



## SPECIAL BOARD OF EDUCATION MEETING

Monday, August 5, 2019 7:30 PM

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

1. Call To Order
2. Pledge of Allegiance
3. Awards and Recognition
  - A. Andrea Kirby
4. Informal Session for Public Comment
5. Special Reports
6. Business Requiring Action
  - A. Staff Resignations (consent)
    1. Kevin Doyle
    2. Michelle Hespeler
    3. Erin Perrell
  - B. Approval of Final 2018-2019 Budget Transfers and End of Year Budget Report
  - C. Approval of Transfer of Funds and Expenditures of Funds from the Unexpended Education Funds Account (1% non-lapsing account)
  - D. Approval of Student Trip to The New England Music Festival in Hannover, New Hampshire
  - E. Approval of Superintendent's Contract
7. Reports and Discussion
  - A. School Food Services Report
  - B. Student Activities Report
  - C. Scientific Research Based Interventions (SRBI) and Positive Behavioral Intervention and Supports (PBIS) End of Year Report 2019
  - D. Glastonbury Education Foundation
  - E. Magnet Schools
8. Committee Reports
9. Chairman's Report
10. Superintendent's Report
  - A. Staff Appointments
    1. Andrea Kirby-Assistant Principal/Special Education Supervisor, Nayaug School

2. Stephanie Monaco-Special Education Teacher, Hebron/Nayaug
    3. Taylor Savage-Glastonbury High School, Health and Physical Education Teacher
  - B. Self Insurance Reserve Update June 2019
  - C. Dates to Remember
11. Adjournment
  - A. Please note: It is possible that the Board of Education may go into Executive Session

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

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**Title of Report: End-of-Year Final Report, FY2018-2019 Education Budget**

**Board Meeting Date: August 5, 2019**

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

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**Overview:**

In May, the Board of Education approved preliminary budget transfers based on our projections for the year end. On July 30, 2019, all open purchase orders were completed and final invoices paid. Now that all the transactions have been completed for FY 18/19, a number of additional transfers are required. The major variances occurred in special education and technology.

**Board of Education Approved 2018-2019 Recap**

	<b>Board Approved</b>	<b>Final</b>	<b>Variance</b>
Town Appropriated Budget	105,366,982	105,366,982	-
Supplemental Appropriations:			-
Custodial Fee Reimbursement	20,000	33,900	13,900
Magnet School Transportation Grant	23,000	24,400	1,400
Excess Cost/Agency Placement Grant	1,000,000	1,236,534	236,534
Agricultural Science & Technology Ed (ASTE) Grant		64,781	
1% Non-Lapsing Fund Transfer In		467,951	
<b>Total Approved Expenditures</b>	106,409,982	107,194,548	251,834
<b>Actual Expenditures</b>		106,834,222	
<b>Final year-end transfer to 1 % Non-Lapsing Fund</b>		<b>360,326</b>	

Attached please find the Final Report for FY2018-2019, which includes:

**Attachment I** shows the May Revised Budget as approved by the Board of Education on May 6, 2019. In addition, it shows the actual expenditures and balances remaining by program for 2017-2018.

**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 2018-2019 starting in January 2018 through June 30, 2019.

**Submitted By:** Karen Bonfiglio

**Reviewed By:** Alan Bookman

**BOARD OF EDUCATION BUDGET  
FY 2018 - 2019  
FOR PERIOD ENDING JUNE 30, 2019  
BEFORE TRANSFERS**

PROG	DESCRIPTION	MAY REVISED *	FINAL EXPENDITURES	BALANCES
0200	ART	1,109,929	1,120,092	(10,163)
0300	BASIC EDUCATION	14,624,689	14,599,000	25,689
0400	LANGUAGE ARTS	4,239,680	4,189,946	49,734
0500	MATHEMATICS	2,646,061	2,642,859	3,202
0600	SCIENCE	3,400,554	3,374,522	26,032
0700	HISTORY/SOCIAL SCIENCES	2,253,512	2,230,057	23,455
0900	CAREER/VOCATIONAL ED	1,534,803	1,499,249	35,554
1000	COMMUNITY SERVICES	403,775 <sup>1</sup>	361,345	42,430
1100	P.A.C.E.	592,121	561,589	30,532
1300	FOREIGN LANGUAGES & ELL	4,245,664	4,219,637	26,027
1400	SCHOOL COUNSELING	3,204,963	3,194,310	10,653
1500	HEALTH ED./PHYSICAL ED.	2,002,323	1,995,320	7,003
1600	HEALTH SERVICES	761,572	762,666	(1,094)
1900	LIBRARIES/MEDIA CENTERS	1,263,566	1,232,810	30,756
2000	MUSIC	1,657,813	1,657,612	201
2100	OPERATIONS/MAINTENANCE	7,364,503 <sup>5</sup>	7,290,447	74,056
2200	UTILITIES	2,291,285	2,306,270	(14,985)
2300	PROGRAM/STAFF DEVELOPMENT	693,900	589,687	104,213
2400	PUPIL TRANSPORTATION	3,779,669 <sup>2</sup>	3,823,995	(44,326)
2700	SPECIAL EDUCATION	14,259,718 <sup>3</sup>	14,846,606	(586,888)
2800	ATHLETICS & CLUBS	1,760,895	1,730,080	30,815
3000	AGRISCIENCE & TECHNOLOGY	356,290 <sup>4</sup>	277,564	78,726
3100	ELEMENTARY EDUCATION	2,234,379	2,221,768	12,611
3200	SECONDARY EDUCATION	2,772,764	2,692,178	80,586
3300	SYSTEMWIDE SUPPORT SVCS.	2,807,128 <sup>5</sup>	2,749,676	57,453
3400	FRINGE BENEFITS	21,301,061	20,781,889	519,172
3600	TECHNOLOGY SUPPORT SVCS.	3,631,931 <sup>5</sup>	3,883,049	(251,118)
	TOTAL	107,194,548	106,834,222	360,326

**\* AFTER SUPPLEMENTAL APPROPRIATIONS APPLIED:**

1. CUSTODIAL FEE REIMBURSEMENT	-33,900
2. MAGNET SCHOOL TRANSPORTATION GRANT	-24,400
3. EXCESS COST/AGENCY PLACEMENT GRANT	-1,236,534
4. AGRICULTURAL SCIENCE & TECHNOLOGY ED GRANT	-64,781
5. 1% NON-LAPSING FUND	-467,951
	(1,827,566)

GLASTONBURY PUBLIC SCHOOLS  
GLASTONBURY, CONNECTICUT

Attachment II

FY 2018-2019  
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 2018-2019 operating school budget.

DOLLAR	TO	PROGRAM NAME	FROM	PROGRAM NAME
TRANSFER				
\$ 10,163	0200	ART	0300	BASIC EDUCATION
\$ 1,094	1600	HEALTH SERVICES	0300	BASIC EDUCATION
\$ 14,985	2200	UTILITIES	0300	BASIC EDUCATION
			0400	LANGUAGE ARTS
\$ 44,326	2400	TRANSPORATION	0400	LANGUAGE ARTS
\$ 586,888	2700	SPECIAL EDUCATION	0400	LANGUAGE ARTS
			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 ED./PHYSICAL EDUCATION
			1900	LIBRARIES/MEDIA CENTERS
			2000	MUSIC
			2100	OPERATIONS/MAINTENANCE
			2300	PROGRAM & SRAFF DEVELOPMENT
			2800	ATHLETICS & CLUBS
			3000	AGRISCIENCE & TECHNOLOGY
			3100	ELEMENTARY EDUCATION
			3200	SECONDARY EDUCATION
\$ 251,118	3600	TECHNOLOGY SUPPORT SVCS	3200	SECONDARY EDUCATION
			3300	SYSTEMWIDE SUPPORT SERVICES
			3400	FRINGE BENEFITS

**BOARD OF EDUCATION BUDGET  
FY 2018-2019  
FINAL REPORT PERIOD ENDING JUNE 30, 2019**

Attachment III

<b>PROG</b>	<b>DESCRIPTION</b>	<b>BOARD APP. BUDGET JANUARY, 2018</b>	<b>BOARD APP. BUDGET WITH REDUCTIONS</b>	<b>FINAL EXPENDITURES JUNE, 2019</b>
0200	ART	1,226,567	1,219,067	1,120,092
0300	BASIC EDUCATION	15,048,568	14,962,228	14,599,000
0400	LANGUAGE ARTS	4,273,165	4,270,783	4,189,946
0500	MATHEMATICS	2,622,538	2,620,963	2,642,859
0600	SCIENCE	3,440,947	3,431,197	3,374,522
0700	HISTORY/SOCIAL SCIENCES	2,264,228	2,261,423	2,230,057
0900	CAREER/VOCATIONAL ED	1,563,510	1,555,260	1,499,249
1000	COMMUNITY SERVICES	387,465 <sup>1</sup>	387,465 <sup>1</sup>	361,345
1100	P.A.C.E.	582,356	581,426	561,589
1300	FOREIGN LANGUAGES & ELL	4,239,328	4,232,353	4,219,637
1400	SCHOOL COUNSELING	3,077,002	3,075,330	3,194,310
1500	HEALTH ED./PHYSICAL ED.	2,013,823	2,010,823	1,995,320
1600	HEALTH SERVICES	755,353	755,353	762,666
1900	LIBRARIES/MEDIA CENTERS	1,309,928	1,299,428	1,232,810
2000	MUSIC	1,710,891	1,667,899	1,657,612
2100	OPERATIONS/MAINTENANCE	6,955,016	6,955,016	7,290,447
2200	UTILITIES	2,070,285	2,070,285	2,306,270
2300	PROGRAM/STAFF DEVELOPMENT	743,900	693,900	589,687
2400	PUPIL TRANSPORTATION	3,702,072 <sup>2</sup>	3,702,072 <sup>2</sup>	3,823,995
2700	SPECIAL EDUCATION	13,976,598 <sup>3</sup>	13,965,348 <sup>3</sup>	14,846,606
2800	ATHLETICS & CLUBS	1,763,944	1,763,944	1,730,080
3000	AGRISCIENCE & TECHNOLOGY	265,132	261,532	277,564
3100	ELEMENTARY EDUCATION	2,247,448	2,247,448	2,221,768
3200	SECONDARY EDUCATION	2,832,324	2,801,224	2,692,178
3300	SYSTEMWIDE SUPPORT SVCS.	2,782,233	2,776,983	2,749,676
3400	FRINGE BENEFITS	21,463,372	21,449,243	20,781,889
3600	TECHNOLOGY SUPPORT SVCS.	3,391,989	3,391,989	3,883,049
<b>SUB TOTAL</b>		<b>106,709,982</b>	<b>106,409,982</b>	<b>106,834,222</b>
<b>SUPPLEMENTAL APPROPRIATIONS :</b>				
1	CUSTODIAL FEE REIMBURSEMENT	-20,000	-20,000	-33,900
2	MAGNET SCHOOL TRANSPORTATION GRANT	-23,000	-23,000	-24,400
3	EXCESS COST/AGENCY PLACEMENT GRANT	-1,000,000	-1,000,000	-1,236,534
4	AGRICULTURAL SCIENCE & TECHNOLOGY ED GRANT			-64,781
5	1% NON-LAPSING FUND			-467,951
<b>TOTAL OPERATIONAL BUDGET</b>		<b>105,666,982</b>	<b>105,366,982</b>	<b>105,006,656</b>

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

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**Title of Report: 2018-2019 1% Non-Lapsing Fund Transfer and Expenditures**

**Board Meeting Date: August 5, 2019**

**Action:**

**Report: XX**

**Information:**

**Discussion:**

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**Overview:**

We are recommending that \$360,326 be transferred into the 1% Non-Lapsing Fund from the 2018-2019 fiscal year. We recommend these funds will be spent as follows:

\$133,000 for Alternate 1 of the Gideon Welles Air Conditioning project which includes the library, reading, music, art, band, and choral rooms. This project could not begin before the school year ended, therefore delaying completion until summer and fall. These funds will be expended in September, 2019 once the project has been fully completed.

\$150,000 transfer for funds set aside as noted in the budget from LINKS tuition revenue and will be retained in the fund for future years' building maintenance.

\$64,781 transfer for additional funding received in June, 2019 from the State of Connecticut, State Department of Education, Agricultural Science and Technology Education (ASTE) Operating Costs Grant. Due to the late notification of additional funding, these funds will be transferred and used during the 2019/2020 school year to support the VO-AG program at the high school.

\$12,545 transfer for the remaining funds in the 2018-2019 appropriated budget that were not expended.

**Submitted By:** Karen Bonfiglio

**Reviewed By:** Alan Bookman

2013 SEP 12 PM 1:57

WASTONBURY, CT  
RECEIVED

2013 SEP 11 PM 3:11

September 11, 2013 JOYCE P. MASCIENA  
TOWN CLERK

*Joyce P. Mascena*

MEMORANDUM

To: Joyce P. Mascena, Town Clerk  
From: Richard J. Johnson, Town Manager  
Re: Town Code

This will confirm that Council, at its Tuesday, September 10, 2013 meeting, unanimously approved adoption of new Town Code Section Chapter 2, Section 2-4 – Ordinance Establishing Unexpended Education Funds Account and Providing for Deposits and Expenditure of Funds. A copy of the new Ordinance is attached.

This is effective for the fiscal year ended June 30, 2014. Please note your records accordingly.

Should you have any questions, please let me know.

RJJ:yo  
Attachment

Cc: Diane M. Waldron, Director of Finance & Administrative Services  
Dr. Alan Bookman, Superintendent of Schools

**INTRODUCED:** AUGUST 6, 2013  
**PUBLIC HEARING:** SEPTEMBER 9, 2013  
**ADOPTED:** SEPTEMBER 9, 2013  
**PUBLISHED:** SEPTEMBER 13, 2013  
**EFFECTIVE:** SEPTEMBER 23, 2013

**DRAFT DATED AUGUST 5, 2013**

**ORDINANCE ESTABLISHING UNEXPENDED EDUCATION FUNDS ACCOUNT AND PROVIDING FOR DEPOSITS AND EXPENDITURES OF FUNDS**

Be it Resolved by the Town Council that Chapter 2, Section 2-4 of the Town Code is hereby adopted:

**Sec. 2-4. Establishment of Unexpended Education Funds Account; Deposits; Use of Funds.** In accordance with § 10-248a of the Connecticut General Statutes:

(a) The Town hereby establishes an Unexpended Education Funds Account (the "Account"). The Account shall be a nonlapsing account.

(b) The Board of Education, acting on behalf of the Town Council as the authority making appropriations for the Town of Glastonbury school district, is authorized to deposit into the Account, all or any portion of the unexpended funds from a prior fiscal year from the budgeted appropriation for education for the Town, provided that the amount of unexpended funds from such prior fiscal year does not exceed one per cent (1%) of the total budgeted appropriation for education for such prior fiscal year. The Board of Education may authorize deposits to the Account in each fiscal year such that the total amount in the Account may accumulate over time if not expended as provided in subsection (c) hereof.

(c) Funds in the Account may be used by the Board of Education in its sole discretion for any operating expenses, capital projects or for any expenses of maintaining public schools in the Town as provided for in § 10-248 of the Connecticut General Statutes.

(d) The Town Council, as part of the Annual Audit, shall receive a written report of all revenue and expenditures of the Account.

# *Glastonbury Public Schools*

## TRAVEL APPROVAL FORM

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

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

DESTINATION: **New England Music Festival**, Hannover, New Hampshire

DEPARTURE DATE: Thursday, March 19, 2020

RETURN DATE: Saturday, March 21, 2020

ESTIMATED NUMBER OF PARTICIPANTS: approx.. 45 WILL ANY SCHOOL TIME BE USED: 3/19-20, 2019

SPONSORING TEACHER: Campbell, Howard, Nash

COST PER PARTICIPANT: approx.. \$100

OTHER CHAPERONE(S): NEMFA Organization with one GHS music teacher on site – Nurse on Duty, students in host family homes for dinner and overnight accommodations. (Host Family members undergo a background check.)

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: GHS Music Dept and New England Music Festival Association

SCHOOL(S) PARTICIPATING: GHS

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Successful audition and invitation to join the festival

### PURPOSE OF TRIP:

3 day festival hosted by one of New England's high schools where accepted students rehearse in one of the three NEMFA ensembles under the direction of a nationally renowned conductor, supported by an ensemble manager and their committee. The festival culminates in a concert featuring the ensembles on Saturday.

### ITINERARY (MAY BE ATTACHED):

<b>Thursday</b>		
10:00 AM	Registration Opens	Lobby
10:00 AM	On-Site Hearings	CFA Classrooms
12:30 PM	Choral Remedial Session	CFA Lecture Hall
1:30 PM	General Meeting	Arts Theatre
2:15 PM	Rehearsals	Band: Gymnasium - Chorus: Theatre - Orchestra: Band Room
2:30 PM	String Reseatings	Annhurst Classrooms
5:00 PM	Band & Orchestra Dinner	Woodstock Middle School Cafeteria
6:00 PM	Chorus Dinner	Woodstock Middle School Cafeteria
	Band & Orchestra Rehearsals Resume	Same locations
7:00 PM	Chorus Rehearsal Resumes	Theatre
7:30 PM	Director's Forum	Annhurst Chorus Room
8:00 PM	Host Family Meeting	Woodstock Middle School Cafeteria
8:40 PM	Band & Orchestra Rehearsal Ends	Student Move Luggage from The Woodstock Academy Gym to Woodstock Middle School Gym
8:50 PM	Chorus Rehearsal Ends	
9:00 PM	Students & Hosts Meet	Woodstock Middle School Gymnasium
11:00 PM	Curfew	Good night
<b>Friday</b>		
8:00 AM	Students Arrival	Behind CFA Theatre

8:30 AM	Directors' Hospitality	Annhurse Chorus Room
8:30 AM	Rehearsals Begin	Same locations as Thursday
10:00 AM	Past Presidents' Meeting	Annhurst Fireplace Room
11:30 AM	Executive Board Meeting	Annhurst Fireplace Room
12:30 PM	Chorus Lunch	The Woodstock Academy Cafeteria
	Band & Orchestra Lunch	The Woodstock Academy Cafeteria
	Chorus Rehearsal	CFA Theatre
1:30 PM	Band & Orchestra Rehearsal	Band in Gym, Orchestra in Band Room
2:00 PM	Annual NEMFA Meeting	Arts Lecture Hall
5:00 PM	Hosts Pickup Students	Woodstock Middle School Gymnasium
	Solo & Ensemble Performers	
	Dress Rehearsal	CFA Theatre

**Saturday**

8:30 AM	Directors' Hospitality	Meeting Room
9:00 AM	Luggage Drop-off	The Woodstock Academy Gymnasium
9:30 AM	Band Dress Rehearsal	CFA Theatre
	Orchestra Rehearsal	Gymnasium
	Chorus Rehearsal	Band Room
11:00 AM	Band Rehearsal	Gymnasium
11:30 AM	Orchestra Dress Rehearsal	CFA Theatre
12:15 PM	Band Lunch	Cafeteria
12:30 PM	Orchestra Lunch	Cafeteria
1:00 PM	Band & Orchestra Lunch	Cafeteria
1:30 PM	Chorus Lunch	Cafeteria
	Band Warmup	Arts Lecture Hall
	Orchestra Warmup	CFA Theatre
<b>2:00 PM</b>	<b>CONCERT</b>	<b>ORCHESTRA &amp; BAND</b>
2:30 PM	Chorus Students Change	Gym
3:30 PM	Chorus Warm-ups	CFA Theatre
<b>4:30 PM</b>	<b>CONCERT</b>	<b>CHORUS</b>
6:00 PM	Festival Concludes	Safe Travels

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

Accepted students gain knowledge of a festival experience with higher musical demands, working with high level section members and university conductor. Students are motivated to practice for focused rehearsals and concert outcomes. Students have positive educational experiences with like minded participants.

**APPROVAL:**

DIRECTOR: *Patricia Lynell* 7/23/19  
 (of first school where trip is taking place) ( DATE )

PRINCIPAL(S): *Wayne* 9/28/19 \_\_\_\_\_  
 (of first school where trip is taking place) ( DATE ) (of second school if applicable) ( DATE )

PRINCIPAL(S): \_\_\_\_\_  
 (of first school where chaperones teach) ( DATE ) (of second school if applicable) ( DATE )

SUPERINTENDENT APPROVAL: *Alan Borker* 7/30/19  
 ( DATE )

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

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**Title of Report: 2018-19 Year-End Report for School Food Service Department (SFSD)**

**Board Meeting Date: August 5, 2019**

**Action:**

**Report: XX**

**Information:**

**Discussion:**

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**Overview:**

Glastonbury Public Schools continues to participate in the Healthy Food Certification Program. Glastonbury Food Services received \$36,027 in funding for this program during 2018-19. The CT standards for the Healthy Food Program remain more stringent than the USDA guidelines for competitive foods that all schools nationwide are now required to follow. We will continue to review the state approved snack products available in order to provide the best selection to the students.

A portion of our commodity dollars using the Department of Defense (DoD) fresh fruit and vegetable program offered through the State; \$40,000 has been allocated for next school year. We continue to adhere to the meal pattern requirements of the USDA National School Lunch Program. Target 1 sodium levels will remain in place through the 2023-24 school year. Schools may also opt to decrease the whole grains served without the need for waivers. Until now schools have been required to offer all grains as whole grain-rich. For the 2019-20 school year, at least half of the grains offered are required to be whole grain-rich.

Lunch meal sales were up 9%, 30,000 meals overall, from 2017-18. There were increases in all meal categories - paid, free and reduced. Salad bars were removed from all schools with the exception of Glastonbury High School. Pre-made salads are now being offered and have been well received by students and staff. Breakfast participation remains good in all six schools where it is offered (Naubuc, GEHMS, Nayaug, GW, SMS and GHS). Lunch prices will remain the same for the coming school year (\$3.00 grades K-6, \$3.50 grades 7-12).

The SFSD currently has 2 full-time open positions at Glastonbury High School which we are hopeful to fill for the beginning of the coming school year. The Board of Education approved a wage adjustment for the SFSD employees for the coming school year. This adjustment was made to keep us competitive with other districts and to attract new and retain current employees. In addition, this adjustment will keep us on track to meet the requirements of the minimum wage increase over the coming years.

Staff continues to receive the yearly mandated training to meet the USDA professional standard requirements. All staff received the DCF mandated reporter training which will provided every three years going forward as required. In addition, we had nine employees receive their ServSafe Certification. All schools are required to have two qualified food operators on site. I will be working with the remaining staff to obtain this certification during the coming year. Documentation of the certification will be filed with the Town Health Department.

As a result of our health inspections and new FDA food codes, updates will be completed over the summer to several of our kitchens. Painted wood shelving will be removed and replaced with food-grade shelving in the following kitchen pantries: Naubuc, Hebron Ave, Buttonball and Hopewell. In addition, three bay sinks will be installed in the following schools: Naubuc, Gideon Welles, Hebron Ave and Hopewell. The kitchen renovation at GHS is scheduled to be completed during the summer of 2020. A small portion of the renovation will be completed this summer with the removal/abatement of the floor tiles in the back kitchen hallway and two storage rooms.

The final BOE expenditure for SFSD fringe benefits was \$111,998. We began the 2018-19 school year with a balance of \$531,880. We will start the 2019-2020 with a beginning balance of \$592,525.

**Submitted By:** Karen Bonfiglio and Jessica D'Agnese

**Reviewed By:** Alan Bookman

# Glastonbury School Food Services Year-End Report 2018-2019

	Actuals	Actuals	Projected	Actuals
	2016-2017	2017-2018	2018-2019	2018-2019
<b>Beginning Balance</b>	<b>229,092</b>	<b>371,200</b>	<b>531,879</b>	<b>531,879</b>
<b>Income</b>				
Lunch, Milk, Breakfast, A la Carte	1,442,491	1,422,954	1,425,000	1,399,090
Federal Reimbursement	446,926	453,711	555,000	559,986
State Reimbursement	31,619	28,163	30,000	27,602
Healthy Snack Reimbursement	40,600	37,052	40,000	36,027
Catering & Miscellaneous	50,144	56,639	53,000	56,195
Interest Income	0	0	0	0
BOE	236,629	213,076	150,000	111,998
<b>Total Income</b>	<b>2,248,409</b>	<b>2,211,595</b>	<b>2,253,000</b>	<b>2,190,898</b>
<b>Expenses</b>				
Supplies	973,379	968,282	1,008,500	977,146
Personnel Expense	1,108,114	1,022,315	1,152,760	1,097,322
Equipment	24,809	59,529	35,000	30,784
Miscellaneous Expenses	0	790	1,500	0
Contracted Services	0	0	0	0
<b>Total Expenses</b>	<b>2,106,302</b>	<b>2,050,916</b>	<b>2,197,760</b>	<b>2,105,252</b>
<b>Net Income or loss</b>	<b>142,107</b>	<b>160,679</b>	<b>55,240</b>	<b>85,646</b>
Summer Projects & Equipment				<b>(25,000)</b>
<b>Year End Balance</b>	<b>371,200</b>	<b>531,879</b>	<b>587,119</b>	<b>592,525</b>

<b>Meal Price</b>				
Grades K-6	\$3.00	\$3.00	\$3.00	\$3.00
Grades 7-12	\$3.50	\$3.50	\$3.50	\$3.50
Adult	\$4.50	\$4.50	\$4.50	\$4.50
<b>Breakfast</b>	<b>\$1.50</b>	<b>\$1.50</b>	<b>\$1.50</b>	<b>\$1.50</b>

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

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**Title of Report: 2018-2019 Year-End Report for Student Activities**

**Board Meeting Date: August 5, 2019**

**Action:                      Report: XX                      Information:                      Discussion:**

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**Overview:**

Glastonbury Public Schools maintains a separate fund to promote the safe handling of Student Activity money. The centralized accounting system is managed by a coordinator who oversees approximately 275 accounts, verifies deposits and approved expenses, and provides training to advisors and personnel involved in the collection of student and parent funds. All transactions are reviewed by the finance manager to ensure the proper use of student and community funds. In addition to all account books being audited at Central Operations, an annual audit is completed by the town's independent auditors.

At various levels, student involvement is encouraged under the guidance of a staff advisor. At the elementary level and middle school level, some student councils assist with school stores and/or raising charitable contributions. The GHS School Store is managed by students and overseen by one of the business teachers. Merchandise can be purchased online or at the store. Secondary clubs which take place after school are usually governed by students who assist the advisor in maintaining their club's financial records, exposing the students to the cash flow management process.

Activity accounts include foreign exchange trips, field trips, yearbook sales, dances, after-school clubs and sports, summer camps, a regional Vo-Ag program and Adult Education. FIRST Robotics, Model UN, Vo-Ag and music students compete regionally and nationally. This year, our foreign exchange program featured trips to France, Russia, China, Italy, Madrid and Salamanca, Spain. Students from Smith Middle School traveled to Washington, DC and Quebec, Canada.

From the student activity accounts, forty-four scholarships were awarded to Glastonbury High School students, totaling \$41,550 in college assistance. The Bridgeworks program promotes life-skills by preparing and selling gift baskets, note cards and other useful items, while students apply basic math skills to create receipts, deposit slips and invoices.

Drama productions and concerts showcase the teaching of the arts in Glastonbury and promote a positive connection with people of all ages in the community. Our high school production is accompanied by a very successful senior citizen luncheon run by the GHS Student Council. Smith drama students attended the Goodspeed Opera House production of *Music Man* following their production of *Music Man, Jr.* This year's performances included:

Performance	Revenue
• GHS: <i>12 Angry Jurors</i>	\$ 6,261
<i>Guys &amp; Dolls</i>	\$ 20,059
Talent Show	\$ 812
POPS Concert	\$ 7,711
Valentine Cabaret	\$ 685
• SMS: <i>Music Man, Jr.</i>	\$ 10,366
• GW: <i>Wizard of Oz, Jr.</i>	\$ 19,478
• NAY: <i>Rats!</i>	\$ 1,881

Fundraising sparks an awareness and compassion of others, within community, state and world. In addition, students and staff work together toward a common goal. This year's fundraisers included:

• HO:	Animal Care Fund	\$ 225
	CCMC	\$ 1,034
	Alex's Lemonade	\$ 1,477
	Make-a-Wish Foundation	\$ 300
• NAU:	CCMC	\$ 386
• NAY:	American Heart	\$ 5
• GW:	CCMC/Walk-a-thon	\$ 3,311
	Dana Farber Cancer Institute	\$ 322
	Pulsera Project	\$ 1,855
• SMS:	American Heart - Hoops for Heart	\$ 5,997
	CCMC	\$ 1,100
	Dana Farber Cancer Institute	\$ 300
	Middlesex Hospital (Go Pink)	\$ 550
• GHS:	Alex's Lemonade	\$ 507
	Ana Grace Project	\$ 90
	CCMC	\$ 500
	Earth Day Network	\$ 400
	Folds of Honor	\$ 1,277
	Hole in the Wall Gang	\$ 26
	Unicef	\$ 400

Student Activity Fund revenue for the fiscal year 2018-2019, has been recorded as follows:

Description	Beg. Bal.	Deposits	Expenditures	End Bal.
Buttonball Lane	7,837	10,834	11,580	7,092
Eastbury	2064	0	2,064	0
Eastbury Links	1255	646	1,901	0
Hebron Avenue	4,987	7380	6,618	5,748
Hopewell	12,678	16,921	18,784	10,815
Naubuc	21,817	11,558	12,978	20,397
Nayaug	7,511	14,300	14,032	7,779
Gideon Welles	21,810	33,405	34,672	20,542
Smith	38,564	151,605	148,313	41,855
GHS	428,843	417,970	399,306	447,507
Scholarships	165,066	199,528	40,050	324,544
Vocational Education	12,285	139,885	158,005	(5,834)
Art	3,867	680	400	4,147
Athletics	40,306	95,457	88,789	46,975
Foreign Language	87,475	300,318	257,843	129,950
Health/Physical Education	2,939	3,792	1,570	5,161
Music	37,648	71,108	80,633	28,123
Science	65,671	35,111	71,769	29,013
Summer Programs	27,339	23,663	22,392	28,610
GPS/Central Office	213,620	150,703	100,097	264,226
<b>Grand Totals</b>	<b>1,203,582</b>	<b>1,684,864</b>	<b>1,471,796</b>	<b>1,416,651</b>

Submitted By: Clare Mazur and Karen Bonfiglio

Reviewed By: Alan Bookman

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

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**Title of Report:** Scientific Research-Based Interventions (SRBI) and Positive Behavioral Interventions and Supports (PBIS) End of Year Report 2019

**Board Meeting Date:** August 5, 2019

**Action:**

**Report: X**

**Information:**

**Discussion:**

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Scientific Research-Based Interventions (SRBI) is the term branded by Connecticut to articulate instructional conditions that support all learners academically, socially and behaviorally. In other states, the process is known as Response to Intervention (RTI) while in others it is labeled as Multi-Tiered System of Support (MTSS). Some models include special education services and some focus solely on academic achievement. SRBI is designed to provide instructional support through three tiers of progressively intense intervention. It is a mandated general education process in Connecticut tied to special education referral and eligibility conditions as needed.

SRBI models emphasize universal learning (Tier 1) conditions that support all students in meeting expected grade level outcomes. Tier 1 conditions are evidenced through implementation of guaranteed standards-based curricula across grade levels, use of high impact instructional strategies with large effect sizes, and targeted assessments of student learning. Our professional development and school-based coaching support differentiated instruction for our learners. Tier 2 and Tier 3 instructional conditions involve more intensive interventions that may be completed in small group or individualized settings. Interventions may last several weeks or months depending on student needs. Academic and social/behavioral skills are taught through these opportunities.

All district schools continue to meet the Positive Behavioral Interventions and Supports (PBIS) expectations for Tier 1 school and classroom integration of productive behavioral conditions. All schools develop Tier 2 and 3 supports to respond to identified behavioral issues that need to be addressed. This coming year, social and emotional learning will be enhanced further through the inclusion of Second Step curricula across grades K- 8.

Notable annual accomplishments included:

- All grades K -5 classroom teachers implemented the Readers/ Writers Workshop Model and Math Workshop Model to ensure the instructional strategies needed to address the Common Core and other rigorous standards at Tier 1.
- Curriculum development focused on high leverage instructional practices, interdisciplinary skill and knowledge alignment, formative assessments, 21<sup>st</sup> century skill development, and differentiated instruction.
- LARTS and PACE teachers provided instructional coaching to support the implementation of a high quality curriculum and instructional strategies. Library Media Specialists supported the integration of interdisciplinary literacy strategies.
- 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. Trusted Adult and QPR training supported mental health and suicide prevention efforts.
- Frontline RTI was integrated to support intervention plan development, implementation and monitoring through an electronic system linked to Frontline IEP.

Our district expectations for intervention processes are attached.

**Submitted By:** Rosemary Tralli

**Reviewed By:** Alan Bookman



## Glastonbury Public Schools: Universal SRBI Expectations 2019-2020

### 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 designed to provide students with immediate access to the knowledge, skills and applications of the grade level curriculum. Skills and strategies that students master through intervention must be transferred and supported in classroom instruction. Interventions take into account student strengths as well as needs to provide a tailored set of learning opportunities.
- Assessments include multiple measures to provide regular instructional feedback and direction for growth.
- 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

Tier 1	
<b>Literacy (Elementary)</b>	<b>Math (Elementary)</b>
<ul style="list-style-type: none"> <li>• <b>The learning expectations defined in the Common Core State Standards are the basis for instruction as articulated through the district curriculum.</b></li> <li>• <b>Readers’ and Writers’ Workshop</b> is an essential component of the delivery model for literacy instruction.</li> <li>• All students should receive <b>guided reading or small group reading instruction</b> from their classroom teachers.</li> <li>• <b>The units of study with lesson plans, <i>Continuum of Literacy Learning</i>, classroom libraries, and school wide bookrooms</b> are the primary resources for developing plans for instruction in all tiers.</li> <li>• <b>LARTS provide coaching and support for differentiation strategies for Tier 1 instruction.</b></li> <li>• The <b>Universal Assessment Calendar</b> is followed by the classroom teacher to guide administration, scoring, and analysis of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The learning expectations defined in the Common Core State Standards are the basis for instruction as articulated through the district curriculum.</b></li> <li>• <b>Grade level units of study and associated lessons</b> should be the primary drivers for instruction in a differentiated classroom.</li> <li>• PACE Resource Teachers <b>provide coaching and support for differentiation strategies for Tier 1 instruction.</b></li> <li>• The <b>Universal Assessment Calendar</b> is followed by the classroom teacher to guide administration, scoring, and analysis of student performance.</li> </ul>
Tiers 2 & 3	
<ul style="list-style-type: none"> <li>• <b>Supplemental literacy and/or mathematics instruction</b> in Grades K-5, which requires Tier 2 or Tier 3 instructional conditions, <b>REQUIRES</b> a SIT process (other than for developmental supportive reading (<b>Program for Emerging Literacy</b>) in Grades K-1 which does NOT require a SIT process, (as long as the evidence shows the student is making adequate progress).</li> <li>• <b>Supplemental</b> instruction for literacy and/or mathematics is <b>IN ADDITION TO, not in place of</b>, classroom instruction. No student should be removed from literacy or math lessons for Tier 2 or Tier 3 intervention and if possible, for EXCEL instruction.</li> <li>• <b>Special education</b> 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. Note the length of intervention and whether mitigating measures prevent the student from appropriate evaluation.</li> </ul>	
<b>Literacy</b>	<b>Mathematics</b>
<ul style="list-style-type: none"> <li>• Reading and writing objectives and goals that are determined at SIT meetings need to be <b>aligned with the CCSS and should be transferable</b> back into classroom instruction.</li> <li>• “Probes,” such as running records, are to be used to <b>monitor student progress</b> in Tiers 2 and 3.</li> <li>• All intervention plans should include methods for classroom <b>generalization by students and teachers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics objectives and goals that are determined at SIT meetings will address <b>foundational skill and understanding deficits that</b> 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 <b>while ensuring methods that integrate new learning into grade level experiences as quickly as possible.</b></li> <li>• All intervention plans should include methods for classroom <b>generalization by students and teachers.</b></li> </ul>



## Universal SRBI Expectations 2019-2020

### 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 is based on the district process.
- Discrete social and emotional development lessons are provided at each grade level in accordance with the identified curriculum.

#### 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. Note the length of intervention and whether mitigating measures prevent the student from appropriate evaluation.

### 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.



## Universal SRBI Expectations 2019-2020

### 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 site... Frontline RTI
- 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.
- Do not deny or delay evaluation where there is reason to believe there is a disability.

#### **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 results.
- Parents must be invited to Tier 3 meetings.

**DEPARTMENT OF ADMINISTRATIVE SERVICES****FINANCIAL ADMINISTRATION**

TO: Board of Finance  
Richard J. Johnson, Town Manager

FROM: *QBT* Julie Twilley, Director of Finance & Administrative Services

DATE: July 2, 2019

SUBJECT: Self Insurance Reserve Update June 2019

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The attached report summarizes the Self Insurance Reserve fund through June 30, 2019. The total reserve is \$6,304,651 allocated (\$421,230) and \$6,725,881 between Town and Board of Education, respectively. As of June the fund is experiencing a \$1,331,361 gain for the fiscal year.

There are 60 large loss claims, four of which have exceeded the Individual Stop Loss limit of \$200,000. Large loss claims are defined as any claims that exceed \$50,000. BOE has 33 large loss claims, while the Town has 27.

Note the Town is paying claims directly that exceed the Individual Stop Loss (ISL) with subsequent reimbursement from CT Prime once they have all of the claims data from Anthem and/or ConnectiCare. Through May, only 4 have exceeded the stop loss limit out of the 60 large loss claims. As of June 30, CT Prime has reimbursed the Town \$582,839.75 for three of the claims. The balance due as of June 30 of \$5,500 to the Town and \$15,300 to BOE from CT Prime is not reflected in the financial summary.

All Stop Loss reimbursement for claims occurring in FY2017/2018 have been received and are included in the report.

Enc.

cc: Dr. Alan Bookman, Superintendent  
Karen Bonfiglio, Business Manager  
Rose Brown, Human Resources Manager

## SELF INSURANCE RESERVE FUND

YTD Balances As of: June 30, 2019

	Town	Education	Total
<b>Contributions</b>			
Employer	3,829,547	\$14,337,102	\$18,166,649
Employee	1,194,235	2,609,361	3,803,596
Stop Loss Reimbursement	473,586	740,950	1,214,536
Anthem Individual Stop Loss Settlement	-	-	-
Miscellaneous	2,000	2,000	4,000
<b>Total Revenues</b>	<b>\$5,499,368</b>	<b>\$17,689,414</b>	<b>\$23,188,781</b>
<b>Expenditures</b>			
<b>Anthem</b>			
ASO Fees	\$5,042	\$156,308	\$161,351
Claims	1,108,997	9,996,384	11,105,381
	\$1,114,040	\$10,152,693	\$11,266,732
<b>CTCare</b>			
ASO Fees	\$139,808	\$175,264	\$315,072
Claims	4,261,565	4,216,060	8,477,626
	\$4,401,373	\$4,391,325	\$8,792,698
<b>Delta Dental</b>			
ASO Fees	\$17,451	-	\$17,451
Claims	199,320	-	199,320
	\$216,771	-	\$216,771
Bank Fees/PCORI Fee	\$1,502	\$5,208	\$6,709
CT Prime	432,645	1,074,365	\$1,507,010
Lockton Fees	13,500	54,000	67,500
	\$447,647	\$1,133,573	\$1,581,220
<b>Total Expenditures</b>	<b>\$6,179,831</b>	<b>\$15,677,590</b>	<b>\$21,857,420</b>
Current Year Revenues Less Expenses	(\$680,463)	\$2,011,824	\$1,331,361
Reserve July 1, 2018	\$259,233	\$4,714,057	\$4,973,290
Reserve at end of month	(\$421,230)	\$6,725,881	\$6,304,651

*Note: The Reserve formula will be updated at the end of each quarter. The next update will be provided in September 2019.*