



REGULAR BOARD OF EDUCATION MEETING

Monday, September 9, 2013 7:30 PM

REGULAR BOARD OF EDUCATION MEETING Town Council Chambers 2155

Main Street Glastonbury, CT 06033

628 Hebron Avenue

Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
 - A. Students and Teachers from Spanish Exchange Program
 - B. Glastonbury Teacher of the Year
 - C. Assistant Principal Glastonbury High School
4. Student Representatives' Report
5. Information Session for Public Comment
6. Special Reports
7. Business Requiring Action
 - A. Staff Resignation:
 1. Keats Jarmon (consent)
 2. Sharon Smith
 - B. Approval Board of Education Communications Plan and Framework for Effective Communications 2013-2016
8. Reports and Discussion
 - A. Program Reports
 1. Art
 2. Language Arts/Reading
 3. Health and Physical Education
 - B. Professional Development Curriculum Council Report and Calendar for 2013-2014
 - C. 2013 Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) Results
 - D. Status Report on Enrollment
 - E. Education Foundation
 - F. Magnet Schools
9. Approval of Minutes
 - A. Meeting of August 12, 2013
10. Committee Reports

11. Chairperson's Report
12. Superintendent's Report
 - A. Staff Appointments:
 1. Elizabeth Carbone
 2. Cori Horelik
 3. Jharley Jones
 4. Sarah Kowalchuk
 5. Lisa O'Doherty
 - B. School Enrollment Report, September 2013
 - C. Town of Glastonbury Health Insurance Reserve Fund Reserve Policy
 - D. Dates to Remember
13. Adjournment- Please Note: It is possible that the Board of Education may go into Executive Session

Draft



Glastonbury Board of Education

**Framework for Effective
Communications
2013-2016**

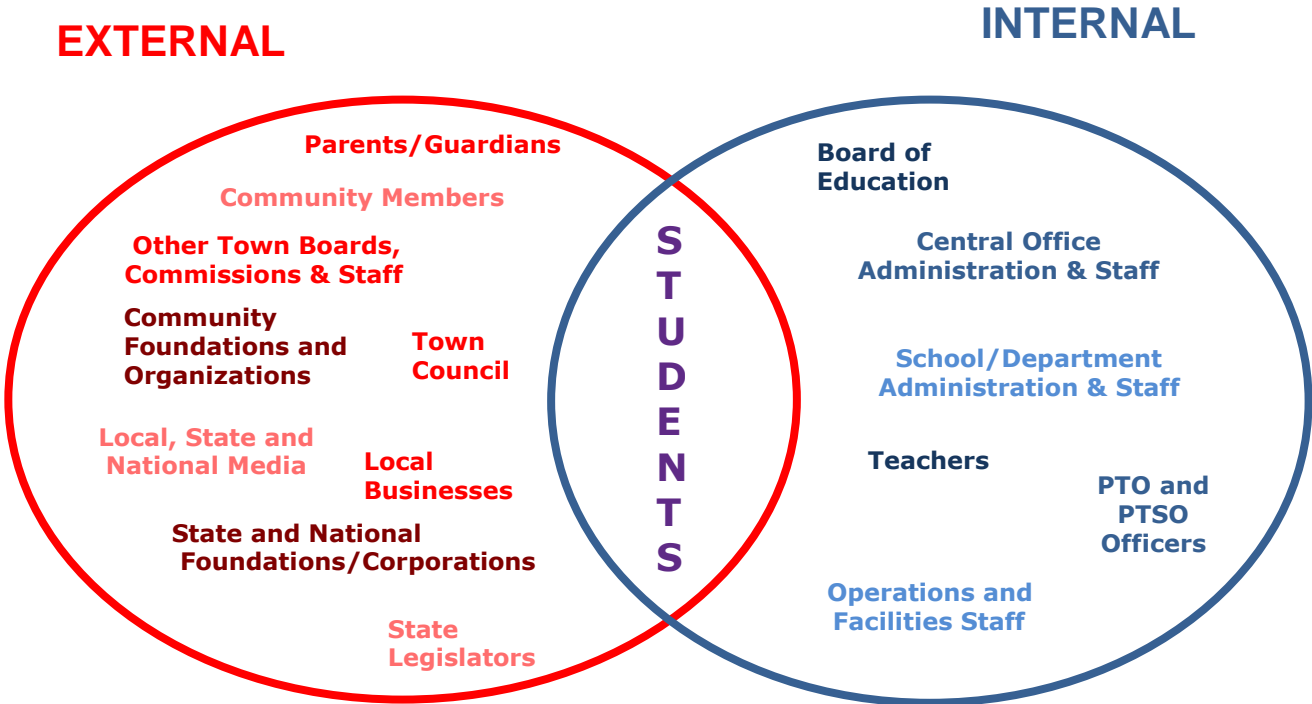


The Glastonbury Public Schools' Framework for Effective Communication is designed to support our school system in building a 21st century learning environment.



The foundation of the Framework for Effective Communications, as depicted in the pyramid image above, is our school system's stakeholders. The Framework is also based on the beliefs and principles highlighted in this document. These beliefs and principles guide the development and implementation of the District's *Communications Plan*. Every three years, the goals, objectives, priorities, strategies, and tasks in the *Communications Plan* will be reviewed, and revised based on an evaluation of the data collected from stakeholders and progress made toward our goals.

Stakeholders



Desired Outcomes for All Stakeholders:

- Be proud of our schools and the quality of opportunities provided to our students
- Be involved and engaged in our schools
- Take ownership in the direction of the District
- Be informed on key issues
- Value all roles within the organization
- Show mutual respect, trust and understanding
- Invite, recognize, and respond to feedback
- Exhibit values of caring, integrity, teamwork and exemplary performance

Beliefs

Effective communication:

- ◆ benefits our constituents
- ◆ engages the public in a meaningful way
- ◆ supports our goals
- ◆ is a two-way process involving both internal/external stakeholders.
- ◆ is the responsibility of every employee in this District

Principles

We must take a proactive approach to telling the District's story.

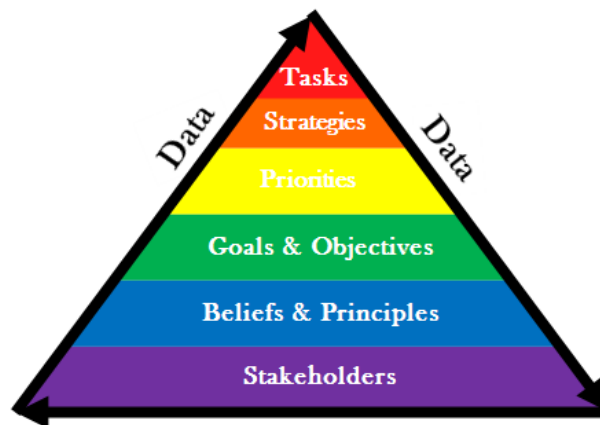
This communications plan is designed to maximize opportunities for us to tell our story instead of relying exclusively on others to interpret our actions, issues, services and programs. When telling our story first, we increase the accuracy of the information provided to our community and reduce the likelihood of incorrect interpretations.

We must strive to solve problems through open communications.

This communications plan emphasizes providing accurate information to our community to allow them to make informed choices about our services. Openness creates a sense of belonging and teamwork and is a major component in problem solving. This approach also reduces suspicion and the feeling of being left out.

We must invite and welcome feedback from our stakeholders.

Our District can benefit from the experiences and feedback of every one of our stakeholders. This communications plan highlights the importance of seeking this feedback in order to evaluate and improve upon our communication efforts.



See the Glastonbury Public Schools Communications Plan to learn about our current goals, objectives, priorities, strategies and tasks.

Draft



Glastonbury Board of Education

Communications Plan 2013-2016





Instead of just pouring out facts, we must also engage our stakeholders by asking their opinions, arousing their curiosity, directing their efforts, and helping to inform their decisions concerning their children's education.

—Kitty Porterfield & Meg Carnes

in Why Social Media Matters: School Communication in the Digital Age

Glastonbury Public Schools Communication Goals 2013-2016

1. Evaluate our communication efforts, compare results to national benchmarks, and adjust communication strategies as needed.
2. Investigate the use of District social media and implement new platforms (Facebook, Twitter, blogs, etc.), if appropriate, in order to provide portable, personalized and participatory communications that increase connections with stakeholders.

The National School Public Relations Association is currently working on a "School Communications Benchmarking Project" to aid schools in objectively measuring school public relations performance. The project identifies three critical function areas including a comprehensive communications program, internal communications and parent communications.

A toolkit/guidebook, slated to be released the summer of 2013, is designed to provide guidelines and resources to assist school systems in developing comprehensive communication programs that ultimately contribute to student achievement. We look forward to using this resource to help us to evaluate and adjust our current communication strategy and to introduce social media components, if appropriate.

STUDENT/PARENT/GUARDIAN RELATIONS

Communications Plan: *To build student/parent ownership in the District by promoting trust, goodwill, and a positive environment for teaching and learning*

<u>Objectives</u>	<u>Strategies / (Responsibility)</u>	<u>Current Initiatives & Status</u>	<u>Priorities for 2013-16</u>
<p>Expand distribution of information to students and parents/guardians</p> <p>Expand opportunities for students and parents/guardians to have input in decisions that affect them</p> <p>Increase recognition of students and parents/guardians internally and externally for their accomplishments</p> <p>Increase opportunities for two-way communication</p> <p>Build connections with students and parents/guardians</p>	<ul style="list-style-type: none"> ▪ Staff/student forums and dialogue sessions (GPS Staff and BOE) ▪ Presentations/speaker's bureau (GPS Admin) ▪ Focus groups (BOE) ▪ Recognition programs (GPS Admin) ▪ Special events (GPS Admin) ▪ Activities that bring parents/guardians into schools for curricular related activities (GPS Admin) ▪ Web portal (GPS Admin & Staff) ▪ Monthly School Newsletters (GPS Admin & Staff) ▪ GPS Monthly Calendar (GPS Admin) ▪ Parent Notification System (GPS Admin & Staff) ▪ Social Media (Central Office) 	<ul style="list-style-type: none"> ▪ PowerSchool Portal for grades 6-12 student and parent/guardian access to attendance and grades ▪ Administrator's attendance at PTO/PTSO/Parent Group meetings ▪ Use of District and School Newsletters, Web portal, and Parent Notification System to disseminate information ▪ Parent/guardian volunteers recognized in newsletters and at annual CT Association of Schools (CAS) event ▪ Outstanding students recognized in newsletters and at school recognition events ▪ Focus groups organized as appropriate ▪ Collaborative student use of a portal ▪ Posting Red Apple award winners on the portal ▪ Standardized school handbook content available and updated annually ▪ School Info App for GHS ▪ Opinion surveys conducted as needed 	<ol style="list-style-type: none"> 1. Explore the development of a student forum /dialogue session between GHS students and BOE members 2. Expand use of direct electronic communication with students (calendar, announcements, email) and student file access 3. Develop action plan to upgrade portal for enhanced external/internal communications 4. Explore opportunities to increase positive teacher-student and teacher-parent communication 5. Expand use of a web portal for collaborative work with students 6. Develop a process to evaluate parent/guardian/student communication efforts 7. Introduce Parent Notification System texting option 8. Investigate the use of District social media and implement new platforms (Facebook, Twitter, blogs, etc.), if appropriate, in order to provide portable, personalized and participatory communications that increase connections with stakeholders

STAFF ENGAGEMENT

Communications Plan: *To empower employees to take ownership in their schools and the District, fostering collaborative relationships.*

<u>Objectives</u>	<u>Strategies / (Responsibility)</u>	<u>Current Initiatives & Status</u>	<u>Priorities for 2013-16</u>
<p>Increase the opportunities for staff to become involved in meaningful public engagement</p> <p>Expand distribution of information to staff</p> <p>Expand opportunities for staff to have input in decisions that affect them</p> <p>Increase recognition of staff internally and externally for their accomplishments</p> <p>Improve staff morale and trust in the District</p> <p>Increase staff awareness of their role as ambassadors for the District</p> <p>Increase opportunities for two-way communication</p> <p>Build connections with staff</p>	<ul style="list-style-type: none"> ▪ Guest speakers (GPS Admin & PTSO) ▪ Newspaper articles and guest editorials (Central Office, BOE & PTSO) ▪ Employee recognition (Central Office & BOE) ▪ Internal emails (Central Office & GPS Admin) ▪ Internal newsletter “GPS Staff News & Notes” (Central Office) ▪ Web portal (Central Office & GPS Admin) ▪ Surveys of stakeholders (GPS Admin & Staff) ▪ Internal team websites (GPS Admin & Staff) ▪ School Messenger (GPS Admin & Staff) ▪ Social Media (Central Office) 	<ul style="list-style-type: none"> ▪ GPS staff are recognized each month at televised BOE meeting ▪ Employee Recognition Dinner ▪ Teacher of the Year ▪ GHS Essence Awards ▪ Professional Development programs ▪ Internal newsletter “GPS Staff News & Notes” ▪ Expanded use of team websites for collaborative project work and information sharing ▪ Establish Glastonbury Schools Excellence in Communications Awards for a Teacher, an Administrator, and a Staff Person ▪ School-to-Home Protocols and Procedures documented and updated as necessary ▪ Retirees Presentation and Celebration ▪ Staff Recognition Page on Web Portal ▪ Surveys of staff as needed 	<ol style="list-style-type: none"> 1. Provide support related to all aspects of the School-to-Home Communications Protocol 2. Expand use of school staff and department websites 3. Develop action plan to upgrade portal for enhanced external/ internal communications 4. Train and support staff with site responsibilities 5. Develop a process to evaluate internal staff communication efforts 6. Prepare and provide staff professional development module on effective teacher-parent relations 7. Investigate the use of District social media and implement new platforms (Facebook, Twitter, blogs, etc.), if appropriate, in order to provide portable, personalized and participatory communications that increase connections with stakeholders

COMMUNITY RELATIONS

Communications Plan: *To improve community understanding and support for the Glastonbury Public School System.*

<u>Objectives</u>	<u>Strategies / (Responsibility)</u>	<u>Current Initiatives & Status</u>	<u>Priorities for 2013-16</u>
<p>Increase opportunities for two-way communication</p> <p>Increase opportunities for community members to interact with Board of Education</p> <p>Expand use of technology and other forms of media</p> <p>Increase audience exposure to District information</p> <p>Build connections with community members</p>	<ul style="list-style-type: none"> ▪ Community forums (BOE) ▪ Presentations/speaker's bureau (GPS Admin & Staff) ▪ Legislative forums (BOE) ▪ Civic/service organization memberships and attendance (Central Office) ▪ Web Portal (GPS Admin & Staff) ▪ Access to BOE members and meetings (BOE & Central Office) ▪ GPS publications (Central Office) ▪ School publications (GPS Admin & Staff) ▪ Prospective parents-counseling; newcomer and preschool packets (GPS Admin & Staff) ▪ Materials related to education for realtors and other businesses (Central Office) ▪ Special events that involve or invite the community (Central Office) ▪ Displays/exhibits at community events (Central Office & GPS Admin) ▪ Recognition programs (Central Office) ▪ Press Releases ▪ Social Media (Central Office) 	<ul style="list-style-type: none"> ▪ BOE budget workshops held in January ▪ BOE Public Hearings held on important topics to gain community perspective ▪ Superintendent attends Chamber of Commerce, Rotary, and Glastonbury Education Foundation meetings ▪ Ask the Superintendent Blog ▪ BOE Member email addresses posted ▪ BOE meetings televised through Cox Cable Community Access channel and videos posted on town site ▪ Central office staff produces community newsletter, mailed to all Glastonbury homes, four times per year ▪ <i>Glastonbury Citizen</i> maintains a BOE Column, publishing monthly articles submitted by the BOE ▪ BOE agenda packets posted on website ▪ BOE Meetings moved to GHS when necessary to accommodate public ▪ Public Comment time available at all BOE meetings ▪ Events (GHS plays, sports, AgriScience fair, Art Show, etc.) open to public ▪ Education section of Town Annual Report ▪ Use of CABA-meeting for posting BOE agenda 	<ol style="list-style-type: none"> 1. Develop and institute a process to evaluate our community-wide communication efforts 2. Continue to explore NSPRA (National School Public Relations Association) resources including their "school communications benchmark study" 3. Explore on-line streaming of live and pre-taped events and potential coordination with Cox Cable local access channel 4. Train and support all GPS staff using the portal 5. Develop plan to capitalize on use of GEHMS planetarium to introduce community to school system and build support (signage, intro to shows, etc.) 6. Investigate the use of District social media and implement new platforms (Facebook, Twitter, blogs, etc.), if appropriate, in order to provide portable, personalized and participatory communications that increase connections with stakeholders

MEDIA RELATIONS

Communications Plan: *To improve communications with target audiences regarding student learning, educational choices and school budget.*

<u>Objectives</u>	<u>Strategies / (Responsibility)</u>	<u>Current Initiatives & Status</u>	<u>Priorities for 2013-16</u>
<p>Increase the number of positive stories provided to media</p> <p>Expand professional relationships with members of the media</p>	<ul style="list-style-type: none"> ▪ Press releases, briefings and photo-ops (Central Office & GPS Admin) ▪ Letters to the editor and guest editorials/opinion pieces (BOE & PTSO/PTO) ▪ Media relations policies (BOE) ▪ Web Portal (GPS Admin & Staff) ▪ Local television news (GPS Admin & Staff) ▪ Social Media (Central Office) 	<ul style="list-style-type: none"> ▪ Board of Education agenda packets and meeting minutes are posted on website and accessed by the press ▪ Information Packets are distributed to the press at BOE meetings ▪ Monthly BOE editorial columns published in the <i>Glastonbury Citizen</i> ▪ Web portal postings (announcements, Ask the Superintendent column) and School Messenger emails are often used by the press for stories ▪ School Info App for GHS 	<ol style="list-style-type: none"> 1. Be proactive in distributing GPS news to print media 2. Maintain relationships with local television and print media contacts 3. Consistently post content on web portal as source for media contacts to include: BOE meeting agenda packets, minutes, updated policies, “Ask the Superintendent” questions and answers, dates to remember, and announcements 4. Consider briefing members of press on key issues prior to board meetings 5. Investigate the use of District social media and implement new platforms (Facebook, Twitter, blogs, etc.), if appropriate, in order to provide portable, personalized and participatory communications that increase connections with stakeholders.

CRISIS COMMUNICATIONS

Communications Plan: *To improve crisis communications, mitigate negative impacts in the community and encourage fair, objective media coverage.*

<u>Objectives</u>	<u>Strategies / (Responsibility)</u>	<u>Current Initiatives & Status</u>	<u>Priorities for 2013-16</u>
<p>Counsel administrators and staff in managing crisis communications</p> <p>Counsel Board of Education members on appropriate role in a crisis or emergency</p> <p>Provide timely, accurate information to internal and external audiences</p> <p>Work closely with the media to provide accurate, timely information</p> <p>Serve as part of the crisis management team</p>	<ul style="list-style-type: none"> ▪ Crisis management training (GPS Admin & Staff) ▪ Crisis communications training (GPS Admin & Staff) ▪ Onsite and central support in emergencies (Central Office) ▪ Immediate and on-going counsel to principals, area administrators and other key staff (Central Office) ▪ Crisis communications plans specific to each major incident to include goals and key messages (Central Office & GPS Admin) ▪ Written materials, including talking points, fact sheets and letters for schools to use in emergencies (Central Office & GPS Admin) ▪ Hotlines as necessary (Central Office) ▪ Parent Notification System & Web Portal (Central Office & GPS Admin) ▪ Public Information Officer (Central Office & GPS Admin) ▪ Social Media (Central Office) 	<ul style="list-style-type: none"> ▪ Central Office staff maintains an Incident Protocol Manual and provides annual training for all administrators on updates. ▪ Parent Notification System expanded to include staff contacts to improve distribution of emergency information to staff ▪ On-going training in crisis communications provided by Central Office 	<ol style="list-style-type: none"> 1. On-going contact information updates for parents and guardians in Parent Notification System 2. Introduce Parent Notification System texting option 3. Investigate the use of District social media and implement new platforms (Facebook, Twitter, blogs, etc.), if appropriate, in order to provide communications that increase connections with stakeholders.

COMMUNICATIONS TRAINING AND SUPPORT

Communications Plan: *To provide communications training and support that will assist internal stakeholders in understanding and strengthening their role as ambassadors to the community.*

<u>Objectives</u>	<u>Strategies / (Responsibility)</u>	<u>Current Initiatives & Status</u>	<u>Priorities for 2013-16</u>
<p>Improve organizational performance in communication and public relations</p> <p>Increase positive public perception of Glastonbury Public Schools</p> <p>Increase opportunities for staff to receive communications and public engagement training</p> <p>Increase the number of administrators and BOE members trained in effective communications strategies</p> <p>Integrate the actions and attitudes of the Glastonbury Public Schools with those of its stakeholders</p>	<ul style="list-style-type: none"> ▪ Public engagement (Central Office) ▪ Effective communication strategies (Central Office) ▪ Public relations for principals (Central Office) ▪ Media relations (Central Office) ▪ Communications Policies (BOE) ▪ Web Portal (GPS Admin & Staff) ▪ Staff Newsletter (Central Office) ▪ Key messages and scripts (Central Office) ▪ Employee training (Central Office) 	<ul style="list-style-type: none"> ▪ Web Portal training and support for all GPS site editors on-going throughout the year ▪ Strengthen role of teachers as ambassadors during Open Houses and through Web Portal (GPS Admin & Staff) ▪ New Hires Website ▪ School-to-Home Protocols and Procedures documented and updated as necessary 	<ol style="list-style-type: none"> 1. Provide on-going support related to all aspects of the School-to-Home Communications Protocol 2. Train and support office staff on effective use of public and internal web pages to inform community and staff 3. Train and support PTO/Parent Groups on effective use of public web pages 4. Train and support teachers and administrators on collaborative use of a portal 5. Communicate BOE policy changes to all GPS staff

B.O.E. Communications Monthly Tasks/Responsibility 2013-2016

August

GPS Monthly Calendar Mailed	Central Office
Remind and support administrators, office staff and PTOs on School-to-Home Communications procedures	Central Office
Send District info to school newsletters	Central Office
<i>Glastonbury Citizen</i> article	BOE Communications
<i>School Report-Summer</i> distributed	Central Office
BOE staff recognition (September)	Central Office
Email media packets to contacts	Central Office
Web portal training and support	Central Office

September

Annual Online Student Information Update	Central Office/School Offices
Publicize BOE budget process	BOE Communications
Send District info to school newsletters	Central Office
<i>Glastonbury Citizen</i> article	BOE Communications
Develop content list <i>School Report-Fall</i>	Central Office/BOE Communications
BOE staff recognition (October)	Central Office
Email media packets to contacts	Central Office
Web portal training and support	Central Office

October

Employee Recognition Dinner	Central Office
Fall Staff Newsletter distributed	Central Office
Send District info to school newsletters	Central Office
<i>Glastonbury Citizen</i> article	BOE Communications
Review <i>School Report-Fall</i> Draft	BOE Communications
BOE staff recognition (November)	Central Office
Email media packets to contacts	Central Office
Web portal training and support	Central Office

November

Send District info to school newsletters	Central Office
<i>Glastonbury Citizen</i> article	BOE Communications
<i>School Report-Fall</i> distributed	Central Office
BOE staff recognition (December)	Central Office
Email media packets to contacts	Central Office
Web portal training and support	Central Office

December

Send District info to school newsletters	Central Office
<i>Glastonbury Citizen</i> article	BOE Communications
Develop content list <i>School Report-Winter</i>	Central Office/BOE Communications
BOE staff recognition (January)	Central Office
Email media packets to contacts	Central Office
Web portal training and support	Central Office

January

BOE Budget Workshops	BOE/Central Office
Send District info to school newsletters	Central Office
<i>Glastonbury Citizen</i> article	BOE Communications
Review <i>School Report-Winter</i> Draft	BOE Communications
BOE staff recognition (February)	Central Office
Email media packets to contacts	Central Office
Web portal training and support	Central Office

February

BOE budget support in the community	BOE
Winter Staff Newsletter distributed	Central Office
Send District info to school newsletters	Central Office
<i>Glastonbury Citizen</i> article	BOE Communications
<i>School Report-Winter</i> distributed	Central Office
BOE staff recognition (March)	Central Office
Email media packets to contacts	Central Office
Web portal training and support	Central Office

March

School Handbook updates to principals and secretaries	Central Office
Send District info to school newsletters	Central Office
<i>Glastonbury Citizen</i> article	BOE Communications
Develop content list <i>School Report-Spring</i>	Central Office/BOE Communications
BOE staff recognition (April)	Central Office
Email media packets to contacts	Central Office
Web portal training and support	Central Office

April

Send District info to school newsletters	Central Office
<i>Glastonbury Citizen</i> article	BOE Communications
Review <i>School Report-Spring</i> Draft	BOE Communications
BOE staff recognition (May)	Central Office
Email media packets to contacts	Central Office
Web portal training and support	Central Office

May

Send District info to school newsletters
Glastonbury Citizen article
School Report-Spring distributed
BOE staff recognition (June)
Email media packets to contacts
Web portal training and support

Central Office
BOE Communications
Central Office
Central Office
Central Office
Central Office

June

Spring Staff Newsletter distributed
Glastonbury Citizen article
Develop content list *School Report-Summer*
Email media packets to contacts
Web portal training and support

Central Office
BOE Communications
Central Office/BOE Communications
Central Office
Central Office

July

Review Communication Plan and evaluate progress
Glastonbury Citizen article
Review *School Report-Summer* Draft
Email media packets to contacts
Web portal training and support

BOE Communications
BOE Communications
BOE Communications
Central Office
Central Office

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

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Title of Report: Communications Framework and Plan 2013-2016

Board Meeting Date: September 9, 2013

Action: X Report: Information: Discussion:

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Each year our district compiles a communications plan to help guide us in the important task of ensuring our stakeholders are both informed about and engaged in our school system. This year’s communication plan has been divided into two parts. The first part is a “Framework” which concentrates on the foundation guiding and supporting the plan, including a list of our stakeholders, our core beliefs, and our principles. The second part is the “Plan” which includes current and specific goals, strategies, and tasks.

Also new this year, we have developed a three-year plan, rather than a one-year plan, to allow more time for the district to explore and implement broader communication initiatives. The communications plan for the next three years has two main goals: 1) evaluating our communication efforts and comparing them with national benchmarks and 2) investigating the use of social media, if appropriate, in order to provide portable, personalized and participatory communications that increase connections with stakeholders.

In the past five years our district has made considerable progress in its communication efforts with three major initiatives leading the way. We introduced and continue to develop a sophisticated web portal that is used by all stakeholders, publicly and internally, to inform, to engage and to work efficiently. We have implemented the School Messenger parent and staff notification program and have used it effectively for both routine and emergency communications, including key communications during severe storms in our community. Currently 98% of our families have a least one email address registered with the system. We have also provided secondary student and parent access to PowerSchool, our grading and attendance system, which allows students and parents to monitor academic progress.

While we feel these initiatives have been quite successful, it’s important that we take the time to thoroughly evaluate our efforts, from the point of view of all of our stakeholders, and compare our results with national benchmarks currently being developed. This evaluation will give us the data and feedback needed to adjust strategies for continued success.

Also, our recent initiatives have primarily focused on pushing information “out” to our stakeholders. A key focus for the next three years will be increasing opportunities for two-way communication, through the use of social media and other strategies where appropriate, so we can better connect with our stakeholders. We will investigate how our district might safely use social media as a way to engage all of our audiences – students, parents, teachers, the community, and the media.

Submitted By: Matthew Dunbar

Reviewed By: Alan Bookman



Report to Glastonbury Board of Education

Program: Art 0200
Director: Dan Roach, Ph.D.
Date: September 9, 2013

1. What is the sequence of courses across grade levels?

Grades K-12: There is an ongoing and systematic program of instruction and learning that reflects the Art Department's philosophy, goals, and objectives*, *CSDE Visual Arts Framework* (State/National Standards), and the *GPS Fourth Generation Strategic Plan Goals*. In a manner consistent with the *Visual Arts Framework* (State/National Standards), grade-level learning and course-specific learning address recurring fundamental skills, content, and experiences that evolve in increasing levels of sophistication, application, and technique as students move through the program. These skills and learning experiences, developed over time/years, are considered "discipline skills" and function as "discipline knowledge".

Grades K-5: Students in Grades K-6 receive art instruction. Art classes in Grades K-5 meet once per week for 45 minutes. The K-5 program provides a spiraling scope and sequence of learning experiences that foster and develop discipline skills and discipline knowledge, artistic thinking, and habits of mind in the visual arts, including design.

Grades 6-12: Grade 6 students take Art once per week for 43 minutes. In grades 7-12 students enroll in a wide variety of Art electives**. At SMS, art classes meet for 42 minutes every other day for a semester. Eight (8) Art Electives are offered at SMS. At GHS, art classes meet for 42 minutes every day for a semester, with the exception of AP Studio Art, which is a full-year course. Thirteen (13) Art electives are offered at GHS. Elective Art courses at SMS and GHS provide level-appropriate learning experiences that further develop discipline skills and knowledge, specific art-making processes, and levels of sophistication relative to visual arts thinking, general thinking skills (critical, analytical, metaphoric, and high-order thinking abilities), and other attributes such as team-building, collaboration, and communication skills.

*Art Program Goals and Program Objectives relate to: *media experiences, artistic thinking, classroom behavior and responsibility, skills, collaboration, art criticism & aesthetics, elements of art & principles of design, art vocabulary, art history, creativity, self-expression, connections to other experiences and other courses of study, themes & subject matter, writing, technology, 21st Century Skills, and visualization & visual literacy.*

***Thirty-two percent (32%) of all elective classes, 7-12, are technology-based learning experiences.*

2. What are some of your staff and student achievements this past year?

- Grade 1 Art students at Eastbury worked collaboratively to write, illustrate, and create, and publish an E-book and a hardbound book.
- GHS Art students completed real-world (art and design) activities for various local organizations and businesses. Activities included logo design for the GHS administration, furniture design for the Audubon Society, and T-shirt design for the *Glastonbury Parks & Recreation's Santa's Run*.
- Graduating Art students were accepted to top-tier art and design colleges across a variety of art and art related fields including animation, architecture, art education, computer animation, film, graphic design, and product design.

3. Were there any major changes in your program's curriculum this past year?

- To reflect learning expectations relative to 21st Century Skills and Learning Environments, the department updated curriculum learning experiences, rubrics, assessments, benchmarks, and benchmark assessments, K-6, and in all Art courses, Grades 7-12. The department also updated report cards (K-6) to include grading criteria for 21st Century Skills (specifically, collaboration).
- The department developed and implemented learning experiences, K-12, related to specific *design strategies and approaches* used in professional design fields.

4. What are the long-term plans for change and direction in accordance with the current curriculum/program review?

The recently completed curriculum review (fall 2012) resulted in six (6) long-term recommendations under the following headings: **1) Assessment, 2) Current Program, 3) Technology, 4) Communication/Advocacy /PR, and Art Education (practices), 5) Current and Future Trends, and 6) 21st Century Skills**. Several recommendations were addressed during the 2012-13 school year, recommendations related to updating all curriculum materials to reflect **21st Century Skills & Learning** and the *GPS Fourth Generation Strategic Plan Goals*, as well as **Communication/Advocacy/PR**.

Other, yet to be undertaken, areas with long-term recommendations for change and direction are as follows.

- **Assessment:** *Research/review* best practices, technology and assessment, and common assessment language K-12; and *cross-walk* our practices with other districts and higher education.
- **(GPS) Current Program:** *Examine* class-size relative to safety and equipment and materials used in the curriculum; *research* instructional time in other DERGs; and *research/review* curricula in other DERGs.
- **Technology:** *Research* the use of technology (higher education and DERGs) for visual arts production, instruction, and administrative purposes); *update* existing technology in program; and *communicate* the critical value and importance of the role of technology in our visual arts program of education.
- **Art Education, Current & Future Trends :***Research* best practices, new technology and training, best practices relative to 21st Century Skills &

Learning, and new educational paradigms in the visual arts and industry/business.

5. What program objectives (current and future) have financial implications for the upcoming year?

In continued response to the Art Department's *Philosophy, Program Goals, and Program Objectives*, the district's *Fourth Generation Strategic Plan Goals*, the *21st Century Skills* literature, current trends in Art education, and the soon to be released *National Core Standards for the Arts*, technology and digital production systems are recognized and listed as essential components of visual arts learning, K-12. To fully realize the potential and application of technology as art and design tools and as learning and communication tools, technology—namely computers and instructional resources (assorted hardware and software), and IT support services*—must be readily available to our teachers and students. Therefore, acquiring, updating, and maintaining level-appropriate technology for 21st Century Learning Environments and for learning in our Art program, K-12, are, and will remain, high priorities with financial implications going forward.

**Technology equipment and resources should include, but are not be limited to:*

- *Internet access in every studio, K-12*
- *High-quality, art-quality printing capabilities in every studio, K-12*
- *Multiple computer workstations with Internet access in every studio, Grade 4-12*
- *Visual Arts-production software (level-appropriate) in every studio, Grade 4-12*
- *Instructional and administrative support technology (hardware and software) in every studio, K- 12, those needed to support the depth and breadth of instructional and administrative tasks and responsibilities of Art teachers, K-12.*



Report to Glastonbury Board of Education

Program: Language Arts/Reading
Director: Joanne St. Peter
Date: September 9, 2013

1. What is the sequence of courses across grade levels?

In grades K – 5, 90 minutes of reading and writing instruction are guaranteed for all students each day.

The sequence of course for Grades 6-12 is:

Grade 6	Language Arts
Grades 7-8	English 7 and 8 (Levels 1 and 2)
Grades 9-10	English 9 and 10 (Levels 1 and 2)
Grades 11-12	English (Four Semesters)

Required Courses Grades 11 and 12:

Four semesters chosen from Junior and Senior Level 1 or 2 courses, or two full-year AP courses are required. (One literature course is required in both 11th and 12th grades and one writing course is required in either 11th or 12th grade.)

There are elective courses for Grades 9-12; these include: Speech, Creative Writing, Film Study and SAT Preparation, Drama I and II, and Lighting and Sound for Stage and Television.

2. What are some of your staff and student achievements this past year?

The use of technology at all levels, such as Google Docs, Turn-it-In, Show Me, and Edmodo enhanced the delivery of curriculum and student engagement. Several Glastonbury High School Students were recognized for their achievements this year. Three seniors received recognition in the National Council of Teachers of English writing competition, and several staff members have work that is frequently published in print and electronic media.

3. Were there any major changes in your program's curriculum this past year?

As we transition to the Common Core State Standards and endeavored to implement the GPS Strategic School Plan, the way in which curriculum was delivered and student progress was assessed, continues to change.

Students received instruction in flexible groups, actively participated in small and large group discussions, applied their reading and writing skills strategically, and routinely conferred with their teachers to identify their individual learning goals.

The GHS Reading and Writing Center (RWC) continued to expand its effectiveness by providing assistance for students in content areas. As a result, during the 2012-13 school year, the RWC became a valuable and much-used resource for all students.

4. What are the long-term plans for change and direction in accordance with the current curriculum/program review?

The District Goals and related department long term plans for change are:

1. Align content, instruction, and assessment with the Common Core State Standards:
 - Continue to implement the reading and writing units of study, related lesson plans and procure related print and digital materials that fully align with the Common Core State Standards.
 - Identify and/or develop formative assessments in reading and writing that align with the Common Core State Standards. Make plans to orient students to become familiar with computer-based assessments.
2. Integrate and assess the critical 21st century skills needed for high achievement across all subjects:
 - Update goals and objectives within the curriculum that will facilitate the development of 21st century skills.
 - Identify and integrate additional teaching strategies within units of study to support students' acquisition of 21st century skills.
 - Continue to assist teachers in developing unit assessments and related rubrics that require students to authentically apply 21st century skills.
3. Provide rigorous and systematic learning opportunities consistent with the district's mission and beliefs.
 - Conduct individual grade level professional development sessions that are structured to provide a foundation for and sustained support of the identified objectives.
 - Provide opportunities for professional staff to collaborate and share knowledge of digital resources that have a direct and meaningful application in the classroom environment.
 - Utilize the feedback offered through professional development evaluation forms, email correspondence, department meetings, and teacher meetings to identify the support that is needed to facilitate professional growth and the implementation of the identified objectives.
4. Create instructional conditions that foster greater teamwork, collaboration, and an extension of learning opportunities:
 - Schedule guaranteed time and opportunities during monthly meetings for professional staff to collaborate and share knowledge of resources that have a direct and meaningful application in the classroom environment.
 - Promote collaboration through use of electronic media.
 - Foster collaboration by supporting joint professional objectives (i.e. co-teaching).
 - Facilitate visitations/observations of faculty through creative scheduling.
 - Provide opportunities for teachers to participate with colleagues in field testing new units of study.

5. What program objectives (current and future) have financial implications for the upcoming year?

The program objectives have financial implications as follows:

Goal 1- Content, Assessment, Instruction

- Purchase formative assessments that align with the CCSS
- Purchase Degrees of Reading Power (DRP) reading assessments and scoring
- Purchase trade books, periodicals and fees to access electronic media
- Fund curriculum development

Goal 2- 21st Century Skills

- Time (substitute coverage) and the technological resources (both hardware and software) for teachers to seek out and/or create learning resources to enhance the delivery of curriculum

Goals 3 & 4- Learning Opportunities/Teamwork

- Increasing opportunities for teachers to collaborate with their grade level, course level, and department level colleagues that is built into the school day would require funds for materials and substitute coverage.
- Financial support for professional materials and “outside” facilitators to work with teachers on-site to enhance the delivery of the curriculum.



Report to Glastonbury Board of Education

Program: Health and Physical Education

Director: Ann Marie Colebrook

Date: September 9, 2013

1. What is the sequence of courses across grade levels?

All students in grades K-5 are scheduled to have Physical Education once a week for 45 minutes. Health lessons are periodically scheduled throughout the year.

Grade	Course
6	Physical Education Adapted Physical Education Health Education D.A.R.E.
7	Physical Education Adapted Physical Education Health Education
8	Physical Education Adapted Physical Education Health Education

Grade	Courses
9	Health and Physical Education 9 (HPE 9)
10	Health and Physical Education 10 (HPE 10)
11 & 12	Physical Education Required Courses (students select 2 from the list of courses offered) Alternative Environmental Activities Dance Group Games Lifetime Activities No Boundaries for Wellness Sport Issues Health Education Elective Courses First Aid and Careers in Athletics and Recreation Relationships and Connections in the Community

2. What are some of your staff and student achievements this past year?

- New curriculum units were completed and implemented at all grade levels.
- High school staff participated in many professional development opportunities to learn how to use iPads as a teaching tool.
- The elementary Nutrition Education Program was implemented and supported by the Education Foundation.

3. Were there any major changes in your program's curriculum this past year?

A major change in the Health and Physical Education program during the 2012-2013 school year included:

- New instructional methods were embedded into lessons to engage students, this included the use of technology devices and research based teaching strategies.
- New common assessments were implemented to evaluate student progress.
- Staff began to explore and identify where connections to the Common Core State Standards could be articulated within the curriculum.

4. What are the long-term plans for change and direction in accordance with the current curriculum/program review?

The Health and Physical Education department goals are aligned with the district strategic plan and continue to serve as a guide to make the following changes for improvement:

- Develop and/or revise K-12 Health and Physical Education curriculum to reflect district and department goals and objectives of the 4th Generation Strategic Plans.
- Design integrated elementary health curriculum for grades K-5 to meet state mandates and standards specifically that link to Common Core State Standards and the development of 21st Century Skills.
- Integrate physical activity across curricular content areas that place emphasis on purposeful movement and frequent brain breaks that support the learning process.
- Create new or revise existing secondary health curriculum, grades 6-12, to align with Common Core Standards and Smarter Balanced assessments; the long term goal is to develop student e-portfolios that include personal fitness plans and student work samples or performance tasks that will support the Student Success Plan.
- Develop purposeful and challenging professional development that ensures growth and accountability for staff and ultimately promotes high achievement for all students.
- Continue to maintain a healthy school climate by collaborating and communicating with the school and community about the program and curriculum.
- Continue to effectively utilize technology to communicate and collaborate between and among students, staff, administration and community.

5. What program objectives (current and future) have financial implications for the upcoming year?

To accomplish Goal 1: Promote High Achievement for all Students; funds will be required to:

- Develop integrated K-12 Health and Physical Education curriculum that continues to meet state mandates and common core standards and promote the development of 21st Century Skills.

- Design curriculum that aligns with and supports the Student Success Plans.
- Purchase instructional materials, supplies and equipment necessary to effectively deliver the curriculum. This will include, but will not be limited to, obtaining sets of nonfiction books for each elementary classroom library.

To accomplish Goal 2: Ensure Support, Growth and Accountability for all Staff, funds will be necessary to:

- Provide teachers with professional development opportunities which have direct and meaningful application to exemplar teaching and learning to improve best practices, differentiated instructional methods, and assessments.
- Create quality professional development opportunities that provide teachers with specific skills and knowledge to continue to develop or refresh skills in American Red Cross Lifeguard and First Aid/CPR/AED certifications, archery training, and adventure based education. Workshops for teachers in these areas are essential to ensure a safe learning and teaching environment.
- Hire an elementary health resource teacher to support curriculum development.

To accomplish Goal 3: Build a 21st Century Learning Environment, financial support will be needed to:

- Acquire advanced technology software and hardware for all grade levels that fosters collaboration and communication.
- Continue to develop programs for students and staff that help to establish and maintain healthy school climate utilizing a coordinated school health approach. Before and after school programs offer staff and students a chance to develop health-enhancing lifelong habits. A considerable amount of planning and effort is put into organizing and implementing before and after school programs and the success of these programs is contingent upon financial support at the district and school based levels.

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

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Title of Report: Professional Development Curriculum Council and Calendar for 2013-14

Board Meeting Date: September 9, 2013

Action:

Report: X

Information:

Discussion:

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The Professional Development Curriculum Council (PDCC) is comprised of curriculum directors and principals who meet on a regular basis to plan, structure and revise district curricula and professional development for staff. The assistant superintendent for curriculum and instruction chairs the meetings. The specific responsibilities of the PDCC include:

- Review new and existing curricula and materials;
- Establish timelines for curriculum development and review;
- Provide budget recommendations;
- Provide for the assessment of curriculum;
- Assist with professional development for the system; and
- Integrate relevant technologies into curriculum implementation.

The 2013-14 school year marks the eleventh year of the established PDCC. The goals and action plans of the Fourth Generation Strategic Plan guide the decisions and work of the Council.

The PDCC supports high achievement (Strategic Goal One) by leading the district curriculum development process through nationally recognized curriculum design principles. A special focus on curriculum and instructional alignment with the Common Core State Standards will continue to be addressed this year.

Support, growth and accountability for all staff (Strategic Goal Two) are accomplished through careful planning and delivery of professional development. This year, major topics will include math, literacy across disciplines, data-driven decision-making, instructional strategies and assessments that relate to Common Core State Standards, and our new teacher/administrator evaluation system. Evaluation of our professional development system will measure the effectiveness of presentations, teacher application of learning and the resulting student outcomes.

The PDCC has responsibility for supporting the development of a 21st century learning environment (Strategic Goal Three). This year, the council will continue to explore the roles of digital learning, effective communication and collaboration, and nontraditional learning environments that will ensure that all students leave our schools “college and career ready”.

The PDCC offers collaborative leadership to support all facets of curriculum development, implementation and assessment. An annual calendar of relevant topics is developed to reflect the current issues, trends and developmental needs of the district (see attached).

Submitted By: Rosemary Tralli

Reviewed By: Alan Bookman

Glastonbury Public Schools

**PDCC MEETING PLANNING FRAMEWORK
General Topics by Month
2013-2014**

September	SECONDARY	<ul style="list-style-type: none"> • Curriculum Review Process Revisions • Program Reports • Review of August 27 Professional Development • Teacher/Administrator Evaluation
	ELEMENTARY	<ul style="list-style-type: none"> • CMT Analysis: Implications for Curriculum and Instruction • Curriculum Review Process Revisions • Program Reports • Review of August 27 Professional Development • Teacher/Administrator Evaluation
October	SECONDARY	<ul style="list-style-type: none"> • Program of Studies • CMT & CAPT Analysis: Implications for Curriculum and Instruction • Election Day Professional Development • Teacher/Administrator Evaluation
	ELEMENTARY	<ul style="list-style-type: none"> • Election Day Professional Development • CMT Analysis: Implications for Curriculum and Instruction • Teacher/Administrator Evaluation
November	SECONDARY	<ul style="list-style-type: none"> • UConn Internships • MLK Day Celebration • Atlas Rubicon Updates • Teacher/Administrator Evaluation
	ELEMENTARY	<ul style="list-style-type: none"> • MLK Day Celebration • UConn Internships • Atlas Rubicon Updates • Teacher/Administrator Evaluation
December	SECONDARY	<ul style="list-style-type: none"> • Spring Professional Development • Teacher/Administrator Evaluation • Budget
	ELEMENTARY	<ul style="list-style-type: none"> • Spring Professional Development • Teacher/Administrator Evaluation • Budget
January	SECONDARY	<ul style="list-style-type: none"> • Summer Curriculum Work • Summer Camps • Parent Nights at GHS • Planning for State Assessments • Teacher/Administrator Evaluation
	ELEMENTARY	<ul style="list-style-type: none"> • Summer Curriculum Work • Summer Camps • Summer Curriculum Projects • Planning for State Assessments • Teacher/Administrator Evaluation
February	SECONDARY	<ul style="list-style-type: none"> • Teachers, Curriculum and Course Assignments • Mentors • SRBI Update • Planning for State Assessments • Teacher/Administrator Evaluation

	ELEMENTARY	<ul style="list-style-type: none"> • Mentors • SRBI Update • Planning for CMT • Teacher/Administrator Evaluation
March	SECONDARY	<ul style="list-style-type: none"> • Curriculum Writing, Mapping and Creating Teams for Summer • Summer Professional Development Catalog • Summer Date/Agenda for PDCC Meeting • Scheduling • Teacher/Administrator Evaluation
	ELEMENTARY	<ul style="list-style-type: none"> • Summer Date/Agenda for PDCC Meeting • Curriculum Writing, Mapping and Creating Teams for Summer • Summer Professional Development • Teacher/Administrator Evaluation
April	SECONDARY	<ul style="list-style-type: none"> • Student Teacher Placements • Update on Professional Development Plans • Teacher/Administrator Evaluation
	ELEMENTARY	<ul style="list-style-type: none"> • Student Teacher Placements • Update on Professional Development Plans • Teacher/Administrator Evaluation
May	SECONDARY	<ul style="list-style-type: none"> • Secondary Staff Meeting Calendar Planning • Strategic Plans 2013-2014 • Evaluate progress on school objectives • Summer PDCC Meeting Agenda • Teacher/Administrator Evaluation
	ELEMENTARY	<ul style="list-style-type: none"> • Elementary Staff Meeting Calendar Planning • Strategic Plans 2013-2014 • Evaluate progress on school objectives • Summer PDCC Meeting Agenda • Teacher/Administrator Evaluation

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

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Title of Report: 2013 Connecticut Mastery Tests (CMT) and Connecticut Academic Performance Test (CAPT) Results

Board Meeting Date: September 9, 2013

Action: Report: X Information: Discussion:

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Overview

The Connecticut State Department of Education has released the results of the 2013 Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). The CMT is administered to students in grades 3-8 and the CAPT in grade 10. Both tests measure performance in math, reading, and writing, with science included in grades 5, 8, and 10. Student results are reported in each area using five performance level indicators: Advanced, Goal, Proficient, Basic and Below Basic.

In July 2012, Stefan Pryor, Connecticut Commissioner of Education, introduced a new accountability system that responds to changes in the past No Child Left Behind (NCLB) requirements and evaluates our achievement through a School Performance Index (SPI) related to state testing outcomes. This system focuses on examination of CMT and CAPT data across all performance bands (i.e., not just “Proficiency” as in the past) and strives to ensure that all students meet “Goal” in all measured areas. In Glastonbury, we consistently report our findings by indicating those students performing at or above the "Goal" level. Our analysis of CMT and CAPT data serves to identify trends and areas of needed improvement to support all students in advancing across levels.

Our building administrators and curriculum directors have already begun the process of analyzing data on the school, group and individual level. Meetings will continue to take place over the next several months to establish the appropriate direction for district, school, and classroom level planning and to address the needs of individual students based on these results. At the high school, CAPT performance takes on added importance; students in grade 10 must meet CAPT Performance Standards to satisfy graduation requirements or show other ways through which they can use the knowledge they have learned in reading, writing, mathematics and science.

2013 Performance Summary

The following chart summarizes Glastonbury performance on the 2013 CMT and CAPT across the district and schools, and in comparison to State and DRG B performance.

2013 CMT & CAPT OVERVIEW
District DRG and State Comparisons
(Percentage at Goal Level or Above)

<i>CMT Results 2013 (2012)</i>					DRG B DISTRICTS
GRADE 3	MATH	READING	WRITING		
STATE	61.6 (66.8)	56.9 (59.2)	60.0 (62.7)		Avon Brookfield Cheshire Fairfield Farmington Glastonbury Granby Greenwich Guilford Madison Monroe New Fairfield Newtown Orange Regional 5 Regional 15 Simsbury South Windsor Trumbull West Hartford Woodbridge
DRG B	80.6 (84.6)	75.6 (78.1)	76.2 (79.6)		
GLASTONBURY	82.9 (81.6)	76.7 (75.6)	80.6 (79.1)		
Buttonball Lane	87.0	80.6	78.3		
Eastbury	94.1	90.0	90.2		
Hebron Avenue	92.9	83.3	84.3		
Hopewell	73.3	76.0	76.0		
Naubuc	64.5	60.5	73.7		
Nayaug	87.4	74.5	83.2		
GRADE 4	MATH	READING	WRITING		
STATE	65.4 (68.2)	62.7 (64.1)	63.1 (65.3)		
DRG B	83.1 (85.4)	80.4 (82.3)	83.1		
GLASTONBURY	77.6 (82.9)	79.0 (82)	78.9 (82.1)		
Buttonball Lane	65.9	71.9	68.1		
Eastbury	76.6	78.7	87.5		
Hebron Avenue	83.1	85.5	89.7		
Hopewell	81.2	81.2	80.7		
Naubuc	73.6	76.1	73.0		
Nayaug	82.6	80.2	78.7		
GRADE 5	MATH	READING	WRITING	SCIENCE	
STATE	69.4 (71.8)	66.9 (67.7)	65.6 (68.1)	62.5 (64.1)	
DRG B	87.1 (88.4)	83.8 (85.7)	82.6 (86.1)	83.4 (85.1)	
GLASTONBURY	89.0 (92.4)	87.6 (83.0)	85.9 (80.1)	86.7 (86.9)	
Buttonball Lane	91.1	94.3	89.4	86.2	
Eastbury	94.5	87.3	94.5	94.5	
Hebron Avenue	96.6	92.9	85.6	92.2	
Hopewell	88.4	90.5	87.4	88.5	
Naubuc	73.4	75.6	69.0	72.6	
Nayaug	90.2	84.2	91.2	88.2	
GRADE 6	MATH	READING	WRITING		
STATE	67.2 (69.5)	73.3 (74.2)	65.2 (67.5)		
DRG B	85.5 (88.2)	89.4 (90.2)	83.5 (87.4)		
GLASTONBURY	88.6 (89.1)	89.0 (88.2)	84.4 (83.7)		
GRADE 7	MATH	READING	WRITING		
STATE	65.7 (68.3)	78.9 (79.9)	65.0 (65.6)		
DRG B	75.1 (86.5)	82.1 (92.8)	73.7 (82.9)		
GLASTONBURY	83.6 (88.7)	93.7 (94.9)	85.6 (84.1)		
GRADE 8	MATH	READING	WRITING	SCIENCE	
STATE	65.2 (67.4)	76.3 (76.8)	67.3 (68.4)	60.6 (62.1)	
DRG B	76.0 (88.3)	80.8 (92.3)	75.4 (87.1)	72.5 (83.8)	
GLASTONBURY	84.4 (83.1)	89.5 (89.3)	83.7 (82.3)	85.1 (83.5)	
<i>CAPT Results</i>					
GRADE 10	MATH	READING	WRITING	SCIENCE	
STATE	52.6 (49.3)	48.5 (47.5)	62.1 (63.1)	49.0 (47.3)	
DRG B	72.7 (72.7)	68.6 (69.4)	79.9 (83.8)	70.1 (71.9)	
GLASTONBURY	78.9 (76.6)	68.1 (62.7)	77.9 (76.1)	78.4 (73.1)	

CMT Vertical Scale Scores

The CMT vertical scales measure changes in achievement as students move through grade levels (i.e., from Grade 3 to Grade 4, from Grade 4 to Grade 5, etc.). This is the most legitimate way to determine our students' skill and knowledge development, as measured by the CMT, over time. Vertical scales are only available for analysis in the areas of mathematics and reading.

The attached tables compare growth in student performance in mathematics and reading for groups (cohorts) of matched students who were tested from 2011 through 2013. As indicated by the Matched Number Growth scores, each student cohort across all Glastonbury schools increased their skill development in both mathematics and reading.

School Performance Index (SPI)

Based on Connecticut's New Accountability System, Glastonbury is expected to reach new SPI targets so that all students achieve "Goal"; those targets for our district, schools and subgroups were defined by the State last spring based on 2012 CMT and CAPT scores and based on our graduation rate. We have consistently worked toward this same set of outcomes through our SRBI efforts over the past five years, and we will continue to support all learners through this process. We will receive information from the State on our progress toward meeting their SPI targets later at a future date.

In addition, we await information about the federal waiver requested by the Connecticut Board of Education to provide districts with flexibility in testing either through the Smarter Balanced Assessment or CMT/CAPT this school year. The potential move to the Smarter Balanced Assessment as a replacement to the CMT and CAPT would be acceptable in all tested areas other than science.

Submitted By: Rosemary Tralli

Reviewed By: Alan Bookman

Mathematics Vertical Scale Scores



Reading Vertical Scale Scores



Supplemental Information to Interpret Vertical Scale Scores

Mathematics Performance Level Cut Points on the Vertical Scale

	Grade 3	Grade 4	Grade 5	Grade 6
Advanced	484 – 510	529 – 562	556 – 600	572 – 637
Goal	450 – 483	484 – 528	506 – 555	526 – 571
Proficient	417 – 449	451 – 483	476 – 505	493 – 525
Basic	395 – 416	430 – 450	451 – 475	466 – 492
Below Basic	200 – 395	265 – 429	295 – 450	325 – 465

Reading Performance Level Cut Points on the Vertical Scale

	Grade 3	Grade 4	Grade 5	Grade 6
Advanced	478 – 547	506 – 555	524 – 582	539 – 603
Goal	425 – 477	449 – 505	466 – 523	475 – 538
Proficient	401 – 424	428 – 448	448 – 465	456 – 474
Basic	381 – 400	412 – 427	434 – 447	440 – 455
Below Basic	200 – 380	250 – 411	279 – 433	290 – 439

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

Title of Report: Enrollment to Start the School Year

Board Meeting Date: September 9, 2013

Action: Report: X Information: Discussion:

Overview:

Attached you will find this school year's first School Enrollment Report. The report shows the latest enrollment figures for our district, individual schools and specific grade levels. As always, we anticipate changes before the official October 1 enrollment data is collected by the State Department of Education.

The table below provides a comparison between the number of students in each grade that was projected last December and the actual enrollment at the start of this school year. Overall, enrollment is down by 39 students from the projections, including 12 fewer students at the elementary level and 20 fewer students at Smith.

K-12 In-District Enrollment Comparison: Projection to Actual

	Grade	December Projection	September Actual	Difference
<u>Elementary</u>	K	378	376	-2
	1	420	404	-16
	2	408	423	15
	3	446	438	-8
	4	462	459	-3
	5	523	525	2
<u>Gideon</u>	6	507	507	0
<u>SMS</u>	7	540	527	-13
	8	514	507	-7
<u>GHS</u>	9	512	508	-4
	10	551	546	-5
	11	537	532	-5
	12	587	594	7
<u>Total</u>		6385	6346	-39

Submitted By: Matthew Dunbar

Reviewed By: Alan Bookman

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT SEPTEMBER 3, 2013

<u>Elementary</u>	<u>Pre-K</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>	
Buttonball		71	68	94	75	72	99		479	
Eastbury	27	33	41	49	43	47	49		262 w/o Pre-K	
Hebron Ave.		54	73	65	71	88	91		442	
Hopewell		63	79	58	74	75	88		437	
Naubuc		60	55	67	73	81	76		412	
Naugaug	14	95	88	90	102	96	122		593 w/o Pre-K	
Elementary Subtotal		376	404	423	438	459	525		2625	
Gideon Welles								507	507	
K-6 Totals									3132	
Elementary Total		376	404	423	438	459	525	507	3132	
<u>Middle</u>		<u>7</u>	<u>8</u>							<u>Total</u>
Smith Middle	Middle Subtotal	527	507							1034
Middle Total		527	507							1034
<u>Secondary</u>		<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>				<u>Total</u>	
Glastonbury High	Secondary Subtotal	508	546	532	594				2180	
Secondary Total		508	546	532	594				2180	
TOTAL									6346	
									PRE-K 41	
OUT OF DISTRICT (32) & GHS ALTERNATE PROGRAM (0)									32	
GRAND TOTAL									6419	

RECAPITULATION

GRADE	2012-2013	9/4/2012	2013-2014	9/3/2013	Change Over Previous Years Enrollment All
	projections	Enrollment	projections	Enrollment	
		All		All	
		Without M		Without M	
Pre-K	40	40	51	41	1
K	374	396	378	376	-20
1	410	412	420	404	-8
2	434	440	408	423	-17
3	469	459	446	438	-21
4	504	519	462	459	-60
5	529	516	523	525	9
6	525	524	507	507	-17
Subtotal Elementary	3285	3306	3195	3173	-133
7	523	517	540	527	10
8	527	513	514	507	-6
9	554	556	512	508	-48
10	544	546	551	546	0
11	581	582	537	532	-50
12	568	561	587	594	33
Subtotal Secondary	3297	3275	3241	3214	-61
TOTAL	6582	6581	6436	6387	-194
OUT OF DISTRICT & GHS ALTERNATE		47	39	32	-15
GRAND TOTAL	6582	6628	6475	6419	-209

Glastonbury/East Hartford Elem. Magnet	143	132
Two Rivers Middle Magnet	26	29
Great Path Academy	4	3

**ELEMENTARY ENROLLMENT BY SCHOOL/BY GRADE/BY CLASS
SEPTEMBER 3, 2013**

	GRADE K					TOTAL
Buttonball	16	18	19	18		= 71
Eastbury	17	16				= 33
Hebron	18	18	18			= 54
Hopewell	15	16	16	16		= 63
Naubuc	16	15	15	14		= 60
Nayaug	19	19	19	19	19	= <u>95</u>
						376
	GRADE 1					
Buttonball	17	17	17	17		= 68
Eastbury	21	20				= 41
Hebron	18	18	18	19		= 73
Hopewell	19	20	20	20		= 79
Naubuc	15	14	13	13		= 55
Nayaug	17	18	18	18	17	= <u>88</u>
						404
	GRADE 2					
Buttonball	19	19	19	18	19	= 94
Eastbury	16	17	16			= 49
Hebron	21	22	22			= 65
Hopewell	19	19	20			= 58
Naubuc	17	16	17	17		= 67
Nayaug	22	22	23	23		= <u>90</u>
						423
	GRADE 3					
Buttonball	19	18	19	19		= 75
Eastbury	22	21				= 43
Hebron	18	18	18	17		= 71
Hopewell	19	19	18	18		= 74
Naubuc	18	19	18	18		= 73
Nayaug	19	21	21	21	20	= <u>102</u>
						438
	GRADE 4					
Buttonball	17	19	18	18		= 72
Eastbury	16	16	15			= 47
Hebron	22	22	22	22		= 88
Hopewell	18	19	19	19		= 75
Naubuc	20	20	21	20		= 81
Nayaug	19	20	19	19	19	= <u>96</u>
						459
	GRADE 5					
Buttonball	20	20	20	20	19	= 99
Eastbury	18	16	15			= 49
Hebron	23	23	22	23		= 91
Hopewell	22	23	21	22		= 88
Naubuc	19	19	20	18		= 76
Nayaug	20	22	21	20	20	= <u>122</u>
						525

REGULAR BOARD OF EDUCATION MEETING

August 12, 2013 7:30 PM

BOARD OF EDUCATION REGULAR MEETING

TOWN COUNCIL CHAMBERS

TOWN HALL

2155 MAIN STREET

GLASTONBURY, CT 06033

Attendance Taken at 7:30 PM:

Present Board Members:

Mrs. Rosemary Coggeshall

Dr. Douglas Foyle

Dr. Lisa Furbush

Mr. Jeremy Grieveson

Mrs. Susan Karp

Ms. Carolyn Treiss

Mrs. Pandora Wohler

Mr. James Zeller

Also Present: Alan B. Bookman, Superintendent
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, followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Information Session for Public Comment

4. Special Reports

5. Business Requiring Action

5.a. Staff Resignations (consent):

Motion Passed: Board accepts the resignations of Mary Eberhardt, Melanie Finn and Ryan Roberts Walstrom passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Yes

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes
Mr. James Zeller Yes

5.b. Acceptance of Donation of Photovoltaic Solar Panel System at Nayaug School

Carl Hayward, a representative from Solar City and Dave Saccitella, Town of Glastonbury presented an overview of the installation of a of Photovoltaic Solar Panel System at Nayaug School. This project is a smaller scale project than the system installed at GHS. Projected annual savings is approximately \$6,000.00 annually.

The power purchase agreement is in the process of being negotiated and installation is expected to take place in the late Fall.

Motion Passed: Board accepts the installation of a Photovoltaic Solar Panel System at Nayaug School passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.c. Acceptance of Donation of Photovoltaic Solar Panel System at Hebron Avenue School

Carl Hayward, a representative from Solar City and Dave Saccitella, Town of Glastonbury presented an overview of the installation of a of Photovoltaic Solar Panel System at Hebron Avenue School. This project is a smaller scale project than the system installed at GHS. Projected annual savings is approximately \$7,500.00 annually. The power purchase agreement is in the process of being negotiated and installation is expected to take place in the late Fall.

Motion Passed: Board accepts the installation of a Photovoltaic Solar Panel System Hebron Avenue School passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.d. Approval of Submission of Connecticut State Department of Education Technology Grant

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.

Motion Passed: Board approves the submission of Connecticut State Department of Education Technology Grant passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.e. Approval of Final 2012-2013 Budget Transfers and End of Year Budget Report

The Budget Committee met last week to review the year end summary and transfers. Modest savings were realized and funds for security measures that were not implemented by the end of the fiscal year will be returned to the Town.

Sharon Smith, Business Manager, reviewed the revisions that have been made for the Board.

Motion Passed: Board of Education approves the Final 2012-2013 Budget Transfers and End of Year Budget Report passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

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

5.f. Approval of Board of Education Policy #2111 (Equal Employment Opportunity)

This policy was presented for first reading at the July 8, 2013 meeting. The Board of Education Policy Committee has met to review this policy.

Motion Passed: Board approves 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 Yes
Dr. Lisa Furbush Yes
Mr. Jeremy Grieveson Yes
Mrs. Susan Karp Yes
Ms. Carolyn Treiss Yes
Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

5.g. Approval of Board of Education Policy #4111.1/#4211.1 (Equal Employment Opportunity)

This policy was presented for first reading at the July 8, 2013 meeting. The Board of Education Policy Committee has met to review this policy.

Motion Passed: Board approves 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 Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Yes

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

5.h. Approval of Board of Education Policy #4118.11/#4218.11 (Nondiscrimination Complaints)

This policy was presented for first reading at the July 8, 2013 meeting. The Board of Education Policy Committee has met to review this policy.

Motion Passed: Board approves 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 Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Yes

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

5.i. Approval of Board of Education Policy #5111(Admission to School, School Placement)

This policy was presented for first reading at the July 8, 2013 meeting. The Board of Education Policy Committee has met to review this policy.

Motion Passed: Board approves 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 Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Yes

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

5.j. Approval of Board of Education Policy #6180 (Evaluation of the Instructional Program)

This policy was presented for first reading at the July 8, 2013 meeting. The Board of Education Policy Committee has met to review this policy.

Motion Passed: Board approves 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 Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Yes

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

6. Reports and Discussion

6.a. School Food Service Report

Jessica D'Agnes, reviewed her executive summary for the BOE.

Glastonbury Public Schools participates in the State Healthy Food Certification Program and received \$50,266 in funding during 2012-13.

Glastonbury received verification of compliance with the new meal pattern guidelines from the State. This approval allows that Glastonbury 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.

USDA mandated changes to the National School Lunch Program (NSLP) have been implemented. These new changes initially resulted in a decrease in meal sales but, as the year progressed, wider acceptance of the new meal patterns emerged. Glastonbury will continue to explore ways to offer a variety of foods that meet the new guidelines and appeal to our students. Registered Dietitian, Beverly Came, assisted with the implementation of the new meal pattern and in addition, she developed food allergy information which will be available for parents starting with the new school year.

6.b. Student Activities Report

An overview of the end of the year report for Student Activities Fund was provided by Sharon Smith. The Board Budget Committee met and reviewed this report.

6.c. SRBI/PBIS Progress

Rosemary Tralli provided an overview of SRBI/PBIS progress in Glastonbury for the Board. Glastonbury has successfully completed a fifth year of mandated SRBI services to ensure the academic and behavioral growth of all students. She reviewed her executive summary for the Board, outlining the accomplishments of the program and the next steps that will be taken.

7. Approval of Minutes

7.a. Meeting Minutes of July 8, 2013

It was noted for the record that under item 5.m. Approval of Contract for Superintendent of Schools, it should have read as follows: *"...the Board of Education is recommending a 3.5% salary increase for the 2013-14 school year."*

Motion Passed: Board approves the minutes of the meeting of July 8, 2013 as amended passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Abstain

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Yes

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

7.b. Special Meeting Minutes of August 1, 2013

It was noted for the record that the meeting time should be 'a.m.' not p.m.

Motion Passed: Board approves the minutes of the Special meeting of August 2, 2013 as amended passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Abstain

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Yes

Mrs. Susan Karp Abstain

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

8. Committee Reports

9. Chairman's Report

Mrs. Karp reported that the Town Council will be considering, at a public hearing on September 10, 2013, establishing an ordinance for unexpended education funds and providing for deposit and expenditure of these funds (1% fund).

The Board of Finance has requested a meeting that will take place on September 18, 2013 at 4:00 pm with the Town Council to discuss the Healthcare Reserve Fund and OPEB.

Dr. Bookman, Ms. Smith and Mrs. Karp interviewed three firms on August 12, 2013 that are interested in helping with the central office evaluation as the board looks to better meet the needs of staff and students. More information on this will be provided in the near future. Mrs. Karp expressed her thanks for those who participated in the annual softball tournament with the Rotary Club.

10. Superintendent's Report

Dr. Bookman stated that the Board was asked for input from the Town Council regarding the 1% fund. This would allow the Board to make purchases in July and August instead of having to complete everything in June. When BOE is referenced in this ordinance, the Superintendent is also included.

District Art calendars were distributed to Board members.

Dr. Bookman reported that work is on target for the security hardware installation including swipe card system for staff, locks, etc. The glass and window treatments are on target to be installed prior to the start of the new school year. The new camera system at GHS will be completed in September.

There was a meeting regarding the SMS chillers. The expectation is that these will be replaced. The BOE will be looking to see if some of this money can be recouped from the insurance policy.

Dr. Bookman reported that Race to the Top funding is still in existence but that the application process has changed. It is no longer by state, but by town. It is a requirement of the program now that towns applying must have 40% of students in low income brackets, which does not allow Glastonbury to apply.

The school registration process is changing for families new to Glastonbury. All new registrations will now be done online. It will be a centralized process through the Board of Education office.

There were changes in staffing over the summer which resulted in a greater amount of savings through staff retirements and replacement.

New Teacher orientation will take place on August 22, 2013 and board members are welcome to attend.

10.a. Staff Appointments:

Law Ager, Joseph Grandelski, Elizabeth Falcigno, Krystle LaChance, Kara Pinto, Megan Phinney, Meredith Walsh

10.b. School Suspension Reports, June 2013

10.c. Eastbury School Grant Application

10.d. Receipt of Financial Report

10.e. Dates to Remember

11. Adjournment

Discussion:

The meeting was adjourned at 9:28 p.m.

Motion Passed: Motion to adjourn the meeting passed with a motion by Mr. Jeremy Grieveson and a second by Dr. Lisa Furbush.

Mrs. Rosemary Coggeshall Yes

Dr. Douglas Foyle Yes

Dr. Lisa Furbush Yes

Mr. Jeremy Grieveson Yes

Mrs. Susan Karp Yes

Ms. Carolyn Treiss Yes

Mrs. Pandora Wohler Yes

Mr. James Zeller Yes

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

Respectfully Submitted,

Dr. Lisa Furbush, Secretary

Approved:

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT SEPTEMBER 3, 2013

<u>Elementary</u>	<u>Pre-K</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>	
Buttonball		71	68	94	75	72	99		479	
Eastbury	27	33	41	49	43	47	49		262 w/o Pre-K	
Hebron Ave.		54	73	65	71	88	91		442	
Hopewell		63	79	58	74	75	88		437	
Naubuc		60	55	67	73	81	76		412	
Naugaug	14	95	88	90	102	96	122		593 w/o Pre-K	
Elementary Subtotal		376	404	423	438	459	525		2625	
Gideon Welles								507	507	
K-6 Totals									3132	
Elementary Total		376	404	423	438	459	525	507	3132	
<u>Middle</u>		<u>7</u>	<u>8</u>							<u>Total</u>
Smith Middle	Middle Subtotal	527	507							1034
Middle Total		527	507							1034
<u>Secondary</u>		<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>				<u>Total</u>	
Glastonbury High	Secondary Subtotal	508	546	532	594				2180	
Secondary Total		508	546	532	594				2180	
TOTAL									6346	
PRE-K									41	
OUT OF DISTRICT (32) & GHS ALTERNATE PROGRAM (0)									32	
GRAND TOTAL									6419	

RECAPITULATION

GRADE	2012-2013	9/4/2012	2013-2014	9/3/2013	Change Over Previous Years Enrollment All
	projections	Enrollment	projections	Enrollment	
		All		All	
		Without M		Without M	
Pre-K	40	40	51	41	1
K	374	396	378	376	-20
1	410	412	420	404	-8
2	434	440	408	423	-17
3	469	459	446	438	-21
4	504	519	462	459	-60
5	529	516	523	525	9
6	525	524	507	507	-17
Subtotal Elementary	3285	3306	3195	3173	-133
7	523	517	540	527	10
8	527	513	514	507	-6
9	554	556	512	508	-48
10	544	546	551	546	0
11	581	582	537	532	-50
12	568	561	587	594	33
Subtotal Secondary	3297	3275	3241	3214	-61
TOTAL	6582	6581	6436	6387	-194
OUT OF DISTRICT & GHS ALTERNATE		47	39	32	-15
GRAND TOTAL	6582	6628	6475	6419	-209

Glastonbury/East Hartford Elem. Magnet	143	132
Two Rivers Middle Magnet	26	29
Great Path Academy	4	3

**ELEMENTARY ENROLLMENT BY SCHOOL/BY GRADE/BY CLASS
SEPTEMBER 3, 2013**

	GRADE K					TOTAL
Buttonball	16	18	19	18		= 71
Eastbury	17	16				= 33
Hebron	18	18	18			= 54
Hopewell	15	16	16	16		= 63
Naubuc	16	15	15	14		= 60
Nayaug	19	19	19	19	19	= <u>95</u>
						376
	GRADE 1					
Buttonball	17	17	17	17		= 68
Eastbury	21	20				= 41
Hebron	18	18	18	19		= 73
Hopewell	19	20	20	20		= 79
Naubuc	15	14	13	13		= 55
Nayaug	17	18	18	18	17	= <u>88</u>
						404
	GRADE 2					
Buttonball	19	19	19	18	19	= 94
Eastbury	16	17	16			= 49
Hebron	21	22	22			= 65
Hopewell	19	19	20			= 58
Naubuc	17	16	17	17		= 67
Nayaug	22	22	23	23		= <u>90</u>
						423
	GRADE 3					
Buttonball	19	18	19	19		= 75
Eastbury	22	21				= 43
Hebron	18	18	18	17		= 71
Hopewell	19	19	18	18		= 74
Naubuc	18	19	18	18		= 73
Nayaug	19	21	21	21	20	= <u>102</u>
						438
	GRADE 4					
Buttonball	17	19	18	18		= 72
Eastbury	16	16	15			= 47
Hebron	22	22	22	22		= 88
Hopewell	18	19	19	19		= 75
Naubuc	20	20	21	20		= 81
Nayaug	19	20	19	19	19	= <u>96</u>
						459
	GRADE 5					
Buttonball	20	20	20	20	19	= 99
Eastbury	18	16	15			= 49
Hebron	23	23	22	23		= 91
Hopewell	22	23	21	22		= 88
Naubuc	19	19	20	18		= 76
Nayaug	20	22	21	20	20	= <u>122</u>
						525

TOWN OF GLASTONBURY

HEALTH INSURANCE RESERVE FUND

RESERVE POLICY

The Town of Glastonbury administers a Health Insurance Reserve Fund for the purpose of accounting for all financial activity associated with employee medical benefits for Town, Education and Housing Authority employees.

Revenue to this fund shall include employer contributions from the Town, Education and Housing Authority, employee premium share amounts, investment earnings, rebates and any other miscellaneous items relating to the administration of the health insurance benefits program.

Expenditures from this fund will include expenses necessary for the maintenance and administration of the health insurance benefit program, including, but not limited to, administrative services fees, hospital, medical, pharmaceutical and dental claims, actuarial, consulting and legal fees, individual and aggregate stop loss insurance and any other fees incurred on behalf of participating employees of the Town, Education and Housing Authority health insurance programs. Any transfers from this fund must comply with the goals of this policy. Transfers for non-healthcare related purposes will not be permitted from this fund.

The Town, Housing Authority and the Board of Education shall transfer to the Health Self Insurance Reserve Fund, at least monthly, the premium equivalency for covered employees as provided by the applicable carrier. All amounts transferred to the Health Insurance Reserve fund during any given fiscal year that exceed health related costs shall remain in the Health Insurance Reserve fund and be added to accumulated fund balance reserves. The purpose of the reserve is to provide protection in the event claims and expenses negatively affect the Town and Education budgets. The Town's goal is to maintain a minimum reserve at the end of each fiscal year equivalent to the total of the following components: a) the difference between the Town's maximum exposure for health related claims and expenses as calculated annually at the time of renewal and the total budgeted amount for health related insurances; b) Ten percent (10%) of the total budgeted amount for health related insurances for the year of

renewal ; and c) the total of the incurred but not recorded (IBNR) claims at fiscal year-end as provided by the Town's health benefits consultant. To initially achieve and maintain the minimum reserve the Town and the Board of Education may transfer surplus budget amounts for health insurance (as a result of unexpected deviations in enrollment or actual premium equivalent rates) to the Health Insurance Reserve Fund at the end of any given fiscal year. The balance in the reserve may fluctuate based on actual experience from year to year. Reserve funds and surplus reserves may only be used for employee health related costs. Surplus reserves are defined as amounts that exceed the minimum reserve level as established in this policy. Approval by the Town Council is required to allocate surplus reserves to the Town and the Board of Education budgets to offset employee health related costs in future years. Use of surplus reserve balances will be evaluated as part of the budget process.

The Director of Finance shall provide monthly financial reports to the Town Manager and Superintendent of Schools summarizing contributions to the fund, claims and related expenses, data as provided from the carriers on expected versus actual claims and large loss claim information. Periodic reports shall be provided to the Town Council, Board of Finance and Board of Education. A separate bank account shall be used for activity in this fund. This fund shall be maintained in accordance with generally accepted accounting principles and included in the financial statements of the Town's Comprehensive Annual Financial Report (CAFR).

This policy will be reviewed annually.

Adopted by Board of Finance: October 19, 2011

Adopted by Town Council: October 25, 2011