



REGULAR BOARD OF EDUCATION MEETING

Monday, August 12, 2013 7:30 PM

BOARD OF EDUCATION REGULAR MEETING TOWN COUNCIL
CHAMBERS TOWN HALL 2155 MAIN STREET GLASTONBURY, CT 06033
628 Hebron Avenue
Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Information Session for Public Comment
4. Special Reports
5. Business Requiring Action
 - A. Staff Resignations (consent):
 1. Mary Eberhardt
 2. Melanie Finn
 3. Ryan Roberts-Walstrom
 - B. Acceptance of Donation of Photovoltaic Solar Panel System at Nayaug School
 - C. Acceptance of Donation of Photovoltaic Solar Panel System at Hebron Avenue School
 - D. Approval of Submission of Connecticut State Department of Education Technology Grant
 - E. Approval of Final 2012-2013 Budget Transfers and End of Year Budget Report
 - F. Approval of Board of Education Policy #2111 (Equal Employment Opportunity)
 - G. Approval of Board of Education Policy #4111.1/#4211.1 (Equal Employment Opportunity)
 - H. Approval of Board of Education Policy #4118.11/#4218.11 (Nondiscrimination Complaints)
 - I. Approval of Board of Education Policy #5111(Admission to School, School Placement)
 - J. Approval of Board of Education Policy #6180 (Evaluation of the Instructional Program)
6. Reports and Discussion
 - A. School Food Service Report
 - B. Student Activities Report
 - C. SRBI/PBIS Progress
7. Approval of Minutes

- A. Meeting Minutes of July 8, 2013
- B. Special Meeting Minutes of August 1, 2013
- 8. Committee Reports
- 9. Chairman's Report
- 10. Superintendent's Report
 - A. Staff Appointments: Law Ager, Joseph Grandelski, Elizabeth Falcigno, Krystle LaChance, Kara Pinto, Megan Phinney, Meredith Walsh
 - B. School Suspension Reports, June 2013
 - C. Eastbury School Grant Application
 - D. Receipt of Financial Report
 - E. Dates to Remember
- 11. Adjournment
 - A. Please note: It is possible that that Board of Education may go into Executive Session

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

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Title of Report: CSDE Technology Investments to Implement the Common Core State Standards and Administer Common Core aligned Assessments Specifically Smarter Balanced Assessments 2013-2014

Board Meeting Date: August 12, 2013

Action: xx Report: Information: Discussion:

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This grant proposal seeks \$223,195.20 from CSDE to purchase laptops and carts for the six elementary schools to better support the Common Core State Standards and associated Smarter Balanced Assessments.

Submitted By: Brian Czapla

Reviewed By: Alan Bookman

PROJECTED TECHNOLOGY REPLACEMENT COSTS

5 YEAR PLAN

School yr	Hardware	Schools	Status Quo	1:1 iPad	Notes
2012-13	Computers	GHS	\$ 400,000	\$ 300,000	
	iPads	GHS	-	\$ 100,000	Teachers only
		TOTAL	\$ 400,000	\$ 400,000	
2013-14	Computers	GHS	\$ 718,000	\$ 388,000	
	iPads	GHS	--	\$ 419,000	Freshman and Sophomores
		TOTAL	\$ 718,000	\$ 807,000	
2014-15	Computers	SMS / NG	\$ 625,000	\$ 625,000	
	iPads	GHS	--	\$ 210,000	Freshman
		TOTAL	\$ 625,000	\$ 835,000	
2015-16	Computers	SMS / GW	\$ 625,000	\$ 625,000	
	iPads	GHS	--	\$ 210,000	Freshman
		TOTAL	\$ 625,000	\$ 835,000	
2016-17	Computers	Elementary	\$ 674,000	\$ 674,000	Excluding Nayaug
	iPads	GHS	--	\$ 310,000	Freshman & Teacher
		TOTAL	\$ 674,000	\$ 984,000	

7 YEAR PLAN

School yr	Hardware	Schools	Status Quo	1:1 iPad	Notes
2012-13	Computers	GHS	\$ 400,000	\$ 300,000	
	iPads	GHS	-	\$ 100,000	Teachers only
		TOTAL	\$ 400,000	\$ 400,000	
2013-14	Computers	GHS	\$ 718,000	\$ 388,000	
	iPads	GHS	--	\$ 419,000	Freshman and Sophomores
		TOTAL	\$ 718,000	\$ 807,000	
2014-15	Computers	SMS / NG	\$ 470,000	\$ 470,000	
	iPads	GHS	--	\$ 210,000	Freshman
		TOTAL	\$ 470,000	\$ 680,000	
2015-16	Computers	SMS	\$ 450,000	\$ 450,000	
	iPads	GHS	--	\$ 210,000	Freshman
		TOTAL	\$ 450,000	\$ 660,000	
2016-17	Computers	GW	\$ 330,000	\$ 330,000	
	iPads	GHS	--	\$ 310,000	Freshman & Teacher
		TOTAL	\$ 330,000	\$ 640,000	
2017-18	Computers	Elementary	\$ 337,000	\$ 337,000	Excluding Nayaug
	iPads	GHS	--	\$ 210,000	Freshman
		TOTAL	\$ 337,000	\$ 547,000	
2018-19	Computers	Elementary	\$ 337,000	\$ 337,000	
	iPads	GHS	--	\$ 210,000	Freshman
		TOTAL	\$ 337,000	\$ 547,000	

**BOARD OF EDUCATION BUDGET
FY 2012-2013
FOR PERIOD ENDING JUNE 30, 2013
BEFORE TRANSFERS**

PROG	DESCRIPTION	MAY REVISED *	FINAL EXPENDITURES	BALANCES
0200	ART	1,149,468	1,144,525	4,943
0300	BASIC EDUCATION	13,634,570	13,646,436	(11,866)
0400	LANGUAGE ARTS	3,772,915	3,765,065	7,850
0500	MATHEMATICS	2,379,939	2,372,925	7,014
0600	SCIENCE	3,005,086	2,997,028	8,058
0700	HISTORY/SOCIAL SCIENCES	1,951,955	1,948,006	3,949
0900	CAREER/VOCATIONAL ED	1,457,965	1,455,209	2,756
1000	COMMUNITY SERVICES	331,181 ¹	325,845	5,336
1100	P.A.C.E.	581,027	580,693	334
1300	FOREIGN LANGUAGES & ELL	3,839,083	3,821,808	17,275
1400	SCHOOL COUNSELING	2,546,288	2,531,625	14,663
1500	HEALTH ED./PHYSICAL ED.	1,799,019	1,794,637	4,382
1600	HEALTH SERVICES	712,069	704,355	7,714
1900	LIBRARIES/MEDIA CENTERS	1,218,442	1,221,593	(3,151)
2000	MUSIC	1,405,593	1,405,864	(271)
2100	OPERATIONS/MAINTENANCE	5,235,188	5,455,420	(220,232)
2200	UTILITIES	2,312,958	2,328,808	(15,850)
2300	PROGRAM/STAFF DEVELOPMENT	383,760	357,936	25,824
2400	PUPIL TRANSPORTATION	3,147,508 ²	3,149,099	(1,591)
2700	SPECIAL EDUCATION	12,108,467 ³	11,899,579	208,888
2800	ATHLETICS & CLUBS	1,378,763	1,379,455	(692)
3000	AGRISCIENCE & TECHNOLOGY	294,737 ⁴	295,663	(926)
3100	ELEMENTARY EDUCATION	2,846,278 ⁵	2,703,599	142,679
3200	SECONDARY EDUCATION	2,619,426	2,604,162	15,264
3300	SYSTEMWIDE SUPPORT SVCS.	2,014,023	2,098,344	(84,321)
3400	FRINGE BENEFITS	17,563,014	17,452,191	110,823
3600	TECHNOLOGY SUPPORT SVCS.	2,599,127	2,715,875	(116,748)
	TOTAL	92,287,849	92,155,744	132,105

*** AFTER SUPPLEMENTAL APPROPRIATIONS APPLIED:**

1	CUSTODIAL FEE REIMBURSEMENT	40,000
2	MAGNET SCHOOL TRANSPORTATION GRANT	71,693
3	EXCESS COST/AGENCY PLACEMENT GRANT	1,138,444
4	VO-AG	44,970
5	SECURITY	128,000
		<u>1,423,107</u>

GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT

Attachment II

FY 2012-2013
BUDGET TRANSFER REQUEST FORM
AUTHORIZATION #1

The School Administration requests that the Glastonbury Board of Education give consideration and approval to this request for transfer of funds between established programs of the 2012-2013 operating school budget.

DOLLAR TRANSFER	TO	PROGRAM NAME	FROM	PROGRAM NAME
\$ 11,866	0300	BASIC EDUCATION	0200	ART
			0400	ENGLISH
\$ 3,151	1900	LIBRARY/MEDIA CENTERS	0400	ENGLISH
			0500	MATH
\$ 271	2000	MUSIC	0500	MATH
\$ 220,232	2100	OPERATIONS AND MAINTENANCE	0500	MATH
			0600	SCIENCE
			0700	HISTORY/SOCIAL SCIENCE
			0900	CAREER/VOCATIONAL ED
			1000	COMMUNITY USE
			1100	P.A.C.E.
			1300	FOREIGN LANGUAGE
			1400	SCHOOL COUNSELING
			1500	HEALTH/PHYSICAL EDUCATION
			1600	HEALTH SERVICES
			2300	PROGRAM & STAFF DEV
			2700	SPECIAL EDUCATION
\$ 15,850	2200	UTILITIES	2700	SPECIAL EDUCATION
\$ 1,591	2400	TRANSPORTATION	2700	SPECIAL EDUCATION
\$ 692	2800	ATHLETICS & CLUBS	2700	SPECIAL EDUCATION
\$ 926	3000	AGRISCIENCE TECHNOLOGY	2700	SPECIAL EDUCATION
\$ 84,321	3300	SYSTEMWIDE SUPPORT	2700	SPECIAL EDUCATION
			3100	ELEMENTARY EDUCATION
			3200	SECONDARY EDUCATION
\$ 116,748	3600	TECHNOLOGY SUPPORT SVCS	3200	SECONDARY EDUCATION
			3400	FRINGE BENEFITS

BOARD OF EDUCATION BUDGET

FY 2012-2013

FINAL REPORT PERIOD ENDING JUNE 30, 2013

Attachment III

PROG	DESCRIPTION	BOARD APP. BUDGET JANUARY, 2012	BOARD APP. EXPENDITURES	MAY REVISED *	FINAL EXPENDITURES JUNE, 2013	BALANCES	BOARD APP. EXPENDITURES (over)/under
0200	ART	1,172,027	1,166,027	1,149,468	1,144,525	4,943	21,502
0300	BASIC EDUCATION	13,956,362	13,896,362	13,634,570	13,646,436	(11,866)	249,926
0400	LANGUAGE ARTS	3,846,559	3,826,559	3,772,915	3,765,065	7,850	61,494
0500	MATHEMATICS	2,386,886	2,380,886	2,379,939	2,372,925	7,014	7,961
0600	SCIENCE	3,029,977	3,023,977	3,005,086	2,997,028	8,058	26,949
0700	HISTORY/SOCIAL SCIENCES	2,032,448	2,026,448	1,951,955	1,948,006	3,949	78,442
0900	CAREER/VOCATIONAL ED	1,488,449	1,488,449	1,457,965	1,455,209	2,756	33,240
1000	COMMUNITY SERVICES	272,091	318,091	331,181 ¹	325,845	5,336	(7,754)
1100	P.A.C.E.	575,147	575,147	581,027	580,693	334	(5,546)
1300	FOREIGN LANGUAGES & ELL	3,915,671	3,910,671	3,839,083	3,821,808	17,275	88,863
1400	SCHOOL COUNSELING	2,501,483	2,501,483	2,546,288	2,531,625	14,663	(30,142)
1500	HEALTH ED./PHYSICAL ED.	1,824,899	1,824,899	1,799,019	1,794,637	4,382	30,262
1600	HEALTH SERVICES	705,294	705,294	712,069	704,355	7,714	939
1900	LIBRARIES/MEDIA CENTERS	1,263,770	1,263,770	1,218,442	1,221,593	(3,151)	42,177
2000	MUSIC	1,435,101	1,435,101	1,405,593	1,405,864	(271)	29,237
2100	OPERATIONS/MAINTENANCE	5,096,030	5,003,030	5,235,188	5,455,420	(220,232)	(452,390)
2200	UTILITIES	2,634,220	2,593,220	2,312,958	2,328,808	(15,850)	264,412
2300	PROGRAM/STAFF DEVELOPMENT	383,760	383,760	383,760	357,936	25,824	25,824
2400	PUPIL TRANSPORTATION	3,172,793	3,225,993	3,147,508 ²	3,149,099	(1,591)	76,894
2700	SPECIAL EDUCATION	10,736,139	11,936,139	12,108,467 ³	11,899,579	208,888	36,560
2800	ATHLETICS & CLUBS	1,431,074	1,431,074	1,378,763	1,379,455	(692)	51,619
3000	AGRISCIENCE & TECHNOLOGY	263,167	263,167	294,737 ⁵	295,663	(926)	(32,496)
3100	ELEMENTARY EDUCATION	2,672,290	2,672,290	2,846,278 ⁶	2,703,599	142,679	(31,309)
3200	SECONDARY EDUCATION	2,799,771	2,786,771	2,619,426	2,604,162	15,264	182,609
3300	SYSTEMWIDE SUPPORT SVCS.	2,011,023	2,011,023	2,014,023	2,098,344	(84,321)	(87,321)
3400	FRINGE BENEFITS	17,292,874	16,978,874	17,563,014	17,452,191	110,823	(473,317)
3600	TECHNOLOGY SUPPORT SVCS.	2,565,437	2,535,437	2,599,127	2,715,875	(116,748)	(180,438)
	TOTAL	91,464,742	92,163,942	92,287,849	92,155,744	132,105	8,198
			46,000	40,000			(6,000)
			53,200	71,693			18,493
			1,200,000	1,138,444			(61,556)
			(600,000)				0
			0	44,970			44,970
			0	128,000			128,000
			699,200	1,423,107			123,907

* AFTER SUPPLEMENTAL APPROPRIATIONS APPLIED:

- 1 CUSTODIAL FEE REIMBURSEMENT
- 2 MAGNET SCHOOL TRANSPORTATION GRANT
- 3 EXCESS COST/AGENCY PLACEMENT GRANT
- 4 TOWN COUNCIL CUT
- 5 VO-AG
- 6 SECURITY

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

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Title of Report: End-of-Year Final Report, FY2012-2013 Education Budget

Board Meeting Date: August 12, 2013

Action: X Report: Information: Discussion:

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Overview:

In May, the Board approved preliminary budget transfers based on our projections for year-end balances in each program of the budget. The final invoices were paid on July 30, 2013 and, as we expected, we find that a number of additional transfers are required. The major variances are the result of savings in special education tuition and fringe benefits; additional costs for special projects, and purchases of approved equipment and technology. In addition, the savings includes \$128,000 in elementary security services which we did not use during this school year. The final year-end total savings are \$132,105.

Attached please find the Final Report for FY2012-2013, which includes:

Attachment I shows the May Revised Budget as approved by the Board of Education on May 13, 2013. In addition, it shows the actual expenditures after all invoices were paid for 2012-2013 and the actual balances remaining in each program. This leaves a balance overall at year-end of \$132,105.

Attachment II is listed as Authorization #1 and lists the final transfers required so that no program is left in a deficit position at year-end.

Attachment III is a recap of the Board of Education Budget for 2012-2013 starting in January 2012 through June 30, 2013.

Once all invoices were paid, the Board of Education spent \$132,105 less than the appropriated budget of \$92,287,849. This amount includes the original appropriation of \$91,464,742 minus the Town Council cut of \$600,000; plus the *actual* supplemental appropriations authorized by the Town during the fiscal year: 1) Custodial Fee Reimbursement of \$40,000; 2) Magnet School Transportation Grant of \$71,693; 3) Excess Costs/Agency Placements Grants in the total amount of \$1,138,444; 4) Vo-Ag Equipment Grant in the amount of \$44,970; 5) Elementary Security Services in the amount of \$128,000.

Submitted By: Sharon E. Smith

Reviewed By: Alan Bookman

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

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.

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

Regulation
Adopted: 3/26/12

District schools shall be open to all children five years of age and over who reach age five on or before the 31st 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 31st 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

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

=====
Title of Report: 2012-13 Year-End Report for School Food Service Department (SFSD)

Board Meeting Date: August 12, 2013

Action: Report: XX Information: Discussion:

=====

Overview:

Glastonbury Public Schools participates in the State Healthy Food Certification Program and received \$50,266 in funding during 2012-13. We continue to offer a varied selection of items for students to choose while meeting the state guidelines. We received verification of compliance with the new meal pattern guidelines from the State. With this approval we will receive an additional \$.06 per meal in addition to the current reimbursement rate for a meal sold which is \$2.86 for free, \$2.46 for reduced and \$.27 for paid meals.

We implemented the changes that the USDA has mandated to the National School Lunch Program (NSLP). With these new changes we initially saw a decrease in our meal sales but, as the year progressed we began to see more acceptance of the new meal patterns. Going forward, we will continue to explore ways to offer a variety of foods that meet the new guidelines and appeal to our students. Registered Dietitian, Beverly Carne, assisted with the implementation of the new meal pattern. In addition she developed food allergy information which will be available for parents starting with the new school year.

We used \$40,000 of our commodity dollars by participating in the Department of Defense (DOD) fresh fruit and vegetable program offered through the State. These funds helped to offset the increased cost for the fruit and vegetables required by the new meal pattern guidelines.

There are pending recommendations from the USDA regarding the competitive foods sold in schools. These may affect the a la carte selections that we are allowed to offer once the final rule is released.

We are currently offering a breakfast program in five schools in the district (Naubuc, GEHMS, GW, SMS, GHS) and plan to add Nayaug starting in School Year 2013-2014.

This was our first year providing meal services to the Glastonbury-East Hartford Magnet School, and we have had a very positive response to our program in this school. The breakfast program there has an average participation of 85 meals per day.

Jessica continues to be involved with the Wellness Advisory Council. She will be working in conjunction with other members of this council to promote and inform students and staff of the Lunch Program. She will also explore ways to better inform the parents of the meal programs offered using the Glastonbury Public School web portal.

We began the 2012-13 school year with a balance of \$380,995. We ended the year with a net loss of (\$147,451) which brings our year-end balance to \$233,544.

Submitted By: Sharon E. Smith and Jessica D'Agnese **Reviewed By:** Alan Bookman

School Food Service Department Year-End Report 2012-2013

	Actuals July 1, 2011 - June 30, 2012	January July 1, 2012- June 30, 2013	May July 1, 2012- June 30, 2013	June Year-End July 1, 2012- June 30, 2013
Beginning Balance	\$681,111	\$380,995	\$380,995	\$380,995
Income				
Lunch, Milk, Brkfst, A la Carte	1,751,160	1,825,000	1,690,500	1,729,541
Federal Reimbursement	333,825	400,000	386,325	390,338
State Reimbursement	22,923	24,000	28,276	28,667
Catering	45,130	35,000	40,000	44,341
Miscellaneous	2,698	2,500	1,000	986
Interest Income	1,152	500	500	542
Healthy Snack Reimburse	49,313	50,000	49,000	50,266
BOE	0	0	200,000	200,000
Total Income	\$2,206,201	\$2,337,000	\$2,395,601	\$2,444,681
Expenses				
Supplies	1,031,657	1,103,000	1,096,302	1,116,221
Personnel Expenses	1,283,644	1,405,500	1,365,090	1,315,952
Equipment	40,731	41,500	41,000	37,745
Miscellaneous Expenses	2,110	3,500	2,500	2,864
Other	148,175	41,000	61,165	119,350
Total Expenses	\$2,506,317	\$2,594,500	\$2,566,057	\$2,592,132
Net income (or loss)	(\$300,116)	(\$257,500)	(\$170,456)	(\$147,451)
Current Balance	\$380,995	\$123,495	\$210,539	\$233,544
Increase per meal	\$.25 Student \$.50 Adult	\$.00 Student \$.50 Adult	\$.00 Student \$.50 Adult	\$.00 Student \$.50 Adult
Meal price	\$3.00 (7-12) \$2.75 (1-6) \$3.50 Adult	\$3.00 (7-12) \$2.75 (1-6) \$4.00 Adult	\$3.00 (7-12) \$2.75 (1-6) \$4.00 Adult	\$3.00 (7-12) \$2.75 (1-6) \$4.00 Adult
Breakfast	\$1.00	\$1.50	\$1.50	\$1.50

As a centralized process, Glastonbury Student Activities Fund receives and maintains all money collected at each school for activities not related to the Board of Education Operating Budget. These activities include field trips, foreign exchanges, clubs, athletics, school stores, drama productions, scholarship funds, and fundraisers. Students are encouraged at the secondary level to participate under adult supervision in managing the account books and paperwork which are submitted to the business office for verification and processing along with yearly reconciliation of each account.

Under the strict guidelines of the fund, the business office is responsible for receiving all deposits, verifying the accuracy before deposit, and processing payments for all invoices and reimbursements, approved first by each department or school administrator. In addition, the business office maintains and submits to the Town of Glastonbury for audit all financial reports concerning the approximate 250 individual student activity accounts.

New accounts include:

- SMS iPad Fundraiser
- GHS HSK Testing – Hanyu Shuiping Kaoshi (Chinese Proficiency Test) – GHS serves as host site
- GPS unified programs
- Nayaug Drama Club
- Naubuc Backpack Program
- GHS Library - Veteran's Day Grant
- GPS Special Education - iPad Grant
- Naubuc School - Recording Studio Grant

Scholarships/Awards (57): \$ 33,203

Drama/Student Productions (gross sales including tickets, ads, concessions, t-shirts):

- | | |
|-----------------------------------|-----------|
| • GHS: <i>Alice in Wonderland</i> | \$ 9,599 |
| <i>Wizard of Oz</i> | \$ 23,251 |
| Talent Show | \$ 994 |
| POPS Concert | \$ 4,623 |
| Valentine Cabaret | \$ 387 |
| • SMS: <i>High School Musical</i> | \$ 9040 |
| • GW: <i>Bye, Bye Birdie</i> | \$ 17,355 |
| • NAY: <i>Showbiz</i> | \$ 725 |
| <i>How to be a Pirate</i> | \$ 587 |

Fundraising:

• BBL: American Red Cross	\$ 334
American Cancer	\$ 896
• HO: American Heart/Jump Rope for Heart	\$ 107
Literacy Lifeboats (Columbia Univ.)	\$ 1,872
• NAU: American Heart/Jump Rope for Heart	\$ 194
Memorial School, NJ (Hurricane Sandy)	\$ 1,029
• GW: American Cancer	\$ 2,244
Habitat for Humanity	\$ 252
• SMS: Graybeards, Ltd. (Hurricane Sandy)	\$ 607
• GHS: S. G. Komen Foundation	\$ 189
Sandy Hook	\$ 522
• GHS DECA (with Hopewell): CCMC	\$ 150
• GHS KEY CLUB:	
Glastonbury ABC House	\$ 2,000
Greg Galeazzi Recovery Fundraiser	\$ 1,363
Leukemia & Lymphoma	\$ 125
• GHS STDNT COUNCIL: Youth & Family Fun Fair	\$ 300
• GHS WORLD WATER (w/Key Club, Student Council & FFA):	
Kids Against Hunger	\$ 4,415

6/30/13

Student Activity Summary
FY2012-13

Description	Beginning Balance	Deposits	Expenditures	Ending Balance
Buttonball Lane Total	\$6,681	\$15,893	\$17,083	\$5,491
Eastbury Total	\$5,138	\$8,751	\$6,402	\$7,487
Hebron Avenue Total	\$6,424	\$11,864	\$14,530	\$3,758
Hopewell Total	\$15,668	\$16,262	\$16,143	\$15,787
Naubuc Total	\$1,960	\$34,928	\$12,305	\$24,584 *1
Nayaug Total	\$3,794	\$18,925	\$18,646	\$4,074
Gideon Welles Total	\$16,988	\$60,060	\$55,086	\$21,963
Smith Total	\$50,693	\$227,988	\$231,447	\$47,235
GHS Total	\$310,817	\$602,393	\$602,782	\$310,427
Scholarships Total	\$163,263	\$42,450	\$31,378	\$174,336
Adult/Vocational Education Total	\$20,125	\$176,201	\$175,437	\$20,890
Art Total	\$4,423	\$2,050	\$1,827	\$4,646
Athletics Total	\$19,906	\$100,283	\$79,989	\$40,200 *2
Foreign Language Total	\$67,528	\$160,426	\$188,623	\$39,331
Health Education/Physical Education Total	\$10,066	\$6,101	\$7,179	\$8,988
Music Total	\$29,121	\$97,915	\$106,868	\$20,169
Science Total	\$14,739	\$19,907	\$18,353	\$16,292
Summer Programs Total	\$22,140	\$16,710	\$24,491	\$14,359
GPS/Central Office Total	\$32,302	\$84,066	\$57,386	\$58,981 *3
GRAND TOTALS	\$801,777	\$1,703,172	\$1,665,952	\$838,997
Increase in revenue due to:				
*1 - Naubuc Backpack Program - \$13,343				
Recording Studio Grant - \$8,000 (GED Foundation - pass through acct.)				
*2 - Varsity Club - \$13,190 increase due to added fundraising for baseball & cheerleading Athletic Booster - \$1,306 increase of membership costs				
*3 - GPS Special Education iPad Grant - \$20,115 (GED Foundation - pass through acct.)				

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

=====
Title of Report: Scientific Research-Based Interventions (SRBI) and Positive Behavioral Interventions and Supports (PBIS) End of Year Report 2013

Board Meeting Date: August 12, 2013

Action:

Report: X

Information:

Discussion:

=====

Glastonbury has successfully completed a fifth year of mandated SRBI services to ensure the academic and behavioral growth of all students.

Notable Annual Accomplishments

- All grades K -6 classroom teachers implemented the Readers/ Writers Workshop model to ensure the instructional strategies needed to address the Common Core and other rigorous standards at Tier 1.
- All grades K-5 classes had a guaranteed minimum of 90 minutes daily of literacy instruction and 60 minutes per day of math instruction in keeping with national recommendations.
- Mathematics content, instructional strategies and assessments were realigned to meet the significant changes across grade levels due to the Common Core State Standards. A new math program, *Math in Focus*, was selected to align with the CCSS instructional expectations.
- The standards-based elementary report card offered clear communication of grade level (Tier 1) expectations and ensured that assessments match intended learning outcomes.
- LARTS and PACE teachers provided instructional coaching to support the implementation of a high quality curriculum and instructional strategies.
- Curriculum development focused on interdisciplinary skill and knowledge alignment, formative assessments, 21st century skill development, and differentiated instruction.
- All district schools met the Positive Behavioral Interventions and Supports (PBIS) expectations for Tier 1 school and classroom integration of positive behavioral conditions. All schools developed Tier 2 and 3 supports to respond to identified issues in keeping with our Safe School Climate Plan.
- CMT and CAPT data continued to show very high percentages of students meeting Goal. Advanced Placement and SAT scores also indicated high levels of achievement.

Next Steps

- Continue the integration of the Workshop model across grade levels to support literacy and mathematics achievement.
- Continue to develop teacher proficiencies in use of assessments to analyze student outcomes as well as for examining program successes and needs.
- Build a comprehensive data system through the support of a data analyst and program.
- Continue to meet the evolving expectations set forth in the Common Core State Standards.
- Continue to provide responsive professional development to support teacher learning and application of instructional and assessment methods that address all tiers of SRBI/PBIS.

Submitted By: Rosemary Tralli

Reviewed By: Alan Bookman



Universal SRBI Expectations 2013-2014

Academic Curriculum, Instruction & Assessment

- Rigorous grade level curriculum is the foundation of SRBI; all teachers and administrators reference the established grade level curriculum to drive instruction. Atlas Rubicon is accessed frequently to identify core curriculum.
- Instructional strategies are specific to delivering the content and to access of content through literacy skills. Skills and strategies that students master through intervention must be supported in classroom instruction.
- Minimal daily instructional time expectations for core content areas in Grades K-5 include:
 - Literacy – 90 minutes
 - Math – 60 minutes
 - Social Studies or Science – 45 minutes: Grades 1-5; 4 hours total across a full week: Grade K

Tier 1	
Literacy (Elementary)	Math (Elementary)
<ul style="list-style-type: none"> • Grade Level Expectations (GLEs) and/or the CCSS are the basis for instruction and skill mastery. • Readers’ and Writers’ Workshop is the delivery model for literacy instruction. • All students should receive guided reading or small group reading instruction from their classroom teachers. • The Continuum of Literacy Learning, classroom libraries, and school wide bookrooms are the primary resources for developing plans for instruction in all tiers. • LARTS provide coaching and support for differentiation strategies for Tier 1 instruction. • The Universal Assessment Calendar is followed by the classroom teacher to guide administration, scoring, and analysis of student performance. 	<ul style="list-style-type: none"> • The learning expectations defined in the Common Core State Standards are the basis for instruction. For this transitional year, it is understood that the following resources will be used: <ul style="list-style-type: none"> ○ <i>Everyday Math</i> program is to be implemented following the district support guide. Each grade level also has two supplemental resources that can be used for CCSS expectations in Grades 4-5. ○ <i>Math in Focus</i> program to be implemented in Grades 1-3 in conjunction with the district pacing guide and integrated with other expected math instructional components. ○ Problem Solving curriculum developed and modeled by the PACE Resource Teachers. ○ Fact Fluency instruction using the books <i>Mastering the Basic Facts</i> • PACE Resource Teachers provide coaching and support for differentiation strategies for Tier 1 instruction. • Multiple assessments and evidence are used to support decisions: <ul style="list-style-type: none"> ○ Conduct Universal Screenings (Grades 1,2,3) as prescribed ○ District benchmark assessments(as they are developed) ○ Conduct formative assessments authentically during instruction. ○ Assess foundational skills and understandings prior to instruction to ensure students are ready for new learning.
Tiers 2 & 3	
<ul style="list-style-type: none"> • Supplemental literacy and/or mathematics instruction in Grades K-5, which requires Tier 2 or Tier 3 instructional conditions, REQUIRES a SIT process (other than for developmental supportive reading (Program for Emerging Literacy) in Grades K-1 which does NOT require a SIT process, (as long as the evidence shows the student is making adequate progress). • Supplemental instruction for literacy and/or mathematics is IN ADDITION TO, not in place of, classroom instruction. No student should be removed from literacy or math lessons for Tier 2 or Tier 3 intervention. • Special education is only considered when a student performs below the level of student peers AND shows a learning rate below that of student peers (dual discrepancy model), OR regresses after mastery of skills. 	
Literacy	Mathematics
<ul style="list-style-type: none"> • Reading and writing objectives and goals that are determined at SIT meetings need to be aligned with GLEs, and/or the CCSS and should be transferable back into classroom instruction. • “Probes,” such as running records, are to be used to monitor student progress in Tiers 2 and 3. 	<ul style="list-style-type: none"> • Mathematics objectives and goals that are determined at SIT meetings will address foundational skill and understanding deficits that are interfering with the student’s ability to access the grade level curriculum. Interventions will focus on a return to concrete models to build understanding before transitioning to pictorial and abstract representations. • <i>Do the Math</i> offers a possible supplemental resource/skill development program for Tier 2 & 3 instruction in Grades 1-5 if students have foundational skill issues. Supplemental computer-based programs are not a replacement for <i>Do the Math</i>.



Universal SRBI Expectations 2012-2013

Positive Behavioral Interventions and Supports (PBIS)

Tier 1

- School rules are posted around the school.
- A recognition/reward system is in place to support positive behaviors.
- Lesson plans are used to teach rules for classroom and non- classroom environments.
- Data collection and analysis will be based on the district process (as developed).

Tiers 2 & 3

- **Supplemental behavioral/social skill instruction** which requires Tier 2 or Tier 3 instructional conditions **REQUIRES** a SIT process.
- **Supplemental** behavioral/social skill interventions are provided through explicit instruction, and are **IN ADDITION TO, not in place of,** classroom instruction. No student should be removed from literacy or math lessons for Tier 2 or 3 for behavioral/social skill intervention.
- Strategies taught in supplemental instruction should be **transferred/generalized back to the classroom.** Classroom teachers should cue, prompt and guide student use of the interventions to access the general education curriculum.
- **Special education** is only considered when a student performs below the level of student peers AND shows a learning rate below that of student peers (dual discrepancy model), OR regresses after mastery of skills.

Leadership

All schools and the district use a distributed leadership model.

SRBI (General)

- Each school has an SRBI Team that has broad representation of the school staff in its membership.
- District SRBI team members share information between the district and school-based team.
- School teams collaborate with their district team representative to coordinate and enact key processes.
- LARTS function as literacy coaches for each elementary school.
- PACE teachers function as math coaches for each elementary school.

PBIS (Domain of SRBI)

- The district PBIS Team includes four members from each school.
- PBIS school teams include a broader representation of staff members who support the development and integration of PBIS elements.
- Each school has at least one PBIS coach who is not an administrator.



Universal SRBI Expectations 2012-2013

Student Intervention Team (SIT)

Student Referrals

- No student should be referred to SIT unless/until Tier 1 interventions /strategies have been used and documented.
- All students receiving Tier 2 or 3 interventions should go through the SIT process unless they are receiving Grades K -1 developmental support.

Protocols

- Use the problem-solving process with fidelity.
- Use the district SIT forms supplied on the district website.
- Follow the district SIT flow chart to determine the optimal process for a given student.
- Each school has a core SIT team with diverse membership. Additional members are invited to specific meeting based on expertise.

Progress Monitoring

- *Duel discrepancy* is the key to determining the success of interventions (i.e., the rate of progress and levels of performance).
- Frequency of progress monitoring is determined at the SIT.
- Any strategies learned through tiered support should be generalized back into the classroom. Plans should include processes through which the classroom teacher learns how to cue, prompt, model and integrate learned strategies to meet learning outcomes in the classroom.
- If ongoing intervention does not increase student performance to “socially significant” levels, consideration of alternative plans or special education referral should be considered.

Communication

- Use school-to school transition plans to communicate student needs for additional support.
- Maintain SIT information in cumulative records.
- Parents may receive the results of assessments - not a copy of the actual test/probe.

REGULAR BOARD OF EDUCATION MEETING

July 08, 2013 7:30 PM
BOARD OF EDUCATION MEETING
Town Council Chambers
2155 Main Street
Glastonbury, CT 06033

Attendance Taken at 7:30 PM:

Present Board Members:

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

Absent Board Members:

Dr. Douglas Foyle

Also Present: Alan B. Bookman, Superintendent
Matthew Dunbar, 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 p.m., followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Information Session for Public Comment: none

4. Special Reports : none

5. Business Requiring Action

5.a. Staff Resignations (consent)

Motion Passed: Motion to accept the resignations of Susan Bennett, (Gideon Welles, English); Brian McDermott, (GHS, Mathematics); Bonnie Koester-May (Naubuc, Special Education); Robert Markowicz (GHS, mathematics); Emily Wry (Nayaug, Grade 2) and Linda Santoro (Hopewell, Grade 5) passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.b. Approval of Adult and Continuing Education Classes for Fall 2013

Motion Passed: Board approves the Adult and Continuing Education Classes for Fall 2013 passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.c. Approval of Change to Discovery Center Program

Sharon Smith provided an overview of concerns with regard to the Discovery Center as well as options that can be considered with regard to continuing participation.

Attendance at the program has declined and the cost has increased; administrators have voiced their concerns with regard to the time out of school, among other concerns.

Dr. Bookman shared information from a meeting that he had with the interim director of the Discovery Center regarding the option of a one day program that could be developed.

Several board members expressed their support of continuing a relationship with the Discovery Center in a different capacity.

Motion Passed: Board supports a one day program with the Discovery Center for school year 2013-2014 passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.d. Approval of District TEAM Mentors

Motion Passed: Board approves the District Teacher Mentors passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.e. Approval of Student Trip to Madrid, Spain

There is no cost to the BOE operating budget for this trip.

Motion Passed: Board approves the student trip to Madrid, Spain, reserving the right to cancel any trip if there are government advisories against travel to this destination or any other serious treats or crisis passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.f. Approval of Student Trip to Paris and Dinard, France

There is no cost to the BOE operating budget for this trip.

Motion Passed: Board approves the student trip to Paris and Dinard, France, 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 Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.g. Approval of Student Trip to St. Petersburg, Russia

There is no cost to the BOE operating budget for this trip.

Motion Passed: Board approves the student trip to St. Petersburg, Russia, 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 Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.h. Acceptance of Board of Education Policy #2111 (Equal Employment Opportunity)

Motion Passed: Board accepts for first reading Board of Education Policy #2111 (Equal Employment Opportunity) passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.i. Acceptance of Board of Education Policy #4111.1/#4211.1 (Equal Employment Opportunity)

Motion Passed: Board accepts for first reading Board of Education Policy #4111.1/#4211.1 (Equal Employment Opportunity) passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.j. Acceptance of Board of Education Policy #4118.11/#4218.11 (Nondiscrimination Complaints)

Motion Passed: Board accepts for first reading Board of Education Policy #4118.11/#4218.11 (Nondiscrimination Complaints) passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.k. Acceptance of Board of Education Policy #5111(Admission to School, School Placement)

Motion Passed: Board accepts for first reading Board of Education Policy #5111(Admission to School, School Placement) passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.l. Acceptance of Board of Education Policy #6180 (Evaluation of the Instructional Program)

Motion Passed: Board accepts for first reading Board of Education Policy #6180 (Evaluation of the Instructional Program) passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.m. Approval of Contract for Superintendent of Schools

Mrs. Karp highlighted some of the successes of the school system under the tenure of Dr. Bookman and thanked him for his service to the Glastonbury Public Schools. She stated for the record that the Board of Education is recommending a 3.5% salary increase for the 2014-2015 school year.

Motion Passed: Board approves the contract for the Superintendent of Schools passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Absent

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Yes

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

6. Reports and Discussion

6.a. Technology Annual Report

Brian Czapla, Director of Educational Technology, summarized and discussed his annual report for the Board. He reviewed the 1:1 iPad initiative at Glastonbury High School and how that will be implemented, as well as staffing concerns and the consideration of a five year replacement plan for technology.

6.b. Education Foundation

6.c. Magnet Schools

7. Approval of Minutes

7.a. Meeting of June 24, 2013

Motion Passed: Board approves the meeting minutes of June 24, 2013 passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Absent

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Abstain

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

8. Committee Reports

9. Chairperson's Report

10. Superintendent's Report

Discussion:

Dr. Bookman provided copies of the Connecticut Educational Laws 2013 for the Board. In addition, he reported on the Administrative Retreat and New Teacher Orientation plans for the beginning of the 13-14 school year.

The new Teacher and Administrator evaluation plan as submitted and revised has been approved by the State Department of Education. Implementation plans are underway.

Dr. Bookman reported that efforts are being made to reduce printed documents wherever possible. Some publications and communications previously in printed format will now be available in electronic format.

Finally, Dr. Bookman reported that the Town Council had approved, as required by law, that the Vo-Ag grant money awarded to the Town be given to the Board of Education. These funds were used to purchase a pickup truck that will be utilized by the Vo-Ag program.

10.a. Staff Appointments: Fran Bard, Christina Ireland, Roman Mouradov, Marissa Reis, Danielle Seckinger, Jessica Wolf

10.b. New Teacher Orientation

10.c. Administrative Retreat

10.d. Sabbatical Report-David Polochanin

10.e. Dates to Remember

11. Adjournment

Please Note: It is possible that the Board of Education may go into Executive Session

The meeting was adjourned at 9:20 pm.

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 Absent

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:

A Special Meeting of the Glastonbury Board of Education was held Thursday, August 1, 2013, in the Board of Education Conference Room, 628 Hebron Avenue-Building Two, Glastonbury, CT 06033.

Board Members Presents: Jeremy Grieveson, Vice-Chairman
 Lisa M. Furbush, Secretary
 Rosemary Coggeshall
 Carolyn Treiss
 Pandora Wohler
 James R. Zeller

Board Members Absent: Susan Karp, Chairman
 Douglas C. Foyle

Also Present: Alan B. Bookman, Superintendent of Schools
 Matthew H. Dunbar, Assistant Superintendent of Schools

1. Call to Order

Mr. Grieveson called the meeting to order at 8:16pm followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Information Session for Public Comment

4. Business Requiring Action

Discussion:

Board members discussed the benefits and costs related to teachers as compared to part-time paraprofessionals.

4.1 Elementary Class Sections

Mr. Dunbar provided the Board of Education with an updated on student enrollment as of August 01, 2013. He explained that the district has seen an increase in enrollment in second grade at Buttonball Lane School and kindergarten at Hopewell School.

Motion: To add a section to Buttonball Lane School 2nd grade was made by Dr. Lisa Furbush and seconded by Mrs. Carolyn Treiss. Motion PASSED with a 5 to 1 vote.

Jeremy Grieveson-Yes
Lisa M. Furbush-Yes
Rosemary Coggeshall-Yes
Carolyn Treiss-Yes
Pandora Wohler-Yes
James R. Zeller-No

Motion to Amend: Motion to amend to eliminate a 5th grade section at Eastbury School by Mr. James Zeller and seconded by Mrs. Pandora Wohler FAILED with a vote of 1 to 5.

Jeremy Grieveson-No
Lisa M. Furbush-No
Rosemary Coggeshall-No
Carolyn Treiss-No
Pandora Wohler-No
James R. Zeller-Yes

Motion: To add a kindergarten section to Hopewell School was made by Dr. Lisa Furbush and seconded by Mrs. Pandora Wohler. Motion PASSED with a 4 to 2 vote.

Jeremy Grieveson-Yes
Lisa M. Furbush-Yes
Rosemary Coggeshall-No
Carolyn Treiss-Yes
Pandora Wohler-Yes
James R. Zeller-No

5. Adjournment

Upon MOTION of Dr. Lisa Furbush, seconded by Mrs. Carolyn Treiss, the Board voted 6 to 0 adjourn at 9:03am.

Respectfully submitted,

Secretary: Dr. Lisa M. Furbush

Approved:

These minutes are complete with additions or corrections, if any, that have been added at a subsequent meeting at which these minutes, were 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	1
B. Drugs Possession/Use/ Sale/ Distribution/Manufacture				6	6					1	1
C. Vandalism		1		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	1
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								2
P. Interference with school Safety/ Order/ Discipline			4	3	2		3	1	3		1
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	7
In-School		6	16	17	9	6	11	9	10	13	4
Out-of-School		2	0	8	8	0	2	12	3	5	3
2. No. of 1 Day Suspensions		0	0	0	0	0	4	6	2	1	0
3. No. of 2-4 Day Suspensions		6	12	17	9	6	9	5	8	8	5
4. No. of 5-10 Day Suspensions		2	4	8	8	0	0	10	3	9	2
5. * No. of Different Students Suspended for the Month		8	16	25	17	6	12	20	12	16	6
6. * No. of Different Students Suspended this Year (Cumulative)		8	22	45	57	61	66	78	86	92	96
7. * No. of Different Students Suspended More than Once this Month		0	0	2	0	1	1	1	1	2	1
8. * No. of Students Suspended More than Once this Year (Cumulative)		0	2	4	7	8	12	16	18	26	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: 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	1
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	3
I. Cutting/Skipping Class			3	3	2		1	6	4	6	1
J. Profanity					1		2	2		1	2
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	2
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention				1		1	3	3		1	2

1. Total Number of Suspensions by Month		8	11	7	12	11	13	30	12	36	11
In-School		4	8	6	12	11	11	16	12	34	11
Out-of-School		4	3	1	0	0	2	14	0	2	0
2. No. of 1 Day Suspensions		1	2	1	1	1	1	4	1	3	1
3. No. of 2-4 Day Suspensions		5	7	6	11	6	10	14	11	31	10
4. No. of 5-10 Day Suspensions		2	2	0	0	4	2	12	0	2	0
5. * No. of Different Students Suspended for the Month		8	9	7	12	10	13	25	10	34	11
6. * No. of Different Students Suspended this Year (Cumulative)		8	17	23	33	39	46	62	66	87	92
7. * No. of Different Students Suspended More than Once this Month		0	2	0	0	1	0	4	1	2	0
8. * No. of Students Suspended More than Once this Year (Cumulative)		0	2	3	4	9	13	17	21	27	30

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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			3
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying		1			1	1		1	1		1
H. Insubordination											
I. Cutting/Skipping Class			1								
J. Profanity											1
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	1
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention											

1. Total Number of Suspensions by Month	0	1	3	2	2	2	1	6	3	3	6
In-School		1	3	2	2	2	1	5	3	2	6
Out-of-School								1		1	
2. No. of 1 Day Suspensions		1	2	2	2	2		5	2	3	4
3. No. of 2-4 Day Suspensions			1				1	1	1		2
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	5
6. * No. of Different Students Suspended this Year (Cumulative)		1	3	5	5	7	7	10	11	11	14
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	7

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							3
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	2
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	5
In-School		1	4	2	1	6	4	2	1	2	3
Out-of-School			2			1	1	3			2
2. No. of 1 Day Suspensions			1	2	1	5	4	2	1	1	3
3. No. of 2-4 Day Suspensions		1	3			2		1		1	2
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	5
6. * No. of Different Students Suspended this Year (Cumulative)		1	6	7	7	12	15	18	18	19	21
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	8

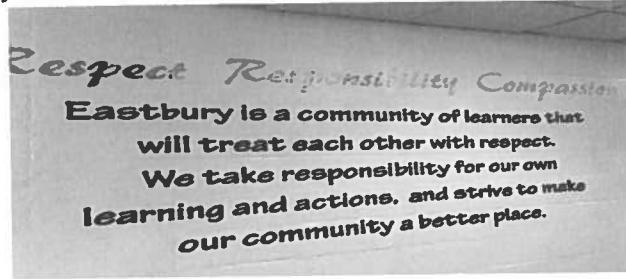
The building administrator reviews suspension notices. Copies of all suspension notices detailing the problem and the consequences are sent to the Superintendent. This information is reviewed in compliance with special education legislation and may result in a student's program being modified by a school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

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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.

Eastbury School Grant Program Summary



Painted on the wall as you enter our school is the following:



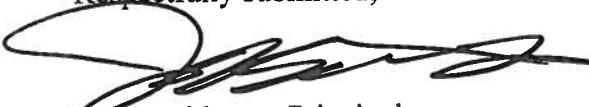
We implement Positive Behavior Interventions and Supports (PBIS), a framework that provides a system for making decisions that support students academically and socially. We strive for excellence through demonstrating respect, responsibility, and compassion in all we do. This is the foundation for our school. Our PBIS Team (principal, 8 certified teachers, one parent) is seeking to add a recognition and celebration component that requires technology. Our goal is to provide all 320 students, 70 teachers and staff members, and all Eastbury families that visit the school with a way to view special programs and activities that occur at Eastbury School. We plan to install a large monitor (donated) in the cafeteria that will display student accomplishments, recognitions, and highlights of school events. Connected to technology, we plan to eventually allow students to create presentations to share with other students, just one way to connect PBIS to 21st century skills and a high level of achievement for all students. The program budget is as follows:

LG Computer:	\$ 650.00
128 GB iPad:	\$ 799.00
Monitor Wall Mount:	\$ 150.00
Apple TV:	\$ 99.00
HDMI cord/other connectors:	\$ 150.00
Speaker System:	\$ 150.00 (*if needed)
total project budget:	<u>\$ 1998.00</u>

We are applying for a grant totaling \$ 1500.00 which will allow us to purchase the computer and iPad including shipping charges. Additional funding for the rest of the program will come from the Principal's account, monies that are donated or earned by the school through various programs. We are excited about this prospective program through your grant, as it allows us to touch all students and adults in our school community. In order to foster a positive, safe school environment, we continually try to find ways to recognize students and allow them to find opportunities to recognize each other and their accomplishments.

Please feel free to contact me at 860-652-7858 or at balthazarj@glastonburyusorg if you have further questions. I look forward to hearing from you.

Respectfully submitted,


Janet Balthazar, Principal

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

~ Aristotle

GLASTONBURY PUBLIC SCHOOLS

TO: Board of Education
Board of Finance
FROM: Alan B. Bookman, Superintendent
Sharon E. Smith, Business Manager
DATE: July 17, 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 May is \$78,599,401.

- 2) Checking Account Reconciliations:

<u>ACCOUNT TITLE</u>	<u>Date Completed By Education</u>	<u>Date Reviewed By Town</u>
<u>General Fund:</u>		
Accounts Payable	06/17/13	06/28/13
Payroll	06/17/13	06/28/13
<u>Other Funds:</u>		
Educational Grants	06/17/13	06/24/13
Student Activities	07/02/13	07/02/13
School Foods	06/19/13	06/24/13
Dependent Care	06/17/13	06/24/13

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.