



## REGULAR BOARD OF EDUCATION MEETING

Monday, July 8, 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. Information Session for Public Comment
4. Special Reports
5. Business Requiring Action
  - A. Staff Resignations (consent)
    1. Susan Bennett
    2. Bonnie Koester-May
    3. Robert Markowicz
    4. Brian McDermott
    5. Linda Santoro
    6. Emily Wry
  - B. Approval of Adult and Continuing Education Classes for Fall 2013
  - C. Approval of Change to Discovery Center Program
  - D. Approval of District TEAM Mentors
  - E. Approval of Student Trip to Madrid, Spain
  - F. Approval of Student Trip to Paris and Dinard, France
  - G. Approval of Student Trip to St. Petersburg, Russia
  - H. Acceptance of Board of Education Policy #2111 (Equal Employment Opportunity)
  - I. Acceptance of Board of Education Policy #4111.1/#4211.1 (Equal Employment Opportunity)
  - J. Acceptance of Board of Education Policy #4118.11/#4218.11 (Nondiscrimination Complaints)
  - K. Acceptance of Board of Education Policy #5111(Admission to School, School Placement)
  - L. Acceptance of Board of Education Policy #6180 (Evaluation of the Instructional Program)
  - M. Approval of Contract for Superintendent of Schools
6. Reports and Discussion

- A. Technology Annual Report
- B. Education Foundation
- C. Magnet Schools
- 7. Approval of Minutes
  - A. Meeting of June 24, 2013
- 8. Committee Reports
- 9. Chairperson's Report
- 10. Superintendent's Report
  - A. Staff Appointments: Fran Bard, Christina Ireland, Roman Mouradov, Marissa Reis, Danielle Seckinger, Jessica Wolf
  - B. New Teacher Orientation
  - C. Administrative Retreat
  - D. Sabbatical Report-David Polochanin
  - E. Dates to Remember
- 11. Adjournment Please Note: It is possible that the Board of Education may go into Executive Session

# GLASTONBURY ADULT & CONTINUING EDUCATION

## PROPOSED CLASSES

Fall 2013

### Kids' Corner

Beginning Guitar	Horseback Riding	Babysitting Course
Harmonica (Age 11-Adult)	Tween Yoga	Taekwondo Martial Arts for Kids!

### Computers

Introduction to PC	Beg. Microsoft Word	MS Excel
Introduction to the Internet	Learn to Program in C	Intro to Microcontrollers
iPad – Beyond the Basics	Social Networking	Elementary Statistics Using Excel
Intro to the iPad	Computer Workshop (with National Business Honor Society)	
*Smart Phone		

### College Bound

Shhh! SAT& ACT Secrets	SAT Test Prep-Princeton	SAT Full Length Practice Test
College Financial Aid	SAT Test Prep-Kaplan	*Combo SAT/ACT Practice Test
Coll. App. Essay Wksp	SAT Essay Writing Wksp	Getting Into Your First Choice College

### Creative Arts

Watercolor	Bamboo Brush Painting	Creative Pastel Painting
Wax Painting	Learn to Knit	Digital Photography Projects
Holiday Centerpiece	Reupholstery	*Folk Art-Pine Garland & Poinsettia
Stock Photography	Digital Photography, Begin	Digital Photography, Intermediate
Basic Drawing	*Basic Drawing, II	*Folk Art-Wisteria, Ivy & Lily
Intro to Screenprinting	Hydrangea Wreath	*Pine Tree & Rosebud Ornaments
*Victorian Rose Wreath	*Beaded Jewelry	Silk Ribbon Embroidery & Beading
Boxwood Christmas Tree	*Autumn Topiary	*How to Photograph People, Places & Things

### Gourmet

Whole Foods – tbd	Cooking w/Whole Grains	Two Paisans Bake Apple Pie
Dim Sum	Prudence Sloane's Knife Skill	*Two Paisans Bake Lemon Meringue Pie
Sushi	*Prudence Sloane's City Tour tbd	*Prudence Sloane's City Tour tbd
Probiotic Cooking	*Italian Cooking from Cindy's Table	*Gluten Free Cooking from Cindy's Table
*Photine's Tiropita	*Cook Once, Eat All Week from Cindy's Table	

### Health, Exercise & Well Being

Meditation	Brazilian Jiu-Jitsu	Hula Hooping
Intro to Pilates	Reincarnation and Karma	Self-Hypnosis for Weight Management
The Angel Force	Quantum Biofeedback	First Aid & CPR
All Levels Yoga	Yoga for Older Adults	Self Defense for Women & Teens
Daytime Tennis Clinic	*Choosing Home Care	Family and Friends' Child & Infant CPR
*Tai Chi	*Reiki	*Overcoming the Difficulties of Life

### **Home, Garden & Outdoors**

Replacement Windows      \*Home Décor 101      Architectural Design Dilemmas  
Birding      \*Native Shrubs & Trees      \*Native Perennials, Grasses & Groundcovers  
\*The Art of Weather Series      Piloting & Small Boat Handling

### **Languages**

Italian–Beg. Conversation      Italian–Beg. Conver. 2      Italian-Inter. Conversation  
Spanish – Beginning      Sign Language      \*French  
\*Chinese      \**German*

### **Music & Dance**

Introduction to Guitar      Ukulele for Beginners      You're on the Air/Voice Overs  
Harmonica      Ballroom Dance      Just Once Piano for Hopelessly Busy People  
\*Just Once Guitar

### **Personal Enrichment**

Mahjongg      Eye For Fashion      \*Style From the Inside Out  
Just Write      Absolute Beginner Bridge      Primary Beginner Bridge  
Travel in Central & So. Italy      Travel in Northern Italy      \*Do-it-Yourself Basic Car Maintenance  
\*How to Extreme Coupon      \*Cribbage  
\*Ed2Go – Online courses      \**Presidents' College, University of Hartford: classes t.b.d.*

### **Real Estate, Business & Legal**

Buy, Build & Sell a Home      Exploring Home Financing      How to Start & Run a Small Business  
\*Home Buyer Workshop      Home Staging      How to Start an Online Business

### **Retirement, Investing & Finance**

Wills & Estate Planning      Retirement Considerations 101      Retirement Distribution Strategies  
\*The Nursing Home      Insurance Questions Answered      Medicare: The Good, The Bad & The Ugly  
Social Security Benefits      Wealth Transfer Strategies      Pay For College without Spending Savings  
Long Term Care      Eliminating Debt Forever      Stock Valuation - The Buffet Way  
Plan For the Future      Are Your Investments on Track?      Navigating the World of Senior Housing  
Retirement Realities      \*Do I Need a Living Trust?      Life Planning For Children with Special Needs  
\*Take Control of Your Retirement Income      \*Prevent Yourself From Going Broke at a Nursing Home  
\*Sandwich Generation Assistance - College to Retirement to Eldercare (team taught by 5 teachers)

### **Day Trips!**

\*Water Fire      \*Museum of Fine Arts, Boston      \*Art of the Brick, Lego Exhibit  
Buddhist Meditation Retreat      Macy's Thanksgiving Day Parade      \*Brighton Beach  
\*Halloween in Salem      \*Culinary Institute of America      \*Hudson Explorer, Scenic Train Ride  
\**Holiday trip tbd*

Note: There are currently 150+ classes scheduled or in the process of being scheduled with approximately 45+ new classes. Some classes are pending, and others may be added or deleted. The categories may also be altered prior to publication.

\*new class, new instructor or class not offered recently      *Italics* denotes date selection/class(es) pending

Respectfully submitted,

Nancy La Perla

Monday, July 8, 2013

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

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**Title of Report: Discovery Center**

**Board Meeting Date: July 8, 2013**

**Action: X**

**Report:**

**Information:**

**Discussion:**

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**Overview:**

The Curriculum Committee met on June 18, 2013 to discuss the program at Discovery Center and concerns expressed by the elementary principals about the curriculum, cost, and participation.

Glastonbury 5<sup>th</sup> grade students have been spending three days at the Discovery Center for the past five years, starting in 2008-2009. With the exception of Eastbury, which needs one 3-day segment only, each of our schools sends half the 5<sup>th</sup> students for the first three days of the week (Monday to Wednesday noon) and the other half of the 5<sup>th</sup> grade students for the second half of the week (Wednesday noon to Friday). In addition, 4<sup>th</sup> grade students have spent a day there each year in preparation for the 5<sup>th</sup> grade experience.

The cost has doubled from \$50 to \$100 per student and a representative of the Discovery Center intimated that another cost increase is being considered.

In terms of the curriculum, after discussion with the Director of Science, and in light of the changing curriculum as a result of the Common Core State Standards, the elementary principals feel that a one-day program would better meet the needs of our students and would minimize the loss of valuable in-school time.

The issue of cost for each student has been raised by some parents, particularly since there have been three increases over the five years and it appears that no other school district pays as much per student as Glastonbury does.

We have seen declining attendance, particularly in the past two years. There have been a number of issues over this time period that we believe have affected student participation: twice there were bed bug infestations, to which the Discovery Center responded immediately both times; on-going issues with health office coverage and continual staff turnover; several incidents involving food allergies; and most recently, an issue with well water safety and general security of buildings at night.

There are two options being considered:

1. End our participation in the Discovery Center program immediately and develop a one-day opportunity within our curriculum..
2. Notify the Discovery Center that we plan to terminate our relationship with them on June 30, 2014. During the year, the 5<sup>th</sup> grade students will attend the Discovery Center as in the past; there will be no 4<sup>th</sup> grade trips and; the alternate one-day experience will be developed to be introduced during the 2014-2015 school year.

**Submitted By:** Sharon E. Smith

**Reviewed By:** Alan Bookman



**Rosemary Tralli, Ph.D.**  
***Assistant Superintendent for Curriculum and Instruction***

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Tel: (860) 652-7963 Fax: (860) 652-7952  
trallir@glastonburyus.org

TO: Dr. Alan Bookman  
FROM: Dr. Rosemary Tralli  
DATE: July 8, 2013  
RE: TEAM Mentor Training

The following individuals are requesting Board of Education approval to receive TEAM Mentor Training:

Christina Roberts	Grade 3	Nayaug School
Amy Charron	Language Arts Resource	Hopewell School

Thank you for your consideration.

cc: Matthew Dunbar

TRAVEL APPROVAL FORM

INTERNATIONAL X US \_\_\_\_\_ CT \_\_\_\_\_

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

DESTINATION: Madrid, Spain: Colegio Estudio and Colegio Arturo Soria

DEPARTURE DATE: Friday, February 14, 2014 (tentative) RETURN DATE: Friday, February 28, 2014 (tentative)

ESTIMATED NUMBER OF PARTICIPANTS: 36 (18 at each location) WILL ANY SCHOOL TIME BE USED: YES

SPONSORING TEACHER: J. Wildman COST PER PARTICIPANT: \$2000

OTHER CHAPERONE(S): Antoinette Kisluk, Stephany Pascetta, Elizabeth Berman

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Glastonbury Public Schools/Sanditz Travel

SCHOOL(S) PARTICIPATING: Glastonbury High School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Presently enrolled in and has good academic and behavioral standing in a Spanish class, application process, interview, teacher and guidance counselor recommendations

PURPOSE OF TRIP:

The purpose of this trip is to continue the exchange with our sister schools, Colegio Estudio and Colegio Arturo Soria, in Madrid, Spain. The Glastonbury Spanish Exchange Program greatly enhances our students' conversational skills, knowledge, and appreciation of Spanish culture and way of life through immersion in the target language and culture. This will be the tenth year of the Colegio Estudio exchange and the sixth year of the Arturo Soria exchange. We are asking that this application renew on an annual basis.

ITINERARY (MAY BE ATTACHED):

Dates and details of itinerary are subject to minor changes.

Afternoon departure from GHS (to JFK evening flight)

Arrival in Madrid; meet families

3 school days at Colegio Estudio/Arturo Soria, spread out through the two weeks

Weekends spent with host families

Visit of the Prado and Reina Sofia Museums

Churros and chocolate at the historic Chocolateria San Ginés

Excursion to Segovia (the aqueduct, the cathedral, the Alcazar castle)

Excursion to Toledo (the cathedral, the synagogues, and the house of El Greco and the Bridge of Saint Martin)

Excursion to Cordoba (mosque, alcazar, cathedral)

Visit the Monasterio del Escorial

Visit the Royal Palace and gardens of the Opera house; walking tour of old Madrid: Plaza Mayor, Plaza de la Villa,

Encarnación Monastery, ending with tapa tasting

Flamenco show (if available)

Bullfight (if available)

Morning departure for JFK; evening arrival in Glastonbury

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

The Spanish Exchange promotes relationships and understanding between Spain and the United States by providing first-hand experiences in homes, schools, and communities for the students involved. Our students will improve their conversational Spanish as well as learn about the everyday cultural differences and similarities of living with a Spanish family. They will be able to see first-hand some of the remarkable monuments and historical sights of Spain. The students will also be attending two of the most prestigious schools in the Madrid area. Our hosting of the Spanish teachers and students allows all of our Spanish students and others in our local community to participate and benefit from the program. Continuing our exchange with Colegio Estudio into its tenth year will further cement our relationship with the educators and families connected to the school. By developing our exchange with Colegio Arturo Soria, we have responded to overwhelming interest from GHS students to participate in the Spanish exchange, as well as enhancing our existing program and new relationships and experiences with this school.

APPROVAL:

DIRECTOR: \_\_\_\_\_

GHS PRINCIPAL: [Signature] (DATE) 6/18/13

SMS PRINCIPAL: [Signature] (DATE) 6-17-13

HOPEWELL PRINCIPAL: [Signature] (DATE)

SUPERINTENDENT APPROVAL: [Signature] (DATE) 6-21-13

BOARD OF EDUCATION APPROVAL DATE: \_\_\_\_\_

# Glastonbury Public Schools

## TRAVEL APPROVAL FORM

INTERNATIONAL  X  US \_\_\_\_\_ CT \_\_\_\_\_

**THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED**

DESTINATION: Paris, France and Dinard, France: Collège le Bocage

DEPARTURE DATE: Friday, April 4, 2014 (tentative) RETURN DATE: Friday, April, 18 2014 (tentative)\_\_\_\_\_

ESTIMATED NUMBER OF PARTICIPANTS: 18

WILL ANY SCHOOL TIME BE USED: Yes

COST PER PARTICIPANT: \$2,000.00

SPONSORING TEACHER: Pamela Caplette

OTHER CHAPERONE(S): Scott Minnick, Rebecca Comenale

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Glastonbury Public Schools/Sanditz Travel

SCHOOL(S) PARTICIPATING: Glastonbury High School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Presently enrolled in and has good academic and behavioral standing in a French class, good attendance in school, application process, interview, and teacher and guidance counselor recommendations

### PURPOSE OF TRIP:

The purpose of this trip is to continue the exchange with our sister school, Collège le Bocage, in Dinard, France. The Glastonbury French Exchange Program greatly enhances our students' conversational skills, knowledge, and appreciation of French culture and way of life through immersion in the target language and culture. This will be the 18<sup>th</sup> year of the exchange and we are asking that this application renew on an annual basis.

### ITINERARY (MAY BE ATTACHED):

*Dates and details of itinerary are subject to minor changes.*

Late morning departure from GHS (to JFK evening flight)

Arrival in Paris – city tour

3 days in Paris visiting the most important landmarks: Louvre Museum, Orsay Museum, Eiffel Tower, Sacré Coeur, Notre Dame.

Departure to Dinard on TGV; meet families.

4 school days at Collège le Bocage / Lycée Jacques Cartier / Lycée Hôtelier spread out through the 8 days

Weekends spent with host families

Excursion to the Normandy beaches, including the American cemetery and museum of WWII.

Excursion to Saint Malo

Excursion to Dinan (historic region)

Excursion to Mont Saint Michel

Visiting the coastal area in Dinard

Morning train departure for Paris and then flight to JFK, evening arrival in Glastonbury

### STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

The French Exchange promotes an understanding between France and the United States by providing first-hand experiences in homes, school and communities for the students involved. Our students will improve their conversational French as well as learn about the everyday cultural differences and similarities of living with a French family. They will be able to see first hand some of the remarkable monuments in Normandy and Brittany, France. The students will also be attending a prestigious school in Brittany. Our hosting of the French teachers and students allows all of our students of French and others in our local community to participate and benefit from the program. Continuing our exchange with Collège le Bocage into its 18<sup>th</sup> year will further cement our relationship with the educators and families connected to the school.

### APPROVAL:

DIRECTOR: Patricia A. Oleksak 6/17/13  
( DATE )

✓ PRINCIPAL(S): [Signature] 6/18/13 GHS [Signature] 6-17-13 sms  
(of first school where trip is taking place) ( DATE ) (of second school if applicable) ( DATE )

✓ PRINCIPAL(S): [Signature] 6/18/13 [Signature] 6-17-13 sms  
(of first school where chaperones teach) ( DATE ) (of second school if applicable) ( DATE )

SUPERINTENDENT APPROVAL: Alan Barth 6-21-13  
( DATE )

**GLASTONBURY PUBLIC SCHOOLS  
TRAVEL APPROVAL FORM**  
INTERNATIONAL  X  US   CT

**Destination:** St. Petersburg, Russia

**Departure date:** April 4, 2014 (tentative)

**Return Date:** April 18, 2014 (tentative)

**Estimated Number of Participants:** 11

**Will Any School Time be Used?** yes five (5) days

**Sponsoring Teacher:** Jan Eklund

**Cost Per Participant:** \$2,900

**Other Chaperones:** John Rook, Ilene Lowenstein

**Agency/Organization Making Arrangements:** American Councils, Washington, DC and Glastonbury Public Schools

**School Participating:** Glastonbury High School

**Students' Requirements for Participation:** Presently enrolled in Russian 5 or 6, in 11<sup>th</sup> or 12<sup>th</sup> grade and having good academic and behavioral standing

**Purpose of Trip:**

The purpose of this trip is to continue our long standing history of exchanges with Russian-speaking countries. This would be the eighth year of an exchange with School 631 in St. Petersburg. We hope to continue this exchange for many years into the future. The Glastonbury Russian Exchange Program greatly enhances our students' conversational skills, knowledge, and appreciation of Russian culture and way of life, through immersion in the target language and culture. This is the second half of our reciprocal exchange. Glastonbury hosted School 631 from St. Petersburg in March, 2013.

**Tentative Itinerary: *Dates and details of itinerary are subject to minor changes.***

Bradley International Airport to Washington, DC – April 4, 2014

Washington, DC to St. Petersburg

St. Petersburg April 5-18, 2014

St. Petersburg to Washington, DC – April 18, 2014

Washington, DC to Bradley International Airport

More details will be forthcoming, as ticketing is completed.

**Statement of Anticipated Outcomes for Students**

Our students will improve their Russian language skills, especially speaking and listening. They will increase their knowledge of Russian history and culture as they visit museums and historical sites. The students will forge lasting relationships with their exchange partners. Students will complete a project using their Creative Zen mp3 player.

APPROVAL:

DIRECTOR

*Rita G. Oleksa*

(DATE) 6/17/13

PRINCIPAL(S)

*[Signature]* 6/18/13 GHS

*[Signature]*

(DATE) 6-17-13 SMS

(of first school where trip is taking place) (DATE)

(of second school if applicable)

(DATE)

PRINCIPAL(S)

*[Signature]* 6/18/13 GHS

*[Signature]*

(DATE) 6-17-13 SMS

(of first school where chaperones teach) (DATE)

(of second school if applicable)

(DATE)

SUPERINTENDENT APPROVAL

*Alan Borker*

6-21-13

BOARD OF EDUCATION APPROVAL DATE: \_\_\_\_\_

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### Equal Employment Opportunity

Personnel policies and practices of the Board will be in accord with equal employment opportunity practices as determined by state and federal legislation. Equal employment opportunity provides equal employment possibilities to all protected groups and provides that no individual will be discriminated against because of **race, creed, color, national origin, gender, sexual orientation, religion, gender identity or expression, marital status, disability, age, race, gender, color, religion, national origin, age, sex, sexual orientation, disability**, or unrelated inabilities to perform the duties of the position. A job description and required qualifications for a position to be filled will be made available to all applicants.

The Board's policy on a balanced staff is designed to ensure that the public schools are continuously moving toward integrated staff at all levels, in all schools, and in other areas throughout the system.

Staff and students benefit greatly by having exposure to a diverse staff. The Board believes in the importance of staff balance and representation, within each employee group, of a cross-section of employees of different gender, racial and ethnic backgrounds, and length of administrative and teaching experience.

Legal References: Title VII of the Civil Rights Act of 1964, 42 U.S.C., sub 2000e.  
Age Discrimination in Employment Act, 29 U.S.C. Sec 621.  
Executive Order 11246.  
Connecticut General Statutes  
Connecticut Constitution Article I, Section 20; Amendment V  
Equal Rights Protection Amendment.  
46a-51(8), (17), (18) Discriminatory practices.  
46a-58(a) Deprivation of rights.  
46a-60 Discriminatory employment practices prohibited.  
46a-79 State policy re employment of criminal offenders.  
46a-80 Denial of employment based on prior conviction of crime.  
10-153 Discrimination on account of marital status.  
PA 91-58 An act concerning discrimination on the basis of sexual orientation.

Policy  
Adopted: October 17, 2005

### Equal Employment Opportunities

It is the policy of the Glastonbury Board of Education that no discrimination on the basis of race, creed, color, national origin, gender, sexual orientation, religion, gender identity or expression, marital status, disability, age, ~~race, color, religion, gender, sexual orientation, gender identity or expression, age, marital status, physical disability or national origin~~ will exist in the school district with regard to employment, screening candidates for employment or in retention and promotion of employees. Applicants for employment shall be considered only on the basis of their qualifications for the position.

The Board of Education recognizes the heterogeneity of the people who live in the school district and the nation as a whole and believes that this characteristic should have an important bearing on all aspects of the school district's activities including recruitment and assignment of personnel.

The Board of Education directs the superintendent/designee to develop and implement a written plan for minority staff recruitment. The administration is directed to make a serious effort to see that the recruitment procedures of the district produce a total staff representative of the total population of the district and that the assignment procedures of the district bring to each school staff members representative of the population represented by the student membership in each local school.

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection and appointment procedures.

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Notice and hearing on termination of contract.

10-153 Discrimination on account of marital status.

46a-60 Discriminatory employment practices prohibited.

Title VI, Civil Rights Act 42 U.S.C. 2000e, et seq.

PA 91-58 An act concerning discrimination on the basis of sexual orientation.

Policy

Adopted: October, 1981

Revised: November 14, 2005

Revised: June 25, 2012

## Equal Employment Opportunities

### Minority Staffing Plan

#### I. Board of Education

##### A. Statement of Commitments/Beliefs to Minority Recruitment

The Glastonbury school system/district recognizes the need to provide students with an opportunity to interact with students and staff from difference racial, ethnic and economic backgrounds.

##### B. Policy Statement

The Glastonbury school system/district has developed and implemented a plan for minority teacher recruitment. This plan includes but is not limited to long and short term goals, objectives, recruitment, hiring and retention procedures.

In accordance with Sections 10-4a(3) and Section 10-220(a) of the Connecticut General Statutes, the Board of Education has approved the following written plan for minority staff recruitment:

1. All recruiting sources will be informed in writing of the Board's non-discrimination policy.
2. Contacts with local training and educational institutions, including those with high minority enrollments, to publicize job openings within the school district and to solicit referrals of qualified minority candidates will be developed.
3. Contacts with local minority community organizations to publicize job openings within the school district and to solicit referrals of qualified minority candidates will be established.
4. Help-wanted advertising will include print and/or broadcast media that is targeted to minorities.
5. Recruitment efforts will include participation in local job fairs, including those that are sponsored by the minority community organizations or otherwise targeted toward minorities.

Personnel – Certified/Non Certified

Regulation 4111.1(a)

4211.1(a)

Revised

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Equal Employment Opportunities (continued)

6. The Board, or its designee, will maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
7. The Board will review on an annual basis the effectiveness of this plan in increasing minority applicant flow and attracting qualified candidates for employment.

Legal References:

Connecticut General Statutes §10-4a (3)

Connecticut General Statutes §10-220(a)

Regulation

Adopted: October, 1981

Revised: November 14, 2005

Revised: June 25, 2012

## Nondiscrimination

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

## Equal Education Opportunity

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

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

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

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

Legal Reference:

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

10-153 Discrimination on account of marital status.

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

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

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

Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.*  
Discrimination on basis of sexual orientation

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq.*

Public Act 11-55 An Act Concerning Discrimination

Policy  
Adopted: October, 1981  
Revised: November 14, 2005  
Revised: March 26, 2012

**DISCRIMINATION COMPLAINTS (PERSONNEL)**

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

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

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

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

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

**Legal Reference:**

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

10-153 Discrimination on account of marital status.

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

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

Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.*  
Discrimination on basis of sexual orientation

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq.*

Public Act 11-55 An Act Concerning Discrimination

District schools shall be open to all children five years of age and over who reach age five on or before the 31<sup>st</sup> of December of any school year, and under twenty-one years of age who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-223d. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the programs and activities of the school system without discrimination because of **race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age.** ~~race, color, gender, religion, national origin, sexual orientation, gender identity or expression, or physical disability.~~ Exceptions from routine admission may be made by the school principal on the basis of supporting evidence from physical and psychological examinations.

The person having legal responsibility for a child five years of age shall have the option of not sending the child to school until the child is six years of age. The person having legal responsibility for a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The exercise of this option requires the person having legal responsibility for the child to appear in person at the Central office and sign an option form. The Central office shall provide this person with information on the educational opportunities available in the school system.

In compliance with Connecticut General Statute 10-76d(b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education. If a special education student is being considered for an exception from routine admission, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth date, as well as proof of a recent physical examination and required immunizations. If the person having legal responsibility for any child is unable to pay for such immunizations, the expense of such immunizations shall, on the recommendation of the Board, be paid by the town. Proof of residence may be requested by the building principal.

The Board of Education does however recognize that families are at times required to move during the school year, especially families which include one or both parents on active military duty. While the Board acknowledges that students should be enrolled in its schools in accordance with District policies, it does not believe that enrollment should be thwarted or delayed. Accordingly, the Board of Education directs the superintendent to ensure that school personnel working with students and parents in their transition to our schools recognize that in some cases in order to achieve this goal, it may be necessary to provide reciprocity within curriculum or graduation requirements from one district to another.

In such cases, the administration will give consideration to waiving discretionary requirements that:

1. Are not mandated by state or federal statute;
2. Are not considered so basic that its absence would seriously undermine a diploma's value;
3. Do not present a realistic health risk to other students or staff;
4. Do not make it likely that, if waived, a child will be unable to succeed at the next grade level.

The person having legal responsibility for a child seventeen years of age may consent to such child's withdrawal from school. The exercise of this option requires a personal appearance at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that the district has provided the person with legal responsibility for the child with information on the educational options available in the school system and in the community. If a child is eighteen years of age or older, he/she is not required to attend school.

Children who have attained the age of seventeen, and who have voluntarily terminated enrollment in the District's schools with parental permission, who subsequently seek readmission may be denied readmission for up to ninety school days from the date of such termination, unless such child seeks readmission to the District not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three (3) school days after such child seeks readmission.

Children who apply for initial admission to the district's schools by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal. After such observations and evaluations have been completed, the principal will determine the final grade placement of the children.

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age twenty-one.

- (cf. 5146 – Nondiscrimination)
- (cf. 5113 – Student Attendance-Unexcused Absence)
- (cf. 6171 – Special Education)
- (cf. 6146 – Graduation Requirements)

Legal Reference: Connecticut General Statutes  
10-15 Towns to maintain schools  
10-15c Discrimination in public schools prohibited. School attendance by five-year olds  
10-76a – 10-76g re special education  
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) – [as amended by PA 98-243, PA 00-157, and PA 09-6 (September Special Session)]  
10-186 Duties of local and regional Boards of Education re school attendance. Hearings. ( Amended by PA 96-26, An Act Concerning Graduation Requirements and Readmission and Placement of Older Students and PA 09-6 (September Special Session)  
Appeals to State Board. Establishment of hearing board  
  
10-233a – 10-233f Inclusive; re: suspend, expel, removal of pupils  
10-233c Suspension of pupils  
10-233d Expulsion of pupils  
10-261 Definitions  
State Board of Education Regulations  
10-76a-1 General definitions (c) (d) (q) (t)  
10-76d-7 Admission of student requiring special education (referral)  
10-204a Required immunizations (as amended by PA98-243)

Adopted: October 1981  
Revised: July 16, 2001  
Revised: January 24, 2005  
Revised: September 26, 2005  
Revised: April 9, 2012

**Elementary School (K-6)**

Parents/guardians of children who are to be admitted at the start of the school year will be notified in the spring of that year. Children are to be registered at the appropriate school. Documents needed may include:

1. A birth certificate.
2. Proof of physical within one (1) year of school entry.
3. Proof of required immunizations, and when appropriate.
4. Previous school records.
5. Proof of residence

**Secondary School (7-12)**

Secondary school registration shall be handled by the guidance department of the respective school. Appointments may be made to discuss programs by telephoning the school guidance office.

**Request for Early Admission to Kindergarten**

The following criteria have been established in order for the school system to evaluate a request for early admission to kindergarten. Normal entrance age for kindergarten is five (5) years of age on or before December 31<sup>st</sup> of the school year. Evaluation criteria include:

1. That a child have at least a 135 score on a nationally normed, standardized school ability test. This test is to be administered by the school psychologist and paid for by the parent.
2. That the family medical doctor gives approval relative to the physical and social readiness of the child.
3. That the child has a mental age of 6.0 or more on a Readiness Test or other accepted national testing instrument.
4. That the child be able to perform those fine and gross motor activities needed to be successful in kindergarten.
5. That the child be observed in a kindergarten class by a teacher in order to judge the child's readiness, including social and emotional readiness for kindergarten.
6. That the child be given probationary status for a specified period until it is clear that the child can experience success in the education program.

The administration will then review all of the pertinent information and make a recommendation to the superintendent/designee who will make the final decision.

Approved: October, 1981

Revised: July, 2001

Revised: January 24, 2005

Revised: April 9, 2012

# GLASTONBURY PUBLIC SCHOOLS

## ACKNOWLEDGEMENT OF OPTION TO EXEMPT ATTENDANCE OF CHILD FIVE OR SIX YEARS OF AGE FROM SCHOOL

Pursuant to Section 10-184 of the Connecticut General Statutes,

I \_\_\_\_\_, of \_\_\_\_\_  
Name of Parent, Guardian or Other Address

The parent, guardian or other person charged with the care of the following minor child

\_\_\_\_\_ of \_\_\_\_\_  
Name of Child Address

Born on \_\_\_\_\_ do hereby choose not to send my child to public  
school during the \_\_\_\_\_ school year.

Furthermore, before signing this form, a representative of the Glastonbury Public Schools  
district met with me and provided me with information concerning the educational opportunities  
and school accommodations available in the school system.

ACKNOWLEDGED BY:

\_\_\_\_\_  
Signature of Parent, Guardian or Other

\_\_\_\_\_  
Date

---

### Evaluation of the Instructional Program

Appropriate procedures for continuing evaluation of the district's educational programs shall be established and maintained. Special attention shall be given to:

1. Elimination of discrimination because of ~~race, color, creed, religious creed, age, marital status, national origin, sex or physical disability.~~ **race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age.**
2. Recognition of the individual child.

Elements of program evaluation may include the following:

1. Defining each objective in terms that can be measured/observed:
  - a. Measurable student behavior (tests, surveys, inventories, checklists, etc.)
  - b. Observable student behavior (that which can be assessed subjectively by teachers, peers or the students themselves.)
2. Planning and carrying out student experiences to achieve desired outcomes.
3. Employing pertinent tests, measurements, observations:
  - a. During the learning experiences.
  - b. Following the learning experiences.
4. Comparing outcomes with objectives.
5. Continuing, revising or expanding learning experiences which seem to result in the desired objectives.

(cf. 6121 Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes  
10-14m Development and submission of educational evaluation and remedial assistance plan.  
10-76d(g) Duties and powers of Boards of Education to provide special education programs and services.  
Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.

Policy

Adopted: October, 1981

Revised: September 25, 2006



# 2013 Annual Technology Report

Technology & Information Services Department

Brian P. Czapla  
Director of Educational Technology

*"If we teach today as we taught  
yesterday, we rob our children of  
tomorrow"*

*John Dewey*

*July 8, 2013*



Glastonbury Public Schools  
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Sharon E. Smith, J.D., Business Manager



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## EXECUTIVE SUMMARY

The Glastonbury Board of Education approved a plan to provide high school students with iPads via a 1:1 model in the fall of 2012. Glastonbury High School and the Technology and Information Services Department (TIS) took advantage of this school year to prepare for instructional change in which students would have their own device for learning. Extensive professional development was offered to teachers and administrators while TIS took advantage of the year to upgrade infrastructure, research management and support, plan for distribution and investigate optional insurance plans for parents.

The current seven year hardware replacement plan has proven to be difficult to support and has caused many issues due to the age and obsolescence of equipment in years 6 and 7. Additionally a shift in device preference is moving away from traditional desktop and laptop computers to more functional mobile devices. In order to continue to provide staff and students with an effective 21<sup>st</sup> century learning environment, it is recommended that the district transition from a seven year to a five year replacement plan.

Instructional and administrative technology plays an ever increasing important role in education and business continuity. The complexity of supporting multiple systems grows. In order to continue implementing sound instructional and administrative systems, it is essential the district have the appropriate staffing in place. The Technology and Information Services Department needs to transition from technicians that are generalist to more focused specialists. In order to do this, the department must reorganize its current staff while adding additional staff to meet the support needs of the students, staff and the systems they utilize.



## iPad Update – Year Zero (2012-13)

*Significant progress was made on implementing the Glastonbury High School 1:1 iPad initiative. This year focused on professional development of teachers as well as logistical and infrastructure support.*

### Professional Development

A comprehensive professional development plan was developed and implemented throughout the year. This plan identified staff areas of concerns while differentiating instruction based on various skill levels. It addressed both teachers' and administrators' needs to assure they would have skills to successfully start the 2013-14 school year. The list below is an overview of the professional development provided in 2012-13.

- Professional Development Days – Time was dedicated during the half day professional development days. Building administrators as well as curriculum directors developed opportunities for staff to work collaboratively as well as independently on iPad use in an instructional setting.
- Department Meetings – These meetings were transformed from informational sessions to professional development opportunities in which departments continued their discussions and exploration of best practices of iPads in an instructional setting.
- Election Day – A full day of discussion, planning, and training occurred.
- PT Groups – GHS administration organized their staff PT time so they could work in small collaborative groups exploring iPad use in education.
- Site Visits – Groups of GHS teachers, administrators and curriculum directors visited two schools to see effective iPad uses in instruction. Visits were made to Grafton High School (Grafton, MA) and Brookfield High School (Brookfield, CT)
- Appy Hours – Optional after school sessions were offered to staff every other Tuesday from November through May. These sessions were facilitated by the Director of Educational Technology. A variety of topics were explored including apps, instructional practices and discussions.
- Dedicated support “coach” – A technology paraprofessional from Nayaug spent every Tuesday and Friday at GHS to support staff. She was able to work one on one, in small groups as well as in the classrooms to assist staff in improving their iPads skills and comfort levels.



- Conferences – Some staff attended local and regional conferences dedicated to utilizing iPads in instructional settings.
- Online Tutorials – A training site was developed that offered online training and tutorials.
- Friday Tech Forums (Administration) – Every other Friday afternoon, the Director of Educational Technology facilitated 2 hour workshops dedicated to administrators. Various topics, apps and discussions occurred.

### **Logistical and Infrastructure Support**

This year was extremely valuable to the Technology and Information Services Department. The limited distribution of iPads (teachers and administrators) allowed TIS to work on multiple infrastructure and support needs. This was important as this initiative is uncharted territory for faculty, but also new to the technology support staff. During this year, TIS implemented, tested, researched and reconfigured a number of infrastructure systems in anticipation of a larger implementation in 2013-14. Many new systems were brought online during the past year. Below is a list of infrastructure and support projects completed during the past year.

- Configured GHS Wifi network (new system in 2012-13)
- Increased internal bandwidth
- Increased bandwidth to Internet
- Core switch replacement
- GoogleApps deployment (new system in 2012-13)
- AppleTV projection (new system in 2012-13)
- Mobile Device Management System (new system in 2012-13)
- Apple certification for technology staff
- Dedicated website for parents, students and staff ([glastonburytech.blogspot.com](http://glastonburytech.blogspot.com))



## iPad Update – Year One (2013-14)

*School year 2013-14 will be considered the first full year of the GHS 1:1 iPad initiative. Next year, professional development and conversations will continue in order to improve the program. Over the summer, a distribution of over 1,000 iPads will occur.*

### Summer Distribution

In July and August, TIS will be distributing iPads to all incoming 9<sup>th</sup> and 10<sup>th</sup> graders. There will be forty sessions in which parents can sign up online to reserve a spot. Each session will last approximately two hours. The majority of the sessions will occur in the month of July. There will be three sessions offered on the designated days (9:00-11:00AM; 1:00-3:00PM; 4:00-6:00PM). Each session will cover the following topics:

1. Policy, procedures and expectations
2. Wifi access
3. Email configuration
4. Enrollment into the management system
5. Configure iTunes
6. App downloads
7. iCloud and location services
8. Navigation tips and tricks
9. App reviews

### Personal Insurance

The Technology and Information Services Department researched and engaged in negotiations with many insurance providers. We finalized a group plan that parents may optionally purchase for damaged, lost or stolen iPads. Parents that do not insure iPads will be responsible for the repair and/or replacement costs.

Safeware Insurance is the preferred provider parents may utilize. Parents are free purchase insurance through another company on their own. Terms of the Safeware policy are as follows:

- Annual cost is \$44 (with a \$0 deductible, renewable each year)
- Covers accidental damage, burglary/robbery, theft, fire, certain natural disasters (i.e. fire, lightning, flood, etc.), vandalism, falling objects.
- Parent payment is online via a personalized portal developed exclusively for GPS.
- Claims payments from Safeware are made directly to GPS.



The Technology and Information Service Department will act as the claims liaison between the parents and Safeware. This helps streamline replacement timelines.

### **Technical Support**

Over the past year TIS technicians received training and certification from Apple Computers. This allows our staff to assess and repair our own devices without needing to send devices directly to Apple Computers. We will continue to certify more staff over the upcoming years. The Technology and Information Services Department will staff a GHS Technical Center through departmental reorganization. This center will be dedicated to providing students and staff with technical support, repairs and training. We will also look to identify and train students to assist in the center and provide technical and training support.

### **Professional Development**

Glastonbury High School and district administrators will continue to identify areas of needed professional development in 2013-14. We will continue to utilize the opportunities developed in 2012-13 and expand where appropriate. The first structured professional development opportunity for the upcoming school year will occur on August 27, 2013. This will be a full day iPad conference in which staff will have to the opportunity to identify their own areas of professional learning and choose from many workshops. These workshops are intended to differentiate instruction based on staff knowledge and comfort levels. They include introduction, intermediate and advanced topics.



## Transitioning to a Five Year Replacement Plan

*The Glastonbury Public Schools is currently on a seven year replacement plan for technology hardware. The school system has worked hard at implementing this plan, yet it does present numerous challenges now and as we move forward on creating a 21<sup>st</sup> century learning environment for our students.*

A seven year replacement plan is rare in most school systems and non-existent in most other industries. Most school systems in the Hartford region replace their technologies every 4-5 years, while corporate industries tend to replace technology every 3-4 years or when a need arises due to business practices and/or emerging new technologies.

### **Current Seven Year Plan**

Requiring a computer to last seven years has proven to be problematic for the district. There are a number of issues that cause a seven year computer to lose functionality and thus reduce student and teacher access to it.

Parts – Computers typically last five years. After this time, many manufacturers consider them to be obsolete. When we purchase computers, we also purchase a five year warranty which assures that parts will be available. In years six and seven, the scarcity of parts causes TIS to do extensive searches for replacement parts. If parts are located, they are usually refurbished and/or very costly.

Technical Support – Older computers cannot support more current operating systems which can lead to significant issues. Next year, Windows XP will no longer be supported since this is an older operating system. Microsoft suggests upgrading to Windows 7 or 8. Unfortunately our older computers cannot run these operating systems due to their age and sub-standard components.

Functionality – As emerging technologies evolve, they become more complex and require a more robust device in order to perform at acceptable levels. Many programs are developed for current operating systems and processors. Older technology has a very difficult time processing the requirements of these programs.

Security - Our current security and anti-virus system requires robust memory and processors. It is constantly being updated to meet the known and new threats. Because of its requirements, it slows older computer down substantially causing much frustration by the end user and in many cases non-use.



### Mobile Technology

The emergence of mobile technology has caused many in education to rethink their purchasing strategies. More mobile devices are being purchased while computer purchases are declining. This trend is also becoming more prevalent in education as school leaders and teachers see the potential and benefits mobile devices have on instruction and learning.



Source: Gartner, IDC, Enders Analysis

### Proposed Five Year Replacement Plan

In order to assure up to date computing environments, it is recommended that the Glastonbury Public Schools transition to a five year replacement plan. This will assure that staff and students have functioning equipment in order to better prepare for an ever increasing digital society. Additionally, it will reduce frustration levels of staff and students while increasing usage as computer technology will be more up to date and functional.

#### Recommended 5 Year Replacement Plan

2014-15	2015-16	2016-17	2017-18	2018-19
Smith Middle Wireless Elementary LCD Projection Nayaug	Smith Middle Gideon Welles 7-8 LCD Projection	Elementary Schools	GHS	GHS



**School Year 2014-15**

The first year of the replacement cycle will focus on infrastructure needs, LCD Projection and replacing equipment at Nayaug.

LCD Projection

Projection from a computing device has become a necessity in classrooms. One of the consistent requests from teachers is to have a dedicated LCD projector in their classroom as an instructional tool. Additionally, this is a growing trend in educational settings as districts update their equipment and infrastructure.

The estimated costs to provide LCD projection in all K-8 classrooms are approximately \$600,000. The Technology and Information Services Department proposes phasing this in over two years as follows:

School Year (schools)	Cost
2014-15 (elementary schools)	\$400,000
2015-16 (SMS & GW)	\$200,000

Infrastructure

Smith Middle School is the only school in the district without wireless access. In a recent survey, SMS staff were asked to rate the importance of various “non-computer” resources for instruction. The results are listed below.

	Very Important	Somewhat Important	Not Important
Wifi Access	76.2% (48)	17.5% (11)	6.3% (4)
LCD projection in classroom	75.8% (47)	21.0% (13)	3.2% (2)
Interactive Whiteboards (SmartBoard)	13.3% (8)	51.7% (31)	35.0% (21)
Digital Cameras, video	21.3% (13)	52.5% (32)	26.2% (16)
Classroom Response Systems (TurningPoint)	13.1% (8)	54.1% (33)	32.8% (20)
Video Distribution System	23.3% (14)	43.3% (26)	33.3% (20)



The two most pressing needs at Smith Middle School are access to a wifi network as well as dedicated LCD projection in each of the classrooms.

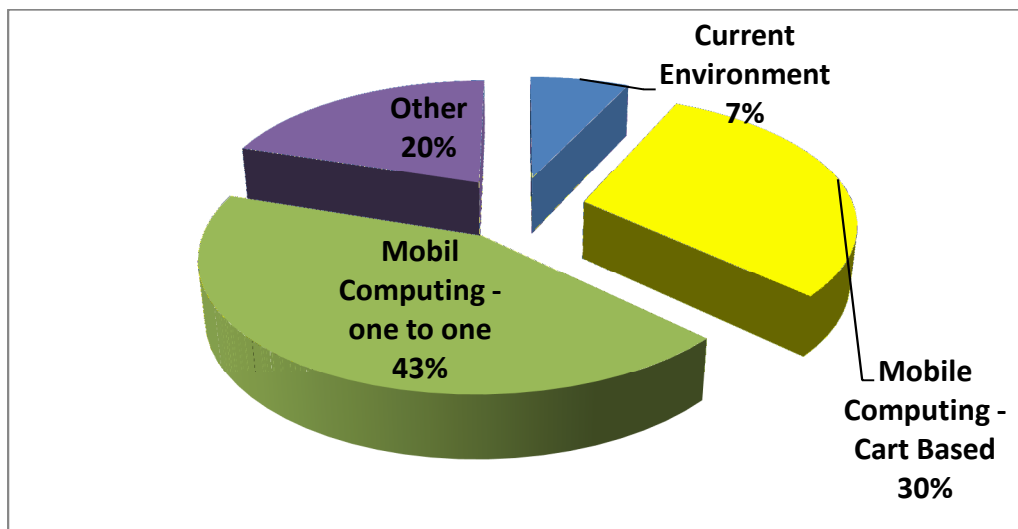
Nayaug

The technology at Nayaug School is the most antiquated in the district. The resources at this school are six years old. The equipment is failing at a rapid pace, often cannot support the instructional needs of the staff and students, and replacement parts are difficult to secure. Additionally, the operating system (WindowsXP) will no longer be supported in 2014 which can further inhibit computer use at the school (Nayaug computers cannot be upgraded to current operating systems).

During the 2012-13 school year, the Nayaug Technology Team met frequently with the Director of Educational Technology to discuss technology issues and needs going forward. Most discussions during the year focused on the emergence of mobile technology and its positive impact on instruction.

Additionally, staff was given a survey of technology needs (see charts below) that helped shaped conversations around future computing environment at Nayaug. Results of these conversations revealed that staff overwhelmingly is supportive of mobile technology in the classrooms. They wish to have greater access to iPads as they see the incredible learning potential and increased engagement.

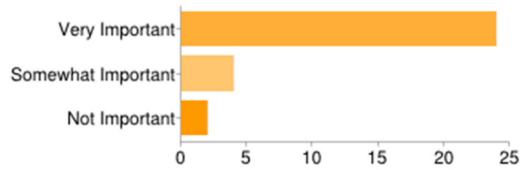
What do you feel would be the best computing environment to support instruction and learning?



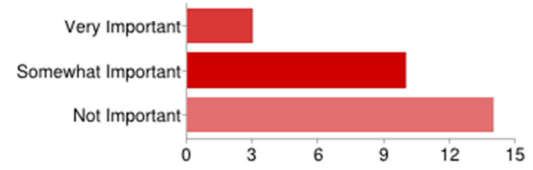


How important are the following resources to your daily instruction?

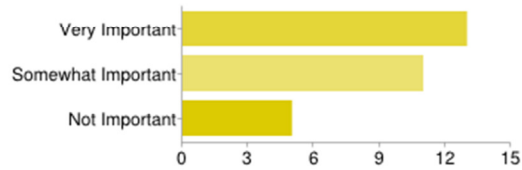
**LCD Projection in Classroom [Importance of Resources]**



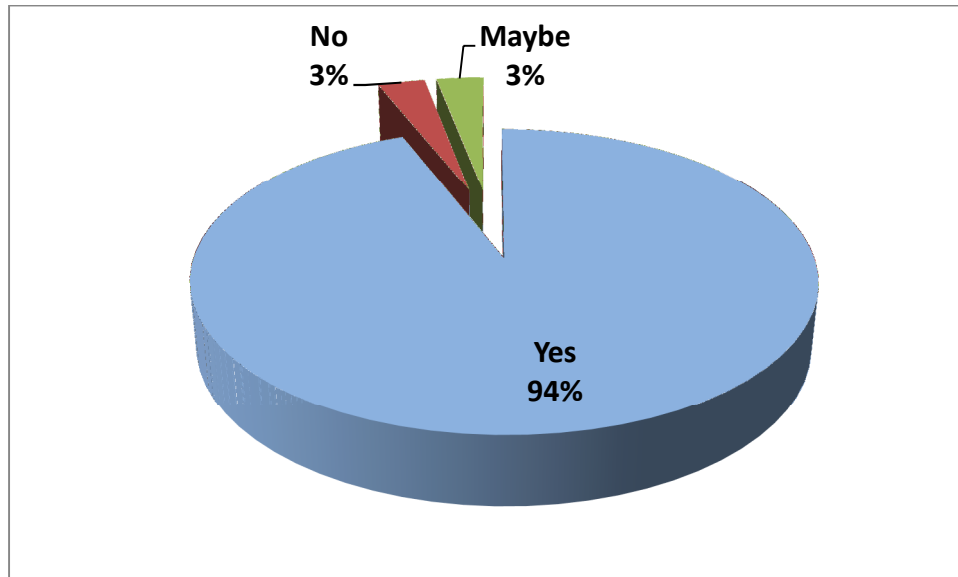
**SmartBoard [Importance of Resources]**



**Digital Cameras, Video [Importance of Resources]**



Would you utilize a technology instruction coach?





### Projected Hardware Replacement Budget Needs 2014-15

Project	Projected Costs
SMS Wireless	\$75,000
Elementary LCD Projection	\$400,000
Nayaug Replacement <ul style="list-style-type: none"><li>• Computer Lab</li><li>• Laptop Carts</li><li>• Staff Computers</li><li>• Teacher iPads</li><li>• Classroom iPads</li></ul>	\$280,000
GHS iPads	\$210,000
<b>TOTAL</b>	<b>\$965,000</b>

### School Year 2015-16

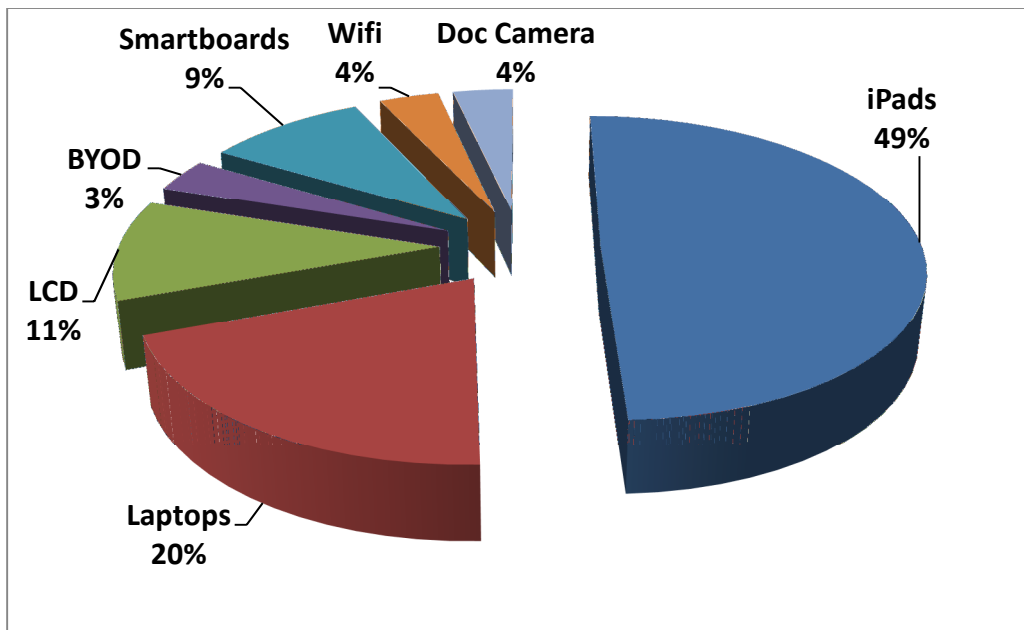
Last spring, The Smith Middle School Technology Team in collaboration with the Technology and Information Services Department started looking at potential future learning environments (Gideon Welles will start this process in 2013-14). During the school year, there were numerous meetings and discussions. Additionally the staff was given a survey that will facilitate more discussions and research in order to make a future recommendation regarding technology replacement. Important information from the surveys is listed below.



SMS staff prefers a 1:1 mobile computing environment for students

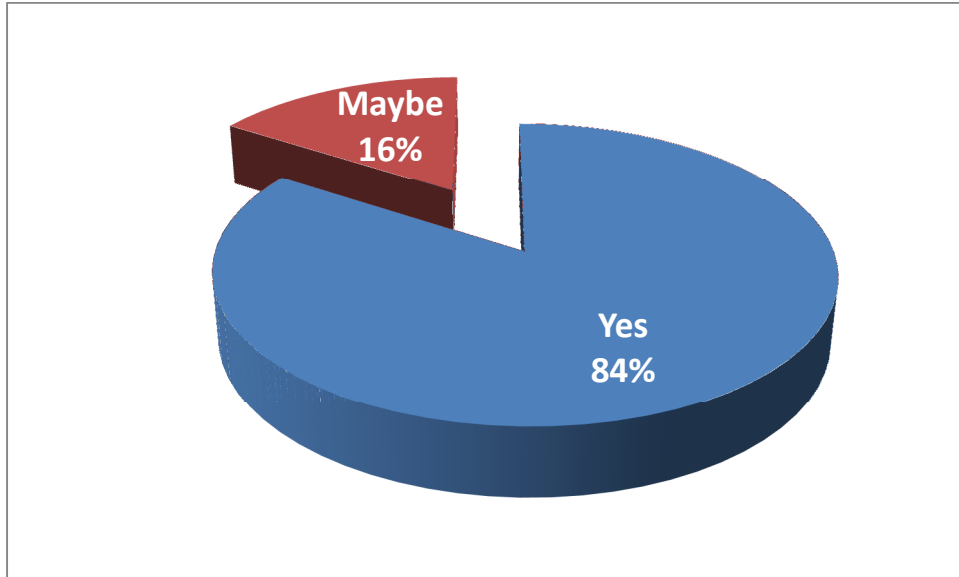
	Response Percent
<b>Current environment:</b> computer labs, one computer in the classroom	6.5%
<b>Mobil Computing - Cart Based:</b> mobile devices on a cart, mobile devices would be signed out for use during a class and then returned at the end of the class/day, maintain some computer labs (i.e. Music, Art, For Lang, Tech Ed, Business Ed, LMC, general etc.)	17.7%
<b>Mobil Computing – One-to-one:</b> staff and students would utilize a personalized mobile computing device throughout the year; maintain some computer labs (i.e. Music, Art, For Lang, Tech Ed, Business Ed, LMC, general etc.)	71.0%
Other	4.8%

iPads were the most favored device for enhancing the learning environment





*Technology instructional support staff would greatly enhance instruction*





## Technical Support Staffing

*The need to provide high level technical support, instructional support and assure all systems are running requires a tremendous amount of expertise and technical knowledge. Increases in demands, highly complex information systems and the need for instructional support requires staffing to maintain a high level of expertise.*

The increases in technology in the district have been dramatic and necessary. The district has transitioned from one in which instructional technology was very limited, business process were outdated and caused many inefficiencies to a highly complex technological environment. Changes in computing, complex network and security issues along with the transition to a 21<sup>st</sup> century learning environment necessitate a re-examination of current staffing.

Today's technology is highly complex and impossible for one person to know all the intricacies of a particular system. Technology support staff can no longer be the sole knowledge sources of all the complex systems. Out of necessity, the department is slowly transitioning from staff that is generalists to highly trained specialists. Because of this transition along with the needed multiple skills sets, the department will need to reorganize. This reorganization will include redistribution of current staff along with new positions to assure we are able to handle all the complex systems as well as new and emerging technologies that are imminent.

Instructional support is another area in need of attention. There are currently no dedicated professional staff in the district (aside from the Director of Educational Technology) to provide the necessary training, support, research and instructional assistance. Regional and national trends in educational technology are increasing instructional technology integration specialists in schools to assure teachers are receiving the proper instructional support needed to effectively utilize technology. In the past year, a technology paraprofessional was partially reassigned to GHS to provide such instructional support. This model worked well as she was able to meet with teachers in large groups, small groups and individually to assist them with iPad integration into instruction. The feedback from GHS staff to this model was overwhelmingly supportive. Additionally, districts like Simsbury, Newington, Branford, and Berlin and others in the region have hired staff to assist teachers in technology utilization in the class.

### Re-Organization

- Move current Gideon Welles Technology Paraprofessional in charge of supervising the keyboarding lab to Smith Middle School to provide additional technical support.
- Reconstitute responsibilities of the Technology Specialist at SMS to provide necessary support and oversight of all technology paraprofessionals as well as other district initiatives and systems.



## **New Positions**

Technology Instructional Specialists – New positions should be created to assist teachers in effectively utilizing educational technology in the classroom.

Network Specialist – The enormous reliance on the network and information is too huge a task for one person to handle. A certified GHS teacher at has been providing network, database and technical support to help alleviate this situation. A new position should be created to assist with all our network systems, while taking over the support provided by the GHS teacher. While this new position would be a 1.0 FTE increase, part of the salary would be offset by the elimination of a budget line item that currently pays the GHS teacher a stipend.

Below is a partial list of responsibilities of the Network Specialist:

- Create and maintain network credentials for all GPS adult users
- Maintain the performance standards database at GHS
- Maintain the foreign language database tracking midterm and finals for K-12
- Maintain the Excel spreadsheet used by GHS guidance to track standards
- Maintain TripTracker for the busyard for all GPS field trips
- Maintain and update VersaTrans for busyard used for bus routing
- Maintain SchoolDude system for maintenance department
- Create spreadsheets for PE department used to track Fitness Exam
- Maintain SchoolDude system for building usage of facilities department
- Maintain Positini data - spam protection for email usage
- Set file server quotas for all users (staff and students) for each file server
- Maintain and coordinate scheduling database for grades 5-8
- Maintain scheduling database used by directors to set teacher schedules at GHS
- Maintain SRBI database used at Naubuc School



Glastonbury Public Schools  
628 Hebron Ave – Suite 2  
Glastonbury, CT 06033

[www.glastonburyus.org](http://www.glastonburyus.org)

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

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**Title of Report: Annual Technology Report**

**Board Meeting Date: July 8, 2013**

**Action:                      Report: xx                      Information:                      Discussion:**

=====

The Glastonbury Board of Education approved a plan to provide high school students with iPads via a 1:1 model in the fall of 2012. Glastonbury High School and the Technology and Information Services Department (TIS) took advantage of this school year to prepare for instructional change in which students would have their own device for learning. Extensive professional development was offered to teachers and administrators while TIS took advantage of the year to upgraded infrastructure, research management and support, plan for distribution and investigate optional insurance plans for parents.

The current seven year hardware replacement plan has proven to be difficult to support and has caused many issues due to the age and obsolescence of equipment in years 6 and 7. Additionally a shift in device preference is moving away from traditional desktop and laptop computers to more functional mobile devices. In order to continue to provide staff and students with an effective 21<sup>st</sup> century learning environment, it is recommended that the district transition from a seven year to a five year replacement plan.

Instructional and administrative technology plays an ever increasing important role in education and business continuity. The complexity of supporting multiple systems grows. In order to continue implementing sound instructional and administrative systems, it is essential the district have the appropriate staffing in place. The Technology and Information Services Department needs to transition from technicians that are generalist to more focused specialists. In order to do this, the department must reorganize its current staff while adding additional staff to meet the support needs of the students, staff and the systems they utilize.

**Submitted By:**     Brian Czapla

**Reviewed By:**     Alan Bookman

**REGULAR BOARD OF EDUCATION MEETING**

June 24, 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

Mrs. Susan Karp

Ms. Carolyn Treiss

Mrs. Pandora Wohler

Mr. James Zeller

Absent Board Members:

Mr. Jeremy Grieveson

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**

Mrs. Karp called the meeting to order at 7:30 pm.

**2. Pledge of Allegiance**

**3. Awards and Recognition**

**4. Informal Session for Public Comment**

**5. Special Reports**

Dr. Bookman presented a DVD to the Board that was produced by Dr. Broggin's middle school science class.

Dr. Bookman reported that the curriculum committee has met regarding continuing participation in the Discovery Center. There has been an increase in the number of students that do not participate. It is possible that other options could be considered for the future. There will be a discussion of this item on a future agenda to give people a chance to comment as well as to gain

input from principals and administrators. Decisions regarding this program could impact the 13-14 school year.

## **6. Business Requiring Action**

### **6.a. Staff Resignations (consent)**

#### **6.a.1. (Consent) Jacqueline DesRosier, Kimberly Loveland, Scott Semanski**

**Motion Passed:** Motion to approve the staff resignations of Jacqueline DesRosier-Music(Nayaug School); Kimberly Loveland-Mathematics (GHS); Scott Semanski-Music (Smith Middle School, Hopewell & Hebron Avenue) passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Absent

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

#### **6.b. Approval of New Mission Statement at Glastonbury High School**

Dr. Nancy Bean explained the process by which the new mission statement was drafted and asked for approval of the new mission statement for Glastonbury High School.

Dr. Bean explained the learning expectations that were approved by the GHS faculty in May 2013.

**Motion Passed:** Board approves the new Glastonbury High School Mission, Academic Expectations and Social and Civic Expectations passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Absent

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

#### **6.c. Acceptance of Nayaug School PTO Donation**

The Nayaug PTO has very generously donated iPads for use in their school for use by teachers. With this gift, every full-time Nayaug teacher would have an iPad next year and the ability to wirelessly project lessons.

**Motion Passed:** Board accepts with gratitude the Nayaug School PTO donation passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

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

**6.d. Approval of Submission of Confucius Classroom 2013-2014 Program Funding**

The Foreign Language Department has the opportunity to apply for program funds to continue the Confucius Classroom program funding in the amount of up to \$10,000 for proposed projects for the 2013-2014 school year. These funds may be allocated for professional development, purchase of materials and cultural activities for students.

**Motion Passed:** Board approves the submission of Confucius Classroom 2013-2014 Program Funding passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

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

**6.e. Approval of Student Trip to Louisville, Kentucky**

The FFA will take approximately 18 students to the National Convention in October 2013. There is no budgetary impact to the BOE budget for this trip.

**Motion Passed:** Board approves the student trip to Louisville, Kentucky, reserving the right to cancel any trip if there are government advisories against travel to this destination or any other serious threats or crisis passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

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

**6.f. Approval of Board of Education Policy and Regulation 1330.1 (Use of Glastonbury-East Hartford Elementary Magnet School Planetarium - GEHMS)**

This policy was accepted for first reading at the June 10, 2013 Board of Education meeting. The Board of Education Policy Committee has met to review and discuss this policy. Slight changes have been suggested and incorporated into this policy.

**Motion Passed:** Board approves Board of Education Policy and Regulation 1330.1 (Use of Glastonbury-East Hartford Elementary Magnet School Planetarium - GEHMS) passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Absent

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

**6.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**

Sharon Smith gave an overview of the changes in the health benefits package that will be incorporated across all bargaining units.

Ms. Smith provided an overview of the changes to the nurses' contract.

**Motion Passed:** Board approves the agreement between the 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 passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Absent

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

**6.h. Ratification of Glastonbury Board of Education and Local 1303-197, Council #4 AFSCME, AFL-CIO, Glastonbury Educational Secretaries and Paraprofessionals Agreement, Effective July 1, 2013 through June 30, 2017**

Ms. Smith provided an overview of the changes to the Secretaries and Paraprofessional's contract.

**Motion Passed:** Board approves the agreement between Glastonbury Board of Education and Local 1303-197, Council #4 AFSCME, AFL-CIO, Glastonbury Educational Secretaries and Paraprofessionals Agreement-Effective July 1, 2013 through June 30, 2017 passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

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

**6.i. Ratification of Glastonbury Board of Education and Glastonbury School Administrators' Association Agreement, Effective July 1, 2014 through June 30, 2018**

Dr. Bookman provided an overview of the changes to the Glastonbury School Administrators' Association contract for the Board. This contract is negotiated a year in advance and will be effective July 1, 2014 through June 30, 2018.

**Motion Passed:** Board approves the agreement between the Glastonbury Board of Education and Glastonbury Administrators' Association, July 1, 2014-June 30, 2018 passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

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

**6.j. Approval of Compensation for Non-Affiliated Employees**

The health care package for these employees will be the same as adopted by the union contracts. Mrs. Karp provided an overview of changes for the Board.

**Motion Passed:** Board approves a 2.75% increase in salary for 2013-2014 and a 3.0% increase in salary for 2014-2015 for bus drivers, crossing guards, food service employees and security guards; other group 1 and group 2 non-affiliated employees will receive a 3% increase in salary for 2013-2014 passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

Mrs. Rosemary Coggeshall Yes  
Dr. Douglas Foyle Yes  
Dr. Lisa Furbush Yes

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

## **7. Reports and Discussion**

### **7.a. Kindergarten Achievement**

Dr. Rosemary Tralli provided an overview of Kindergarten Achievement for the Board. She reported that tremendous growth has been achieved in academics as well as social interactions with the integration of full-day kindergarten in the 2012-2013 school year.

Dr. Tralli reviewed and discussed the information provided in her executive summary.

### **7.b. Strategic School Profile 2011-2012**

Matt Dunbar gave an overview of 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.

## **8. Approval of Minutes**

### **8.a. Meeting Minutes of June 10, 2013**

**Motion Passed:** Board approves the minutes of the meeting of June 10, 2013 passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Absent

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

## **9. Committee Reports**

### **10. Chairperson's Report**

### **11. Superintendent's Report**

Dr. Bookman provided the Board with samples of newsletters and student work from some the schools for their review.

Dr. Bookman presented a report from CAFE regarding all the laws that were passed this session which will affect education. He provided an overview of these changes for the Board and the potential impact on the school system.

Dr. Bookman reported that CAS has named Rob Rose as the Middle Level Exemplary Educator for 2013-2014.

**11.a. Staff Appointments-Aaura Kirsche, Laura Norbut**

**11.b. School Suspension Reports, May, 2013**

**11.c. CAS Middle Level Exemplary Educator 2013-2014**

**11.d. Donation to Hebron Avenue School, Naubuc School and GHS Bridgeworks Program**

**11.e. PTO Donations**

**11.f. Receipt of Financial Report**

**11.g. CREC Meeting Minutes, May 15, 2013**

**11.h. Dates to Remember**

**12. Adjournment-Please Note: It is possible that the Board of Education may go into Executive Session**

The Board entered into Executive Session at 9:12 p.m. Mrs. Karp noted that the Board will not return to the regular meeting.

**Motion Passed:** Motion that the Board go into executive session to discuss matters of personnel passed with a motion by Dr. Lisa Furbush and a second by Mr. James Zeller.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Absent

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*  
**New Teacher Orientation**  
**August 22, 2013**

**Glastonbury High School**  
**Library Media Center**

- **8:30 Breakfast and Greetings**
- **8:45 Welcome and Introductions**
  - Alan B. Bookman, Ph.D., Superintendent of Schools
    - Glastonbury Board of Education Chair, Susan Karp
    - Glastonbury P.T.S.O.
- **9:20 Introduction of Compliance Officers:**
  - Title VI (Civil Rights) & Title IX (Equal Opportunity) Ann Marie Colebrook
  - Section 504 (Rehabilitation Act) Linda Roberts, Ph.D.
  - ADA (Americans with Disabilities Act) Rosemary Tralli, Ph.D.
  - Safety Director/Chemical Hygiene Officer, Kenneth Roy, Ph.D.
- **9:30 Greeting from Glastonbury Education Association (GEA)**
- **9:45 BREAK**
- **10:00 District Information** (Personnel Policies, Curriculum, Professional Development, S.R.B.I.)
- **10:30 Special Education and 504 Procedures**
  - Linda Roberts, Ph.D., Administrator for Pupil Services
- **11:00 Sub-Finder System**
  - Sharon E. Smith, J.D., Business Manager
  - Barbara Borecky, Personnel and Benefits Coordinator
- **11:30 T.E.A.M. Process Review and Update (Beginning Teachers only)**  
**Lunch for teachers not participating in T.E.A.M. session**

**NEW TEACHERS NOT IN TEAM WILL HAVE PHOTO TAKEN FOR BADGES AT THIS TIME**

- **12:00 Lunch-for teachers completing the T.E.A.M. session**

**NEW TEACHERS IN TEAM CAN HAVE THEIR PHOTOS TAKEN FOR BADGES AT THIS TIME**

**After lunch teachers should report to their home school for afternoon orientation sessions with principals.**



*Office of the Superintendent*

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**Glastonbury Public Schools  
2013 Administrative Retreat**

***Tuesday, August 20, 2013***

**Pond House  
Asylum Avenue  
West Hartford, CT**

- |       |                                                             |
|-------|-------------------------------------------------------------|
| 8:00  | Team Building Activity                                      |
| 8:30  | Continental Breakfast and Socializing with Colleagues       |
| 9:00  | Report from the Superintendent                              |
| 9:45  | Teacher/Administrator Evaluation Plan Rollout               |
| 10:45 | Break                                                       |
| 11:30 | Technology Plan and use of the iPad (Brian)                 |
| 12:00 | Lunch                                                       |
| 1:00  | School & Department Goal Setting/Action Planning (Rosemary) |
| 2:30  | Teacher Supervision Lists (Alan)                            |
| 3:15  | Team Building Activity                                      |

**\* Bring your iPad to this meeting.**