing fields will not be permitted without the prior approval of the Superintendent or designee. Approved off-road parking is to be coordinated with and directed by the Police Department.
7. It is the responsibility of applicant organizations to notify their groups or make announcements over the local radio stations for cancellations.

8. The Community Use Office will contract for trash removal. When the amount of trash generated by an event necessitates the rental of a waste bin, the applicant organization will be billed directly by the contractor. For other events, the trash removal will be included in the rental fee, if applicable.
9. A custodian must be present at all times when the building is in use and until the necessary cleanup has been completed, except when a school function is under the supervision of a school administrator or designee. If no custodian is on duty, the supervising administrator or designee must be certain to return the building to the condition in which it was found, and will be responsible for securing the building.
10. The sale of items in violation of or inconsistent with the Board policies will not be permitted.
11. All local, state and federal laws and regulations must be obeyed.

B. Equipment

1. Only a properly qualified and designated staff member may operate the planetarium equipment. Any costs associated with the use of equipment or repair due to damage of the equipment must be paid by the applicant organization.
2. All equipment used during the activity by the public must be returned to the original location immediately following each activity. All facilities must be left as they were found. The Board of Education is not responsible for property left overnight.
3. When the kitchen is used, a member of the cafeteria staff must be present.

C. Conduct/Safety

1. Each applicant organization is responsible for the conduct of all participants and/or guests. Representatives from the applicant organization must remain on the premises throughout the function and must maintain control at all times. The number of such representatives will be designated by the community use office. Names and addresses of all designated persons in charge must be submitted with the application and they will be held responsible for the conduct of the participants and any property damage.

THE CUSTODIAN OR OTHER PLANETARIUM STAFF MEMBERS ARE NOT SUPERVISORS OF CHILDREN OR ADULTS.

2. Police coverage will be required when, in the opinion of the Community Use Office and/or police department, the event calls for traffic control, crowd control or security. The applicant organization must make arrangements for police coverage whenever required. The charge for police coverage will be paid directly by the applicant organization to the Town of Glastonbury.

V. LIABILITY FOR USE OF SCHOOL FACILITIES

Neither the Board of Education nor the Town of Glastonbury can be responsible for injury to persons or their property while the building or grounds are used by any group.

Groups not included under the Board of Education and the Town of Glastonbury blanket liability insurance coverage may be required to furnish evidence of insurance coverage meeting the town's requirement for personal injury and property damage single limit liability ($1,000,000). In addition, the Glastonbury Board of Education is to be named as an additional insured and a certificate of insurance may be required to be filed with the original request.

The applicant organization must assume all legal responsibility for the function and remains the liable party.

Any activities, which are specifically excluded by the Board of Education insurance policies, are prohibited.

The applicant organization contracting for use of the buildings/grounds will agree to indemnify the Board of Education for any damage to the school property/grounds or equipment by any person or persons attending the activity.

Any group found abusing the planetarium and/or associated equipment or failing to comply with any requirement of this policy may be faced with immediate termination of their activity and/or denial of future use of the facilities.

VI. USE OF SCHOOLS FOR FUND-RAISING ACTIVITIES

Qualifying groups (see Schedule A, Category IV) may conduct fund-raisers under certain conditions. The following regulations shall prevail for all groups:

A. The applicant organization certifies that all proceeds from the event will be used for a worthy educational, civic, or charitable purpose.

B. The applicant organization will make all the arrangements through the community use office, which will determine the appropriateness of the function as defined by this policy.

C. When admission is charged to an event using school facilities, the organization will be held liable for the collection and payment of taxes on admission and will account for any tax due by filing the necessary State of Connecticut forms. Non-profit organizations charging admission may be exempt from tax requirements, if they make application for exemption through the Connecticut State Tax Department.

SCHEDULE A
DEFINITION OF GROUPS

CATEGORY 1: Field Trips for GEHMS, Glastonbury and East Hartford schools.

CATEGORY 2: Field trips for other school systems on a field trip.

CATEGORY 3: General public shows.

CATEGORY 4: Private events.

SCHEDULE B
FEE SCHEDULES

A. All fees/charges must be paid within fourteen (14) days of the billing date. Checks will be made payable to the GEHMS Planetarium and mailed directly to the Community Use Office, Glastonbury High School, 330 Hubbard St., Glastonbury, CT 06033.

B. A fifty percent deposit will be required with applications for private events (attendance may not exceed 100).

C. Unless cancellations are received forty-eight (48) hours before the scheduled event, the deposit will ~~may~~ be forfeited.

D. Labor charges for custodial, audio visual technician and kitchen employees, working outside normal hours (overtime), will be based upon the current hourly rate.

   Labor charges will be published on or before July 1 of each year or when the applicable labor contract has been settled, if at a later date.

E. Rental fees are charged to cover a portion of the cost of maintenance/repair, trash removal replacement supplies and energy costs of operating the planetarium. Annual increases in rental fees will be based on the percentage increase in labor charges.

PLANETARIUM RENTAL FEES

CATEGORY 1: Field Trips for GEHMS, Glastonbury and East Hartford schools.
No charge. All field trips and/or events must occur during the normal school business hours.

CATEGORY 2: Field trips for other school systems on a field trip.
Field trips by reservation only - $150 for one hour live and/or pre-programmed show. Maximum planetarium capacity is 100. Customized shows may be available for additional costs to be determined depending on content.

CATEGORY 3: General public shows.
Ticket prices based on the programming costs.

CATEGORY 4: Private events.

Planetarium Dome Rental (1 hour minimum rental or any part thereof)

- 1st hour - $450
- Each additional hour (or any part thereof) - $250

Gallery Rental (1 hour minimum rental or any part thereof; cannot be rented without a minimum of one hour planetarium dome rental)

- $200/hour – no set up included
- Table Rental - $6.00/table
- Chair Rental - $2.00/chair
- Podium Rental - $20.00 (only one available)
- AV set up and support - $50.00 / hour
- Set up and breakdown fees - $100.00

Cafeteria Rental - $40.00/ hour (1 hour minimum rental or any part thereof, cannot be rented without a minimum of one hour planetarium dome rental)

Regulation

Approved:

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

==========

Title of Report: Ratification of Tentative Agreement, Glastonbury Board of Education Nurses, July 1, 2013-June 30, 2017

Board Meeting Date: June 24, 2013

Action: X Report: Information: Discussion:

==========

Overview: The Board and Local 1303-219, Council #4, AFSCME, AFL-CIO completed negotiations in early June and the nurses ratified the contract on Monday, June 10, 2013. We are submitting the tentative agreement for Board of Education ratification.

Tentative agreement was reached for the years 2013-2014, 2014-2015, 2015-2016 and 2016-2017,

The major changes are as follows:
Salaries:

2013-2014	2.5%	General Wage Increase
2014-2015:	2.75%	General Wage Increase
2015-2016:	2.75%	General Wage Increase
2016-2017:	3.0%	General Wage Increase

The nurses are all on the maximum step so there is no increment in 2013-2014.

The annual stipend for Head Nurse was increased from $9,000 to $12,000.

Pension:

Employee contribution increased from 3.75% to 4.75% of wages

Health Insurance:
Connecticare and Anthem PPO/HMO:
Increased premium share: .5% in each year of the contract to 20% in 2016-2017
Increased co-payments for office visits, prescriptions, emergency room, in-patient and out- patient hospitalizations

High Deductible/Health Savings Plans (Anthem and Connecticare):
Increased Board contribution to 75% of high deductible to be paid on 7/1 of each year
Reduced Employee premium share to 15% each year of the contract

<u>Mandated coverage for all new nurse employees who start on or after 7/1/13</u>

Other Insurance:

Term life insurance increased from $50,000 to $145,000
Added Long term disability insurance

Submitted By: Sharon E. Smith **Reviewed by: Alan B. Bookman**

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

==========

Title of Report: Ratification of Tentative Agreement, Glastonbury Educational Secretaries and Paraprofessionals Union, July 1, 2013-June 30, 2017

Board Meeting Date: June 24, 2013

Action: X Report: Information: Discussion:

==========

Overview: The Board and Local 1303-197, Council #4, AFSCME, AFL-CIO completed negotiations in early June and the secretaries/paraprofessionals ratified the contract on Tuesday, June 18, 2013. We are submitting the tentative agreement for Board of Education ratification.

Tentative agreement was reached for the years 2013-2014, 2014-2015, 2015-2016 and 2016-2017,

The major changes are as follows:

Salaries:

2013-2014 2.0% General Wage Increase
2014-2015: 2.25% General Wage Increase
2015-2016: 2.25% General Wage Increase
2016-2017: 2.25% General Wage Increase

The increment for this contract is 1.65% in 2013-2014.

Pension:

Employee contribution increased from 3.75% to 4.75% of wages

Health Insurance:
Connecticare and Anthem PPO/HMO:
Increased premium share: .5% in each year of the contract to 20% in 2016-2017
Increased co-payments for office visits, prescriptions, emergency room, in-patient and out- patient hospitalizations

High Deductible/Health Savings Plans (Anthem and Connecticare):
Increased Board contribution to 75% of high deductible to be paid on 7/1 of each year
Reduced Employee premium share to 15% each year of the contract

<u>Mandated coverage for all new secretary/paraprofessional employees who start on or after 7/1/13</u>

Other Insurance:

Term life insurance increased from annualized wages to nearest $1,000, to 2.5 times annualized wages.

Submitted By: Sharon E. Smith **Reviewed by: Alan B. Bookman**

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

==========

Title of Report: Ratification of Tentative Agreement, Glastonbury School Administrators' Association, July 1, 2014-June 30, 2018

Board Meeting Date: June 24, 2013

Action: X Report: Information: Discussion:

==========

Overview: The Board and the GSAA completed negotiations in early June and the administrators ratified the contract on Tuesday, June 11, 2013. We are submitting the tentative agreement for Board of Education ratification.

A tentative agreement was reached for the years 2014-2015, 2015-2016, 2016-2017, and 2017-2018. The following areas were changed in the contract:

Salaries:
2014-2015: 2.7% General Wage Increase
2015-2016: 2.8% General Wage Increase
2016-2017: 2.9% General Wage Increase
2017-2018: 3.0% General Wage Increase

While the administrators contract also includes an increment for those not on the top step, the value of the increment is a very low .45%

Health Insurance:
Connecticare and Anthem PPO/HMO:
Increased premium share: .5% in each year of the contract to 20.5% in 2017-2018
Increased co-payments for office visits, prescriptions, emergency room, in-patient and out- patient hospitalizations

High Deductible/Health Savings Plans (Anthem and Connecticare):
Increased Board contribution to 75% of high deductible to be paid on 7/1 of each year
Reduced Employee premium share to 15% each year of the contract
<u>Mandated coverage for all new GSAA employees who start on or after 7/1/14</u>

Early Retirement

Early Retirement Article replaced with an increase from $3,000 to $4,000 for administrators who announce their retirement by January 1 for June 30.

Vacation Days

Increase of two vacations for secondary administrators who have 9-14 fewer vacation days than other administrators.

Categories

Moving Special Education Director from Category 1B to 1C

Submitted By: Alan Bookman

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

==========

Title of Report: Full-Day Kindergarten: Annual Review

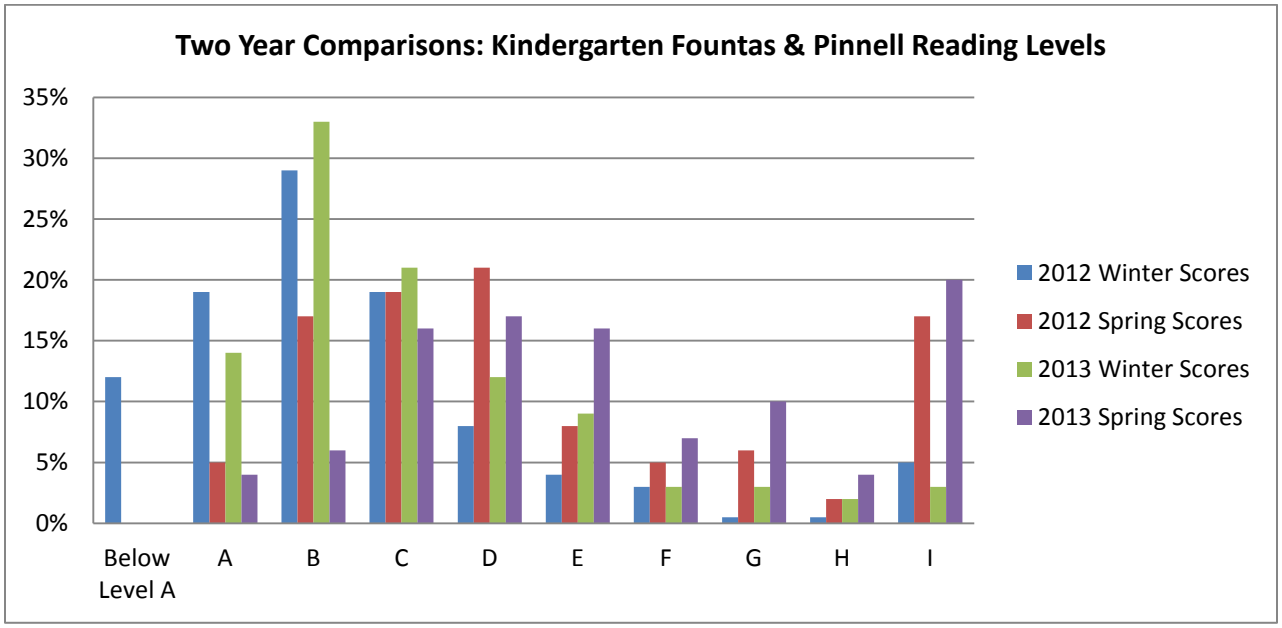
Board Meeting Date: June 24, 2013

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

The transition to full-day kindergarten for the 2012-13 school year has been very positive and exciting. Learning and teaching opportunities, use of resources that are systematically applied throughout the day, and appropriate developmental learning conditions have received accolades from parents, staff and students. The increase in student achievement has been noteworthy. Academic, social, behavioral and affective skill development has been transformed through the experiences made available in a full-day venue.

Reading and Writing

Reading and writing achievement have increased through the full-day learning opportunities provided to our students this year. As evidenced through the chart below, reading achievement has increased when compared to last year scores. Students are able to spend more time reading and writing throughout the day. They are able to access many fiction and nonfiction materials that are integrated across curricular areas. Teachers report that more time is spent on word study, comprehension, guided reading and independent reading. Sight word reading has progressed significantly. For example, in Naubuc classes, 44/63 children could read the end-of-year sight word list with 100% accuracy by February. Our early readers are gaining the skills and habits of mind that will prepare them for new first grade Common Core challenges. Jenna Amirault has also provided a sampling of pre/post independent writing samples from her Hebron Avenue School class (see attached) that show the remarkable gains of her kindergarten students in sentence structure, content, organization and complexity.



Math and Science

In their national study of kindergarten students' math skills (June 2013), Claessens (University of Chicago) and Engel (Vanderbilt University) concluded that math ""should be a primary area of academic focus during the kindergarten year." They indicate that kindergarten math knowledge and skills "are the most important predictors not only for later math achievement but also for achievement in other content areas and grade retention;" (b) higher-order math skills such as pattern recognition, measurement, and advanced number sense are the most highly correlated with future success; and (c) these more-advanced skills are not just a product of home environment; they can be taught successfully in kindergarten. Our math curriculum ensures these learning outcomes and now can be integrated throughout the curriculum as evidenced through a reflection by Jen Barton, kindergarten teacher at Eastbury School.

Jen captures the impact of the "gift of time" on student development through science inquiry and use of math skills. "One exciting thing that we have had time for this year is a science center. While I always taught the required science concepts and had the children participate in the activities in the curriculum, this year we are spending a lot more time engaging in science. We have a science center in the classroom that the children have filled with so many interesting things, abandoned birds' nests with actual eggs in them, snake skins, dead bugs and frogs, feathers, shells and rocks, a horseshoe crab shell, bees nests, etc. It's like our own little Audubon Center! The children for the first time ever have a science journal and are learning about "what scientists" do. They observe, think, record and wonder. They are measuring and comparing and using magnifying glasses. When we studied sinking and floating the children had to record what they observed and several children without being told constructed actual charts. Boy did we celebrate that good scientific thinking with the class! We have gone outside multiple times to observe the gorgeous weeping cherry tree change from winter bare, to the tight buds of early spring to the fluffy pink blossoms there today; each time drawing and labeling what we see. We have had experiments in the center that have surpassed last year's study: when we did magnets instead of one day of testing with magnets we had 4 days with a different inquiry each day regarding the same materials. This gift of time has allowed the children to go deeper and make discoveries in every subject area. I am finding that I do not have to point things out to children this year but rather THEY are pointing things to me!"

When asked about the math skills that kindergarten students can now achieve, the following responses were presented by our teachers:

- Kindergarten students can now dig deeper into the concepts and are using math language and vocabulary throughout their day.
- Explaining how they got their answers. We have more time for them to think and explain.
- We can talk about math now! We can explain answers and explore different manipulatives like base ten blocks.
- More endurance and positive attitudes towards math.
- Stronger number sense because they time to explore numbers concretely before rushing to symbolic and abstract levels.
- They have a much deeper number sense because we have time to delve into concepts and skills, practicing many games/activities about each concept and skill.
- All of my students have already met the end of year math goals and demonstrated a deeper understanding. They have time to act out/talk about/write about and read about math. Most of all they love math. There is never a stressed attitude, but rather an "I can figure this out" attitude.
- Mastery of all math goals much earlier. When assessed in March, 90-95% are currently meeting the standards from end of year expectations.
- Using the GPS problem solving strategy "talk" to help students articulate ways to solve problems, such as "act it out" or "draw a picture." They know it and love it – fun!
- Much more time for math now. Kids are always asking, "Are we doing math boxes today?"

- Using iPads and computers to do games/apps that align with CCSS objectives – never had time for that before.
- They understand the concepts and have a developing number sense so much more than before. We have the time to really explain the “thinking” behind all of their work. All day has been a tremendous gift to the Glastonbury children.
- My students are counting *everything*, and noticing shapes (both 2D and 3D) everywhere around them. They want to do math work stations during their free play time!
- They have a deeper more solid foundation of understanding. They can make combinations of 10 quickly and easily, solving addition and subtraction stories in their heads.
- The extra time we have to verbalize our math thinking has allowed for a greater depth of understanding for numbers and math concepts in general.

Students and Parents

Students and parents are noticing the value of full-day kindergarten, too. Sharon Rickard notes the following comments made by parents during mid-year conferences from older siblings of current kindergarten students at Naubuc: "It's not fair that Adam gets to stay all day with Mrs. Rickard and I had to leave after the morning. He is so lucky" and, “Why didn't I have all day K? Norah gets to do so much more like, assemblies and lunch. I really think she knows more than I did when I was in K, too! She can read almost anything!"

Social Development

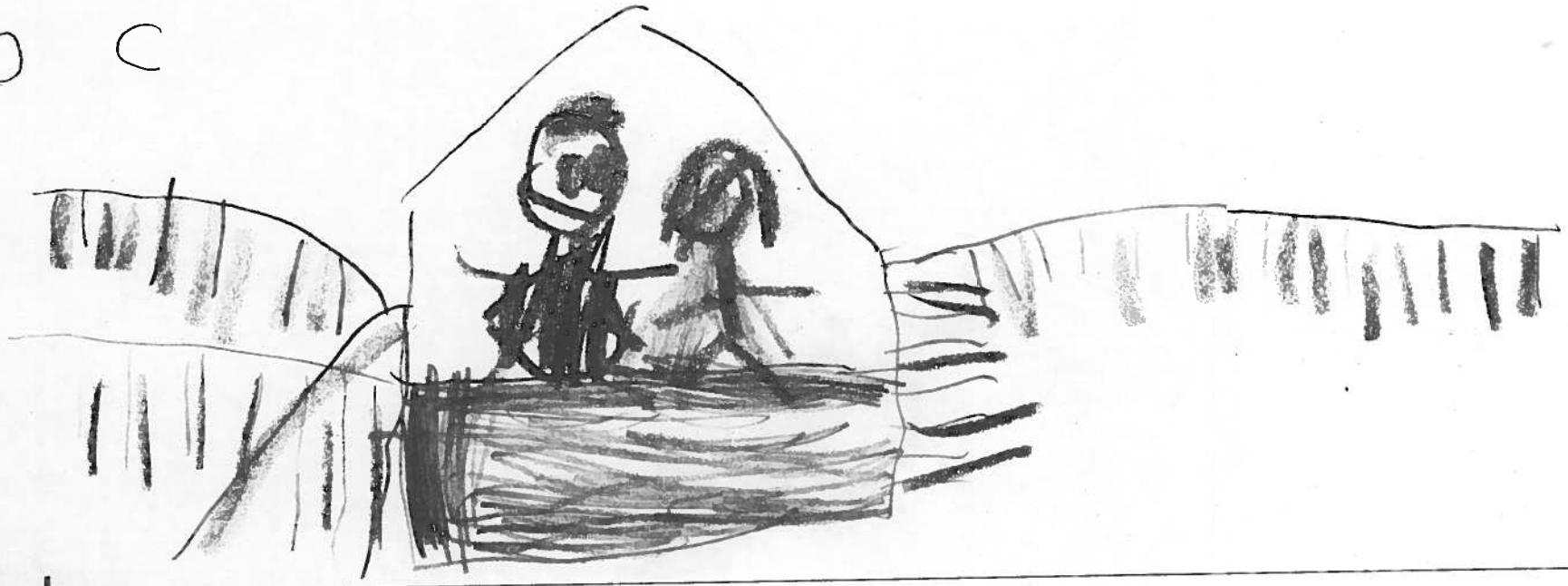
Linda Provost, principal of Hebron Avenue School, notes that students have learned many of the social skills, organizational skills and transitions that would not have been taught until Grade 1. Students know how to line up for the bus, go through the cafeteria lunch lines, walk down the halls in a safe and orderly manner, and know the layout of the school. They feel like true members of the school because they participate in all of the events, celebrations, and learning activities throughout the day. They can sing the school song, recite the school motto and know the school rules that keep everyone safe and happy.

Conclusions

The transition to full-day kindergarten has been highly successful. Academic and social achievement has increased. Students, parents, teachers and administrators are very satisfied with the opportunities that are now afforded our youngest students. We expect that many more SRBI interventions at Tier 1 (rather than through more intensive opportunities) will be implemented since students are gaining significant foundational skills and concepts needed for addressing our curriculum and the Common Core State Standards. Most importantly, our students are gaining a love of learning through the gift of appropriate developmental time, resources, and community commitment.

Submitted by: Rosemary Tralli Reviewed by: Alan Bookman

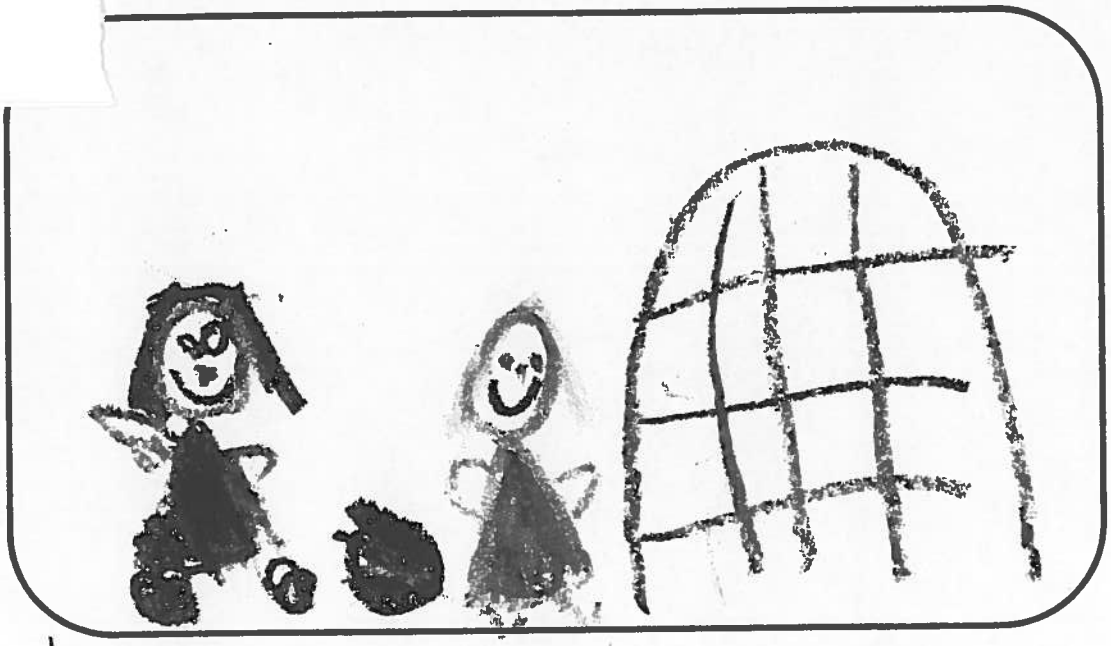
S C



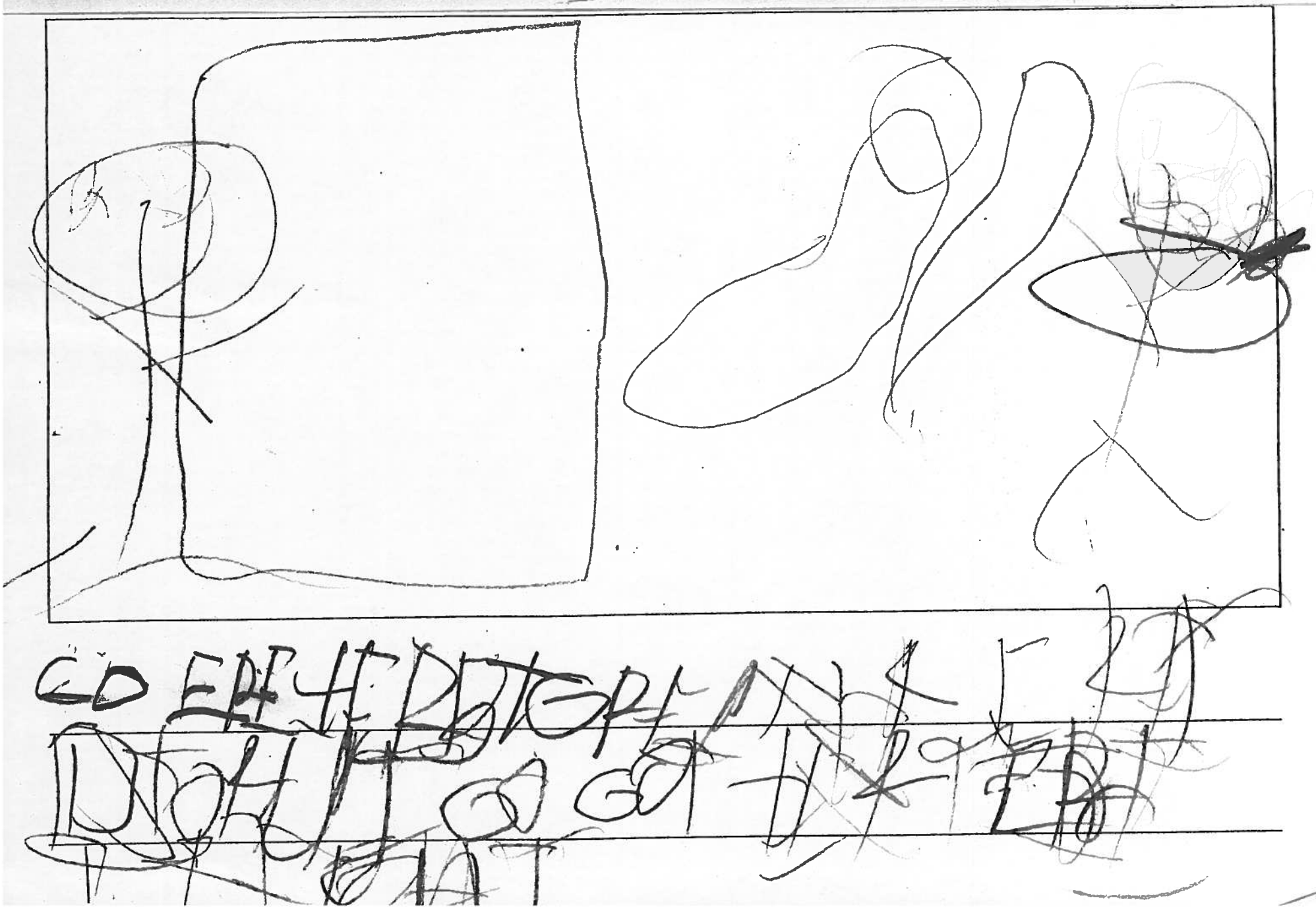
This weekend I PLAY OUTSIDE

WEEKEND NEWS

Name _____



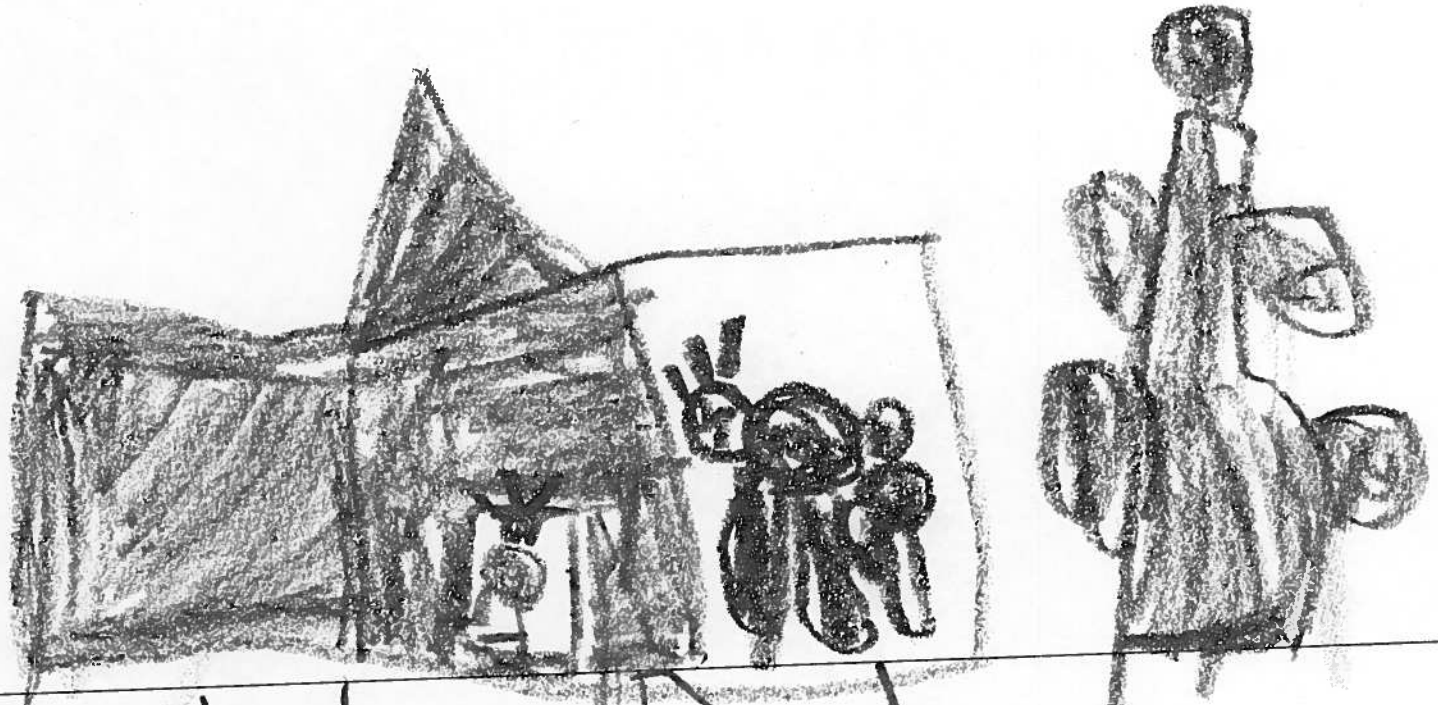
I had my Socar gambore ye.
I got a chofey. My chofey
broke wen teddy opind the dore.
I scord a lot of gole's. Me and char
playd agat's the orange and the blue
teems. We got a snack.
I got a paple popscul.



Date 6-13-13

Field Day 2013...

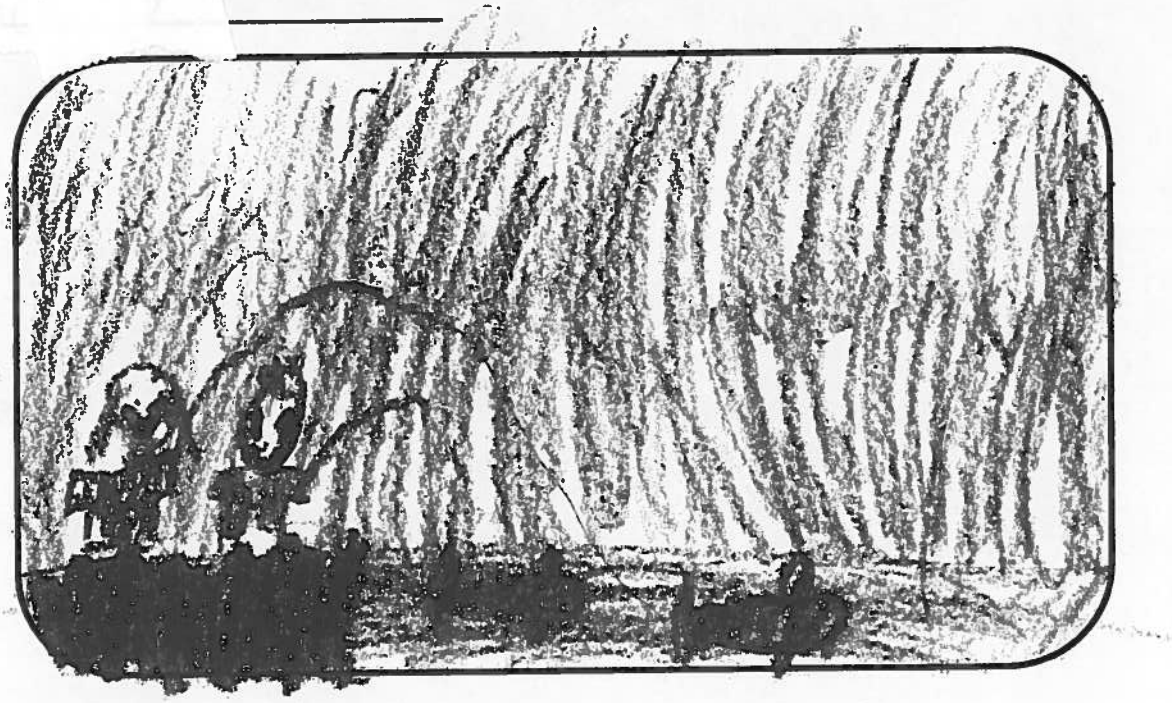
Dynamite was fun because it is so cool.
I liked popsicles on the playgrun because it
was fun. color code was fun because it is
so tiring to run. The jump rope thing was
awsem. To play Dynamite that is a big
beach ball in the mitel all that is ittel
balls to throw at the beach ball all if the



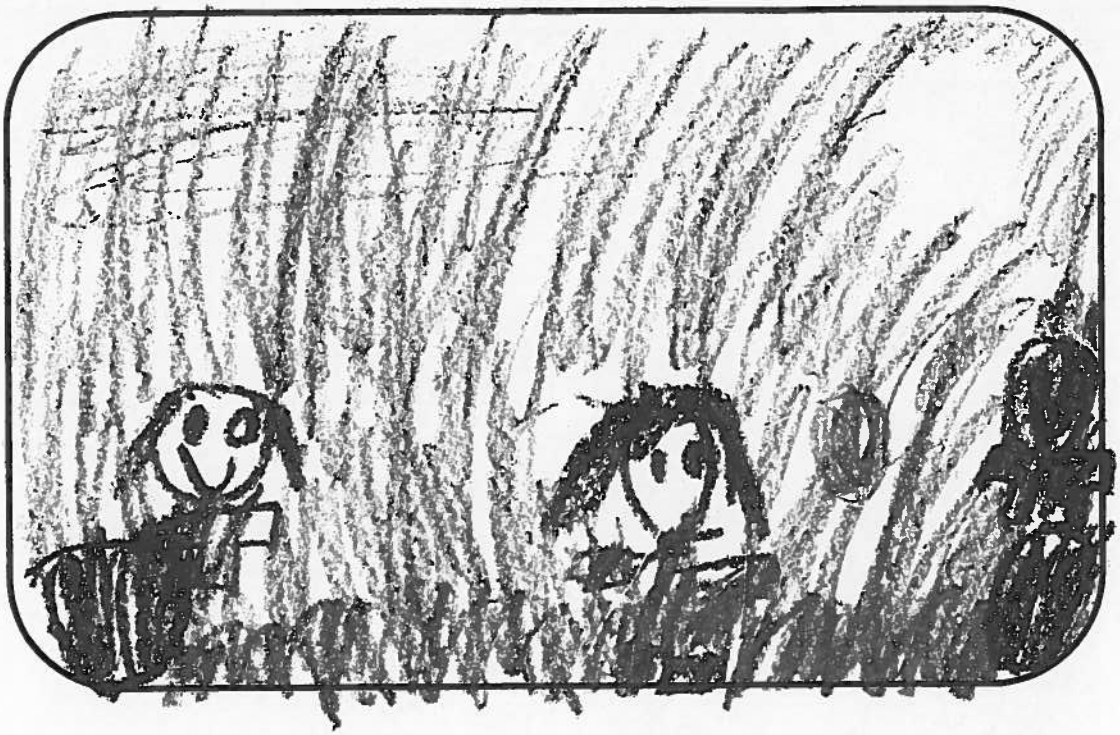
I Pickd aPpls.

WEEKEND NEWS

Name_____



This Weekend I Went fisning. I cot three fish. and my sister cot Seven fsh. all tegetner we cot ten fish. I herd a frog. I wanted to See it. I never San it



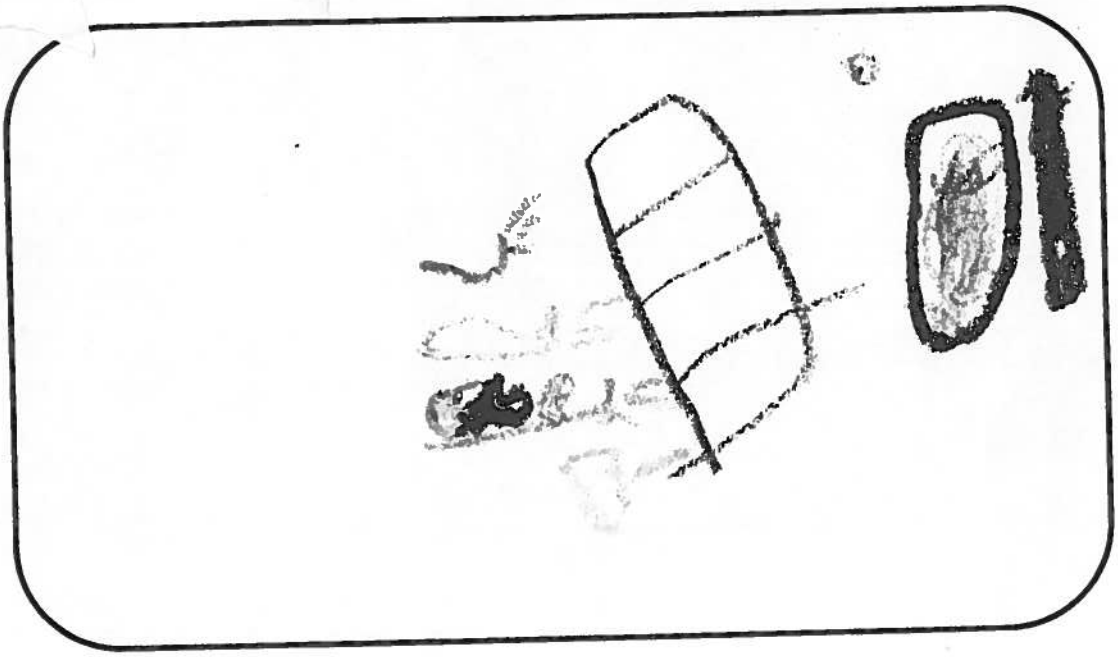
and when I got home
I had hot dogs
and for a drink I
had a milk shack.
and after dinner
I Playd picel it was
so fun.

my meme eat me

my boots

WEEKEND NEWS

Name _____



This Weekend I
got My Ers pst
at sisr kids. I had Fun.
I got a Lole pope
Aftr that I was so
Ik Sidide. It hrdide
ULitUL bit.

DRAFT

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Buttonball Lane School

Glastonbury School District

KENT M. HURLBURT, Principal
KAREN K. BROWN, Asst. Principal
Telephone: (860) 652-7276

Location: 376 Buttonball Lane
Glastonbury,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 545
5-Year Enrollment Change: -16.4%*
*Between 2002 and 2007, was redistricted

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	40	7.3	7.9	39.4
K-12 Students Who Are Not Fluent in English	5	0.9	1.3	7.8
Students with Disabilities	55	10.1	9.2	10.9
Students Identified as Gifted and/or Talented	32	5.9	6.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	79	89.8	87.2	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	421	92.1	94.4	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	997	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	17.6	16.7	18.5
Grade 2	19.8	20.0	19.7
Grade 5	20.2	19.8	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	**School**	**State**
Art **	30	32
Computer Education **	38	21
English Language Arts **	399	430
Family and Consumer Science	0	1
Health **	19	21
Library Media Skills **	25	19
Mathematics **	198	200
Music **	38	34
Physical Education **	30	43
Science **	85	97
Social Studies **	85	87
Technology Education	0	3
World Languages **	50	14

** Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 2 in this school. Statewide, 5.4% of elementary and middle schools that serve Grade 2 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	1.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	87.3	84.6	78.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.2	3.8	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	98.9	94.2
# of Print Volumes Per Student*	31.2	32.3	29.7
# of Print Periodical Subscriptions	17	7	11

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	31.20
	Paraprofessional Instructional Assistants	4.60
Special Education:	Teachers and Instructors	3.00
	Paraprofessional Instructional Assistants	9.60
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		1.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		13.60

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.1	14.0	13.7
% with Master's Degree or Above	83.7	85.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	6.9	7.9	8.7
% Assigned to Same School the Previous Year	88.4	81.8	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Parent involvement is a hallmark of Buttonball Lane. We have expanded timely and communication through a web portal, school website, and SchoolMessenger. Teachers use their web pages to provide updated information to all parents. Buttonball's School Handbook is a resource that provides parents with district, building and student information. Guest speakers and staff address topics of interest to parents (ex. Parenting the Upper Elementary Child; Reading at Home). Our school psychologist facilitates a parenting group. A highly active, dedicated PTO, and a constant flow of communication keep our parents informed and connected to teaching and learning. Our school newsletter includes a monthly principal's column, updates from classrooms and specialists, and articles that share current educational information with parents. This is augmented by a PTO newsletter. Whether coordinating our annual Pancake Breakfast and Grounds Beautification, creating bulletin boards, coordinating a book fair or our fifth grade farewell, or celebrating Staff Appreciation Week, our parents are always available to help. The spirit of volunteerism, formally and informally, reflects our motto, "Partners in Teaching our Children." Our annual science fair is a model for home/school collaboration, greatly increasing participation at our Family Science night. Every classroom uses parent volunteers for a variety of activities. Formal and informal parent/teacher conferences, phone calls, notes home, and e-mail reflect timely communication. Assemblies, projects and performances sponsored by our PTO Cultural Arts Committee enhance curricula, multiculturalism, and social development. Grade events and special projects such as Fiesta Day, Immigration Day, and the Young Author Publishing Party bring parents into the classroom. The PTO Executive Board serves as an excellent vehicle for the principal to obtain feedback and ideas. When defining the culture of Buttonball Lane, the unique value of being a neighborhood school, the caring and teamwork of the teachers and the supportive parent communities are the most cited descriptors.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	0	0.0
Asian American	47	8.6
Black	5	0.9
Hispanic	36	6.6
Pacific Islander	0	0.0
White	429	78.7
Two or more races	28	5.1
Total Minority	116	21.3

Percent of Minority Professional Staff: 2.1%

Open Choice:

8 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language :

6.6% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 17.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Buttonball Lane School's diverse population and ongoing participation in Project Choice reflects our commitment to the success of all children in an increasingly diverse world. A Diversity Committee continues to build a welcoming environment for all students. In 2012, our third-annual International Family Night was a tremendous success and highlighted the many cultures in our school. The event included presentations and foods from around the world. National flags representing home languages of our students proudly hang in our school. Fifth graders gain appreciation for diversity and outdoor education at a three-day, two-night program at the Discovery Center where they partner with Thomas Jefferson Elementary School from New Britain. The Discovery Center program also includes a fourth grade component in which the students begin to get to know one another and communicate. Our jump rope performed for Thomas Jefferson Elementary and they brought drum performers to our school. Our PTO graciously donated a picture painted by Rob Surette to be hung in Thomas Jefferson School as a token of our appreciation of this partnership. The artist visited our school and Thomas Jefferson students were invited to his presentation. Beginning in first grade, students engage in daily Spanish instruction, learning the language and cultures of various Spanish-speaking countries. Our students trace their own ancestry during a 5th grade immigration unit. Our curricula and library/media collection reflects and celebrates diversity in its many forms. Student Council members read and discuss multicultural myths and legends to younger students. Formal and informal interdisciplinary projects connect literacy and the arts. Field trips connect with students' cultural backgrounds. We are involved with Project Wisdom, a daily announcement read by a staff member or student, coupled with lesson plans and activities to promote understanding and tolerance.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	**School**	**District**	**State**	**% of Schools in State with Equal or Lower Percent Reaching Standard**
Grade 4	61.9	59.4	50.9	73.0
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	68.5	75.6	59.2	65.2
Writing	77.7	79.1	62.7	76.3
Mathematics	68.8	81.4	66.5	51.7
Grade 4 Reading	81.0	82.0	64.1	80.3
Writing	78.8	82.1	65.3	71.5
Mathematics	88.0	82.9	68.0	84.1
Grade 5 Reading	77.7	83.0	67.6	65.1
Writing	71.4	80.1	68.1	54.2
Mathematics	92.9	92.4	71.6	91.1
Science	85.9	86.9	63.9	85.3
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.8	96.8	95.9

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Recognized in 1998-99 by the U.S. Department of Education as a National Blue Ribbon School of Excellence, our mission continues: “To provide a child-centered environment where students learn to become knowledgeable, self-sufficient, contributing citizens.” Professional development and thoughtful analysis of best practices, such as flexible grouping, are translated directly into our classroom work and reflect reflecting the district’s three main strategic goals: high academic achievement, communication, and staff development. Students continue to achieve at high levels on CMTs and other assessment instruments. Weekly team meetings and staff meetings provide in-house professional development. Reading, Language Arts Resource, and PACE (math and science) teachers work formally and informally with teachers and students. Three math tutors provide additional support, as do interns from the University of New Haven. We work collaboratively with our K-12 content directors and experience relevant, effective professional development through team, faculty, grade level, and system offerings. Building administration meets regularly with our Special Education team and our Student Intervention Team (SIT) where teachers identify and share interventions for regular education students referred by a classroom teacher. Teachers receive on-going training on differentiating instruction and processes for the implementation of SRBI. Special education teachers and classroom teachers collaborate closely, using data and shared knowledge of individual students. Integrated within instruction, performance-based assessments provide formative appraisals of student growth and achievement. Process skills such as, problem solving, critical thinking and decision-making are imbedded across the curriculum as are interdisciplinary lessons. School improvement goals include implementation of the district’s comprehensive K-5 balanced literacy program and continued revision of units in science, social studies and math. Study Island and BrainPOP technology programs continue to support individualized, independent work at school and home.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

In our lobby are the following words: “Within our school we are all different and we are all alike. What matters most, however, is that we are all significant.” Understanding the needs of others and our role as global citizens is an essential teaching and learning component. Our mascot, HERO, a golden retriever, helps us live the Golden Rule each day. His name is an acronym signifying “Here Everyone Respects Others.” Community outreach efforts include: Walk for Diabetes, Daffodil Days, Jump Rope for Heart, books for schools in need, and collecting donations for children in Haiti. Our Veterans Day program honors all who served, including community members, and features a presentation by the 2nd Company Governor’s Foot Guard. Our character education program incorporates Positive Behavioral Interventions and Support and rewards classrooms with dog bones for “feeding” respectful behavior. The Golden Rule, “Treat Others as You Would Be Treated,” is explicitly discussed and modeled. Class meetings are an important part of students’ social and emotional development. A Diversity Committee and a Kindness/Respect Committee continue to enhance school culture and climate, with input from our Student Council. Our music program is outstanding, with 4th and 5th grade choruses, an extra-curricular chorus, and in-school lessons offered in band and orchestra. Multicultural music is incorporated into curricula, performances and winter and spring concerts. Enrichment offerings available to interested students include: a Chess Club, Ecology Club, and Student Council. Our jump rope team performs annually at the school Field Day and shares their talents with another elementary school. Every student’s work is displayed in our school spring art exhibit. Students represent our school in the Unified Sports program. Older students act as role models to younger students individually and with classroom groups.

DRAFT

STRATEGIC SCHOOL PROFILE 2011-12

Glastonbury School District

ALAN B. BOOKMAN, Superintendent

Telephone: (860) 652-7961

Location: 232 Williams Street
Glastonbury,
Connecticut

Website: www.glastonburyus.org/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford
Town Population in 2000: 31,876
1990-2000 Population Growth: 14.2%
Number of Public Schools: 9

Per Capita Income in 2000: $40,820
Percent of Adults without a High School Diploma in 2000*: 7.3%
Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%
District Enrollment as % of Estimated. Student Population: 95.2%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2011 6,686
5-Year Enrollment Change -1.2%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	529	7.9	9.1	35.2
K-12 Students Who Are Not Fluent in English	73	1.1	2.0	5.6
Students Identified as Gifted and/or Talented*	548	8.2	6.8	4.0
PK-12 Students Receiving Special Education Services in District	613	9.2	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	333	87.2	91.3	79.8
Homeless	3	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	100	10.8	11.3	13.0

*41.8 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	12	0.2
Asian American	566	8.5
Black	189	2.8
Hispanic	415	6.2
Pacific Islander	4	0.1
White	5,305	79.3
Two or more races	195	2.9
Total Minority	1,381	20.7

Percent of Minority Professional Staff: 3.3%

Open Choice:

48 student(s) attended this district as part of the Open Choice program.Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

6.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 45.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Glastonbury Public School District has a lengthy history of encouraging programs that promote and celebrate diversity. These efforts include the following opportunities for students and staff:•The Great Path Academy, a middle college at Manchester Community College-Four Glastonbury students participated.•A Better Chance Program-Four students from out of state residing in Glastonbury attended Glastonbury High School•Greater Hartford Academy of the Arts-Eighteen high school students attended this magnet school where students interested in the arts vocal and instrumental music, dance, theater, musical theater, is stressed.•Medical Professions and Teacher Pre Academy-Three high school students experienced this magnet school.•Academy of Aerospace and Engineering-Six high school students had the opportunity to attend this magnet school.•Common Ground, Leadership Greater Hartford-Glastonbury High School students participated in this leadership program.•Inter-district Middle Magnet School-The Two Rivers Middle Magnet School opened in the fall of 2002. Twenty-one Glastonbury students' grades 6-8 had the opportunity to attend this environmental science magnet school.•Public Safety Academy-Five middle and high school students attended this magnet school academy.•One hundred and six elementary students from Glastonbury attended the East Hartford-Glastonbury Elementary Magnet School which explored science, global studies, and technology through daily, hands-on immersion experiences. This program will move to their new location in Glastonbury starting the 2012-2013 school year.•Participation in the Discovery Center by all grade four and five students, with urban partner schools.•Discovery Academy, Montessori Magnet School, and Museum Academy Magnet School-Five students participated in these elementary magnet schools.•International Magnet School of Global Citizenship-Twenty-eight elementary students attended this school.•Open Choice Program-Forty-six students from Hartford attend Glastonbury Public Schools. Glastonbury was a charter member of the preceding program, Project Concern. In 2007-2008 we expanded our participation to include our newest elementary school.•Increased diversity training and student programs at both elementary and secondary levels. This has included training for all administrators and teachers through the Anti-Defamation League.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area		District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3	Reading	75.6	59.2	78.1
	Writing	79.1	62.7	81.3
	Mathematics	81.4	66.5	69.4
Grade 4	Reading	82.0	64.1	83.1
	Writing	82.1	65.3	78.8
	Mathematics	82.9	68.0	71.9
Grade 5	Reading	83.0	67.6	73.5
	Writing	80.1	68.1	65.5
	Mathematics	92.4	71.6	92.9
	Science	86.9	63.9	88.1
Grade 6	Reading	88.2	74.1	74.1
	Writing	83.7	67.4	77.7
	Mathematics	89.0	69.3	82.5
Grade 7	Reading	94.9	79.8	91.2
	Writing	84.1	65.6	82.0
	Mathematics	88.7	68.1	88.8
Grade 8	Reading	89.3	76.8	69.8
	Writing	82.3	68.3	66.9
	Mathematics	83.1	67.2	67.3
	Science	83.5	61.9	79.4

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	62.7	47.5	69.2
Writing Across the Disciplines	76.1	63.0	61.2
Mathematics	76.6	49.2	91.0
Science	73.1	47.1	87.3

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	57.6	50.6	67.0

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		92.3	77.3	
Average Score	Mathematics	580	505	93.1
	Critical Reading	559	502	91.6
	Writing	556	506	87.8

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	96.4	82.7	93.2
2010-11 Annual Dropout Rate for Grade 9 through 12	0.1	2.6	90.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	96.4	84.5
% Employed (Civilian Employment and in Armed Services)	3.0	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	410.90
Paraprofessional Instructional Assistants	61.80
Special Education	
Teachers and Instructors	49.30
Paraprofessional Instructional Assistants	88.10
Library/Media Specialists and/or Assistants	22.40
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	15.40
School Level	24.85
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	29.00
School Nurses	12.90
Other Staff Providing Non-Instructional Services and Support	320.40

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.5	13.9
% with Master's Degree or Above	86.9	86.9	79.6

Average Class Size	District	DRG	State
Grade K	16.7	17.9	18.5
Grade 2	20.0	19.8	19.7
Grade 5	19.8	21.9	21.6
Grade 7	20.6	20.9	20.3
High School	19.1	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	997	973	993
Middle School	978	1,019	1,024
High School	997	999	1,024

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.8	2.8	2.8
Middle School	2.0	2.1	2.2
High School	3.1	2.3	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	**Total (in 1000s)**	**Expenditures Per Pupil**			
		District	**PK-12 Districts**	**DRG**	**State**
Instructional Staff and Services	$50,267	$7,384	$8,464	$8,216	$8,469
Instructional Supplies and Equipment	$1,829	$269	$267	$249	$271
Improvement of Instruction and Educational Media Services	$4,665	$685	$487	$541	$482
Student Support Services	$4,990	$733	$901	$970	$901
Administration and Support Services	$9,898	$1,454	$1,468	$1,434	$1,490
Plant Operation and Maintenance	$9,435	$1,386	$1,471	$1,420	$1,463
Transportation	$4,981	$675	$735	$649	$724
Costs for Students Tuitioned Out	$4,986	N/A	N/A	N/A	N/A
Other	$1,096	$161	$165	$166	$165
Total	$92,147	$13,011	$14,238	$13,971	$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	$8,705	$1,279	$1,290	$1,120	$1,331

Special Education Expenditures	**District Total**	**Percent of PK-12 Expenditures Used for Special Education**		
		District	**DRG**	**State**
	$16,958,674	18.4	20.9	21.7

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	85.2	11.1	3.1	0.6
Excluding School Construction	87.7	8.2	3.4	0.6

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Glastonbury Board of Education policy regarding distribution of district resources ensures that each school within the district receives an equitable level of material and financial resources. The level of support that each school receives is determined by the approved school board budget for the year and the student enrollment. Once this amount is established, the funds budgeted for instruction is distributed equitably among the seven elementary schools, the middle school, and the high school.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	616
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	**Count**	**District Percent**	**DRG Percent**	**State Percent**
Autism	79	1.2	1.3	1.2
Learning Disability	157	2.3	3.2	3.9
Intellectual Disability	15	0.2	0.3	0.4
Emotional Disturbance	57	0.8	0.6	1.0
Speech Impairment	104	1.5	1.7	2.1
Other Health Impairment*	154	2.3	2.2	2.2
Other Disabilities**	50	0.7	0.7	1.0
Total	616	9.1	10.0	11.7

*Includes chronic health problems such as attention deficit disorders and epilepsy
**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	80.3	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	45.9	36.0	85.6	70.4
	Writing	27.8	21.5	81.9	66.3
	Mathematics	41.1	31.8	86.3	68.4
	Science	42.5	23.0	85.2	62.9
CAPT	Reading Across the Disciplines	13.6	14.5	62.7	47.5
	Writing Across the Disciplines	18.5	18.2	76.1	63.0
	Mathematics	21.4	15.4	76.6	49.2
	Science	17.0	13.6	73.1	47.1

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	48.7
	% With Accommodations	51.3
CAPT	% Without Accommodations	31.8
	% With Accommodations	68.2
% Assessed Using Skills Checklist		8.7

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	13	2.1
Private Schools or Other Settings	37	6.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	484	78.6	75.7	72.1
40.1 to 79.0 Percent of Time	79	12.8	16.5	16.3
0.0 to 40.0 Percent of Time	53	8.6	7.8	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

We continue to support the renewal and refinement of curriculum to align with the Common Core State Standards (CCSS) grade level expectations and ensure vertical alignment across grade levels and disciplines. In addition, the development of universal screening tools and assessment processes in literacy and mathematics continues along with the review of common assessments in all content areas.Schools in our district are refining the uses of early intervention and Student Intervention Team (SIT) processes to provide needed instructional supports for all students. This includes a focus on any students with attendance issues at all grade levels. In addition, all schools are working to integrate Positive Behavioral Intervention and Supports (PBIS) lessons and strategies to enhance behavioral supports for all students and maximize academic and social development.We continue special education teachers co-teaching in general education classes and the inclusion model for delivery of special education services at the elementary level to remain current with changes in curricula and assessment, and ensure access to a rigorous general education curriculum for all students. Professional development for special education teachers focused on Strategic Instruction Model Strategies, and training was provided to all district special education paraprofessionals on promoting independence and providing instructional support. In February 2012, the Glastonbury Public Schools completed the fourth generation strategic planning process for the 2012-2017 school years. Staff , parents, and community members were involved in goal setting through surveys, focus groups, or committee involvement. The plan includes major revisions that reflect changing expectations in learning, instruction, technology integration, 21st century skills, and post-secondary readiness. This new plan will drive all district and school initiatives over the next five years.

DRAFT

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Eastbury School

Glastonbury School District

NANCY BEAN, Principal
Telephone: (860) 652-7858

Location: 1389 Neipsic Road
Glastonbury,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 320
5-Year Enrollment Change: -45.6%*
*Between 2002 and 2007, was redistricted

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	4	1.3	7.9	39.4
K-12 Students Who Are Not Fluent in English	1	0.3	1.3	7.8
Students with Disabilities	40	12.5	9.2	10.9
Students Identified as Gifted and/or Talented	23	7.2	6.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	36	92.3	87.2	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	232	92.8	94.4	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	997	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	20.0	16.7	18.5
Grade 2	22.5	20.0	19.7
Grade 5	19.7	19.8	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	**School**	**State**
Art **	30	32
Computer Education **	38	21
English Language Arts **	399	430
Family and Consumer Science	0	1
Health **	19	21
Library Media Skills **	25	19
Mathematics **	198	200
Music **	38	34
Physical Education **	30	43
Science **	85	97
Social Studies **	85	87
Technology Education	0	3
World Languages **	50	14

** Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 2 in this school. Statewide, 5.4% of elementary and middle schools that serve Grade 2 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	1.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	80.0	84.6	78.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.5	3.8	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	98.9	94.2
# of Print Volumes Per Student*	51.9	32.3	29.7
# of Print Periodical Subscriptions	0	7	11

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	18.10
	Paraprofessional Instructional Assistants	10.70
Special Education:	Teachers and Instructors	3.50
	Paraprofessional Instructional Assistants	3.20
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		1.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		0.75
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		12.80

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.3	14.0	13.7
% with Master's Degree or Above	73.1	85.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	6.4	7.9	8.7
% Assigned to Same School the Previous Year	73.1	81.8	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The foundation of the home and school communication network at Eastbury School is built upon our strong relationships with our parents and the belief that all stakeholders working together will improve outcomes and opportunities for all of our students. Teachers, parents and administrators working together allows us to fulfill our collective commitment to develop children who are capable of greatness in their lives, responsibility in their civic participation, compassion in their relationships, and a desire to make a difference in our global society. We are committed to clear and open communication with families. The introduction of the school district's web portal and School Messenger parent notification system have significantly enhanced our school to home communications in terms of efficiency and effectiveness. Routine home-school communications such as our school newsletter, PTO and announcements are now sent via school messenger e-mails to parents and guardians. Our school website is also updated regularly with relevant school information. This change has significantly reduced paper use while we enhance communication to our families. Teachers use their websites to communicate weekly and monthly happenings in the classroom. Eastbury School emphasizes the importance of working together to enhance a child's educational experience. We recognize the importance of communicating with parents, both formally and informally about the curriculum, instructional strategies, CMT's and how to work with their children at home. Our PTO is an integral part of our school community and volunteers assist on and out of the classrooms. All of our volunteers are dedicated to contributing to the children's educational experience.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	0	0.0
Asian American	32	10.0
Black	6	1.9
Hispanic	11	3.4
Pacific Islander	0	0.0
White	258	80.6
Two or more races	13	4.1
Total Minority	62	19.4

Percent of Minority Professional Staff: 5.9%

Non-English Home Language :

3.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 6.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Eastbury School celebrates differences and uniqueness whether they are physical, religious, racial, ethnic or economic. The school prides itself in the ethnic diversity of the student population, allowing our students the opportunity to learn about different cultures in their school. Students study world cultures such as Native Americans, holidays around the world, Canada, Mexico, China and Japan. The study of the Spanish language, people, and culture begins in grade one. Our PTO sponsors cultural activities for the entire school. Second grade teachers work collaboratively with Spanish teacher to celebrate the Mexican fiesta with students and parents. Fifth graders annually participate in an immigration simulation in which they research their own ancestry and immigration, learn ethnic folk dances in music, and learn about the U.S.'s rich diversity and culture. In addition, Eastbury School has a sister-school relationship with Hartford's Maria Sanchez School and fifth grade students have the opportunity to participate in a two night camping and outdoor learning experience at the Discovery Center with students from Maria Sanchez School. This experience helps to build awareness about the world around us and our students come away with an essential understanding that despite our many differences with children from an urban school setting, we are largely the same. Eastbury School has clear behavioral expectations: Respect, Responsibility, and Compassion. We are committed to increasing students' understanding of diversity in the classroom, community and our world.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	**School**	**District**	**State**	**% of Schools in State with Equal or Lower Percent Reaching Standard**
Grade 4	63.6	59.4	50.9	75.7
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	80.9	75.6	59.2	89.1
Writing	83.7	79.1	62.7	89.2
Mathematics	87.2	81.4	66.5	87.8
Grade 4 Reading	83.9	82.0	64.1	86.9
Writing	77.2	82.1	65.3	68.2
Mathematics	89.1	82.9	68.0	85.8
Grade 5 Reading	92.7	83.0	67.6	97.6
Writing	79.7	80.1	68.1	70.1
Mathematics	94.5	92.4	71.6	94.7
Science	86.4	86.9	63.9	87.0
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.3	96.8	95.9

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

As a school community, Eastbury is committed to the practice of continuous improvement and the vision that all children can achieve at high levels. Monthly PTO meetings are held and presentations are shared on the strategies being implemented to see all children learning at high levels. Connecting the parents to the school mission of Respect, Responsibility and Compassion through such programs as the Empty Bowls fundraiser was a powerful unifying force in our community. The school has developed a School Improvement Plan that is aligned with district goals and Eastbury has outlined the following goals for improvement: High Academic Achievement, Communication and staff development. Eastbury has implemented the five core strategies of school-wide positive behavior supports to promote the social-emotional well- being of all students. The staff focuses on preventing the development and occurrence of problem behaviors, teaches appropriate social behavior and skills through a Responsive Classroom approach. We recognize and celebrate appropriate behavior through such strategies as our RROC Wall (Respect, Responsibility or Compassion). We use formal and informal data to drive decisions, and use grade level teams to meet weekly to review student performance data. The mission that underpins the PBIS effort at Eastbury Elementary School is Respect, Responsibility and Compassion. Student performance data from the Connecticut Mastery Test continues to demonstrate that children learn at high levels. Notwithstanding, the staff works in collaborative grade level teams to develop targeted, individualized instructional strategies to meet the needs of all of our students and produce growth in our children's learning. The Language Arts Resource Teacher participates in grade level team meetings, assists teachers in implementing a Guided Reading model of instruction to enable all children to learn at their own level, and also provides model lessons for teachers. The principal and the Language Arts Resource Teacher meet weekly to track data, plan improvement strategies, and respond to individual teacher needs to support student learning. All staff continues to increase their instructional skills, strategies and knowledge base in differentiated instruction, math problem solving, technology, using data to plan for instruction, and critical thinking. We have a strong SRBI team and tiered intervention to meet the needs of students. We have an extensive after school month long enrichment program.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Our school has created a service learning committee which is connected to PBIS and our behavior expectations of Respect, Responsibility, and Compassion. The focus of the service learning committee is to examine and develop authentic experiences for the students to participate in to give back to the community and our world. While we examine these opportunities we are also trying to develop a theme that can serve as the overarching purpose to this effort. The committee has determined that our theme will evolve around eradicating hunger. Our service learning projects of helping the hunger include a community read using the book, Have you filled a Bucket Today? by Carol McCloud. The book encourages positive behavior as children see how their simple actions readily express kindness and compassion and assistance to others. As part of the launching of the service learning component we also sponsor a coat drive starting in December and lasting through January. Another activity we have planned is a community sandwich making day. The sandwiches will be given to a local church and provided to those in need. We continue to be committed to increasing students' understanding about the community and our world.

DRAFT

STRATEGIC SCHOOL PROFILE 2011-12

High School Edition

Glastonbury High School

Glastonbury School District

MATTHEW H. DUNBAR, Principal
ANDREW F. DIPIPPO, Asst. Principal
MARY D. ABRAMS, Asst. Principal
KEATS B. JARMON, Asst. Principal
THOMAS H. NEAGLE, Asst. Principal
Telephone: (860) 652-7200

Location: 330 Hubbard Street
Glastonbury,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional with Reg. Agricultural Science & Tech. Ctr.
School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 2,204
5-Year Enrollment Change: 9.7%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	176	8.0	8.9	30.7
Students Who Are Not Fluent in English	14	0.6	0.9	3.7
Students Identified as Gifted and/or Talented	186	8.4	8.0	5.3
Students with Disabilities	218	9.9	9.5	10.8
Juniors and Seniors Working 16 or More Hours Per Week	100	10.8	11.3	13.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	16.9	18.8	18.4
Biology I	20.5	20.1	19.7
English, Grade 10	19.6	20.5	19.6
American History	20.1	20.8	20.4

Language Instruction:

Instruction was offered in the following language(s): French, Greek, Latin, Mandarin, Russian, Spanish

Agricultural Science and Technology:

A regional agricultural science and technology education center is located in this school.

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	997	1,024

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch
An average of 44 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2010-11 School Year	56.5	34.5

Minimum Graduation Credits
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2011	21.0	22.0	23.2

% of Class of 2011 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	96.6	91.6
Chemistry	97.7	73.9
4 or More Credits in Mathematics	90.2	64.1
3 or More Credits in Science	98.3	88.1
4 or More Credits in Social Studies	33.8	51.4
Credit for Level 3 or Higher in a World Language	88.4	62.5
2 or More Credits in Vocational Education	34.9	54.6
2 or More Credits in the Arts	37.0	40.6

Class of 2011

This school required more than the state minimum number of credits for graduation in physical education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.5	0.8	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	51.2	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	72.0	74.4	72.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	3.1	2.3	2.1
% of Computers with Internet Access	100.0	100.0	99.9
% of Computers that are High or Moderate Power	100.0	97.6	97.5
# of Print Volumes Per Student*	8.5	15.5	16.6
# of Print Periodical Subscriptions	55	53	35

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 39.5% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	130.55
	Paraprofessional Instructional Assistants	4.20
Special Education:	Teachers and Instructors	14.90
	Paraprofessional Instructional Assistants	23.40
Library/Media Specialists and/or Assistants		5.40
Administrators, Coordinators, and Department Chairs		7.85
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		15.00
School Nurses		4.00
Other Staff Providing Non-Instructional Services and Support		64.80

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	12.9	14.3	14.1
% with Master's Degree or Above	87.7	85.6	76.6
Teacher Attendance,2010-11: Average # of Days Absent Due to Illness or Personal Time	7.7	8.1	8.6
% Assigned to Same School the Previous Year	85.1	90.5	89.1

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Glastonbury High School is committed to clear and open communication with families. The school district's web portal and School Messenger parent notification system have significantly enhanced our school-to-home communications and we work steadily to further improve all communications in terms of consistency, efficiency, effectiveness, quality, environmental friendliness and cost. Glastonbury HS encourages parental support and promotes communication in a number of ways. Academic progress is reported to every parent continuously via our online Parent Portal as well as quarterly report cards. The Program of Studies, which includes summaries of all courses taught at GHS, is updated and distributed annually and enables students and their parents to make course selections for the following academic year together. The principal sends an extensive newsletter with news from all departments five times a year via School Messenger, which also sends routine and emergency messages to parents on a timely basis. Information updates and emergency information are also posted on our website, www.glastonburyus.org. In addition, the website carries a variety of information on academics, sports, and activities. All teachers are required to maintain an individual website which allows for home access to assignments and curriculum updates, and enables parents to support their student's learning activities at home. Teachers are in regular contact with parents through phone and email communications. The school holds an annual Open House for all parents, an informational meeting for 8th grade parents, and an August orientation program for freshmen and their parents. Guidance counselors meet regularly with parents on an individual basis for course selection and college and/or postsecondary planning. When students are facing difficulties in academic, behavior, health areas, or any other issues, parents meet as needed with their child's teachers, counselor, school psychologist, and administrator in a Case Conference setting. The school has close ties to Glastonbury Youth and Family Services, which offers parents classes in raising teenagers, drug and alcohol awareness programs, and individual and family counseling at no cost. Parent volunteers play a number of roles in our school. The PTO holds monthly meetings, attended by the principal, and sponsors activities and special events for each class. Parent support is evident through significant attendance at musical, theatrical and sporting events. Parents provide refreshments and decorations at several events, including post-prom breakfast, graduation rehearsal, and SAFEGRAD, our post-graduation party.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	5	0.2
Asian American	163	7.4
Black	78	3.5
Hispanic	141	6.4
Pacific Islander	0	0.0
White	1,782	80.9
Two or more races	35	1.6
Total Minority	422	19.1

Percent of Minority Professional Staff :4.4

Open Choice:
8 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language:
6.8 % of this school's students come from homes where English is not the primary language.The number of non-English home languages is 29

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

During 2011-12 Glastonbury High School enrolled eight students from Hartford through Open Choice. Glastonbury also participates in a residential program, A Better Chance (ABC), which brought seven students to Glastonbury High School this year. We held our fifth annual diversity presentation for the sophomore class through the Names Can Really Hurt Us full-day assembly program sponsored by ADL, preceded by four hours of diversity training for 30 staff members and 75 students who then led the assembly. Four students participated in the Common Ground program, sponsored by Leadership Greater Hartford, with students from urban schools. All students are exposed to cultural diversity through a required non-western area studies class in the areas of Africa, East Asia, India and Southeast Asia, Islamic World, Latin America and the Caribbean, and Russian/Slavic countries. Foreign language classes have a strong cultural component with offerings in French, Spanish, Ancient Greek, Latin, Russian, and Mandarin Chinese. There are many clubs which promote school-wide cultural awareness, including ACT (Acceptance, Community, Tolerance), Best Buddies, Big Brothers/Big Sisters, Common Ground, Connecticut Youth Forum, Cultural Diversity Club, Gay-Straight Alliance, Interact, Key Club, Friends with No Boundaries, French Club, Spanish Club, Russian Club, Japanese Club, India Club, Asian Culture Club, and Model U.N. There are annual exchange programs with schools in France, Spain, Russia and China. No student is kept from any activity, including sports, because of economic status. Field trips, class functions, testing programs, etc., are all funded for needy students.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	57.4	51.1	70.8

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	13	7.4
% of Grade 12 Students Tested	25.1	24.7
% of Exams Scored 3 or More*	86.0	70.9

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	62.9	47.5	76.3
Writing Across the Disciplines	76.4	63.0	67.7
Mathematics	76.8	49.2	93.3
Science	73.3	47.1	90.8

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2011		School	State	% of Schools in State with Equal or Lower Scores
Average Score:	Mathematics	580	505	95.2
	Critical Reading	559	502	93.6
	Writing	556	506	91.5
% of Graduates Tested		92.3	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	97.6	82.7	94.7
2010-11 Annual Dropout Rate for Grade 9 through 12	0.1	2.6	91.2

Activities of Graduates	School	State
% Pursuing Higher Education	96.4	84.5
% Employed, Civilian and Military	3.0	9.7

Student Attendance	School	State High Schools
% Present on October 1	95.6	94.1

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 139 students were responsible for these incidents. These students represent 6.3% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Number of Incidents by Disciplinary Offense Category, 2010-11

Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	9	0
Theft	3	4
Physical/Verbal Confrontation	5	0
Fighting/Battery	16	1
Property Damage	0	1
Weapons	1	0
Drugs/Alcohol/Tobacco	31	11
School Policy Violations	52	5
Total	117	22

Truancy

During the 2010-11 school year, 2 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

GHS's improvement plans are linked to the district's Strategic Plan, which focuses on the three goals of promoting high achievement through curriculum development, technology and assessment; developing communication; and strengthening staff development. To meet the first of these goals, the school promotes high achievement through its 23 Performance Standards for graduation. Additionally, during 2011-12 all departments continued working to revise written curriculum using curriculum mapping software. Technology improvements continued to expand. Teachers utilized increased professional development time to work on improving teaching and learning with technology, as well as expanding communication through the use of teacher websites. The second goal is addressed through a significant upgrade to our parent notification system, School Messenger, which communicates routine information, bi-monthly principal newsletters, and emergency messages in a timely manner. Our school website, www.glastonburyus.org, provides parents, students and the community with information about current high school events, access to individual teacher web pages, and other facts. A Technology Renewal Committee was formed to develop recommendations for updating all GHS technology. One class piloted the use of iPads to enhance instruction and assessment. Plans include issuing iPads to all teachers in October 2012. The third goal to strengthen staff development was addressed by providing continued instruction on the enhancement of teacher websites, enabling students and parents to access syllabi and assignments easily. All departments have received training on writing effective curriculum and spend considerable time doing so. New interdisciplinary groups of ten teachers each were created and monthly professional development time provided to discuss issues pertinent to improving teaching and learning. In addition to district professional development programs, teachers have opportunities to attend state, regional and national workshops. A school data team examines student academic records on a quarterly basis to assess the need for SRBI interventions. The Student Intervention Team meets monthly to oversee implementation of SRBI and determine further steps necessary to ensure student success. Positive behavioral interventions have been developed in an ongoing effort to provide a safe and supportive educational environment for all students. The Safe School Climate Committee supports initiatives to promote positive student behaviors such as personal responsibility, respect for others, determination and hard work.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Glastonbury High School has a proud history of outstanding programs and student achievement. Exemplary programs include 19 Advanced Placement courses, 9 UConn Early College Experience courses, a Regional AgriScience & Technology Center, Science Research mentorships, and magnet school opportunities. In addition, we have a wide range of extracurricular activities, with 58 athletics teams in 32 sports and 60 student clubs and activities that appeal to the diversity of student interests and talents. Our many and varied programs have received state and national attention, including numerous student awards from: American and CT Council of Language Teachers; state and national competitions in Russian, French, Spanish, Chinese, Greek and Latin; awards from the American High School Math Exam and Math League Competition; Science Bowl, JETS and Chemistry Olympiad Teams, CT State Science Fair High School award winners, FIRST Robotics, BEST Robotics, and CT Junior Science Symposium participation; writing awards from the National Council of Teachers of English and the Connecticut Writing Project; numerous band, orchestra and chorus participants in Eastern Region, All State, and New England Music Festival; CT Drama Association Competition; awards from regional, state and national culinary, business, film/video, agriculture and technology education competitions; Governor's Physical Fitness Awards; numerous conference championship and state championship teams; and numerous athletes who earned All Conference, All State, All New England, and All American honors. The school's Mission Statement guides the development of initiatives to address school climate. This year included the fifth annual presentation of the Names Can Really Hurt Us full-day assembly to the entire sophomore class, which addresses issues of diversity and bullying. Other anti-bullying and substance abuse assembly programs took place. GHS is situated on 86 acres and completed a major renovation and expansion project in 2007, which added a state-of-the-art science wing and up-to-date technology in every classroom.

DRAFT

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Gideon Welles School

Glastonbury School District

JAMES J. GREGORSKI, Principal
Janet P. Balthazar, Asst. Principal
Telephone: (860) 652-7800

Location: 1029 Neipsic Road
Glastonbury,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 6 - 6

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 506
5-Year Enrollment Change: -35.0%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	37	7.3	7.9	39.4
K-12 Students Who Are Not Fluent in English	3	0.6	1.3	7.8
Students with Disabilities	46	9.1	9.2	10.9
Students Identified as Gifted and/or Talented	63	12.5	6.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	N/A	N/A	N/A	0.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	997	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	**School**	**State**
Art	N/A	N/A
Computer Education	N/A	N/A
English Language Arts	N/A	N/A
Family and Consumer Science	N/A	N/A
Health	N/A	N/A
Library Media Skills	N/A	N/A
Mathematics	N/A	N/A
Music	N/A	N/A
Physical Education	N/A	N/A
Science	N/A	N/A
Social Studies	N/A	N/A
Technology Education	N/A	N/A
World Languages	N/A	N/A

World Language

Formal instruction (at least 1 hour per week) in French starts in Grade 6 in this school. Statewide, 15.4% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 24 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.6	1.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	91.3	84.6	78.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.5	3.8	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	97.0	98.9	94.2
# of Print Volumes Per Student*	22.9	32.3	29.7
# of Print Periodical Subscriptions	12	7	11

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	30.50
	Paraprofessional Instructional Assistants	1.60
Special Education:	Teachers and Instructors	4.40
	Paraprofessional Instructional Assistants	5.80
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		2.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		2.00
School Nurses		1.10
Other Staff Providing Non-Instructional Services and Support		26.80

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.6	14.0	13.7
% with Master's Degree or Above	85.0	85.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	9.0	7.9	8.7
% Assigned to Same School the Previous Year	72.5	81.8	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Parent involvement is essential to supporting student learning and linked to our District Strategic Goals. Numerous parent outreach opportunities are utilized to encourage parent involvement and facilitate school improvement. These include teacher web pages with of assignments posted for students and parents, the PowerSchool grade book, Parent Open Forums, Parent Steering Committee, our school web site, SchoolMessenger phone messaging and email, Open House, orientation programs, newsletters, and team based family activities. Our communication systems provide information regarding student progress and strategies to help parents support their child's educational experiences. Each team and all teachers maintain web pages to provide parents with curriculum information, homework assignments, or upcoming events within the team or classroom. Additionally, email notification and phone messaging through SchoolMessenger allows for all parents to receive information in a timely fashion. Online distribution of the school newsletter to all families, further supports our home school partnerships. The newsletter updates events, activities, award recognitions, and includes tips to assist parents in supporting their students' education. Our school brochure is utilized to provide essential information about Gideon Welles to all prospective parents and visitors. The Program and Curriculum Overview is distributed to all incoming parents and students to further acquaint them to our programs and course of study. Parent teacher conferences occur at any time throughout the year. They are initiated either by parents or by school personnel. These conferences further assist parents in actively participating in their child's education. Conferences involve the child's entire team of teachers and guidance counselor to provide a comprehensive view of a child's performance for the parents. The PowerSchool gradebook feature further supports parental involvement as another communication tool and resource. Orientation programs are designed to offer parents important information to ensure students successful transition to 6th grade. Administration, teachers, school counselors, parents and students all participate in these programs to foster the strong home-school partnership enjoyed at Gideon Welles. The Gideon Welles PTO is an active organization that contributes greatly to the recruitment and involvement of parents in school activities and is supported by the Steering Committee, which plans projects to enrich student experiences and address school needs.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	0	0.0
Asian American	56	11.1
Black	13	2.6
Hispanic	32	6.3
Pacific Islander	0	0.0
White	386	76.3
Two or more races	19	3.8
Total Minority	120	23.7

Percent of Minority Professional Staff: 4.3%

Open Choice:

4 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language :

6.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 16.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Gideon Welles School provides comprehensive programs and opportunities to assist students in understanding and celebrating diversity. We are an Open Choice School and benefit from the blending of much diversity. Our Positive Behavior Intervention Supports program further supports this goal. The explicit teaching of expectations and the follow-up with recognitions on a daily, weekly, and quarterly basis supported respect of all members of our community. The Implementation of Be Great – Caring, Respect, Responsibility extended beyond the school walls with students using this within the community. Students received quarterly booster lessons and analyzed data to further support our school standards. The social science curriculum involves the year-long study of World Geography. Students develop understanding of geographic features and topography, human characteristics, environmental conditions that impact daily living, movement patterns, and ethnicities within each region of the world. Rich literature choices enhance interdisciplinary studies through the generation of multifaceted lessons between and among all departments. Students may choose to continue their study of Spanish or begin study of French. This enhanced language study serves to prepare our students for the many cultural opportunities they will encounter in their lives. Sister school programs at Gideon Welles included Project Oceanology. Gideon Welles students enriched their science background through investigation and exploration of the ocean while developing greater awareness of other cultures and ethnicities. The addition of our Greenhouse furthered our student ability to appreciate the many facets of life cycles, while allowing our students to partner with community members and other students to collaboratively work on projects. The AIA 11th Annual CanStruction Project provided a unique opportunity for students to partner with architects while collecting and donating food items to the Hartford Food Bank.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	**School**	**District**	**State**	**% of Schools in State with Equal or Lower Percent Reaching Standard**
Grade 4	N/A	N/A	N/A	N/A
Grade 6	54.5	54.5	50.7	59.8

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	88.2	88.2	74.1	79.9
Writing	83.7	83.7	67.4	80.0
Mathematics	89.0	89.0	69.3	86.9

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.6	96.8	95.9

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 7 students were responsible for these incidents. These students represent 1.4% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	2	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	1
Total	6	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Gideon Welles School is a dynamic learning community. School goals are discussed, created, evaluated, and aligned to the District Strategic Plan. Teachers and administrators pursued objectives to align with both the school and district strategic goals. This past year, we implemented a reorganized schedule to further enrich students experiences, while enhancing teaching and learning. Professional development activities are initiated to support the school goals and mission. Teachers receive ongoing professional development in the areas of technology, reading, and research based teaching strategies to further promote high student achievement. Professional development activities continued to included SRBI, Positive Behavior Intervention Supports (PBIS), JOT Notetaking, SWIS, Engagement Strategies, and 21st Century Learning Skills. Assessing students on an ongoing basis and designing targeted, tiered lessons and interventions to support student needs continues to be an area of professional development. Teachers continue to align curriculum to delineate vertical articulation and have increased interdisciplinary instruction through our reorganized schedule. A four-part Language Arts Universal Screening process and common assessments also help teachers identify student needs and effectively design lessons to improve student learning. Parents are integral members of our school team. Parent Open Forum is a monthly opportunity for parents to hear from administration, teachers, and community professionals about topics concerning the needs of the early adolescent learner. School administration and teachers are present to answer questions and discuss items of interest or concern to parents. Parent representation is encouraged on committees that foster PBIS initiatives, scheduling initiatives, and interview potential faculty and staff. Weekly administrative team meetings bring all support personnel together to ensure ongoing review and assessment of student performance. Special education teachers support instruction through the consultative model. All special education teachers meet weekly with the Head Teacher to discuss instructional strategies and modifications to support the learning of all students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Gideon Welles School offers a comprehensive program to support the social, emotional, and cognitive growth of the early adolescent sixth grade learner. Students begin the transition from elementary to secondary education as they are divided into four heterogeneous teams. Students move within their team for all five academic subjects. All students receive instruction in five academic subjects (Math, Science, English, Social Studies, English, World Languages) this includes a double English period and a full period of foreign language as well as in art, music, and physical education. Study Time and Reading period (STAR) at the conclusion of each day affords all students an opportunity to complete assignments under the supervision of their teachers, work on projects, or receive extra help. School counselors assist students in transitioning to middle school by fostering strategies to support their independence, organization, and goal setting. The faculty integrates technology as an instructional tool to enhance lessons and provide depth of exploration within the curriculum. Differentiated instruction is woven into creative and innovative lesson planning to allow all students equal access to the curriculum. Health and drug awareness is provided through the DARE (Drug Awareness and Resistance Education) Program. Exploring the Arts is a biweekly program that includes all students. Various artists from all disciplines share their talents with our students in these assemblies. The School Standards Committee further implemented PBIS to enhance leadership and character development thorough the inclusion of common language throughout the school. The Gideon Welles community is a tight knit team that provides an organizational structure, activities, learning experiences, and programs that are necessary to the effective transition of sixth graders from elementary to secondary education, while establishing the skills essential for tomorrow’s leaders.

DRAFT

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Hebron Avenue School

Glastonbury School District

LINDA BROWN-PROVOST, Principal
Telephone: (860) 652-7875

Location: 1323 Hebron Avenue
Glastonbury,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 466
5-Year Enrollment Change: -6.6%*
*Between 2002 and 2007, was redistricted, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	14	3.0	7.9	39.4
K-12 Students Who Are Not Fluent in English	1	0.2	1.3	7.8
Students with Disabilities	27	5.8	9.2	10.9
Students Identified as Gifted and/or Talented	22	4.7	6.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	47	82.5	87.2	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	397	97.1	94.4	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	997	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	14.3	16.7	18.5
Grade 2	21.0	20.0	19.7
Grade 5	19.0	19.8	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	**School**	**State**
Art **	30	32
Computer Education **	38	21
English Language Arts **	399	430
Family and Consumer Science	0	1
Health **	19	21
Library Media Skills **	25	19
Mathematics **	198	200
Music **	38	34
Physical Education **	30	43
Science **	85	97
Social Studies **	85	87
Technology Education	0	3
World Languages **	50	14

** Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 2 in this school. Statewide, 5.4% of elementary and middle schools that serve Grade 2 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	1.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	84.6	78.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.6	3.8	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	98.9	94.2
# of Print Volumes Per Student*	30.7	32.3	29.7
# of Print Periodical Subscriptions	6	7	11

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	30.60
	Paraprofessional Instructional Assistants	4.80
Special Education:	Teachers and Instructors	1.90
	Paraprofessional Instructional Assistants	8.80
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		1.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		1.00
School Nurses		1.20
Other Staff Providing Non-Instructional Services and Support		13.60

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.7	14.0	13.7
% with Master's Degree or Above	88.9	85.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	6.6	7.9	8.7
% Assigned to Same School the Previous Year	97.2	81.8	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Hebron Avenue School is a learning community dedicated to involving parents at every level. Through educational evenings, parenting workshops, volunteerism, and a high level of communication, we are able to keep our parent community well connected to our school. There are a variety of events designed to help parents create a home environment that would encourage and support what happens at school. Parent literacy nights show parents how to read with and further their child's literacy development. Parents of remedial readers are additionally invited in to watch lessons during the day so that the techniques our teachers are using can be understood and utilized at home. Family Poetry night is designed to engage families in educational learning activities that also further literacy skills and develop the passion for reading and writing. Families are also invited to promote wellness with their children through a variety of activities. Volunteerism is active at school. Every classroom utilizes parents for a variety of activities such as read alouds, math centers, art centers, special events, writing workshop, and field trips. Our volunteers are coordinated through a room parent and the classroom teacher. Our parent volunteers sustain our wonderful program here at school! We honor three special volunteers each year at a special banquet thrown by the CT Association of Schools. Our district and school goals bring communication to the forefront of our initiatives. Our award winning school district's web portal and parent notification system have significantly enhanced our school-to-home communications. Routine home-school communications such as our school newsletter, event notices and announcements are sent through a parent notification system. Those families without computer or email access are accommodated with hard-copies of all communications. We also have the ability to notify parents and guardians rapidly in the case of an emergency. Our faculty prides itself on a high level of communication with our parents. Parent conferences, newsletters, phone calls, notices, and our teacher web sites keep parents highly informed.
The Hebron Avenue School PTO is a cornerstone of our school. Parents are involved in all aspects of school life. We are fortunate to have such a supportive school community.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	1	0.2
Asian American	35	7.5
Black	9	1.9
Hispanic	7	1.5
Pacific Islander	0	0.0
White	406	87.1
Two or more races	8	1.7
Total Minority	60	12.9

Percent of Minority Professional Staff: 2.4%

Non-English Home Language :

6.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 16.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Hebron Avenue School continued to participate in a variety of new learning opportunities for students and teachers of diverse racial, ethnic and economic backgrounds. With students who speak many different languages, our diverse population allows us to learn about different cultures right in our own school community. All students are celebrating diversity and learning about our diverse world. Through the study of Spanish instruction, beginning in the first grade and various social studies activities, all students learn about other cultures in comparison to their own. It is common to see a diverse group of parents coming in to classrooms to teach our students about different traditions and customs. Relations were also established with children from other schools within our state and international community. Several classes participated in pen pal projects and/or key pal projects with a variety of schools with diverse student populations. We continue our relationship with our sister school, Zouhdian Primary School in the Shandong Province of China. We have exchanged art projects and letters throughout the years. We also did several activities with our partner school, the East Hartford Glastonbury Magnet School via the Discovery Center which has a focus on diversity education. Our fifth graders participated in a three day experience at the Discovery Center where they learned about diversity together. Our fourth graders participated in a one day program at the Discovery Center with their sister school partners. Through the efforts of the entire community, our goal is to educate all of our students about diversity and to celebrate and appreciate differences.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	60.4	59.4	50.9	70.7
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	80.5	75.6	59.2	88.2
Writing	80.2	79.1	62.7	82.8
Mathematics	85.4	81.4	66.5	83.7
Grade 4 Reading	93.1	82.0	64.1	98.5
Writing	92.2	82.1	65.3	97.2
Mathematics	89.9	82.9	68.0	87.5
Grade 5 Reading	82.9	83.0	67.6	76.8
Writing	90.8	80.1	68.1	93.3
Mathematics	97.4	92.4	71.6	99.0
Science	89.5	86.9	63.9	92.5
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.7	96.8	95.9

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Hebron Avenue School continually takes on the challenge of school improvement. Each year we establish school goals that connect to our district's strategic goals. Our district has three main strategic goals that were created by the entire community. Staff and parents are involved in plans and activities for our school and for the district at large. The strategic goals are to promote high achievement, to ensure support, growth, and accountability of all staff, and to build a 21st century learning environment. Student achievement continues to grow along the continuum of excellence. Curriculum is evolving to incorporate the Common Core Standards and our progress reports are now standards based. CMT data indicates that our students continue to perform above mastery standards in our educational reference group. This improvement has been the result of dedicated effort to provide students with high powered learning tasks, differentiated instruction, early intervention through the SRBI process and continual assessment that informs instruction. Every student's progress is checked periodically throughout the year through a series of benchmark assessments and meetings. Our staff has worked hard to improve Tier 1 instruction and our meetings for students in Tier 2 and Tier 3 are productive and results oriented. In addition, we are fortunate to have a full time Math/Science Resource Teacher and a full time Language Arts Resource Teacher to help meet the needs of our staff and students. These teachers are directly involved in coaching teachers and have a direct impact on student learning. We continue the implementation of PBIS into our school processes. Our "Paws and Care" motto guides us with four rules: C-caring matters, A-act responsibly, R-respect self and others, and E-expect safety. Students are rewarded for pausing and caring each week, announcements are made, and school wide rewards are selected once our bulletin board is full. Efforts to have families support our Paws and Care model are in place. Students are active in leading school-wide assemblies to help the student body understand our four rules. We are pleased to offer our students many activities that include before and after school clubs, Unified SportsTeam, Jazz Cats Band, cultural arts programs, character education programs, and many community service projects. This is a special place for learning where our positive school culture nurtures the best in everyone! Our challenge is to meet each child's individual needs and interests and involve their families in our school community

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Hebron Avenue School is a family of caring lifelong learners. We are proud of the amazing positive climate we have in our school. The faculty, administration, parents, and students acknowledge their shared responsibility for quality education. Working as a strong team, we strive to sustain student motivation, achievement, success, and passion for the educational process. Our child-centered approach is evident. Integral to the school culture is our "Paws and Care" program. Students are encouraged to utilize our four rules throughout the building and community. Our students are paired with "Building Buddies" where they interact with different grade levels for various activities. Our staff is dedicated to providing a program of excellence for all students. Teachers deliver quality instruction through the integration of creative lessons, the acknowledgement of different learning styles, differentiation of instruction, and infusing 21st century skills into the curriculum. Our math curriculum emphasizes deep understanding of numeracy concepts and many different ways to think and solve problems. We utilize Number Talks, Fact Fluency, and workshop models. Students continue to participate and place in national events such as the Continental Math League. We also provide an enrichment program for students. Literacy development is reached through a balanced literacy program. Our reading and writing workshops begin in kindergarten and celebrate all students as readers and authors. We have book picks throughout the year that all classes read, and we have an "Author Circle" magazine that features student writing. Our school is a Professional Development School in partnership with UConn that greatly benefits our school. Faculty is continually reading professional text, participating in discussion, implementing innovative sound instructional practices and sharing their findings with colleagues. We are very pleased to have been awarded, "Connecticut's Outstanding Elementary School of the Year 2006-2007" from the Connecticut Association of Schools.

DRAFT

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Hopewell School

Glastonbury School District

KATHLEEN P. MURPHY, Principal
Telephone: (860) 652-7897

Location: 1050 Chestnut Hill Road
Glastonbury,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 481
5-Year Enrollment Change: -34.1%*
*Between 2002 and 2007, was redistricted, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	26	5.4	7.9	39.4
K-12 Students Who Are Not Fluent in English	5	1.0	1.3	7.8
Students with Disabilities	48	10.0	9.2	10.9
Students Identified as Gifted and/or Talented	26	5.4	6.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	50	92.6	87.2	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	391	91.6	94.4	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	997	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	18.0	16.7	18.5
Grade 2	19.8	20.0	19.7
Grade 5	20.0	19.8	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	**School**	**State**
Art **	30	32
Computer Education **	38	21
English Language Arts **	399	430
Family and Consumer Science	0	1
Health **	19	21
Library Media Skills **	25	19
Mathematics **	198	200
Music **	38	34
Physical Education **	30	43
Science **	85	97
Social Studies **	85	87
Technology Education	0	3
World Languages **	50	14

** Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 2 in this school. Statewide, 5.4% of elementary and middle schools that serve Grade 2 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.8	1.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	91.7	84.6	78.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.7	3.8	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	98.9	94.2
# of Print Volumes Per Student*	33.3	32.3	29.7
# of Print Periodical Subscriptions	7	7	11

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	31.30
	Paraprofessional Instructional Assistants	4.40
Special Education:	Teachers and Instructors	2.50
	Paraprofessional Instructional Assistants	5.40
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		1.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		1.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		12.10

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.3	14.0	13.7
% with Master's Degree or Above	86.8	85.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.2	7.9	8.7
% Assigned to Same School the Previous Year	78.9	81.8	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Hopewell School is a dynamic, energetic learning community with a high degree of parent and community involvement. The focus on communication, developing educational opportunities for parents to provide rich learning experiences at home, and volunteering are the key aspects to our successful program.Our district and school goals bring communication to the forefront of our initiatives. The web-portal allows teachers to individualize a web page to meet the communication needs for their classroom/department. School Messenger allows administration to get information out to the community in a timely manner using email, phone or both. Our faculty prides itself on a high level of two-way communication with our parents. Conferences are scheduled twice a year and report cards are issued three times year. Parents are encouraged to talk to teachers any time there's a concern whether it's through email, telephone or an additional face to face conference. Hopewell Happenings, a PTO bimonthly publication, includes general information on PTO events and solicits volunteers. A Hopewell Monthly Newsletter is distributed to homes and includes articles from the administration, nurse and teachers. There are a variety of events designed to help parents create a home environment that encourages and supports learning. Family Sports Night is held twice a year to encourage healthy eating and exercise. Parents and students learn fun games. During the summer students can record healthy choices and are recognized for it when they come back to school in the fall. Teachers keep parents informed on curricular areas so that parents can support the learning by taking children to the library or to museums etc.. The summer reading program is promoted at the end of the school year and is widely supported by the community. Volunteering is alive and well at Hopewell School. Parents volunteer for night events such as the Art Show, Grade 1 Math Night, the Science Fair and Fun Fair. The media center runs a successful parent volunteer program. In addition curricular related events such as Colonial Day, China Day, and Light and Shadows all require a high degree of volunteerism. The PTO is an outstanding organization with an unwavering commitment to the school and consists of volunteers dedicated to education and learning.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	4	0.8
Asian American	57	11.9
Black	2	0.4
Hispanic	18	3.7
Pacific Islander	1	0.2
White	386	80.2
Two or more races	13	2.7
Total Minority	95	19.8

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

6.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 15.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Hopewell School’s curricula and student activities are designed to promote a child’s ability to view the world through a variety of perspectives. We foster an understanding of the racial, ethnic, and religious diversity through multicultural literature and a wide variety of interdisciplinary units and activities. Glastonbury’s internationally known foreign language program is a critical component. Our students receive daily Spanish instruction beginning in the first grade. We encourage authentic experiences for students to apply their understanding of multiculturalism. Fifth grade students from Hopewell attended a two-night, three-day overnight camp experience at the Discovery Center with fifth grade students from Smith School in New Britain. These same students also took part in team building activities at Smith and Hopewell Schools. Fourth grade students from Hopewell met the fourth grade students from Smith School at the Discovery Center for a one day orientation to the Discovery Center camp. Smith School fourth and fifth grade exchanged letters during the course of the school year, prior to the trips. One second grade class pen pals with elderly citizens, many from a Spanish speaking background, at the Bacon House once a month and visit two times a year. The multicultural, multigenerational experience broadens our students’ perspective of the world. Our school is fortunate to have a wide variety of cultural arts programs which also assist students in developing an appreciation for diverse cultures.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	56.2	59.4	50.9	61.9
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	71.1	75.6	59.2	70.2
Writing	87.2	79.1	62.7	94.2
Mathematics	85.5	81.4	66.5	83.8
Grade 4 Reading	85.7	82.0	64.1	90.8
Writing	88.4	82.1	65.3	93.0
Mathematics	87.2	82.9	68.0	82.3
Grade 5 Reading	85.0	83.0	67.6	82.4
Writing	85.0	80.1	68.1	82.5
Mathematics	92.9	92.4	71.6	91.1
Science	90.0	86.9	63.9	93.3
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.3	96.8	95.9

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year. 1 Students was responsible for these incidents. These students represent 0.2% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The district and Hopewell School continue to make literacy a top priority. Teachers are provided release time to work collaboratively on learning instructional strategies, assessments and programs that support readers' and writers' workshop. Tasks were varied and included leveling reading materials, planning future lessons, or learning the phonics program. The Language Arts Resource Teacher and reading consultant provide classroom support, administer and analyze assessments and support teacher learning. Teachers use Fountas and Pinell assessment tools as universal assessments. Data collected is used to inform instruction. Materials to support a readers' and writers' workshop model are used in all grade levels. Problem Solving and Fact Fluency in all grade levels continue to be a focus in the mathematics. The PACE teacher supports teachers in this initiative. SRBI model for tiered instruction is used to provide appropriate and differentiated instruction. Hopewell teachers will continue to focus efforts on Tier 1 instruction. PBIS is fully implemented and includes setting behavioral expectations and purpose, teaching lessons for student expectations, incentives for following expectations, and a common behavioral referral form. The special education team is an integral part of all curriculum development. Special education teachers participate in regular grade level team meetings to support our most at risk students. They participate in meetings designed to look at CMT data and universal assessments and plan how best to accelerate progress for our most challenging students. Administration reports on the school's progress as measured by the CMT scores at PTO meetings. School wide initiatives are also reported. Parents actively support instructional enrichment programs through PTO funding and volunteerism. Curriculum is posted on the district web portal and teachers use their individual home web pages to communicate with parents. In addition, parents can access a district wide web page that gives many suggestions, games and links related to literacy and skills. In 2012-13, full day Kindergarten will be implemented at Hopewell School.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Hopewell School wide activities include:• Read Across America-twenty-two local celebrities visit the school and read to students in their classrooms.• Annual Art Show- All students have at least one piece of art displayed.• Concerts – Include vocal, band and orchestra for fourth and fifth grade students twice a year.• Annual Science Fair – 140 students answered their own testable question with fair tests.• Jump Rope for Heart -130 students participated and raised over $5,000.• Student Council consists of eighteen fourth and fifth grade students. The Student Council conducts fund raisers including book drives for inner city organizations, collecting toiletries for Veterans, and shopping for various shelters and organizations. • Ongoing wellness activities include Jump Rope for Heart, before school Jump Rope Club, Walk Your Can A Mile (collected over 500 cans for local food pantry), annual school wide Field Day, and Healthy Habit Summer Programs. • Four Husky Rallies held each year to promote positive behavioral expectations. • Four students participated in the 2012 CT COLT Rhyme Celebration and recited a poem in Spanish.Grade level curricular enhancements– Kindergarten – two annual concerts demonstrating skills learned throughout the school year. First grade- Author's Tea, Family Math Night. Second grade- Mexican Fiesta Sound and Light Day, and Winter Festival. Third Grade – Integrated study including China Day and Adaptation Day. Fourth Grade - Region's Festival. Fifth grade –Simulations including, Ellis Island, The Oregon Trail and the First Thanksgiving.

DRAFT

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Naubuc School

Glastonbury School District

MICHAEL E. LITKE, Principal
JENNIFER B. DERICK, Asst. Principal
Telephone: (860) 652-7918

Location: 84 Griswold Street
Glastonbury,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 442
5-Year Enrollment Change: -4.1%*
*Between 2002 and 2007, was redistricted

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	108	24.4	7.9	39.4
K-12 Students Who Are Not Fluent in English	25	5.7	1.3	7.8
Students with Disabilities	46	10.4	9.2	10.9
Students Identified as Gifted and/or Talented	23	5.2	6.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	43	69.4	87.2	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	362	95.3	94.4	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	997	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	15.5	16.7	18.5
Grade 2	18.0	20.0	19.7
Grade 5	19.8	19.8	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	**School**	**State**
Art **	30	32
Computer Education **	38	21
English Language Arts **	399	430
Family and Consumer Science	0	1
Health **	19	21
Library Media Skills **	25	19
Mathematics **	198	200
Music **	38	34
Physical Education **	30	43
Science **	85	97
Social Studies **	85	87
Technology Education	0	3
World Languages **	50	14

** Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 2 in this school. Statewide, 5.4% of elementary and middle schools that serve Grade 2 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	5.4	1.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	71.7	84.6	78.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	4.0	3.8	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	96.4	98.9	94.2
# of Print Volumes Per Student*	43.2	32.3	29.7
# of Print Periodical Subscriptions	1	7	11

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	31.90
	Paraprofessional Instructional Assistants	13.60
Special Education:	Teachers and Instructors	3.00
	Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		1.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		14.20

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.1	14.0	13.7
% with Master's Degree or Above	89.5	85.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.2	7.9	8.7
% Assigned to Same School the Previous Year	81.6	81.8	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Naubuc School is committed to clear and open communication with families. Our school district's web portal and School Messenger parent notification system significantly enhance our school-to-home communications and our school has been working to further improve all communications in terms of consistency, efficiency, effectiveness, quality, environmental friendliness and cost. Routine home-school communications such as our school newsletter, event notices and announcements are now sent via School Messenger emails to parents and guardians. Our school website is also updated regularly with relevant school information. This has significantly reduced paper use while increasing the efficiency and effectiveness of our communications. Those families without computer or email access are accommodated with hard-copies of all communications. School Messenger also provides the ability to notify parents and guardians rapidly (by email and by phone) in the case of an emergency.Teachers are encouraged to use their individual websites to communicate with families as often as possible. Our website also highlights upcoming school-wide events, our latest Naubuc News Podcasts and Writer's World publications. Teachers occasionally send class information and updates via email and flyers, and they directly contact parents with individual notes, emails and phone calls when needed. Parents and guardians are encouraged to contact their child's teacher or our school, via email or by phone, with any questions or concerns they might have.Naubuc School emphasizes the importance of parent participation through our orientation program, room parent assignments, open house night, parent conferences, and volunteer recognition breakfast, school events such as the Naubuc Art Show, Families in Motion and Night of 1000 Stars. Our PTO (Parent Group) is also an integral part of our school community. We work collaboratively with our PTO (Parent Group) volunteers to communicate with our school community and have come to rely on both their many talents and their dedication that greatly enriches Naubuc School.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	2	0.5
Asian American	49	11.1
Black	27	6.1
Hispanic	74	16.7
Pacific Islander	3	0.7
White	267	60.4
Two or more races	20	4.5
Total Minority	175	39.6

Percent of Minority Professional Staff: 6.8%

Non-English Home Language :

11.1% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 11.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Naubuc Elementary School has undertaken several efforts as a school to reduce racial, ethnic and economic isolation during the 2011-2012 school year. With students speaking a variety of languages, our diverse population allows us to learn about different cultures present in our own school community. We are also fortunate to have diversity on staff; enabling students to interact daily with positive role models from various backgrounds. All Naubuc students celebrate our differences and learn about our diverse world. Through classroom morning meetings, Spanish classes and social studies curricula, all students learn about other cultures in comparison to their own. In addition, we hold an annual family pot luck dinner at a local community center, to bring people from different backgrounds together to sample dishes from a variety of cultures. Our school community also participates in local and global initiatives that have enabled students to realize the impact of their generosity, including a recent fundraiser that brought shoes to school children in Africa. Through the efforts of the entire community, our goal is to educate all of our students about diversity and to celebrate and appreciate differences.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	**School**	**District**	**State**	**% of Schools in State with Equal or Lower Percent Reaching Standard**
Grade 4	43.2	59.4	50.9	37.2
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	73.9	75.6	59.2	76.6
Writing	65.8	79.1	62.7	53.5
Mathematics	67.1	81.4	66.5	47.7
Grade 4 Reading	70.9	82.0	64.1	58.7
Writing	70.4	82.1	65.3	54.4
Mathematics	60.8	82.9	68.0	36.0
Grade 5 Reading	69.7	83.0	67.6	51.7
Writing	65.4	80.1	68.1	43.8
Mathematics	76.3	92.4	71.6	56.6
Science	73.1	86.9	63.9	61.3
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.1	96.8	95.9

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 5 students were responsible for these incidents. These students represent 1% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Number of Incidents by Disciplinary Offense Category, 2010-11

Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	4	1

* Counts by category may be suppressed to protect student privacy.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

In an effort to promote high achievement for all students, several important initiatives have met with great success. Our Kindergarten Extended Day Program, which targeted our neediest students for an additional hour each day, successfully accelerated the learning for over twenty-eight students. We fine tuned our after school program, providing reading and homework assistance to over 60 students in grades 2-5. We have increased enrollment in our summer offerings by expanding our July reading program for students in grades K-3. In addition, our Student Intervention Team (SIT), met regularly to discuss individual student progress and strategies for growth. Furthermore, teachers involved themselves in professional development and district curriculum work over the past year attending trainings on Common Core Standards, Cooperative Learning and more. They helped write updated curricula and revise new report cards that align with our standards. Progress was also made in digitizing the districts pacing guides and individual lesson plans on our web portal. Special and general education teachers continue to work collaboratively to provide effective instruction to our students with Individualized Education Plans. Our continued focus this year has been to increase the opportunities for special educators to collaborate with classroom teachers and to increase opportunities for co-teaching/planning. This continued effort has created positive partnerships between staff and a shared ownership for and celebration of student success.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Naubuc Elementary School contains a family of caring lifelong learners. The faculty, administration, parents, and students acknowledge their shared responsibility for quality education. Working as a strong team, we strive to sustain student motivation, achievement, success, and passion for the educational process. Integral to the school culture is our positive behavior program. From the moment children enter the building they are actively practicing these traits. Our positive program begins each day with Project Wisdom, which involves students reading meaningful messages over the intercom. These messages are then reinforced in the classrooms by the teachers on a pertinent basis. Expectations for each part of the school day are universal, taught and celebrated through our assemblies and recognition program.Our staff is dedicated to providing a program of excellence for all students. Teachers deliver quality instruction through the integration of creative lessons, the acknowledgement of different learning styles, differentiation of instruction and infusion of technology into the established curriculum. Our math curriculum emphasizes deep understanding of numeracy concepts and many different ways to think and solve problems. Literacy development is reached in a balanced program of reader’s workshop, guided reading, shared reading, and independent reading. Additional initiatives this year included the continuation of our Chess Club, which competed in both intra and inter district competitions. A publishing center, cheerleading, run club, recording studio and news casting initiative all continued this year with the objective of providing unique and enriching academic opportunities for our students that allow them to explore their many talents. In addition, we held a school-wide talent show. Finding ways for every child to shine is an important component of our educational program.

DRAFT

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Nayaug Elementary School

Glastonbury School District

HOLLY B. HAGEMAN, Principal
CINDY N. SMITH, Asst. Principal
Telephone: (860) 652-4949

Location: 222 Old Maids Lane
South Glastonbury,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 646
5-Year Enrollment Change: N/A*
*Between 2002 and 2007, (re)opened

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	40	6.2	7.9	39.4
K-12 Students Who Are Not Fluent in English	4	0.7	1.3	7.8
Students with Disabilities	50	7.7	9.2	10.9
Students Identified as Gifted and/or Talented	40	6.2	6.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	78	95.1	87.2	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	514	96.6	94.4	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	997	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers half-day and full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.4	16.7	18.5
Grade 2	20.2	20.0	19.7
Grade 5	19.8	19.8	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	**School**	**State**
Art **	30	32
Computer Education **	38	21
English Language Arts **	399	430
Family and Consumer Science	0	1
Health **	19	21
Library Media Skills **	25	19
Mathematics **	198	200
Music **	38	34
Physical Education **	30	43
Science **	85	97
Social Studies	85	87
Technology Education	0	3
World Languages **	50	14

** Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 2 in this school. Statewide, 5.4% of elementary and middle schools that serve Grade 2 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.7	1.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	76.0	84.6	78.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.8	3.8	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	98.9	94.2
# of Print Volumes Per Student*	24.1	32.3	29.7
# of Print Periodical Subscriptions	6	7	11

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	36.85
	Paraprofessional Instructional Assistants	13.20
Special Education:	Teachers and Instructors	5.00
	Paraprofessional Instructional Assistants	12.20
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		2.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		1.25
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		15.40

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.3	14.0	13.7
% with Master's Degree or Above	85.4	85.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	9.2	7.9	8.7
% Assigned to Same School the Previous Year	79.2	81.8	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Nayaug School is committed to effective communication with families. The school and district's web portal and electronic parent notification system have significantly enhanced our school-to-home communications and our school has been working to further improve all communications in terms of consistency, efficiency, effectiveness, quality, environmental friendliness and cost. Our school newsletter, event notices and announcements are sent via emails to parents and guardians. Our school website is also updated regularly with relevant school information. Any families without computer or email access are provided with hard-copies of communications. The electronic notification system also provides the ability to notify parents and guardians rapidly (by email and by phone) in the case of an emergency. Nayaug's teachers are also committed to informative communication with families. Newsletters, e-mail, phone calls, daily notes, conferences and progress reports are all ways that our teachers and parents share information regarding the academic and social growth of students. Nayaug School emphasizes the importance of parent participation through our orientation program, open house nights, parent conferences, and school events. Our PTO is also an integral part of our school community. Our countless parent volunteers give their time and expertise to activities such as the Fall Festival, Art Show, Science Fair, Family Bingo Night, Book Fairs, Kindergarten Fun Night, Field Day, Cultural Arts performances, and a wide variety of field trips. Each year Nayaug School honors three outstanding parent volunteers through a parent recognition event sponsored by the Connecticut Association of Schools. We also have a Parent-Teacher-Advisory-Council (PTAC) to assist with all matters pertaining to having an outstanding school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	0	0.0
Asian American	27	4.2
Black	19	2.9
Hispanic	28	4.3
Pacific Islander	0	0.0
White	546	84.5
Two or more races	26	4.0
Total Minority	100	15.5

Percent of Minority Professional Staff: 3.6%

Open Choice:

21 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language :

2.6% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 6.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Nayaug School’s curricula and student activities are designed to promote a child’s ability to view the world through a variety of perspectives. We foster an understanding of racial, ethnic, and economic diversity through multicultural literature and a wide variety of interdisciplinary units and activities. Our school is fortunate to have a wide variety of cultural arts programs which assist students in developing an appreciation for diverse cultures. Through Glastonbury’s internationally known foreign language program, our students receive Spanish instruction beginning in the first grade. We encourage authentic experiences for students to apply their understanding of multiculturalism. Parents and community members are frequently in our classrooms sharing their first hand knowledge of traditions and customs. A prime example occurs when our fifth graders participate in a simulation of an immigrant’s experience with Ellis Island at the turn of the century. Over twenty parents and staff members volunteer to speak in their native language so that a multitude of languages can be heard as part of the simulation. Nayaug School has pursued partnerships to support our efforts to reduce racial, ethnic, and economic isolation. We have collaborated with a sister school in an urban district through our participation with the Discovery Center. The sister school partnership culminates in the fifth grade with an overnight experience at Camp Woodstock where students learn about teambuilding and seeing the world through a multicultural lens. Additionally, Nayaug welcomed its fifth cohort of Hartford students through our participation in the CHOICE Program. We are eager to welcome an increasing number of Hartford families to further build upon the success of this program. Professional development designed to train teachers in supporting a multicultural curriculum is also an integral part of our efforts.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	**School**	**District**	**State**	**% of Schools in State with Equal or Lower Percent Reaching Standard**
Grade 4	69.9	59.4	50.9	84.1
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	79.8	75.6	59.2	86.6
Writing	80.0	79.1	62.7	82.5
Mathematics	92.1	81.4	66.5	94.9
Grade 4 Reading	78.0	82.0	64.1	73.6
Writing	83.2	82.1	65.3	80.9
Mathematics	82.2	82.9	68.0	73.6
Grade 5 Reading	89.3	83.0	67.6	91.1
Writing	86.1	80.1	68.1	85.5
Mathematics	97.5	92.4	71.6	99.4
Science	92.6	86.9	63.9	98.2
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.4	96.8	95.9

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year. 1 Students was responsible for these incidents. These students represent 0.1% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Nayaug School continues to work towards the goals outlined in the district-wide strategic plan and articulated in our building based plan. Student performance on the Connecticut Mastery Test is one measure of our students' academic achievement and student performance has been on the rise both longitudinally and by cohort. To further improve student achievement, a focus will be maintained on early intervention initiatives through our comprehensive SRBI framework. We have a fully functional grade level team process where grade level teachers and interventionists meet regularly to review student progress and adjust instructional strategies as needed. We also have a school-wide Student Intervention Team comprised of administrators, regular education, special education teachers, and specialists who collaborate to develop best practices for service delivery models and to identify students for intervention if necessary. In addition, Nayaug has embraced the district's K-5 Literacy and Math initiatives which have revitalized instructional practices. Nayaug's academic success can also be attributed to an exceptionally dedicated teaching staff and a highly involved parent community. The collection of student work samples and detailed progress reports allow teachers to effectively assess the academic and personal growth of each of our learners. Nayaug School continues to refine its practices for supporting special education students. Nayaug is unique in that it houses two district-wide special education programs, PRIDE and Pre-School. PRIDE is a program designed to meet the needs of children on the autism spectrum. Our pre-school program provides specialized support for three to five year olds. In this program, special education students and regular education peers learn and grow together. Additionally, Nayaug hosts a Unified Sports Team which brings disabled and non-disabled peers together in order to participate in athletic events similar to the Special Olympics.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Nayaug School, a relatively new school, opened its doors for the first time to 675 pre-school through fifth grade students in August, 2007. In our fifth year, we built upon the foundation of traditions established in our first four years. Nayaug School has quickly become a community of learners where students, teachers, parents and staff work in partnership to actively support academic, social, and personal growth. Students, staff, and parents also work collaboratively to establish a safe and nurturing learning environment. Nayaug's fifth year was rich with opportunity for exciting changes. Based on the reflections of our school-based SRBI Team, we effectively use our master schedule to support core instruction and SRBI initiatives in addition to a highly functional grade level team process for monitoring student progress. In addition, we use a team-teaching model where regular education teachers and special education teachers collaborate to use targeted instruction to address the needs of struggling students. Our math and literacy resource teachers also co-teach with our teaching staff to provide embedded professional development. As a community we seek to recognize and develop the unique blend of intelligences and learning styles in each of our students. Children are encouraged to reach their full potential in an environment that fosters individual talents and strengths. Nayaug's staff is a community of life-long learners. Our educators continue to implement teaching strategies based on student needs, current research, and best practices. The learning process is supported through active involvement and ongoing communications throughout the entire community.

DRAFT

STRATEGIC SCHOOL PROFILE 2011-12

Middle and Junior High School Edition

Smith Middle School

Glastonbury School District

DONNA D. SCHILKE, Principal
WILLIAM B. DUFFY, Asst. Principal
LESLIE R. ROULIER, Asst. Principal
Telephone: (860) 652-7040

Location: 216 Addison Road
Glastonbury,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 7 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 1,076
5-Year Enrollment Change: 2.8%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	84	7.8	7.8	30.0
Students Who Are Not Fluent in English	15	1.4	1.4	3.4
Students with Disabilities	83	7.7	7.7	12.0
Students Identified as Gifted and/or Talented	133	12.4	12.4	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	543	97.7	97.7	98.2

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	978	1,024

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	20.6	20.6	20.3

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	37.1	37.1	37.2
World Language	94.1	94.1	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art ** *	0	37
Computer Education	0	18
English Language Arts **	207	227
Family and Consumer Science ** *	0	12
Health **	35	24
Library Media Skills	0	9
Mathematics **	138	159
Music *	0	35
Physical Education **	69	55
Science **	138	149
Social Studies **	138	147
Technology Education ** *	0	24
World Languages **	138	91

** Interdisciplinary approach
* Elective hours also offered

World Language

Formal instruction (at least 1 hour per week) in Chinese Russian and starts in Grade 7 in this school. Statewide, 24% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 22 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.2	1.2	3.2
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	85.5	85.5	76.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.0	2.0	2.2
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	97.2
# of Print Volumes Per Student*	10.3	10.3	21.6
# of Print Periodical Subscriptions	30	30	20

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	69.90
	Paraprofessional Instructional Assistants	4.70
Special Education:	Teachers and Instructors	9.00
	Paraprofessional Instructional Assistants	13.70
Library/Media Specialists and/or Assistants		3.00
Administrators, Coordinators, and Department Chairs		3.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		6.00
School Nurses		1.60
Other Staff Providing Non-Instructional Services and Support		30.90

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	15.9	15.0	14.2
% with Master's Degree or Above	84.7	84.7	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	11.2	11.2	8.9
% Assigned to Same School the Previous Year	82.4	82.4	88.2

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Education is a shared responsibility between school and home. To that end, Smith Middle School encourages a strong working relationship with our families and the community at large. The introduction of the school district's web portal and SchoolMessenger parent notification system has significantly enhanced our school to home communications. Team letters are sent in the summer to welcome each student to a team and to share expectations for the fall. For students new to Smith, an August open house is held to give students and families a chance to tour the building, search out classrooms and use locker combinations. Routine home to school communications such as our monthly newsletter, event notices and announcements are now sent via SchoolMessenger e-mails to parents and guardians. Our school website is updated regularly with relevant school information. Families without computer access are accommodated with hard copies of all communications. SchoolMessenger also provides the ability to notify parents and guardians rapidly in case of emergency. Teachers use their individual websites to communicate with families as often as possible. They send class information and updates via e-mail and flyers and directly contact parents with individual notes, e-mails and phone calls as needed. Parents and guardians are encouraged to contact their child's teacher or our school via e-mail, phone or the open grade portal with any questions or concerns they might have. A close relationship with our town Youth and Family Services Bureau affords parenting tips, workshops and shared discussions that are vital to raising middle school aged children. PTSO groups support our endeavors and enrich the educational programs and lives of students and staff. The Glastonbury Education Foundation enhances an already outstanding educational community. Smith Middle School hosts a monthly parent meeting and agendas are developed based on parent requests. Glastonbury strongly supports education. An open door policy based on communication between home and school creates a vibrant, active environment of shared responsibility for the education of our students.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	0	0.0
Asian American	100	9.3
Black	30	2.8
Hispanic	68	6.3
Pacific Islander	0	0.0
White	845	78.5
Two or more races	33	3.1
Total Minority	231	21.5

Percent of Minority Professional Staff: 3.1%

Open Choice:

7 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language:

7.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 30.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Smith Middle School works diligently at reducing racial, ethnic and economic isolation. Nearly forty clubs involving over fifty teachers and 700 students with a rich variety of activities are offered after school hours to all of our students. Elective arts and core curricula focus on many cultures through selected literature, teaching materials and field trip opportunities to enjoy theater, music and cuisine of many countries. ELL pairs students not proficient in English with student mentors proficient in the language. Our foreign language department hosts an International Night every other year showcasing traditions, customs, food, writing and language of our diverse population. As a Choice school, Smith welcomes our neighbors from the city of Hartford. For the seventh year, we were invited to participate in a Hartford Stage Company initiative involving collaboration among our students and students from Hartford and Derby. An in-house program, “Just Kidding,” was developed to address school climate. Our student peer mediators work diligently to assist others in settling disagreements. Smith serves as a host school to visitors around the world including Spain, Venezuela, France, Russia and China. New students and staff were welcomed at a breakfast which includes family members and links students with Smith ambassadors who served as guides and mentors for the first weeks of school. Technologically, the world is a click away for our students as many classrooms Skype and e-mail others around the world. Community service projects made us aware of those in need or crisis and students and staff most generously gave of their time and effort to improve our community and our world. Smith Middle School believes strongly in educating students and staff to an awareness and appreciation of our global society and its many cultures. After attending a Welcoming Schools workshop, a committee was formed to plan new signage for the building, create a more welcoming atmosphere for our students through direct phone calls home to offer assistance, and to share information and invite families to school activities.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 8	58.7	58.7	49.8	69.6

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 7 Reading	94.9	94.9	79.8	91.6
Writing	84.0	84.1	65.6	86.3
Mathematics	88.6	88.7	68.1	90.2
Grade 8 Reading	89.3	89.3	76.8	77.5
Writing	82.3	82.3	68.3	76.3
Mathematics	83.1	83.1	67.2	74.6
Science	83.5	83.5	61.9	85.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	94.4	94.4	95.9

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 25 students were responsible for these incidents. These students represent 2.2% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Number of Incidents by Disciplinary Offense Category, 2010-11

Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	6	0
Personally Threatening Behavior	5	0
Theft	0	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	2	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	2	0
School Policy Violations	8	0
Total	25	0

Truancy

During the 2010-11 school year, 2 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Smith Middle School's plans for improvement are focused on learning and teaching, Common Core State Standards, 21st Century Skills, and home-school communication. Continuing a long tradition requiring high standards for both teachers and students is of the utmost importance. Professional Development school-wide promotes learning for veteran and new staff in Scientific Research Based Interventions (SRBI) which includes differentiated instruction, data collection and Positive Behavioral Support System (PBIS). New ways of offering and implementing professional development opportunities are explored, and the Glastonbury directors of curricula work closely with building administrators to ensure consistency and continuity of staff training. Teams continue to be the cornerstone of our middle school and ongoing training for team leaders builds teacher leaders and strong teams at Smith. Programs for 7th and 8th grade students promoting study skills and self-advocacy are now offered at Smith. A close relationship with area universities has provided additional support for students and staff. Graduate students provided support programs for intervention in math and language arts areas. As a school, we continue to improve efforts for data collection and use, alignment of performance standards and literacy across all curricula. An administrative council composed of administrators, guidance counselors, school psychologists, school resource officer, youth and family service clinicians, health personnel and special educators meets regularly to discuss student and school concerns. New teachers, staff, students and families are welcomed at Smith and receive ongoing support throughout the school year. Our parent support group meets monthly and is integral in selecting agenda items, sharing concerns or giving feedback to new initiatives. We are sponsoring a strong Unified Theater program for the third year and are bringing this opportunity to our high school. All students are welcome, supported and included in our daily activities.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Smith Middle School continues to offer excellence in education for staff and students. Our highly successful team approach, adding professional learning and open discussion time, is embraced by all. School wide goals are set to investigate differentiated instruction, literacy across the curriculum, homework and grading issues, data collection and assessment, and 21st Century Skills and the new Common Core State Standards. Teachers and curriculum directors continue to work closely with school administrators. Diversity and tolerance are important themes that were interwoven in curriculum and service activities. The entire Smith community undertook service projects that positively affected thousands of people both locally and globally. The student drama production was successful and many of our students were involved in the arts through band, chorus and theater arts classes. Unified Theater offers a unique opportunity to special needs and peer models to work together. Character education is focused on Respect, Responsibility, Honesty and Safety. A common language and expectations are visible and reinforced throughout the entire school. We have established a strong PBIS program and student recognition has grown, supporting students in many ways. Smith continues to be a challenging academic environment where the education of the whole child is considered. A supportive environment with a staff of caring and concerned adults creates an atmosphere where each child can grow and seek to reach his or her potential.

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

==========

Title of Report: Strategic School Profile (SSP)

Board Meeting Date: June 24, 2013

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

==========

Overview:

The Connecticut State Department of Education (CSDE) annually issues Strategic School Profiles (SSP) for every public school district and school in the state. These reports are submitted to school districts for review and presentation in late fall. Due to complications involving technological issues within the SDE, the release was delayed until now.

The SSP data is compiled from the many different reporting forms that we are required to submit to the SDE throughout the school year. The SSP data is organized by broad categories and contains supporting narrative documentation. The categories include: Community Data, Indicators of Educational Need, School District Diversity, Student Performance, Resources and Expenditures, and Special Education.

For comparison purposes, the SSP contains data from other years and multi-year averages, as well as data from the District Reference Group (DRG) and State. Therefore, as you review the information contained within the SSP, it is important to note not only the source of the data but the specific year(s) from which the data is derived.

Enclosed are the 2011-2012 profiles for our district and the nine individual schools in Glastonbury. The profiles will be available to the community on the Glastonbury Web Portal, the SDE website, and in hard-copy upon request at each school or Central Office. In addition, the information is shared with families who are considering moving into Glastonbury.

Submitted By: Matthew Dunbar **Reviewed By:** Alan Bookman

REGULAR BOARD OF EDUCATION MEETING
June 10, 2013 7:30 PM
BOARD OF EDUCATION REGULAR MEETING
Town Council Chambers
2155 Main Street
Glastonbury, CT 06033

Attendance Taken at 7:30 PM:

Present Board Members:
Mrs. Rosemary Coggeshall
Dr. Douglas Foyle
Dr. Lisa Furbush
Mr. Jeremy Grieveson
Mrs. Susan Karp
Ms. Carolyn Treiss
Mrs. Pandora Wohler
Mr. James Zeller

Also Present: Alan B. Bookman, Superintendent
Matthew Dunbar, Assistant Superintendent
Rosemary Tralli, Assistant Superintendent
Sharon Smith, Business Manager
Laura Siena, Board Clerk

Citizens and Staff Members, representatives of the press

1. Call to Order

Discussion:
Mrs. Karp called the meeting to order at 7:30 p.m. followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Awards and Recognition
3.a. CABE Student Leaders:
Paige Cantwell,Christian Ritter,Connor Greene,Julia Ostrowski
Mrs. Karp recognized four students for being chosen from among their peers for exhibiting leadership qualities as defined by a list of criteria developed by a subcommittee of CABE's Board of Directors. This year's CABE Student Leaders:
Paige Cantwell-Grade 12, GHS; Christian Ritter-Grade 12, GHS; Connor Greene-Grade 8, SMS; Julia Ostrowski-Grade 8, SMS.

Mrs. Karp presented a plaque to each student on behalf of the Board.

4. Student Representatives'Report
4.a. James Botelho-Class of 2014/Alexandra Walsh-Class of 2014
Student representatives James Botelho and Alexandra Walsh reported on recent events at Glastonbury High School including:
Final exams will start on 6/14/13 for seniors and 6/17/13 for underclassmen.
Graduation will be held on 6/21/13 followed by the safe grad party.
The One Fund Run was held on Friday 6/7/13. The event was a commemorative event for those affected by the tragedy at the Boston Marathon.

5. Information Session for Public Comment
6. Special Reports

7. Business Requiring Action
7.a. (consent)Staff Resignation: Linda Roberts
Motion Passed: Board accepts the resignation of Linda Roberts passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.
Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

7.b. Approval of Glastonbury-East Hartford Elementary School Budget for the 2013-2014 school year
Glen Peterson, Principal of the Glastonbury-East Hartford Elementary Magnet School, reviewed the 2013-2014 GEHMS budget for the Board.
The enrollment at GEHMS for 2013-2014 is anticipated to be 414 students.
There is no planned change in per student tuition. Tuition for each student is received from the State of CT and the sending districts. Mr. Peterson discussed and reviewed line items and budgetary needs for 2013-2014 with the Board.

Motion Passed: Board approves the Glastonbury-East Hartford Elementary Magnet School budget for the 2013-2014 school year passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.
Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

7.c. Approval of Elementary School Staffing Adjustments
Carolyn Treiss recused herself from this discussion due to a conflict.
Matt Dunbar provided an update on recommended staffing levels to the Board.
The recommendation is as follows:
Hebron Avenue kindergarten- reduce one section from 4 to 3.
Hopewell kindergarten- reduce one section from 4 to 3.
Naubuc Grade 2- add one section from 3 to 4.
Buttonball Grade 3- add a section from 3 to 4.

These adjustments would result in no change in FTE's from the Board's 2013-2014 approved budget.

Motion Passed: Board approves the Elementary School Staffing Adjustments passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.
Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Abstain
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

7.d. Approval of Memorandum of Understanding Partnership Agreement
Due to changes with regard to this agenda item, Mrs. Karp noted for the record that this item will be removed from the agenda for this meeting.

Motion Passed: Board approves removal of the Memorandum of Understanding Partnership Agreement from the agenda passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.
Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

7.e. Approval of Children of Out-of-Town Board of Education Employees to attend Glastonbury Schools 2013-2014

The Board of Education Personnel Committee has met to review and discuss the request for eight children of seven out-of-town employees to attend the Glastonbury School System during the 2013-2014 school year. Families will pay tuition in accordance with Board of Education Policy 3240 and Policy 5118.1.

Motion Passed: Board approves the children of out-of-town Board of Education employees to attend Glastonbury Schools 2013-2014 passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

7.f. Approval to Participate in the Healthy Food Certification Standard (under Section 10-215f of the Connecticut General Statutes)

Sharon Smith explained that participation in this program amounts to approximately $50,000 in revenue from the state of Connecticut.

Motion Passed: Board approves and will comply with the Healthy Food Certification Standard for July 1, 2013 through June 30, 2014. With the Superintendent's approval food and beverages that do not meet the requirements of the Healthy Food Certification Standards can be sold at events outside of the school day provided:(1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; (2) the sale is at the location of the event; (3)the food is not sold from a vending machine or school store passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

7.g. Approval of 2012-2013 Open Choice Grant Expenditures

Dr. Bookman explained the expenditures from the Open Choice Grant for 2012-2013.

Motion Passed: Board approves the 2012-2013 Open Choice Grant Expenditures passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.
Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

7.h. Acceptance for First Reading Board of Education Policy and Regulation 1330.1 (Use of Glastonbury-East Hartford Elementary Magnet School Planetarium
The policy committee has met to review the policy and regulation for the use of the Glastonbury-East Hartford Elementary Magnet School Planetarium. This is a new policy. The price structure in this policy was determined by comparing costs with similar use facilities.
A revenue fund has been approved by the Board of Finance which will be established to support the planetarium activities. Suggestions for changes to this policy and regulation were made and will be incorporated into the policy.

Motion Passed: Board accepts for first reading Board of Education Policy and Regulation 1330.1 (Use of Glastonbury-East Hartford Elementary Magnet School Planetarium (GEHMS)) passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.
Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

7.i. Approval of the Increase in School Lunch Prices for the 2013-2014 school year
Federal initiatives for healthy meals have resulted in increased food costs for healthy food.
The recommendation for the 2013-2014 school year is that lunch prices for elementary students be increased by $.25; for secondary students and adults be increased by $.50. Without an increase, there will be a deficit at the end of the 13-14 school year. The Board of Education Budget Committee has met to review and discuss this recommended price increase.

Motion Passed: Board approves the increase in school lunch prices 2013-2014 passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.
Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

8. Reports and Discussion
8.a. Summer Professional Development
Dr. Tralli reviewed the summer professional development programs for the Board.
All courses will be taught by staff members. Classes are offered throughout the summer.

9. Approval of Minutes
9.a. Meeting Minutes of May 20, 2013

Motion Passed: Board approves the minutes of the meeting of May 20, 2013 passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.
Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

9.b. Special Meeting of May 20, 2013

Motion Passed: Board approves the minutes of the special meeting of May 20, 2013 passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.
Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

10. Committee Reports
The Personnel Committee met prior to this meeting and will meet again on June 19, 2013 at 8am.

11. Chairperson's Report
Graduation will be held on June 21, 2013.
Mrs. Karp noted that she had the opportunity to attend the Bus Driver Appreciation Breakfast put on by the PTSO and Junior Women's club.
Mrs. Karp noted for the record the thank you letter to the Glastonbury Education Foundation for their donation to a recording studio at Naubuc School.

12. Superintendent's Report
Dr. Bookman shared thank you notes from retiring staff members with the Board.
Dr. Bookman explained that the Vo-Ag money given to the town by the state will need to be transferred to the Vo-Ag program. The school system is responsible to report to the state on how this money is spent.
The teacher evaluation and administrator evaluation plan is still in progress with the Department of Education. Modifications to the submitted plan will be negotiated and an agreement will hopefully be complete by the end of June.

12.a. School Enrollment Report, June 1, 2013
12.b. Glastonbury Board of Finance Minutes, May 15, 2013
12.c. Thank You to Glastonbury Education Foundation
12.d. Donation to GHS Science Department
12.e. Staff Appointments-Sara Almeida, Johann Anderson-Dollhopf, Lauren Awerman, Julie Brennan, Beata Celejewski, Shane Flanigan, Abel Galvez, Catherine Quinn, Annie Rouquie, Emily Scott
12.f. Dates to Remember

13. Adjournment- Please Note: It is possible that the Board of Education May go into Executive Session
The meeting was adjourned at 9:18 p.m.
Motion Passed: Motion to adjourn the meeting passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.
Mrs. Rosemary Coggeshall Yes
Dr. Douglas Foyle Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

Respectfully Submitted,

Dr. Lisa Furbush, Secretary

Approved:

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		2		8	1	3	
B. Drugs Possession/Use/ Sale/ Distribution/Manufacture				6	6					1	
C. Vandalism		1		1						1	
D. Fighting /Altercation				2	4			2			
E. Physical Attack on Student		1	1								
F. Physical Attack on Staff											
G. Threatening/Bullying		1	1	3						4	
H. Insubordination			3	5	2		1	4	7	3	
I. Cutting/Skipping Class		2	1	2	2	3	7	6		4	
J. Profanity		3				1					
K. Tardiness				1			1				
L. Harassment			4	1	1		1		1	1	
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/ Distribution										1	
O. Theft			1								
P. Interference with school Safety/ Order/ Discipline			4	3	2		3	1	3		
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention									1	1	

1. Total Number of Suspensions by Month		8	16	25	17	6	13	21	13	18	
In-School		6	16	17	9	6	11	9	10	13	
Out-of-School		2	0	8	8	0	2	12	3	5	
2. No. of 1 Day Suspensions		0	0	0	0	0	4	6	2	1	
3. No. of 2-4 Day Suspensions		6	12	17	9	6	9	5	8	8	
4. No. of 5-10 Day Suspensions		2	4	8	8	0	0	10	3	9	
5. * No. of Different Students Suspended for the Month		8	16	25	17	6	12	20	12	16	
6. * No. of Different Students Suspended this Year (Cumulative)		8	22	45	57	61	66	78	86	92	
7. * No. of Different Students Suspended More than Once this Month		0	0	2	0	1	1	1	1	2	
8. * No. of Students Suspended More than Once this Year (Cumulative)		0	2	4	7	8	12	16	18	26	

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

5. No student is counted more than once per month.

6 No student is counted more than once during the school year. This number is cumulative.

7. Only students who have been suspended on more than one occasion this month are included.

8. This is a cumulative number and represents the number of students suspended more than once during this school year.

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								2		7	
B. Drugs Possession/Use/ Sale/ Distribution/Manufacture			1			1		11		1	
C. Vandalism											
D. Fighting /Altercation		4		2		2	1		1		
E. Physical Attack on Student							1				
F. Physical Attack on Staff											
G. Threatening/Bullying		2	2					1		1	
H. Insubordination			2		4	2	1	3	5	8	
I. Cutting/Skipping Class			3	3	2		1	6	4	6	
J. Profanity					1		2	2		1	
K. Tardiness									1	2	
L. Harassment				1			2				
M. Weapon-Possession/Use		1									
N. Tobacco Possession/Use/ Sale/ Distribution		1			2	5	1			7	
O. Theft					2		1		1		
P. Interference with school Safety/ Order/ Discipline			3		1			2		2	
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention				1		1	3	3		1	

1. Total Number of Suspensions by Month		8	11	7	12	11	13	30	12	36	
In-School		4	8	6	12	11	11	16	12	34	
Out-of-School		4	3	1	0	0	2	14	0	2	
2. No. of 1 Day Suspensions		1	2	1	1	1	1	4	1	3	
3. No. of 2-4 Day Suspensions		5	7	6	11	6	10	14	11	31	
4. No. of 5-10 Day Suspensions		2	2	0	0	4	2	12	0	2	
5. * No. of Different Students Suspended for the Month		8	9	7	12	10	13	25	10	34	
6. * No. of Different Students Suspended this Year (Cumulative)		8	17	23	33	39	46	62	66	87	
7. * No. of Different Students Suspended More than Once this Month		0	2	0	0	1	0	4	1	2	
8. * No. of Students Suspended More than Once this Year (Cumulative)		0	2	3	4	9	13	17	21	27	

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

5. No student is counted more than once per month.

6 No student is counted more than once during the school year. This number is cumulative.

7. Only students who have been suspended on more than one occasion this month are included.

8. This is a cumulative number and represents the number of students suspended more than once during this school year.

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						1		1			
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying		1			1	1		1	1		
H. Insubordination											
I. Cutting/Skipping Class			1								
J. Profanity											
K. Tardiness											
L. Harassment									1		
M. Weapon-Possession/Use										1	
N. Tobacco Possession/Use/ Sale/Distribution											
O. Theft			2					4			
P. Interference with school Safety/ Order/Discipline				2	1		1		1	2	
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention											

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

Revised & Corrected 9/02

*See Reverse Side

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

5. No student is counted more than once per month.

6 No student is counted more than once during the school year. This number is cumulative.

7. Only students who have been suspended on more than one occasion this month are included.

8. This is a cumulative number and represents the number of students suspended more than once during this school year.

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							1			1	
D. Fighting / Altercation						1	1	1			
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying		1	3			1	1	1			
H. Insubordination					1	2	1	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		3	1	2	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	7	5	5	1	2	
In-School		1	4	2	1	6	4	2	1	2	
Out-of-School			2			1	1	3			
2. No. of 1 Day Suspensions			1	2	1	5	4	2	1	1	
3. No. of 2-4 Day Suspensions		1	3			2		1		1	
4. No. of 5-10 Day Suspensions			2				1	2			
5. * No. of Different Students Suspended for the Month		1	5	2	1	6	5	5	1	2	
6. * No. of Different Students Suspended this Year (Cumulative)		1	6	7	7	12	15	18	18	19	
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	2	3	4	5	6	

Revised & Corrected 9/02

*See Reverse Side

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

5. No student is counted more than once per month.

6 No student is counted more than once during the school year. This number is cumulative.

7. Only students who have been suspended on more than one occasion this month are included.

8. This is a cumulative number and represents the number of students suspended more than once during this school year.

THE CONNECTICUT ASSOCIATION OF SCHOOLS

30 Realty Drive
Cheshire, CT 06410
Phone: (203)250-1111
FAX: (203)250-1345
www.casciac.org

Serving schools and principals

June 7, 2013

Mr. Robert Rose
Smith Middle School
216 Addison Road
Glastonbury, Connecticut 06033

Dear Robert,

The Connecticut Association of Schools is pleased to announce that you have been selected as the CAS Middle Level Exemplary Educator of the Year for 2013-2014. The talent pool we had to choose from was of the highest quality and that you rose to the top is a credit to you and to the school that recognized and supported your application.

There are many fine middle school educators in Connecticut, and I'm sure that you will represent them well. You will be formally recognized at a CAS celebration on November 19, 2013, at the Aqua Turf Club in Southington. I will be in touch with your principal this fall to finalize the arrangements for you to attend this event.

In addition, we are forwarding your name, along with the names of other finalists, to the Ronald McDonald House Charities of Connecticut and Western Massachusetts. Finalists of the CAS elementary, middle level, and high school educator awards are automatically eligible for the RMHC Local Hero Award which honors ten outstanding teachers each year. Consideration for this award does not require any additional application or submission on your part. Should you be selected as a Local Hero Award winner, you will be contacted in the fall by a RMHC representative.

Congratulations on your selection, and thank you for your substantial contributions to middle level education in Connecticut. We look forward to calling on you over the next year to share your considerable talents with other CAS educators in Connecticut.

Regards,

Regina S. Birdsell
Assistant Executive Director

CC: Donna Schilke, Principal

Department of Pupil Services

Linda Roberts, Ph.D., Administrator of Pupil Services
Anita Russell, Director of Special Education, PK-12
Gideon Welles School ~ 1029 Neipsic Road, Glastonbury, CT 06033
Tele: (860) 652-7971 Fax: (860) 652-7983

Mr. and Mrs. Timothy Viens
162 Charles Lane
Hebron, CT 06248

Dear Tim and Debbie:

I have received your $100.00 donation to GHS Bridgeworks Program in memory of Erin Handel. On behalf of the Bridgework Staff and Pupil Services, I extend sincere appreciation for your generous contribution and for your praise of this program. I do believe that our special education students grow in the development of their vocational skills and they truly enjoy the contact with so many Glastonbury staff members as they take and deliver orders. They are very proud of their gift baskets, printed items, and clerical work.

I will share your donation with the superintendent and the Board of Education. From your heartfelt letter, it is very apparent that Erin has left her thumbprint on your family and that Erin's life was enriched by her parents and programs like Bridgeworks.

Sincere thanks Debbie, Tim, and Amy,

Linda

Linda A. Roberts, Ph.D.
Administrator of Pupil Services

C: Julia Seaman, Coordinator of Bridgeworks
Alan Bookman, Superintendent
Board of Education

Hebron Avenue School
Glastonbury, Connecticut
Awarded Outstanding Elementary School of the Year
Linda Provost, Ed.D. Principal

1363 Hebron Avenue ◆ Glastonbury, CT 06033 ◆ Tel: (860) 652-7875 ◆ Fax: (860) 652-7887

Mr. and Mrs. Richard Suski
59 Gregory Hill Drive
Glastonbury, CT 06033

Dear Mr. and Mrs. Suski,

I would like to thank you for your most generous donation of $2000.00 to Hebron Avenue School. Each day we try to teach our children to give back to their community through a variety of service projects. We also model and teach those traits we believe to be very important to be a thoughtful and productive citizen. Your donation and support to our school is a symbol of what we teach, and we thank you so very much for your kindness.

Your donation will be used to further our purchase of technology as we build 21st century skills with our students and further our capacity as teachers to stimulate and motivate young minds.

Warmest Regards,

Linda Provost
Principal

Naubuc Elementary School

82 Griswold Street ♦ Glastonbury, CT 06033 ♦
Tel: (860) 652-7918 ♦ Fax: (860) 652-7930
Michael E. Litke, Principal
Jennifer Derick, Assistant Principal

6/19/2013

Dear Mr. and Mrs. Suski:

I wanted to take a minute to express our tremendous gratitude for your generous donation. Your connection to our school through your years of service as a respected kindergarten teacher makes the gesture all the more special.

Thanks to your generous donation of $1500 and lead on an additional grant opportunity, we will be able to fund the iPads necessary to further launch our recording studio initiative and thus provide a very unique opportunity to our students. As a result, beginning in the 2013-2014 school year, and for years to come, our students will be able to compose original pieces that can be captured on studio quality recordings and compiled as annual keepsakes. I am fully confident that these experiences will enrich the lives of our students and provide memories that will last a lifetime.

Your decision to give back to Naubuc School will make a significant and lasting difference for our students. We are truly fortunate to have community members such as yourselves that enable us to provide unique and exceptional opportunities for our school.

We look forward to inviting you back once the studio is complete so you can see all of the ways that your donation is making a difference. Thanks again.

Sincerely,

Mr. Michael Litke
Principal, Naubuc Elementary School

cc: Dr. Alan Bookman

Buttonball Lane School

376 Buttonball Lane Glastonbury, CT 06033
Tel: 860.652.7276 Fax: 860.652.7285
Kent M. Hurlburt, Principal
Karen K. Brown, Asst. Principal

To: Dr. Alan Bookman
From: Kent M. Hurlburt
Date: May 24, 2013
Re: PTO Gifts to Buttonball Lane School 2012-2013

Each year our hard working PTO supports a variety of programs and projets in out school. This year, our PTO has generously donated to the following areas:

Beautification	500.00
Cultural Arts	5,000.00
Concert Accompanist	500.00
Community Donations	225.00
Courtyard Renovation	1,000.00
Curriculum Enhancement	3,100.00 (Grades K-5)
Fitness Programs/ Recess Equipment	700.00
Fifth Grade Farewell	1,500.00
Hartford Stage	2,200.00
International Night	500.00
Library(Includes Nutmeg)	5,500.00
Newspaper Club	400.00
One More Story Program	200.00
Other Support Staff	1,500.00
Picnic & Field Day	1,300.00
Science/Math Exhibit	1,350.00
Scholarship Fund	250.00
Technology	13,000.00

Respectfully submitted,

Kent M. Hurlburt
Principal
Buttonball Lane Elementary School
376 Buttonball Lane
Glastonbury, CT 06033
Phone 860-652-7276
Fax 860-652-7285

"Within our school we are all different and we are all alike. What matters most, however, is that we are all significant." - Author Unknown

Eastbury School
Mrs. Janet Balthazar, Principal
Mrs. Karen Giangregorio, Instructional Specialist

1389 Neipsic Road
Glastonbury, Connecticut 06033

Phone: 860.652.7858
Fax: 860.652.7866

To: Dr. Alan Bookman
Date: June, 2013
From: Janet Baltahzar
Re: Eastbury PTO Gifts for the 2012-2013 School Year

On behalf of the entire Eastbury staff, we thank the Eastbury PTO for their continued support of students and the educational process here at Eastbury School. The parents that dedicate their time and efforts to our school community are much appreciated. Below please find the extensive list of PTO funded events, activities, and items that further the learning, positive school climate, and school experience for our students.

Cultural Arts - $3,859.50
Donations/Scholarships - $550.00
Gifts - $192.96 (holiday gifts for staff members)
Back to School Lunch - $184.13
Landscaping - $300.44
Library - $3,427.12
Principal's Fund - $342.00
Program Support - $482.94 (Mrs. Borenstein's play, concert accompanists)
Mini-Grants - $2,784.19 to date (plus $800ish for the xylophone)
Science Fair - $500.70
Teacher Start Up Funds - $1,225.00
Fifth grade program - $500 (for additional supplies and scholarships for fifth graders outside of the dues that students pay)

Additionally, it is possible the PTO will have funds when they close out the year to support our continued effort to add technology to our school. I am grateful for their communication, partnership, and focus on supporting the educational process.

Respectfully,

Janet Balthazar

Glastonbury
Public Schools

Linda Candiloro <candilorol@glastonburyus.org>

Additional PTO funds

Janet Balthazar <balthazarj@glastonburyus.org> Tue, Jun 18, 2013 at 10:35 AM
To: Linda Candiloro <CANDILOROL@glastonburyus.org>

Hi Linda,

On Wednesday, June 12th, the PTO held a meeting to approve $10,000 for Eastbury School to use for technology. Should you need any other documentation, please let me know and I will have the PTO Board provided you with necessary documentation.

Thanks,
Janet

–
Janet Balthazar
Principal
Eastbury Elementary School
Glastonbury, CT
860-652-7858

"We are what we repeatedly do. Excellence, then, is not an act but a habit."
~ Aristotle

Hebron Avenue School

Connecticut's Outstanding Elementary School of the Year 2006-2007

1363 Hebron Avenue • Glastonbury, CT 06033 • Tel: (860) 652-7875 • Fax: (860) 652-7887

TO: Dr. Alan Bookman

FROM: Linda Provost

DATE: May 21, 2013

RE: PTO Gift to Hebron Avenue School

Each year our PTO supports a variety of programs and projects in our school. This year, our PTO generously donated to the following areas:

Art Class	500.00
Nursing	100.00
Fifth Grade	800.00
First Grade	600.00
Fourth Grade (Includes Hartford Stage)	800.00
Kindergarten	800.00
Library (Includes Birthday Book)	4,000.00
Literacy (Book Room)	1,000.00
Math/Science	500.00
Music	1,750.00
Other Support Staff	300.00
Physical Education (Inc. Field Day)	700.00
Second Grade	800.00
Spanish	500.00
Technology	1,000.00
Third Grade	800.00
Art Show	600.00
Cultural Arts	7,000.00
Fifth Grade Picnic	2,200.00
Science Fair	1,500.00
IPad Purchase for PE	600.00
IPad Purchases for the Ipad cart	@3000.00

Sincerely,

Linda Provost
Principal

Hopewell School

Glastonbury, Connecticut
Kathleen Murphy, Principal
Murphyka@glastonburyus.org
Karen Giangregorio, Instructional Specialist
Giangregoriok@glastonburyus.org

1068 Chestnut Hill Road • South Glastonbury, CT 06033 • Tel: (860) 652-7897 • Fax: (860) 652-7904

TO: Dr. Alan Bookman

FROM: Kathleen Murphy

DATE: June 14, 2013

RE: PTO Gift to Hopewell School

Each year our PTO supports a variety of programs and projects in our school. This year, our PTO generously donated to the following areas:

Grade level Support	**$1000.00 per grade level**
5th grade celebration	**$1700.00**
Beautification (courtyard)	**$150**
Classroom Libraries	**$725**
Cultural Arts	**$8000**
Field Day	**$450**
Library	**$2000**
Music Support	**$200**
PE Support	**$200**
Reading Celebration	**$3500**
Playground Toys	**$300**
Science Fair	**$400**
Teacher Appreciation	**$450**
Technology and Media	**$1000**
PBIS Signs	**$561.85**
Water bottle filling station	**$2076**

Some specific items purchased with PTO funds this year include:

Sincerely,

Kathleen Murphy
Principal

TO: Dr. Alan Bookman

FROM: Michael Litke

DATE: June 3, 2013

RE: PTO Gift to Naubuc School

Each year our PTO supports a variety of programs and projects in our school. This year, our PTO generously donated to the following areas:

Kindergarten (Includes Feast & Registration)	425.00
First Grade	300.00
Second Grade (Includes Mexican Fiesta)	450.00
Third Grade	250.00
Fourth Grade	250.00
Fifth Grade (Includes Picnic)	950.00
Library	500.00
Landscaping	100.00
Lobby Decorations	250.00
Math/Science	500.00
Curriculum Enhancements	4,000.00
Curriculum Planners/Folders	2,200.00
Physical Education (Includes Field Day)	1,400.00
Special Education	300.00
Teacher Appreciation & Luncheon	550.00
Technology	2,000.00
Art Show	600.00
Cultural Arts	5,000.00

Sincerely,

Michael Litke
Principal

Nayaug Elementary School

222 Old Maids South

Phone: 860-652-4949

Fax: 860-652-4950

Dr. Holly Hageman, Principal
Mrs. Cindy Smith, Assistant Principal

TO: Dr. Alan Bookman

FROM: Holly Hageman

DATE: June 12, 2013

RE: PTO Gifts to Nayaug School

Each year our PTO supports a variety of programs and projects in our school. This year, our PTO generously donated to the following ways:

- Start-up Funds for Non- Grade Level/Specials Teachers ($1,075)
- Respect Assembly ($650)
- Gross Motor Activities Games for 1st grade indoor recess ($150)
- Literacy Workshops, featuring 2 visiting authors ($3,400)
- Welcome Gifts for Incoming Kindergartners visiting Nayaug, including a copy of "The Kissing Hand " and Pencil Box with supplies for each child ($300)
- Nayaug Marathon Awards ($300)
- Coffee Pot for Teachers Room ($130)
- 6 iPads with connectors to be used across grade-levels ($3,400)
- 2 Epson Projectors ($1158)
- 14 iPad dock connectors ($350)
- 2 iPads for 1st and 4th Grade Support ($1,000)
- Cultural Arts Programs including: ($3,200)
  - Visiting author David Costello (Gr 1)
  - Mystic Aquarium (K)
  - Children's Museum (Pre K)
  - Dance China NY (Gr 3)
- Science Fair ($800)
- Scholastic Books for Library, Science Fair/Barb Lucas and Grade level Support (from the Book Fair) ($1,000)
- Field Day ($1,000)
- Phonics games, alphabet cards, puppets and learning games (K) ($500)
- Math games to enhance fluency - Gr. 3 ($500)
- 2 Apple TVs - Gr. 5 - ($200)
- Expansion of iPads for teachers along with wireless projection systems ($16,000, pending BOE approval on 6/24/13)

GLASTONBURY PUBLIC SCHOOLS

TO: Board of Education
Board of Finance
FROM: Alan B. Bookman, Superintendent
Sharon E. Smith, Business Manager
DATE: June 13, 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 April is $68,452,189.

2) Checking Account Reconciliations:

ACCOUNT TITLE	**Date Completed By Education**	**Date Reviewed By Town**
General Fund:		
Accounts Payable	05/16/13	05/25/13
Payroll	05/16/13	05/25/13
Other Funds:		
Educational Grants	05/16/13	05/23/13
Student Activities	06/13/13	06/13/13
School Foods	05/21/13	05/23/13
Dependent Care	05/16/13	05/23/13

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.

CREC COUNCIL
MEETING MINUTES
5/15/13

COUNCIL
Jill Notar-Francesco, Southington, Chair
Terry Schmitt, Vice Chair, West Hartford
Christopher Wilson, Sec./Treas., Bristol
Donald Harris, Bloomfield
John Hambrook, Bolton
Kristen Picard-Wambolt, Ellington
Joyce Hall, Enfield
Jeremy Grieveson, Glastonbury
Cal Heminway, Granby
Becky Tyrrell, Plainville
Lydia Tedone, Simsbury
MaryLou Sanborn, Suffield
Doreen Richardson, Windsor

CREC
Bruce Douglas
Don Walsh
Dina Crowl
Sandy Cruz-Serrano
Regina Terrell
Deborah Richards
Jeff Ivory
Aura Alvarado
Tyra Smith
Margaret MacDonald
John Mena
Andy Tyskiewicz

GUESTS
Karen Vibert, Bristol Board of Education

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

I. CALL TO ORDER AND APPROVAL OF THE 4/24/13 COUNCIL MEETING MINUTES

Chair Jill Notar-Francesco called the meeting to order at 3:14 p.m.

MOTION: A motion was made by Joyce Hall, seconded by Jeremy Grieveson and passed unanimously to approve the minutes of the 4/24/13 Council meeting.

II. PUBLIC PARTICIPATION

- *None at this time*

III. CONSENT AGENDA

A. Revised Programs 2012-2013

MOTION: A motion was made by Chris Wilson, seconded by Cal Heminway, and passed unanimously to approve general items one and two under the revised programs 2012-2013 consent agenda.

1. Hartford Assoc. for the Education of Young Children
2. CT System for Educator Eval and Development (SEED)

B. Continuing Programs 2013-2014

MOTION: A motion was made by Chris Wilson, seconded by Cal Heminway, and passed

unanimously to approve general items one through twenty four under the continuing programs 2013-2014 consent agenda.

1. Theater of the Performing Arts
2. Public Safety Academy Construction
3. Int'l Magnet School for Global Citizenship Construction
4. Reggio Magnet School for the Arts Construction
5. Medical Prof. and Teacher Prep. Academy Construction
6. Academy of Aerospace and Engineering Construction
7. Museum Academy Construction
8. Discovery Academy Construction
9. Construction Services
10. Center for Creative Youth
11. Early Intervention Birth to Three Services
12. Magnet Schools Assistance Program Grant
13. Hartford Region Open Choice Program
14. Lincoln Academy
15. Polaris Center
16. Soundbridge
17. Soundbridge Summer School
18. Reading Recovery®
19. Family Enrichment
20. Employment & Training Services
21. Career and Technical Education Initiatives
22. Teaching American History
23. Adult Training and Development Network of CT
24. Community Education Provision of Services

C. New Program 2013-2014

MOTION: A motion was made by Chris Wilson, seconded by Cal Heminway, and passed unanimously to approve general item one under the new program 2013-2014 consent agenda.

1. Adult Literacy Partnership Support

IV. COUNCIL DISCUSSION

A. Sheff Update – Kathy Demsey, Education Consultant from the CT State Dept. of Education provided an update to the Council.

V. LEGISLATIVE UPDATES

A. Peter Smith of Rome, Smith & Lutz was not present.

VI. COUNCIL STRATEGIC PLANNING UPDATE

A. Vice Chair Terry Schmitt announced that the Council will vote on the report at the June 19 meeting.

VII. COUNCIL LEGISLATIVE COMMITTEE UPDATE

A. Chair Jill Notar-Francesco provided an update on upcoming meetings with legislators.

VIII. EXECUTIVE DIRECTOR'S REPORT

A. Blue Folder – 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. CREC Schools Parent Portal – Dina Crowl, Interim Superintendent of CREC Schools, provided a presentation to the Council.

IX. REPORTS

A. Financial Report – Presented and accepted

X. DELIBERATED ACTION

A. New Business

1. 2013-2014 Proposed CREC Council Meeting Dates
   MOTION: A motion was made by Becky Tyrrell, seconded by Joyce Hall, and passed unanimously to approve the 2013-2014 CREC Council meeting dates.

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

XI. ADJOURNMENT

MOTION: A motion was made by Terry Schmitt, seconded by Becky Tyrrell and passed unanimously to end the meeting at 4:12 p.m.

Respectfully Submitted,
Tyra Smith