



BOARD OF EDUCATION REGULAR MEETING

Monday, June 14, 2021 7:00 PM
Town Council Chambers-Town Hall
2155 Main Street
Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
 - A. Glastonbury High School Girls' Track Team (LL State Champions)
 - B. Leslie Lopez-Curriculum Director of Music
 - C. Frank Quinn-Assistant Principal Glastonbury High School
 - D. Twana Shirden-Principal Hopewell Elementary School
4. Informal Session for Public Comment
5. Special Reports
 - A. Equity and Social Justice Update
6. Business Requiring Action
 - A. Staff Resignations (consent)
 1. Elisa Fabiszak
 2. Jacqueline Gallo
 - B. Acceptance of Glastonbury East Hartford Elementary Magnet School Budget for 2021-2022 School Year for First Reading
 - C. Approval of Compensation for Non-Affiliated Employees
7. Reports and Discussion
 - A. Summer 2021 Professional Development
 - B. Glastonbury Education Foundation
8. Approval of Minutes
 - A. Meeting Minutes of May 24, 2021
 - B. Special Meeting Minutes of May 24, 2021
9. Committee Reports
10. Chairman's Report
11. Superintendent's Report
 - A. Staff Appointments
 1. Tonya Claiborne-Director of Equity, Diversity & Inclusion
 2. Jeffrey Scott Graves-Health/Physical Education, Glastonbury High School
 3. Mary Loschiavo-Hopewell School, Grade 1

4. Carrie McDonald-Hopewell School, Special Education
 5. Tryon Mott-Smith Middle School, Special Education
 6. Frank Quinn-Assistant Principal, Glastonbury High School
 7. Amanda Robustelli-Price-World Languages, Glastonbury High School
 8. Twana Shirden-Principal, Hopewell Elementary School
- B. School Enrollment Report, June 2021
 - C. Self Insurance Reserve Update May 2021
 - D. Dates to Remember
12. Adjournment
- A. Please note: It is possible that the Board of Education may go into Executive Session

Connecticut State Board of Education Hartford

Position Statement on Culturally Responsive Education

Revised December 2020

Adopted on February 3, 2021

The Connecticut State Board of Education (SBE) reaffirms its commitment to improving the academic lives of Connecticut's growing diverse body of students by updating its position statement on Culturally Responsive Education. This position statement reflects the Board's ongoing understanding of the importance of culturally responsive education as a critical component of all curriculum, activities, and services.

A recently released joint statement from the Connecticut State Department of Education (CSDE), the Connecticut Association of Public School Superintendents, and the Connecticut Association of Boards of Education, made clear the Board's commitment to equity:

"[The joint statement]... emphasized our mutual commitment to providing all students with school environments 'where they do not feel threatened regardless of their race, gender, gender identity or expression, religion, nationality, status of citizenship, or sexual orientation. It is our core responsibility as educators to do everything we can to foster environments that ensure equity, diversity and inclusion.'"

"Educators need to be self-reflective so we are not blind to discrimination, inequity, racism, implicit bias, and white privilege. Only by addressing these issues head-on, providing professional learning for all staff, explicit engagement of students and families, and having courageous conversations, will we make positive progress and create truly equitable schools."

The Connecticut State Board of Education supports and affirms the importance of a culturally responsive education for all students. Moreover, the Board will continue supporting and promoting comprehensive culturally responsive programs that implement anti-bias and racially conscious education. Such programs must account for students whose identity is not always represented as part of the mainstream curriculum, such as race, ethnicity, sexual orientation and gender.

The Connecticut State Board of Education understands that culturally responsive educators become conduits of learning by affirming their content expertise through their own identities. As a result, the learning environment establishes a reciprocal relationship of respect between the educator and the students; thus, cultural backgrounds become the foundation of the knowledge base for learning and academic success. The SBE also understands that family engagement and community partnerships are necessary to help close the historically persistent gaps that have threatened our students' success for generations. Under such empowering learning conditions, culturally responsive education leverages critical inquiry to formulate approaches against racism, discrimination, bias, and oppression.

The guidelines that accompany this statement serve as fundamental markers, guided by the above principles, to create a learning environment that values the contributions of our diverse learning communities.

Position Statement on a Culturally Responsive Approach to Education

Guidelines for Policymakers

The Connecticut State Board of Education provides the following guidelines to support collaboration among the state's various stakeholders to build high-quality, comprehensive, coordinated, and culturally responsive education programming in the state.

CT State Department of Education Responsibilities

The Connecticut State Department of Education provides leadership that acknowledges the importance of creating systemic coherence driven by student success. This leadership includes promoting strong student engagement and committed involvement of all major partners. For example:

- Providing resources and technical assistance to school districts to help implement a Culturally Responsive Education, in accordance with this position statement.
- Providing professional development to train, support, and guide educators and highlight best practices in Culturally Responsive Education.
- Employing highly qualified, experienced educators who reflect the racial and ethnic diversity of our student body, and who are knowledgeable about culturally responsive education content, methods and pedagogy, including culturally responsive standards, measurement and assessment.
- Leading statewide efforts to increase recruitment, hiring and retention of teachers of color.
- Designating State Department of Education staff, to the extent of their authority, to provide oversight and technical assistance to create positive school climates and anti-bullying practices that are consistent with state and federal civil rights laws and bullying legislation.

School District Expectations (Pre-Kindergarten-12)

In collaboration with their Boards of Education, districts create an environment of value and support for the meaningful discussions of individuals' cultural contributions and assets throughout all schools. For example:

- Developing and implementing policies, procedures and curricula that assist teachers and administrators in creating learning environments of Culturally Responsive Education that affirm the students' identity and their sense of belonging, and provide them access to learning and the opportunity to grow.
- Recognizing, respecting and upholding the dignity and worth of students as individual human beings, and therefore treating students justly and considerately.
- Nurturing in students lifelong respect and compassion for themselves and others regardless of race, ethnic origin, gender, social class, ability, religion, or sexual orientation.
- Providing safe and effective learning environments to discuss cultural identities, such as race, religion and national origin at all grade levels.
- Promoting efforts to improve school climate as a critical component for effective learning and school reform.
- Employing highly qualified teachers who are knowledgeable about Culturally Responsive Education content, methods, and pedagogy, including culturally responsive standards, measurement and assessment.
- Reviewing all disciplinary policies and procedures through a culturally responsive lens.

- Providing leadership of district-wide efforts to increase recruitment and retention of teachers of color.
- Collaborating with all families, with particular outreach to culturally diverse families in the development of curriculum, instructional methods and expectations for student learning.
- Encouraging community participation in events during and beyond the school day that promote the importance and value of culturally responsive education.
- Providing appropriate resources for a broad array of extracurricular programs to maximize the number of students involved and connected to school in constructive, adult-supervised activities (e.g., clubs, leadership activities, service learning, and peer mentoring).

School Expectations

Schools must require the development of Culturally Responsive Education strategies and methods across all content areas. For example:

- Demonstrating a respect for students' identities and welcome a diverse community to participate in schools.
- Providing opportunities for students to engage in activities (e.g., clubs, leadership activities, service learning and peer mentoring) that broadens students' perspectives.
- Building authentic relationships with families through two-way, reciprocal conversations that acknowledge families' cultures as assets for teaching and learning, and invite families to be co-creators of a culturally responsive learning environment.
- Increasing understanding of second language acquisition and the importance of bi-literacy in student achievement by encouraging teachers to learn a new language.
- Ensuring that all professional development opportunities are culturally sensitive and inclusive.

Teachers/Staff Expectations

Teachers should differentiate and individualize instruction by creating an environment of reciprocal respect and collaboration. For example:

- Partnering with students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases of researchers and textbook writers influence the ways in which knowledge is constructed.
- Using examples, images, and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline.
- Using cooperative and independent learning strategies to maximize classroom learning. Students are encouraged to work with other students on research projects and assignments that are both culturally and socially relevant.
- Holding cultural sensitivity discussions with students, especially when literary selections or references present negative stereotypes.
- Developing a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experience to effectively connect their culturally- and community-based knowledge to the classroom learning experiences.
- Staying current on content and pedagogy related to Culturally Responsive Education.
- Collaborating with peers to improve Culturally Responsive Education for all students.

- Engaging and supporting families in fostering children’s cultural awareness and development and seeking input from families to make meaningful connections to students’ lives.
- Helping students develop a sense of civic responsibility toward their immediate community, the nation, and the world.
- Supporting students’ social emotional learning and understandings through appropriate programming as it relates to current topics surrounding racism, social justice and cultural competence.

Higher Education Expectations

College and university education programs must prepare teachers to implement culturally relevant practices. For example:

- Ensuring pre-service teachers are provided with coursework in the history and contributions of all people of color to demonstrate their association with the experience of communities of color in Connecticut.
- Ensuring that pre-service teachers are provided with coursework in English as a second language acquisition and culturally responsive instructional practices.
- Researching and developing programs and practices to increase the number of teachers of color or other underrepresented candidates and providing pre-service teachers with rigorous coursework in culturally responsive education across the content areas.
- Partnering with CSDE and school districts in providing professional development in research-based and evidence-based strategies in Culturally Responsive Education.
- Providing rigorous culturally responsive teacher education programs, linked to national and state standards, with depth and breadth to scientifically based content and pedagogy, including cultural diversity and cognitive learning style theory and research.

Family and Community Expectations

Families and community partners, such as organizations and faith leaders, businesses, and social service providers, work with the school to empower their children to use their histories and cultural identity as the foundation to learning. For example:

- Teaching children to respect the cultural diversity of others.
- Stimulating children’s interest in culture by involving them in a variety of culturally rich activities (e.g., conversations, songs, stories, exploring museum exhibits, and participation in the arts).
- Encouraging children’s interests in culture by engaging them in speaking about what they are learning at school and how it relates to daily life, especially promoting reading, writing, listening, speaking, viewing and presenting skills.
- Becoming involved and engaged in school programs, practices and activities.
- Communicating regularly with classroom teachers and other relevant school personnel.
- Participating in collaborative school and family efforts and functions.

Student Expectations (as developmentally appropriate)

Students should engage in comprehensive efforts to learn about their own cultural history and an understanding of how culture affects learning. For example:

- Demonstrating respect and understanding of individuals' identities and diversity toward others.
- Contributing to a classroom environment that models respect, accountability and empowerment of perspectives.
- Becoming actively involved in school activities in addition to academic requirements.
- Developing positive and meaningful relationships with peers and school personnel.

Resources

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.

Delpit, L. (2012). *"Multiplication is for white people": Raising expectations for other people's children*. New York: The New Press.

Gay, G., & Banks, J. A. (2010). *Culturally responsive teaching: Theory, research, and practice*. 2nd ed. New York: Teachers College Press (Multicultural Education Series).

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

Howard, G. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey Bass.

Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston: Beacon Press.

Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. New York: Scholastic.

Nieto, S. & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education*. 7th ed. New York: Pearson Education, Inc.

Culturally Responsive Teaching

"Culturally responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them....

It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.

It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.

It uses a wide variety of instructional strategies that are connected to different learning styles.

It teaches students to know and praise their own and each others' cultural heritages.

It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools."

Gay, Geneva. (2018). Culturally Responsive Teaching: Theory, Research, & Practice. 3rd. ed., New York: Teachers College Press, Columbia University, pp. 36-7.

Capitol Region Education Council
Glastonbury-East Hartford Magnet School
2021-2022 Budget Proposal



Submitted by Kristi Hummel
Principal
June 2021

| |
|---|
| GEHMS Student Enrollment 2020-2021 and 2021-2022 |
|---|

| GEHMS Enrollment as of October 1, 2020 | | | | | |
|--|---------------|-------------|----------|-------|-------|
| Grade | East Hartford | Glastonbury | Hartford | Other | Total |
| PreK 3 | 4 | 7 | 14 | 5 | 30 |
| PreK 4 | 2 | 9 | 13 | 5 | 29 |
| K | 13 | 10 | 32 | 14 | 69 |
| 1 | 6 | 9 | 38 | 14 | 67 |
| 2 | 10 | 20 | 24 | 14 | 68 |
| 3 | 19 | 5 | 22 | 20 | 66 |
| 4 | 24 | 12 | 23 | 10 | 69 |
| 5 | 15 | 12 | 18 | 22 | 67 |
| Total | 93 | 84 | 184 | 104 | 465 |
| % of Total | 20% | 18% | 40% | 22% | 100% |

| GEHMS Anticipated Enrollment 2021-2022 | | | | | |
|--|---------------|-------------|----------|-------|-------|
| Grade | East Hartford | Glastonbury | Hartford | Other | Total |
| PreK 3 | 6 | 7 | 12 | 5 | 30 |
| PreK 4 | 6 | 7 | 12 | 5 | 30 |
| K | 13 | 14 | 28 | 11 | 66 |
| 1 | 13 | 10 | 33 | 12 | 68 |
| 2 | 6 | 9 | 32 | 17 | 64 |
| 3 | 10 | 20 | 22 | 12 | 64 |
| 4 | 19 | 5 | 22 | 18 | 64 |
| 5 | 24 | 12 | 23 | 11 | 70 |
| Total | 97 | 84 | 184 | 91 | 456 |
| % of Total | 21% | 18% | 40% | 20% | 100% |

GEHMS Revenue Projections

- GEHMS receives revenue from the State of Connecticut Department of Education and the Boards of Education of the sending districts, as well as a relatively small amount from various grants. We also operate a Before and After Care program that brings in revenue sufficient to cover the expenses of the program.
- The State Department of Education and the State Legislature paid the Interdistrict Magnet School Grant at the statutory level of \$10,443 per student from 2010-2011 through 2015-2016. The grant was reduced by approximately 5% to \$9,921 for 2016-2017 and 2017-2018. The grant again was funded at \$10,443 for 2018-2019. The grant amount included in the 2019-2020, 2020-2021, and 2021-2022 State budgets is \$10,652. Despite the statutory per pupil amount of \$10,652, “within available appropriations” language in the statute allows the State to reduce the grant amount after our fiscal year starts based on overall budgetary conditions. Tuition charged to the sending districts for GEHMS for 2021-2022 will be \$4,635 per student (0% increase).
- We anticipate a student population of 456 students during the 2021-2022 school year resulting in total projected revenue of \$8,538,799.

GEHMS Budget Highlights

- The proposed 2021-2022 expenses reflect an increase of \$555,253 (6.95%) over the previous year. The main component of the increase is the addition of Special Education positions to cover identified students as mandated by law. Salary increases were budgeted at 4.6% for teachers per contract, 1.1% for administrators per contract, and 2.5% for other positions.
- For 2020-2021, salaries and benefits were added for 2.08 FTE 1:1 SPED Paraprofessional positions.
- Lines 210-270 Benefits reflect the increased cost for staffing, as well as an increase of \$250 per FTE for Health Insurance.
- Lines 320 Professional Education Consultants and 32210 CREC Staff Development reflect a combined increase of \$248.
- Line 333 Other Consultants represents reimbursement to Glastonbury Public Schools for salaries of planetarium staff.
- Lines 341 External Staffing and 139 Temporary Employees show a combined decrease of \$22,600. These lines reflect the use of either external consultants or temporary staff on payroll.

- Line 423 Custodial Services, provided by Glastonbury Public Schools, is budgeted at present level – no increases.
- Line 51901 Field Trips is budgeted at \$3,500 to reflect a return to normal (post-pandemic) activities.
- Lines 581 Travel and 592 Other Purchased Services reflect an increase of \$944 over present level to reflect a return to normal (post-pandemic) activities.
- Line 620 Utilities is budgeted at an increase of \$4,400 over present level reflecting a combined 2% increase in cost and usage.
- Lines 616 Office Supplies and 641 Textbooks are budgeted at a \$320 reduction to present level.

CREC's Allocation of its Indirect Costs

- CREC's indirect costs are allocated at \$403,510 in line item "311/312 CREC Admin in the 2021-2022 GEHMS budget.
- CREC's indirect costs are organizational costs that are not attributable to a single program or type of program. They are the total cost of our divisions of business services (accounting, contract and insurance administration, payroll), human resources, communications, grants and development, and CREC's central office facilities.
- The extent to which CREC's indirect costs are charged to its state grants is strictly governed by SDE regulations. The \$403,510 charge to this budget is 4.96% of program expenses. CREC's indirect rate is the lowest of Connecticut's six regional education service centers.

CREC's Allocation of its Magnet School Management Services Costs

- CREC magnet school central office management services costs of \$391,544 for 2021-2022 are on line item "315 Management Services". This is an increase of \$5,847 over the 2020-2021 budget.
- CREC's magnet school management services costs consists of the CREC Council-approved Magnet School Office budget.
- The Management Services on line 315 represents the *direct* supervisory, administrative and professional support costs exclusively associated with CREC's 17 magnet schools and programs. It includes the personnel and non-personnel costs attributable to our superintendent of magnet schools; assistant superintendents of magnet schools; business manager; intervention teams and district Special Education staff; curriculum directors and science, math and reading coaches.
- The extent to which CREC's magnet school management services costs are charged to each magnet school is approved by SDE as part of its review of each school's annual budget. These costs are assigned to all CREC magnet schools on a per student basis. In 2021-2022, the costs are budgeted at \$867 per student.

GEHMS Budget Summary

The table below shows the past three years of GEHMS budgets.

| | 2019-2020 Budget | 2021-2022 Budget | 2021-2022 Proposed Budget | Increase (Decrease) from 2020- 2021 Budget |
|----------------------------|---------------------|---------------------|---------------------------------|---|
| Salaries | | | | |
| 101/102 Certified Salaries | \$3,635,377 | \$3,651,033 | \$3,938,038 | \$287,005 |
| 122 Paraprofessionals | 354,716 | 585,528 | 640,216 | \$54,688 |
| 123 Support Staff | 468,228 | 423,978 | 314,528 | (\$109,450) |
| 129 Other Non-certified | 93,522 | 102,992 | 259,844 | \$156,852 |
| 139 Temporary | 35,012 | 55,012 | 28,150 | (\$26,862) |
| | | | | |
| Benefits | | | | |
| 210 Health Insurance | 886,750 | 991,630 | 1,037,070 | \$45,440 |
| 220 FICA | 122,679 | 142,254 | 152,158 | \$9,904 |
| 250 Unemployment Ins | 22,709 | 24,093 | 20,720 | (\$3,373) |
| 260 Workers Comp | 59,044 | 62,641 | 67,338 | \$4,697 |
| 270 Retirement Insurance | 33,909 | 41,162 | 44,940 | \$3,778 |
| | | | | |
| Prof/Tech. Services | | | | |
| 311/312 CREC Admin | 297,298 | 311,486 | 403,510 | \$92,024 |
| 314 Computer Services | 120,074 | 135,854 | 145,933 | \$10,079 |
| 315 Management Serv. | 346,775 | 385,697 | 391,544 | \$5,847 |
| 320 Prof. Consulting | 15,450 | 15,450 | 15,450 | \$0 |
| 32210 CREC Staff Dvlpmnt | 10,328 | 9,355 | 9,603 | \$248 |
| 333 Other consultants | 30,000 | 30,000 | 30,000 | \$0 |
| 341 External Staffing | 115,738 | 115,738 | 120,000 | \$4,262 |
| | | | | |
| Property Services | | | | |
| 411 Safety & Security | 56,552 | 56,192 | 56,192 | \$0 |
| 423 Custodial | 306,016 | 316,210 | 316,210 | \$0 |
| 430 Maintenance & Repairs | 56,391 | 11,564 | 11,500 | (\$64) |
| 442 Equipment Rental | 5,213 | 5,213 | 6,000 | \$787 |
| | | | | |
| | | | | |
| Other Services | | | | |
| 51901 Field Trips | 22,660 | - | 3,500 | \$3,500 |
| 521 Property Insurance | 65 | 65 | 65 | \$0 |
| 522 Liability Insurance | 13,494 | 13,900 | 12,665 | (\$1,235) |
| 531 Postage | 2,500 | 2,500 | 1,500 | (\$1,000) |
| 532 Telephone | 6,256 | 6,256 | 8,500 | \$2,244 |

| | 2019-2020 Budget | 2021-2022 Budget | 2021-2022 Proposed Budget | Increase (Decrease) from 2020- 2021 Budget |
|----------------------------|---------------------|---------------------|---------------------------------|---|
| 550 Printing | 1,564 | 1,564 | 2,000 | \$436 |
| 581 Travel | 3,000 | 3,000 | 2,500 | (\$500) |
| 591 Workshop Expenses | 6,000 | 6,000 | 5,600 | (\$400) |
| 592 Other Purchased Serv | 6,256 | 6,256 | 7,700 | \$1,444 |
| | | | | |
| Supplies | | | | |
| 611 Instructional Supplies | 201,191 | 201,191 | 221,260 | \$20,069 |
| 613 Maintenance Supplies | 3,192 | 3,192 | 3,800 | \$608 |
| 615 Medical Supplies | 2,607 | 2,607 | 2,200 | (\$407) |
| 616 Office Supplies | 2,607 | 2,607 | 2,500 | (\$107) |
| 617 Pupil Incentives | 1,981 | 1,981 | 2,000 | \$19 |
| 620 Utilities | 235,739 | 220,000 | 224,400 | \$4,400 |
| 641 Textbooks | 5,213 | 5,213 | 5,000 | (\$213) |
| 642 Library Books | 6,000 | 6,000 | 6,000 | \$0 |
| | | | | |
| Equipment | | | | |
| 733 Equipment (\$1000+) | 1,564 | 1,564 | 3,000 | \$1,436 |
| 735 Equipment (\$1000-) | 26,067 | 26,067 | 15,165 | (\$10,902) |
| | | | | |
| Other Objects | | | | |
| 810 Dues & Fees | 156 | 500 | 500 | \$0 |
| | | | | |
| Totals | \$7,619,893 | \$7,983,546 | \$8,538,799 | \$555,253 |

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

Title of Report: Summer 2021 Professional Development

Board Meeting Date: June 14, 2021

Action:

Report: X

Information:

Discussion:

This year, 55 workshops span from June 14th to and early August to provide professional growth experiences for our staff. Our summer programs offer the following:

- All of the topics reflect the interest of our educators.
- All of the topics are highly relevant to district goals and initiatives.
- Most sessions are being offered virtually to provide options for all staff to fully participate.
- All sessions are developed and presented by GPS staff.
- A number of workshops address student learning loss and acceleration practices.
- Sessions build on the innovative uses of technology platforms during hybrid and remote teaching to augment in-person classroom experiences.
- Workshops on Social Justice, SEL, and engagement are offered for all content areas and grade levels.

Other summer activities are also important to our district growth. Teachers and directors across all departments continue to develop and refine curriculum, assessments, and related learning activities that support our rigorous and standards-based programs.

The summer learning sessions provide valuable opportunities for staff to develop their knowledge and skills in high interest areas. We are fortunate for the talents and generous support of our course instructors who make the sessions so meaningful and useful. The 2021 Summer Professional Development Catalog is attached.

Submitted By: Cheri Burke

Reviewed By: Alan Bookman

Summer Professional Development 2021

This year we are excited to provide over 50 virtual workshops, many of which will be offered a variety of times, to be as flexible as possible to fit in everyone's schedule. This reference guide includes detailed descriptions of each of the workshops. All workshops support our district strategic goals and initiatives as well as areas of interest expressed by our staff. Should you prefer a more independent type of learning, the GPS Lending Library and GPS Teaching and Learning Apps are always available for you to access.



Visit our Summer PD 2021 website to register for all workshops.

| WORKSHOP | 6/14-18 | 6/21-25 | 6/28-7/2 | 7/6-7/9 | 7/12-16 | 7/19-23 | 7/26-30 | 8/2-6 | 8/9-13 |
|--|-----------------------|-----------------------|-----------------|----------------|---------------------------------|----------------------------|----------------------------|-----------------------|-------------------------|
| Bitmoji Banner Workshop | | | | | 7/15 10 am - 11 am | 7/22 10 am - 11 am | 7/29 10 am - 11 am | 8/5 10 am - 11 am | |
| Clips and Salsa | | | | | | 7/19 10 am - 11 am | | | |
| Creating a Virtual Classroom to Engage Learners | | 6/22 10 am - 11 am | | | | | | 8/5 10 am - 11 am | |
| Creating Webquests with Google Draw | | | | | 7/12 5 pm - 6 pm | 7/19 5 pm - 6 pm | 7/26 5 pm - 6 pm | 8/2 5 pm - 6 pm | |
| Crucial Conversations: Tools for Talking When Stakes are High | | | | | | 7/20 8:30 am – 10:30 am | 7/26 8:30 am – 10:30 am | | |
| Empowering Student Voice with Flipgrid | | | | | 7/15 10 am - 12 pm | | | | 8/12 10 am - 12 pm |
| Engaging Students in their Learning with Green Screens | | 6/22 1 pm - 2 pm | | | | | | 8/5 1 pm - 2 pm | |
| Get to the Core: Apple iPad Accessibility Basics | | | | | 7/14 9:30 am - 11 am | | | | |
| Getting the MOST Out of Google Slides | | | | | 7/12 9 am - 10:30 am | | 7/28 11 am - 12:30 pm | | |
| Gimkit: Gun & Purpose | | | | | 7/13 11 am - 12:30 pm | | | 8/4 1 pm - 2:30 pm | |
| Go Far with GoFormative | 6/16 10 am - 11 am | | | | | | | | 8/11 10 am - 11 am |
| GoFormative | | | | | 7/15 or 7/16 9 am - 10:30 am | | | | 8/12 9 am - 10:30 am |
| Google Arts & Culture | | | | | 7/12 10 am - 12 pm | | | 8/9 10 am - 12 pm | |

| WORKSHOP | 6/14-18 | 6/21-25 | 6/28-7/2 | 7/6-7/9 | 7/12-16 | 7/19-23 | 7/26-30 | 8/2-6 | 8/9-13 |
|---|--------------------------|----------------|-----------------|------------------------|-------------------------|-------------------------|------------------------|-------------------------|---------------|
| Google Classroom Makeover Project | | | | | 7/13 9 am - 10:30 am | | 7/27 1 pm - 2:30 pm | | |
| Informal Running Records - From Creation to On-The-Spot Goal Setting | | | | 7/6 9:30 am - 11 am | | | | | |
| Intentional Anchor Charts | | | | | 7/13 9:30 am - 11 am | | | | |
| Interactive Content Creation with Genially | | | | 7/8 10 am - 12 pm | | | | 8/5 10 am - 12 pm | |
| Introduction to Goformative | | | | | | 7/20 9 am - 10:30 am | | 8/3 9 am - 10:30 am | |
| Introduction to Nearpod | | | | | | 7/21 9 am - 10:30 am | | 8/4 9 am - 10:30 am | |
| Joyful Literacy Alongside Intentional Transfer | | | | 7/8 9:30 am - 11 am | | | | | |
| Make it Stick: The Science of Successful Learning | | | | | | 7/19 10 am - 12 pm | 7/27 10 am - 12 pm | | |
| Making Assessments in Formative | 6/14 10:30 am - 12 pm | | | | | | | | |
| Memes for Motivation | | | | 7/7 9:30 am - 11 am | | | | | |
| Nearpod: Engagement with Ease and Style | | | | | 7/12 1 pm - 2:30 pm | | | 8/5 11 am - 12:30 pm | |
| NEW Teacher Workshop: Google Sites and Staff Resources | | | | | | 7/21 9 am - 12 pm | | | |
| No Red Ink Digital Punctuation/Grammar Workshop | | | | | 7/14 10 am - 11 am | 7/21 10 am - 11 am | 7/28 10 am - 11 am | 8/4 10 am - 11 am | |
| One Pager is the Answer! | | | | | | 7/20 9 am - 10:30 am | | 8/4 11 am - 12:30 pm | |

| WORKSHOP | 6/14-18 | 6/21-25 | 6/28-7/2 | 7/6-7/9 | 7/12-16 | 7/19-23 | 7/26-30 | 8/2-6 | 8/9-13 |
|---|-------------------------|-------------------------|-----------------------|----------------------|-----------------------|-------------------------|-----------------------|---------------------------|---------------|
| San Francisco Math Overview for Gr. 2 Teachers | | | | | | | | 8/2 10 am - 11 am | |
| San Francisco Math: A Deeper Look into the Math Strategies (Gr. 2) | | | | | | | | 8/3 10 am - 11 am | |
| San Francisco Math Overview for Gr. 4 Teachers | | | | | | | | 8/5 10 am - 11 am | |
| San Francisco Math: A Deeper Look into the Math Strategies (Gr. 4) | | | | | | | | 8/6 10 am - 11 am | |
| Seesaw 101 | | | | | | 7/23 9 am - 10:45 am | | | |
| Seesaw Q & A | 6/15 11 am - 12 pm | | | | | | | | |
| Seesaw - Tips and Tricks | 6/15 9 am - 10:30 am | | | | | | | | |
| Supercharge your use of Seesaw | | | | 7/6 10 am - 12 pm | | 7/22 10 am - 12 pm | | | |
| Taking the First Steps: Incorporating Social Justice into the Classroom | | | | | | | | 8/6 9:30 am - 10:30 am | |
| Teaching Reading Across the Disciplines with CommonLit | | | | | 7/13 10 am - 11 am | 7/20 10 am - 11 am | 7/27 10 am - 11 am | 8/3 10 am - 11 am | |
| To Fill or Not to Fill: Adobe Forms | | 6/23 9 am - 10:30 am | | | | | | | |
| Top EDTech Tools | | | 6/29 10 am - 12 pm | | | 7/20 10 am - 12 pm | | | |
| Using Classkick in the Classroom | | | | | | 7/22 10 am - 11 am | 7/27 10 am - 11 am | | |

| WORKSHOP | 6/14-18 | 6/21-25 | 6/28-7/2 | 7/6-7/9 | 7/12-16 | 7/19-23 | 7/26-30 | 8/2-6 | 8/9-13 |
|--|----------------------|--------------------------|-----------------|----------------|----------------|------------------------|----------------|-------------------------|---------------------|
| Using Curriculum Based Measures to Assess Student Progress and Response to Intervention | | 6/22 1 pm - 2 pm | | | | | | | 8/10 1 pm - 2 pm |
| Using Digital Choice Boards - Giving Students Voice and Choice | | 6/21 11:15am-12:15 pm | | | | | | 8/5 11:15am-12:15 pm | |
| Using Seesaw's Inbox to Send Announcements and Messages | 6/17 11 am - 1 pm | | | | | | | | |
| Using Whiteboard.chat to Draw, Share, and Collaborate | | | | | | 7/20 1 pm - 2:30 pm | | 8/5 9 am - 10:30 am | |

SUMMER PROFESSIONAL DEVELOPMENT WORKSHOPS 2021

Workshops are listed alphabetically.
Workshop sessions are identified by **Code Numbers**.

Acceleration versus Remediation - Moving Students Quickly Through Text Levels B - E - Jen Barone

This workshop is designed for all grade K and 1 staff.

When:

#100 - Monday, July 19th
9:30 am - 11:00 am

Zoom Information:

Participants will closely examine the text complexity shifts from Levels B-E alongside the balanced literacy components that will accelerate students quickly to beginning of the year expectations.

Workshop components include:

- Close reading of the text demands shifts between B - E.
- Prioritize and consolidate the needs to predictable Interactive Read Aloud, Shared Reading, and Interactive Writing teaching points.
- Plan for delivery in both face-to-face and e-learning instructional formats to accelerate the learning rather than prepare SRBI paperwork for feared instructional slide.

***Participants should bring Continuum, Unit of Study, Student independent reading texts at levels A-E.**

Actively Learn for Reading Across the Disciplines - Laura Haddad

This workshop is designed for Grade 6 - 12 ELA, History, Science, and World Language Teachers.

When:

#101 - Monday, July 12th
#102 - Monday, July 19th
#103 - Monday, July 26th
or
#104 - Monday, August 2nd

All Sessions will run 10:00 am - 11:00 am

Zoom Information:

This workshop will be offered four times.

Actively Learn is an award-winning digital platform that drives deep student engagement through reading and learning across the disciplines. Join this workshop to learn how the platform works and to begin creating assignments and/or units that will benefit you and your students in the coming school year.

Activities in Seesaw - Julie Rivera

**This workshop is designed
for all teachers.**

When:

#105 - Thursday, June 17th
8:00 am - 10:00 am

Zoom Information:

Participants will develop comfort and flexibility with creating, storing, sharing, and modifying activities in Seesaw.

Participants will:

1. Practice using all of the development tools to create activities within Seesaw.
2. Learn how to save activities as collections.
3. Learn how to share activities with others.
4. Learn how to find/modify activities others have created.

Session includes instruction followed by time to explore tools with Q&A support.

Administering & Scoring Academic Testing - Understanding the Overall Process - Karen Fortier

**This workshop is designed
for Special Education Teachers.**

When:

#106 - Tuesday, June 22nd
10:00 am - 12:00 pm

Zoom Information:

This is the first session of a three part workshop.

This workshop will provide an overview of the overall process of administering and scoring academic testing. Participants will:

- Review consent forms.
- Understand the timeline for how to complete testing.
- Learn how to choose the correct evaluative measures.

Be given an understanding of scoring and reporting results of testing.

Administering & Scoring Academic Testing - Scoring Tests and Interpreting Results - Karen Fortier

**This workshop is designed
for Special Education Teachers.**

When:

#107 - Wednesday, June 23rd
10:00 am - 12:00 pm

Zoom Information:

This is the second session of a three part workshop.

The second part of this workshop will focus on how to score evaluations both manually and with a computer program. Participants will also learn how to interpret the results and determine next steps.

Administering & Scoring Academic Testing - Validity and Reliability of Scores - Karen Fortier

**This workshop is designed
for Special Education Teachers.**

When:

#108 - Thursday, June 24th
10:00 am - 12:00 pm

Zoom Information:

This is the final session of a three part workshop.

The third part of this workshop will focus on further interpretation of scores, including validity and reliability. Participants will looking a testing results to determine if other measure of evaluations are needed to look at areas of weakness to determine special learning disabilities in the area of reading, writing, and math.

Adobe Spark (Post, Page, Video) - Erek Grohs

**This workshop is designed
for all teachers.**

When:

#109 - Monday, June 14th
10:00 am - 11:30 am

Zoom Information:

Teachers will learn how to use Adobe Spark with their students so they can showcase what they have learned in class in a variety of mediums such as websites, videos, and electronic or printed graphics. Adobe Spark is an integrated suite of storytelling applications that is an online tool, or iPad applications. It allows students to create webpages, infographics, or videos in an easy-to-use cross platform environment for students to demonstrate their learning. Some popular uses of Spark are creating learning journals, portfolios, video/audio stories, presentations, and graphic designs. Spark Post is excellent at creating Info-Graphics and signage that can be used in the classroom. All products can be shared online either publicly or privately via a URL link, graphic designs can be downloaded.

***Please install all 3 Spark Apps
on your iPad prior to the workshop.**



Advanced Choice Boards: A Tip-swap for the Choice Board Users

- Jimmy Wildman

This workshop is designed for all K-12 classroom teachers, with experience with choice boards.

When:

#110 - Friday, August 6th
11:00 am - 12:00 pm

Zoom Information:

Teachers will be able to share their experiences with using choice boards and how they have created them for students. Teachers will also reflect upon student learning as a result of using choice boards. Attendees will share sample choice boards, and we will create a repository of possible ways of using choice boards for students K-12. Time to reflect and process how a classroom practice/tool is used is important. In this session teachers that have used choice boards (digital or other formats) will come together to discuss how to best use them and share tips and techniques for their integration into the classroom. Teachers will be encouraged to share their sample choice boards so that all present can gain ideas and examples of how to use these in the classroom.

An Apple a Day Keeps the Windows Away

- Megan Sanderson and Betty Pereda

This workshop is designed for all teachers/staff who are transitioning from a Windows environment to a Mac environment.

When:

#111 - Tuesday, June 22nd
9:00 am - 11:00 am

#112 - Wednesday, June 30th
1:00 pm - 3:00 pm

#113 - Tuesday, July 6th
10:00 am - 12:00 pm

Zoom Information:

This workshop will be offered three times.

Participants will learn about important Mac features, such as System Preferences, keyboard shortcuts and navigation, Apple IDs and more.



Assessment from Day 1: How to Skillfully Prepare Community Building Activities to Interpret Student Reading, Writing, and Speaking

- Jen Barone

This workshop is designed for all grade K-5 staff.

When:

#114 - Thursday, July 15th
9:30 am - 11:00 am

Zoom Information:

Participants will be able to prepare social emotional/classroom community based activities and lessons that immediately inform balanced literacy components for meaningful instruction and decision-making from student reading, writing, and speaking strengths and experiences.

Course components include:

- Create activities that balance social-emotional needs and classroom community building with academic access of reading, writing, speaking, listening
- Prepare a quick protocol for examining student behaviors and responses against predictable outcomes and expectations
- Discuss the impact on district assessment and immediate instruction using the independent work time of RW/WW to work within student ZPD and accelerate growth (Side benefit: There's no time to waste! Accelerate the feared COVID/Summer slide and avoid giving multiple BAS!)

Become a Seesaw Pioneer

- Meghan Gagne

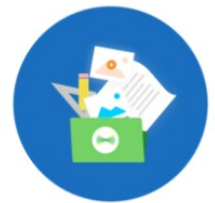
This workshop is designed for all K - 5 teachers.

When:

#115 - Monday, June 14th
9:00 am - 10:00 am

Zoom Information:

Participants will learn about the Seesaw Pioneer program. Assistance will be provided for participants to walk through the process of signing up and available to answer any questions.



Bitmoji Banner Workshop - Laura Haddad

This workshop is designed for teachers interested in elevating student engagement through the use of Bitmojis on Google Classroom.

When:

#116 - Thursday, July 15th
#117 - Thursday, July 22nd
#118 - Thursday, July 29th
or
#119 - Thursday, August 5th

All Sessions will run 10:00 am - 11:00 am

Zoom Information:

This workshop will be offered four times.

For those who have used Bitmojis and Bitmoji Classrooms, this is an extension class. Teachers will learn how to create a Bitmoji Banner, (one that is stationary or mobile) through examples and direct instruction. Teachers will then create their own banners for future Google Classroom pages.

*** Participants should already be familiar with Bitmoji and Bitmoji classroom.**

Clips and Salsa - Megan Sanderson

This workshop is designed for all K-12 teachers.

When:

#120 - Monday, July 19th
10:00 am - 11:00 am

Zoom Information:

Participants will learn how to use Apple Clips to show learning in all content areas and will be shown example projects by the instructor to spark their creativity. Demonstrations will be shared on how to create posters, photos, and videos using Apple Clips. Participants will become familiar with Apple Clips and will be able to create content that is usable in other apps, such as Seesaw.



Creating a Virtual Classroom to Engage Learners - Jimmy Wildman

**This workshop is designed for
all K-12 teachers.**

When:

#121 - Tuesday, June 22nd
or
#122 - Thursday, August 5th

Both Sessions will be run 10:00 am - 11:00 am

Zoom Information:

This workshop will be offered twice.

In this workshop, teachers will explore how to create a virtual classroom using Google Slides. This virtual classroom is an interactive experience for students and will allow the teacher to provide a variety of content for students to use. Although it is primarily targeted for distance learning, a virtual classroom can also be used when teachers are not in school, due to illness or professional obligations. Digital classrooms are customizable and can be highly engaging for students. Come build your own virtual classroom to engage your students!



Creating Webquests with Google Draw - Laura Haddad

**This workshop is designed for
all grade level teachers.**

When:

#123 - Monday, July 12th
#124 - Monday, July 19th
#125 - Monday, July 26th
or
#126 - Monday, August 2nd

All Sessions will run 5:00 pm - 6:00 pm

Zoom Information:

This workshop will be offered four times.

A Web Quest is an inquiry-based activity where students are given a task and provided with access to on-line resources to help them complete the task. Web Quests can be used to give students the change to perform research via authors, hot topics in society, points of time in history, or even a foreign country. In this workshop, teachers will understand how to use Google Draw to help them create their own webquests that can then be used with students in the classroom.

WebQuest
Examples &
Ways to
Generate Ideas

Crucial Conversations: Tools for Talking When Stakes are High - Philip Gillett

This workshop is designed for all faculty and staff.

When:

#127 - Tuesday, July 20th

or

#128 - Monday, July 26th

Both Sessions will run 8:30 am - 10:30 am

Zoom Information:

This workshop will be offered twice.

Have you ever walked away from a conversation wishing it could have gone better? Then this is the session for you!

The Crucial Conversations model offers productive strategies to foster and maintain dialogue in highly stressful situations. Based on the best-selling book of the same name, this session introduces participants to the characteristics that define a 'Crucial Conversation' and describes how our worst behaviors, intentional or otherwise, can sabotage our attempts at effective communication. From there participants explore how best to fill the 'shared pool of meaning' and how the power of dialogue can transform conflict into conversation; starting with heart, noticing when safety is at risk, mastering stories, and finding mutual purpose. Participants leave with an extensive new toolbox of insightful communication strategies they can use to build and strengthen relationships with students, parents, colleagues, and friends.

Empowering Student Voice with Flipgrid - TJ Neville

This workshop is designed for all K-12 teachers.

When:

#129 - Thursday, July 15th

or

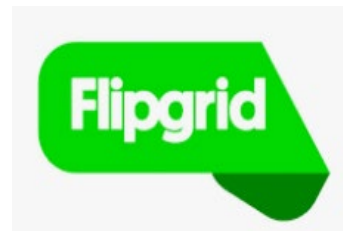
#130 - Thursday, August 12th

Both Sessions will run 10:00 am - 12:00 pm

Zoom Information:

This workshop will be offered twice.

Flipgrid is a flexible venue for teachers and students to communicate and extend conversations beyond the walls of the classroom. During this session, teachers will learn how to create short discussion-style questions that students can respond to through recorded videos. Participants will also learn how to create MixTapes that highlight certain responses shared during a discussion as well as use premade discussions created by the Flipgrid community.



Engaging Students in their Learning with Green Screens

- Jimmy Wildman

**This workshop is designed for
WL teachers and grade K-5 teachers.**

When:

#131 - Tuesday, June 22nd

or

#132 - Thursday, August 5th

Both Sessions will run 1:00 am - 2:00 pm

Zoom Information:

This workshop will be offered twice.

This easy tool will increase active participation and motivation in the classroom and will help to engage students inGet meaningful and purposeful ways. Using green screens is fun and easy, and helps simulate real-life and authentic learning. Take your students around the world by adding green screens to your classroom projects!

***Teachers should have the Green Screen app
(by Do Ink, in self-service) on their laptop or iPad, for
this workshop.**

Get to the Core: Apple iPad Accessibility Basics

- Megan Sanderson

**This workshop is designed for
all faculty and staff.**

When:

#133 - Wednesday, July 14th
9:30 am - 11:00 am

Zoom Information:

Participants will become comfortable with accessibility features, apps, and useful functions on their iPads that will help enhance learning. Explore the accessibility features (such as text to speech, font size adjustments, etc.) and learn how to arrange apps and customize your layout of the home screen. Participants will also learn how to access documents on their iPads using the Files app.

*** Please bring your school iPad to this workshop.**

Getting the MOST Out of Google Slides

- Marta Krzemien and Lauren Kagan

**This workshop is designed for
all K-12 teachers.**

When:

#134 - Monday, July 12th
9:30 am - 10:30 am

or

#135 - Wednesday, July 28th
11:00 am - 12:30 am

Zoom Information:

This workshop will be offered twice.

Google Slides can be used for more than just presenting information! The presenters will share a variety of sites that provide free themes and templates. They will also share a variety of ways in which teachers can use Google Slides with their students, including collaborative activities, independent work and assessments, portfolios, stories, book and movie reviews, games, reflections, and interactive agendas. There are also a variety of Chrome extensions available to maximize the use of Google Slides. The presenters will share a few of these with participants. Participants will have time to explore and create and ask questions.

Gimkit: Fun & Purpose - Marta Krzemien

**This workshop is designed for
all K-12 teachers.**

When:

#136 - Tuesday, July 13th
11:00 am - 12:30 pm

or

#137 - Wednesday, August 4th
1:00 pm - 2:30 pm

Zoom Information:

This workshop will be offered twice.

Gimkit is an electronic game show platform that is suitable for in person, hybrid or virtual learning settings. The new addition to Gimkit platform, called Ink offers a writing, publishing and sharing space. This session will begin by modeling a sample activity using Gimkit. After, the features of Gimkit will be discussed and participants will have time to create, explore and ask questions.

Go far with GoFormative - Jill Griswold

**This workshop is designed for
all subject area teachers,
across all grade levels.**

When:

#138 - Wednesday, June 16th

or

#139 - Wednesday, August 11th

Both Sessions will run 10:00 am - 11:00 am

Zoom Information:

This workshop will be offered twice.

In this workshop, participants will learn the features of GoFormative, an online platform for creating formative and summative assessments. GoFormative can be used in all subject areas across all grade levels.

Workshop attendees will first complete an activity on GoFormative in order to

understand the student experience. The presenter will explain how to make a GoFormative both from scratch and from an existing assessment or PDF/doc/image that the teachers may have. The presenter will share how she has used GoFormative for assessments and learning activities in class. Participants will also learn how to manage their classes on the website, grade assignments and assessments given on GoFormative and also how to give feedback directly to students. GoFormative is easy to learn and a great resource to have in your tech toolbox!



GoFormative - Adam Lefkowitz

**This workshop is designed for
all grade level teachers.**

When:

#140 - Thursday, July 15th

#141 - Friday, July 16th

or

#142 - Thursday, August 12th

All Sessions will run 9:00 am - 10:30 am

Zoom Information:

This workshop will be offered three times.

This workshop is designed to help teachers utilize GoFormative, an online platform that allows teachers to assess, score, and monitor student work in real time. GoFormative is user friendly for teachers and students.

The logo for GoFormative, featuring the word "formative" in a lowercase, sans-serif font. The letter "o" is stylized with a rainbow-colored arc above it. The logo is centered between two solid black horizontal bars.

Participants will:

1. Learn the basic uses of GoFormative.
2. Create an account and add classes.
3. Learn the various ways to create assignments/assessments and score them.
4. Learn to monitor student work in real time and provide immediate feedback.
5. Sync/post assignments to Google Classroom.

Google Arts & Culture - TJ Neville

**This workshop is designed for
all 6-12 teachers.**

When:

#143 - Tuesday, July 12th

or

#144 - Tuesday, August 9th

Both Sessions will run 10:00 am - 12:00 pm

Zoom Information:

This workshop will be offered twice.

Google Arts & Culture is both a website and app that provides free access to art, culture, and historical collections from around the world that can be used to enhance any lesson, activity, or assignment. During this session, teachers will explore virtual tours, 360 videos, various collections, AR features, and games that can be used across many different content areas. Participants will also learn how to use the “Favorites” feature to create and share curated media with students and how to teach students to create their own galleries to demonstrate knowledge or provide visuals for assignments.

Google Classroom Makeover Project - Marta Krzemien and Lauren Kagan

**This workshop is designed for
grade 6-12 teachers.**

When:

#145 - Tuesday, July 13th
9:00 am - 10:30 am
or
#146 - Tuesday, July 27th
1:00 pm - 2:30 pm

Zoom Information:

This workshop will be offered twice.

This session will help participants organize their Google Classroom to maximize instruction and streamline communication. Several methods of organization will be shared and examined. Examples from several disciplines will be used as samples. Helpful shortcuts and tips will also be shared. Participants will have time to explore and create and ask questions.

Informal Running Records - From Creation to On-The-Spot Goal Setting - Jen Barone

**This workshop is designed for
all K-2 staff.**

When:

#147 - Tuesday, July 6th
9:30 am - 11:00 am

Zoom Information:

Participants will be able to identify anchor texts and comprehension questions by using highlighted skills within a unit to use any conference as an assessment opportunity.

Components of this workshop include:

1. Examine text band complexity alongside unit goals.
2. Determine high leverage questions for predictable texts accessible in person or digitally.
3. Prepare for organization/planning/goal setting.

*** Participants should bring a Unit of Study.**

Intentional Anchor Charts - Jen Barone

**This workshop is designed for
all grade K-5 staff.**

When:

#148 - Tuesday, July 13th
9:30 am - 11:00 am

Zoom Information:

Participants examine multiple purposes/audiences for anchor charts and prepare student-facing tools for predictable skills and strategies at text band intersections in both face-to-face and e-learning instructional settings. Components of the workshop include:

- Analyze 5 kinds of anchor charts for intended purpose, audience, structure/design, and content.
- Highlight predictable challenges for students at participants' grade level text band.
- Create intentional anchor charts corresponding to high traffic needs.

*** Participants should bring Continuum and Units of Study.**

Interactive Content Creation with Genially - TJ Neville

**This workshop is designed for
all grade 4-12 teachers.**

When:

#149 - Thursday, July 8th

or

#150 - Thursday, August 5th

Both Sessions will run 10:00 am - 12:00 pm

Zoom Information:

This workshop will be offered twice.

Genially is an online tool that allows teachers to create visually appealing, engaging, interactive content for classroom lessons. Teachers can create their own content from scratch or edit twelve different types of predesigned templates including reports, presentations, videos, infographics, interactive images, quizzes, games, breakout activities, and guides. During this session, participants will learn how to use the various features of the Genially editor to create their own interactive content or modify the existing templates. They will also learn how to preview and test their interactive content, how to share it with students, and how to find and edit content created by other Genially users.



Introduction to GoFormative - Jeff Jacobsen

**This workshop is designed for
Upper Elementary and
Secondary Teachers.**

When:

#151 - Tuesday, July 20th

or

#152 - Tuesday, August 3rd

Both Sessions will run 9:00 am - 10:30 am

Zoom Information:

This workshop will be offered twice.

Participants learn how to use, create, and grade lessons in GoFormative. You will explore the many options for lessons in GoFormative to enhance instruction, student feedback and learning. Time will be spent demonstrating how and what GoFormative can do. Then the focus will be on teaching how to create assignments in GoFormative. Finally, time will be given to create lessons in GoFormative or enhance existing lessons (upload pdf's and older worksheets).

Introduction to Nearpod - Jeff Jacobsen

**This workshop is designed for
Upper Elementary and
Secondary Teachers.**

When:

#153 - Wednesday, July 21st

or

#154 - Wednesday, August 4th

Both Sessions will run 9:00 am - 10:30 am

Zoom Information:

This workshop will be offered twice.

The workshop will provide an overview of what Nearpod is and how it can be used in a variety of disciplines and instructional methods. Then we will spend time learning how to create a nearpod, either from existing slides (powerpoint, google slides), from scratch or find existing nearpods to modify. Time will be given for guided practice and google slides add-on feature.

Joyful Literacy Alongside Intentional Transfer - Jen Barone

**This workshop is designed for
all grade K-5 staff.**

When:

#155 - Thursday, July 8th
9:30 am - 11:00 am

Zoom Information:

Participants will be able to examine units of study through the lens of backwards design, identifying the overarching essential questions and enduring understandings in order to embed meaningful, fun, and engaging performance tasks.

Components of the workshop include:

- Analyzing classroom and intervention setting examples.
- Analyzing student data (interests, motivation, engagement, choice) and/or decomposing UOS for essential questions and enduring understanding across reading, writing, and phonics when applicable.
- Designing performance based tasks and intended outcomes to promote both engagement/motivation and transfer of high leverage learning.



*** Participants should also
bring Units of Study.**

Memes for Motivation - Jen Barone

This workshop is designed for grade 3 through grade 5 teachers.

When:

#159 - Wednesday, July 7th
9:30 am - 11:00 am

Zoom Information:

Participants will use a demo unit of study (Memes) in order to examine backwards planning design from essential goals within a grade level.

Components include:

- Examining a unit of study (UBD framework, performance based assessments, transfer tasks, and student work samples).
- Determine heavy hitting standards for your units/grade levels and plan a high interest, authentic unit or series of lessons for predictable instructional points.

***Participants should bring Unit of Study and grade level standards.**

Nearpod: Engagement with Ease and Style - Molly Murphy and Marta Krzemien

This workshop is designed for all teachers.

When:

#160 - Monday, July 12th
1:00 pm - 2:30 pm

or

#161 - Thursday, August 5th
11:00 am - 12:30 pm

Zoom Information:

This workshop will be offered twice.

Participants will get a chance to learn how to transform their existing Google Slides to create engaging presentations filled with interactive and collaborative activities using the Nearpod add on right within Google Slides. This add on enables you to insert interactive elements that function as formative assessments. This allows you, the instructor, to make whole class adjustments, small group adjustments, and intervene one on one, if necessary. Nearpod has the power to give you a clearer picture of where your students are, right at the moment. Participants will sample a live activity to experience student perspective and there will be time to explore, create and ask questions.



NEW Teacher Workshop: Google Sites and Staff Resources - Patti Renuad

**This workshop is designed for
NEW certified staff to Glastonbury Public Schools.**

When:

#162 - Wednesday, July 21st
9:00 am - 12:00 pm

Zoom Information:

Certified staff members who are new to the district will learn how to access district internal resources. They will also learn how to edit teacher websites. This workshop will be offered via Zoom. The recording will be available for those unable to attend at the scheduled date/time.

***Prior to this workshop, certified staff should make an appointment to visit their building and receive their school-issued laptop.**

No Red Ink Digital Punctuation - Grammar Workshop - Laura Haddad

**This workshop is designed for
all staff for writing and conventions
in grades 6 - 12.**

When:

#163 - Wednesday, July 14th
#164 - Wednesday, July 21st
#165 - Wednesday, July 28th
or
#166 - Wednesday, August 4th

All Sessions will run 10:00 am - 11:00 am

Zoom Information:

This workshop will be offered four times.

NoRedInk brings grammar instruction and practice to life by blending rules of language with students' interests and a modern interface. Teachers will learn how to navigate the site, as well as create pre-assessments, practices, and assessments for students.



One Pager is the Answer! Molly Murphy and Marta Krzemien

**This workshop is designed for
all grade K-12 teachers.**

When:

#167 - Tuesday, July 20th
9:00 am - 10:30 am

or

#168 - Wednesday, August 4th
11:00 am - 12:30 pm

Zoom Information:

This workshop will be offered twice.

A one-pager is a single-page response to absolutely anything. It is a way to communicate understanding in a unique and personal way. It gives students the opportunity to process readings, personal experiences, videos, music and more. One Pager encourages students to explore a topic using their expression of choice. Participants will be invited to a Google Classroom space with resources and samples. After, the elements of One Pager will be explained and participants will have time to create, collaborate and ask questions.

San Francisco Math Overview for Grade 2 Teachers - Marc Abramo and Brenda Gregorski

**This workshop is designed for
grade 2 teachers.**

When:

#169 - Monday, August 2nd
10:00 am - 11:00 am

Zoom Information:

Participants will gain a familiarity with the San Francisco Mathematic platform and its integration with the GPS Elementary Math Curriculum. San Francisco Mathematics is a hands-on approach to learning Mathematics. In this workshop, teachers will be introduced to the units of study, along with the San Francisco Math portal, which opens up a multitude of resources for parents and teachers such as online video PD, number talks, notebook prompts and more.



San Francisco Math: A Deeper Look into the Math Strategies - Marc Abramo and Brenda Gregorski

**This workshop is designed for
grade 2 teachers.**

When:

#170 - Tuesday, August 3rd
10:00 am - 11:00 am

Zoom Information:

Participants will investigate and explore the various mathematical strategies utilized by the San Francisco Math throughout the grade 2 program. San Francisco Mathematics uses a hands-on approach and various strategies to develop students' conceptual understanding of Mathematics. In this workshop, teachers will be introduced to various strategies utilized by the program, take a deeper look at activities and lessons, including Math Talks, and have open discussions about the "whys" behind the Math.

San Francisco Math Overview for Grade 4 Teachers - Marc Abramo and Brenda Gregorski

**This workshop is designed for
grade 4 teachers.**

When:

#171 - Thursday, August 5th
10:00 am - 11:00 am

Zoom Information:

Participants will gain a familiarity with the San Francisco Mathematic platform and its integration with the GPS Elementary Math Curriculum. San Francisco Mathematics is a hands-on approach to learning Mathematics. In this workshop, teachers will be introduced to the units of study, along with the San Francisco Math portal, which opens up a multitude of resources for parents and teachers such as online video PD, number talks, notebook prompts and more.

San Francisco Math: A Deeper Look into the Math Strategies - Marc Abramo and Brenda Gregorski

**This workshop is designed for
grade 4 teachers.**

When:

#172 - Tuesday, August 6th
10:00 am - 11:00 am

Zoom Information:

Participants will investigate and explore the various mathematical strategies utilized by the San Francisco Math throughout the grade 4 program. San Francisco Mathematics uses a hands-on approach and various strategies to develop students' conceptual understanding of Mathematics. In this workshop, teachers will be introduced to various strategies utilized by the program, take a deeper look at activities and lessons, including Math Talks, and have open discussions about the "whys" behind the Math.

Seesaw 101 - Meghan Gagne

**This workshop is designed for
NEW K-5 teachers to the district.**

When:

#173 - Friday, July 23rd
9:00 am - 10:45 am

Zoom Information:

Seesaw is an essential part of our daily classroom!
Learn all the basics for using this online platform.

Seesaw Q & A - Meghan Gagne

**This workshop is designed for
all K-5 teachers.**

When:

#174 - Tuesday, June 15th
11:00 am - 12:00 pm

Zoom Information:

Seesaw is an essential part of our daily classroom! Ask and have answered all of your Seesaw questions. Time to work and try out new skills will be included in the workshop.

Seesaw - Tips and Tricks - Megan Gagne

**This workshop is designed for
all K-5 teachers.**

When:

#175 - Tuesday, June 15th
9:00 am - 10:30 am

Zoom Information:

Seesaw is an essential part of our daily classroom!
Brush up on your skills, and learn some new tips and tricks for using Seesaw.

Supercharge your use of Seesaw - TJ Neville

**This workshop is designed for
all grade K-8 teachers.**

When:

#176 - Tuesday, July 6th

or

#177 - Thursday, July 22nd

Both Sessions will run 10:00 am - 12:00 pm

Zoom Information:

This workshop will be offered twice.

During this session teachers will learn how to use Seesaw's advanced features in order to create engaging interactive activities for their students. Participants will also learn how to create blogs using the class journal, track specific skills over the course of the year, and better organize the class and student journals using folders.

Taking the First Step: Incorporating Social Justice into the Classroom - Jimmy Wildman

**This workshop is designed for
all grade K-12 classroom teachers.**

When:

#178 - Friday, August 6th
9:30 am - 10:30 am

Zoom Information:

As a profession, teachers have tremendous power to shape our world through education. But how do we now address the social unrest occurring in the United States with the Black Lives Matter movement? Educators have an ability to help raise awareness of important social issues through their curricula. In this session, teachers will share how they have worked to incorporate social justice into the pre-existing curricula without having to make major modifications and changes. This is the first step in a much more intense project of curriculum review and redesign in the future. The process begins now in examining what and how we teach for social justice, about human rights, and elevating and amplifying voices that need to be heard.



Teaching Reading Across the Disciplines with CommonLit - Laura Haddad

This workshop is designed for grade K-12 ELA, History, and Science teachers.

When:

#179 - Tuesday, July 13th

#180 - Tuesday, July 20th

#181 - Tuesday, July 27th

or

#182 - Tuesday, August 3rd

All Sessions will run 10:00 am - 11:00 am

Zoom Information:

This workshop will be offered four times.

Commonlit is a free reading platform that reaches all students. Teachers who sign up for this PD session will understand how Commonlit works, will see sample classes, and will be able to start creating new material for their own students.

To Fill or Not to Fill: Adobe Forms - Megan Sanderson

This workshop is designed for all staff.

When:

#183 - Wednesday, June 23rd

9:00 am - 10:30 am

Zoom Information:

Participants will learn how to convert a file (usually a Word document) into a PDF form that can be filled out by other staff, parents, etc. Participants will also learn how to add a number of features to a fillable form, such as text boxes, drop down menus, and more. By the end of the workshop, you will be familiar with convenience and use of Adobe Acrobat when creating a fillable form.



Top EDTech Tools - TJ Neville

**This workshop is designed for
all grade 4-12 teachers.**

When:

#184 - Tuesday, June 29th

or

#185 - Tuesday, July 20th

Both Sessions will run 10:00 am - 12:00 pm

Zoom Information:

This workshop will be offered twice.

During this session, teachers will explore a variety of online tools and apps that can be used in their classroom to support student learning and increase engagement.

Participants will explore the use of the basic features of the following online tools or apps:

- ClassroomQ
- Edjit
- Flipgrid
- Genially
- Gimkit
- Google Arts & Culture
- Jamboard
- Peardeck
- Waklet

Participants will be provided with a brief overview of the important features of each tool or app as well as certain strategies and approaches for using them in their classrooms. They will also be given access to resources that can help support the use of the tool or app in their classrooms.

Using Classkick in the Classroom - Lisa Burnham

**This workshop is designed for
all grade K-12 classroom teachers.**

When:

#186 - Thursday, July 22nd

or

#187 - Tuesday, July 27th

Both Sessions will run 10:00 am - 11:00 am

Zoom Information:

This workshop will be offered twice.

Participants will learn and explore a great engaging and interactive way to see students doing real-time work, where you can interact with them and give immediate feedback right from your IPAD to theirs! Learn how to create a class, upload documents, and other features that help keep students engaged during a lesson, no matter their location. It is like looking over the student's shoulder in a classroom, without having to look over their shoulder. Students love this app!

Using Curriculum Bases Measures to Assess Student Progress and Response to Interventions

- Jillian Bucciero

This workshop is designed for grade K-6 Special Education Teachers, Interventionist, and Classroom Teachers.

When:

#188 - Tuesday, June 22nd

or

#189 - Tuesday, August 10th

Both Sessions will run 1:00 pm - 2:00 pm

Zoom Information:

This workshop will be offered twice.

The workshop will focus on the use of Curriculum Based Measures (CBM), quick, but valid measures of student progress that are sensitive to student growth. The workshop will review where to find CBMs for reading, math, and writing, including available resources online and CBMs that are included with interventions such as Foundations. The workshop will review how to graph student progress using pre-set excel graphs, that include AIM lines, intraindividual predictions of student growth and more. Attendees will leave understanding how to implement and make decisions based off of the student growth.

Using Digital Choice Boards: Giving Students Voice and Choice

Jimmy Wildman

This workshop is designed for all grade K-12 classroom teachers.

When:

#190 - Monday, June 21st

or

#191 - Thursday, August 5th

Both Sessions will run 11:15 am - 12:15 pm

Zoom Information:

This workshop will be offered twice.

In this workshop, teachers will explore how to design a digital choice board for student learning. Digital choice boards are great tools to use during distance learning, but can also add a great dimension to the in-person classroom as well. Choice boards provide students with opportunities to extend their learning in a meaningful and personalized ways. Choice boards are easy to create and empower students to choose what they want to work on, and demonstrate their learning in a way that is meaningful to each individual student.

Using Seesaw's Inbox to Send Announcements and Messages

- Julie Rivera

This workshop is designed for all teachers.

When:

#192 - Thursday, June 17th
11:00 am - 1:00 pm

Zoom Information:

Participants will learn how to use Seesaw's Inbox to send announcements to groups of students and families as well messaging privately with students and families. Session includes time to explore the tools with Q&A support.

Using Whiteboard.chat to Draw, Share, and Collaborate

- Marta Krzemien and Lauren Kagan

This workshop is designed for all grade K-12 teachers.

When:

#193 - Tuesday, July 20th
1:00 pm - 2:30 pm

or

#194 - Thursday, August 5th
9:00 am - 10:30 am

Zoom Information:

This workshop will be offered twice.

Whiteboard.chat is a free digital whiteboard that allows students and teachers to share and collaborate in real-time. Students can draw on a blank template or on a template created by the teacher. Students can work independently or multiple students (up to 100) can contribute to a board at one time. Teachers have the ability to observe and monitor their students in real-time and offer feedback through the chat feature. We will begin the session by modeling a sample activity using whiteboard.chat. After, the features of whiteboard.chat will be reviewed and participants will have time to create and explore and ask questions.

BOARD OF EDUCATION REGULAR MEETING

May 24, 2021 7:00 PM
Board of Education Meeting
Glastonbury Town Hall
Town Council Chambers
2155 Main Street
Glastonbury, CT 06033

Attendance Taken at 7:01 PM:

Present Board Members:

Mrs. Rosemary Coggeshall
Mrs. Alison Couture
Dr. Douglas Foyle
Mr. Ray McFall
Mr. David Peniston, Jr.
Mr. Matthew Saunig
Mrs. Julie Thompson
Mr. Evan Seretan

Also Present: Alan B. Bookman, Superintendent
Matthew Dunbar, Assistant Superintendent
Cheri Burke, Assistant Superintendent

Citizens and Staff Members, representatives of the press

1. Call to Order

Dr. Foyle called the meeting to order at 7:01 pm, followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Awards and Recognition

3.a. CABE Student Leadership Awards

3.a.1. Anmol Chowdhary and Zachary Booth-GHS CABE Student Leadership Awards

3.a.2. Luke Smith and Sarah Hogan- Smith Middle School CABE Student Leadership Awards

Anmol Chowdhary, Zachary Booth, Luke Smith, and Sarah Hogan were recognized by the Board for receiving CABE Student Leadership Awards. Dr. Foyle presented plaques on behalf of the Board.

3.b. Rita Oleksak-Director of World Languages

Dr. Foyle recognized Rita Oleksak, Director of World Languages for her receipt of the Nelson H. Brooks Award for Outstanding Leadership in the Profession. The annual award is given by NECTFL, the Northeast conference on the Teaching of Foreign Languages. He presented a plaque on behalf of the Board.

4. Student Representatives' Report

4.a. Ben Wilkinson, Class of 2022

4.b. Jade Wong, Class of 2023

Student representatives Ben Wilkinson and Jade Wong updated the Board on events at GHS.

5. Informal Session for Public Comment

Chris Haaf, 39 Strickland Street, addressed the Board. He expressed appreciation for the Board's coronavirus planning and disappointment in the change of mascot at GHS.

Yelena Ostuni, Crossroads Lane, addressed the Board. She expressed concern over block scheduling and asked about summer programs to support student learning.

6. Special Reports

6.a. School Operations Update

Dr. Bookman provided an update on school operations for the Board.

He addressed block scheduling at GHS, summer learning programs, and the rollback of travel restrictions. With regard to the new school year, Dr. Bookman reported that while conditions may change at any time, it is expected that masks will be required in the new school year and that students at the elementary level will remain in cohorts. He reviewed what quarantine procedures will look like going forward. Information will be placed on the district website for the community. He answered questions from Board members regarding community use of the schools and student transportation.

7. Business Requiring Action

7.a. Staff Resignations (consent)

7.a.1. Jena Luginbuhl

Motion Passed: Board accepts the resignation of Jena Luginbuhl passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

7.b. Approval of Submission of STARTALK Pilot Program Grant

Rita Oleksak provided an overview of this grant proposal for the Board.

Motion Passed: Board approves the submission of the 2021 STARTALK Pilot Programs Grant passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

7.c. Ratification of Agreement Between the Glastonbury Board of Education and Local 1303219, Council #4, AFSCME, AFLCIO, Glastonbury Board of Education Nurses Union, for the period July 1, 2021-June 30, 2025

Dr. Foyle provided an overview of all contract negotiations for the Board.

Motion Passed: Board approves the Ratification of the Agreement between the Glastonbury Board of Education and Local 1303219, Council #4, AFSCME, AFLCIO, Glastonbury Board of Education Nurses Union, for the period July 1, 2021-June 30, 2025 passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

7.d. Ratification of Agreement Between the Glastonbury Board of Education and Local 1185, Council #4 AFSCME, AFLCIO, Glastonbury Educational Secretaries and Paraprofessionals Union, for the period July 1, 2021-June 30, 2025

Motion Passed: Board approves the Ratification of the Agreement between the Glastonbury Board of Education and Local 1185, Council #4 AFSCME, AFLCIO, Glastonbury Educational Secretaries and Full-time Paraprofessionals Union, for the period July 1, 2021-June 30, 2025 passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

7.e. Ratification of Agreement Between the Glastonbury Board of Education and Glastonbury School Administrators' Association for the period July 1, 2022-June 30, 2026

Motion Passed: Board approves the Ratification of the Agreement between the Glastonbury Board of Education and Glastonbury School Administrators' Association for the period July 1, 2022-June 30, 2026 passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

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

Matt Dunbar provided an overview of the Healthy Foods Certification Standard for the Board.

Motion Passed: Board approves and will comply with the Healthy Certification Standard for July 1, 2021 through June 30, 2022. Pursuant to C.G.S. Section 10-215f, the board of education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2021, through June 30, 2022. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

Motion Passed: Food Exemptions: The Board will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An event is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games,

school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The regular school day is the period from midnight before to 30 minutes after the end of the official school day. Location means where the event is being held passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

Motion Passed: Beverage Exemptions: The Board will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An event is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The school day is the period from midnight before to 30 minutes after the end of the official school day. Location means where the event is being held, and must be the same place as the beverage sales passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

7.g. Approval of Moving the Board of Education Meeting on August 9, 2021, to Monday, August 2, 2021, to be held at 7:00PM in Town Hall, Council Chambers.

Motion Passed: Board approves moving the Board of Education Meeting on August 9, 2021, to Monday, August 2, 2021. The August 9, 2021, Board of Education Meeting will be cancelled. A Special Board of Education Meeting will be held on August 2, 2021, at 7PM in Town Hall Council Chambers passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |

| | |
|---------------------|-----|
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

8. Reports and Discussion

8.a. Glastonbury Education Foundation

The Bill Landers 5k will be held both virtually and in-person on June 12, 2021.

9. Approval of Minutes

9.a. Meeting Minutes of May 10, 2021

Motion Passed: Motion to approve the minutes of the May 10, 2021 Board of Education meeting passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

10. Committee Reports

Mrs. Thompson provided an overview of the Bus Driver Appreciation Breakfast that will be held at the bus yard on May 26, 2021.

Dave Peniston, Jr. provided an update on the Racial Justice and Equity Commission. There is a survey that has been placed on the website for all to participate in.

The Personnel Committee will meet on June 10, 2021.

11. Chairman's Report

12. Superintendent's Report

12.a. Self Insurance Reserve Update April 2021

12.b. School Suspension Report, April 2021

12.c. Staff Appointments

12.c.1. Mikayla Glasgow-Naubuc School, Grade 1

12.c.2. Olga Gotta-Foreign Language, Glastonbury High School (Russian)

12.c.3. Karen Petrik-Hopewell School, 4th grade

12.c.4. Sheri Winchell-LaPlaca-Career Technology Education /STEAM, Glastonbury High School

12.d. Dates to Remember

Dr. Bookman provided his Superintendent's report for the Board.

He shared thank you notes from retirees, the Scholastic Awards program, invitations to graduation, information about the Bill Landers 5K Run and the self-insurance reserve fund for the Board.

The American Rescue Plan, Elementary and Secondary Emergency Relief (ARP ESSR) information will be available to the public on the district website. Public comment is welcome prior to the development of this plan per federal mandate. The plan will be updated every six months through September 30, 2023.

13. Adjournment

The Board entered into executive session at 8:21 pm.

The meeting was adjourned at 9:25 pm.

Motion Passed: Motion to enter into Executive Session for the purpose of discussion of personnel matters passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

Motion Passed: Motion to end executive session and adjourn the regular meeting passed with a motion by Mrs. Julie Thompson

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

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

Respectfully Submitted,

Rosemary Coggeshall, Secretary

Approved:

SPECIAL BOARD OF EDUCATION MEETING

May 24, 2021 8:30 PM

SPECIAL BOARD OF EDUCATION MEETING

Town Hall

Town Council Chambers

2155 Main Street

Glastonbury, CT 06033

Attendance Taken at 9:46 PM:

Present Board Members:

Mrs. Rosemary Coggeshall

Mrs. Alison Couture

Dr. Douglas Foyle

Mr. Ray McFall

Mr. David Peniston, Jr.

Mr. Matthew Saunig

Mrs. Julie Thompson

Mr. Evan Seretan

Also Present: Alan B. Bookman, Superintendent

Matthew Dunbar, Assistant Superintendent

Cheri Burke, Assistant Superintendent

1. Call to Order

The meeting was called to order at 9:46 pm, followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Reports and Discussion

3.a. Board of Education Self-Evaluation

Members of the Board discussed their self-evaluation.

4. Adjournment

The meeting was adjourned at 11:00 pm.

Motion Passed: Motion to adjourn the meeting passed with a motion by Mrs. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

| | |
|--------------------------|-----|
| Mrs. Rosemary Coggeshall | Yes |
| Mrs. Alison Couture | Yes |
| Dr. Douglas Foyle | Yes |
| Mr. Ray McFall | Yes |
| Mr. David Peniston, Jr. | Yes |
| Mr. Matthew Saunig | Yes |
| Mrs. Julie Thompson | Yes |
| Mr. Evan Seretan | Yes |

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

Respectfully Submitted,

Rosemary Coggeshall, Secretary

Approved:

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT JUNE 1, 2021

| Elementary | Pre-K=55 | K | 1 | 2 | 3 | 4 | 5 | 6 | Total | eLearning |
|-------------------------|--------------------|------------|------------|------------|------------|------------|------------|------------|--------------|------------------|
| Buttonball | | 69 | 64 | 80 | 86 | 70 | 81 | | 451 | 86 |
| Hebron Ave. | | 70 | 72 | 69 | 79 | 73 | 79 | | 442 | 75 |
| Hopewell | | 102 | 95 | 84 | 92 | 89 | 83 | | 545 | 86 |
| Naubuc | | 67 | 65 | 72 | 71 | 68 | 65 | | 408 | 79 |
| Nayaug | | 84 | 84 | 86 | 90 | 101 | 98 | | 543 | 58 |
| Elementary Subtotal | | 392 | 380 | 391 | 418 | 401 | 406 | | 2388 | 371 |
| Gideon Welles | | | | | | | | 423 | 423 | 42 |
| K-6 Totals | | | | | | | | | 2811 | |
| Elementary Total | | 392 | 380 | 391 | 418 | 401 | 406 | 423 | 2811 | 413 |
| Middle | | 7 | 8 | | | | | | Total | |
| Smith Middle | Middle Subtotal | 433 | 475 | | | | | | 908 | 142 |
| Middle Total | | 433 | 475 | | | | | | 908 | 142 |
| Secondary | | 9 | 10 | 11 | 12 | | | | Total | |
| Glastonbury H | Secondary Subtotal | 460 | 478 | 490 | 485 | | | | 1913 | 346 |
| Secondary Total | | 460 | 478 | 490 | 485 | | | | 1913 | 346 |
| TOTAL | | | | | | | | | 5632 | 901 |

| | | |
|---|--------------------|-------------|
| | PRE-K | 55 |
| OUT OF DISTRICT (39) & GHS ALTERNATE PROGRAM (0) | | 39 |
| | GRAND TOTAL | 5726 |

RECAPITULATION

| GRADE | 6/1/2020 | 6/1/2021 | Change Over |
|-----------------------------------|------------------|------------------|----------------|
| | Enrollment | Enrollment | Previous Years |
| | All | All | Enrollment All |
| | Without M | Without M | |
| Pre-K | 63 | 55 | -8 |
| K | 370 | 392 | 22 |
| 1 | 390 | 380 | -10 |
| 2 | 399 | 391 | -8 |
| 3 | 396 | 418 | 22 |
| 4 | 402 | 401 | -1 |
| 5 | 409 | 406 | -3 |
| 6 | 443 | 423 | -20 |
| Subtotal Elementary | 2872 | 2866 | -6 |
| 7 | 472 | 433 | -39 |
| 8 | 467 | 475 | 8 |
| 9 | 485 | 460 | -25 |
| 10 | 491 | 478 | -13 |
| 11 | 491 | 490 | -1 |
| 12 | 490 | 485 | -5 |
| Subtotal Secondary | 2896 | 2821 | -75 |
| TOTAL | 5768 | 5687 | -81 |
| STRICT & GHS ALTERNATE | 39 | 39 | 0 |
| GRAND TOTAL | 5807 | 5726 | -81 |

**ELEMENTARY ENROLLMENT BY SCHOOL/BY GRADE/BY CLASS
JUNE 1, 2021**

| | GRADE K | | | | | K eLearnSections | | TOTAL | |
|------------|----------------|----|----|----|----|-------------------------|---|--------------|--|
| Buttonball | 12 | 14 | 14 | 14 | | 15 | = | 69 | |
| Hebron | 15 | 15 | 16 | 16 | | 8 | = | 70 | |
| Hopewell | 16 | 16 | 16 | 16 | 17 | 21 | = | 102 | |
| Naubuc | 14 | 14 | 15 | 15 | | 9 | = | 67 | |
| Nayaug | 14 | 15 | 16 | 16 | 17 | 6 | = | 84 | |
| | | | | | | 59 | 4 | 392 | |

| | GRADE 1 | | | | | 1 eLearn | | | |
|------------|----------------|----|----|----|--|-----------------|---|------------|--|
| Buttonball | 11 | 12 | 12 | 12 | | 17 | = | 64 | |
| Hebron | 15 | 15 | 16 | 16 | | 10 | = | 72 | |
| Hopewell | 21 | 21 | 22 | 22 | | 9 | = | 95 | |
| Naubuc | 12 | 13 | 13 | 13 | | 14 | = | 65 | |
| Nayaug | 18 | 18 | 18 | 18 | | 12 | = | 84 | |
| | | | | | | 62 | 4 | 380 | |

| | GRADE 2 | | | | | 2 eLearn | | | |
|------------|----------------|----|----|----|--|-----------------|---|------------|--|
| Buttonball | 16 | 16 | 17 | 17 | | 14 | = | 80 | |
| Hebron | 14 | 14 | 14 | 15 | | 12 | = | 69 | |
| Hopewell | 17 | 18 | 18 | 18 | | 13 | = | 84 | |
| Naubuc | 14 | 15 | 15 | 15 | | 13 | = | 72 | |
| Nayaug | 19 | 19 | 20 | 20 | | 8 | = | 86 | |
| | | | | | | 60 | 4 | 391 | |

| | GRADE 3 | | | | | 3 eLearn | | | |
|------------|----------------|----|----|----|--|-----------------|---|------------|--|
| Buttonball | 16 | 16 | 16 | 16 | | 22 | = | 86 | |
| Hebron | 16 | 17 | 17 | 17 | | 12 | = | 79 | |
| Hopewell | 19 | 19 | 19 | 20 | | 15 | = | 92 | |
| Naubuc | 13 | 14 | 14 | 14 | | 16 | = | 71 | |
| Nayaug | 18 | 19 | 20 | 20 | | 13 | = | 90 | |
| | | | | | | 78 | 5 | 418 | |

| | GRADE 4 | | | | | 4 eLearn | | | |
|------------|----------------|----|----|----|----|-----------------|---|------------|--|
| Buttonball | 15 | 15 | 15 | 17 | | 8 | = | 70 | |
| Hebron | 15 | 16 | 16 | 16 | | 10 | = | 73 | |
| Hopewell | 19 | 19 | 19 | 20 | | 12 | = | 89 | |
| Naubuc | 13 | 13 | 13 | 14 | | 15 | = | 68 | |
| Nayaug | 17 | 18 | 18 | 18 | 19 | 11 | = | 101 | |
| | | | | | | 56 | 3 | 401 | |

| | GRADE 5 | | | | | 5 eLearn | | | |
|------------|----------------|----|----|----|----|-----------------|---|------------|--|
| Buttonball | 18 | 18 | 18 | 19 | | 8 | = | 81 | |
| Hebron | 16 | 16 | 16 | 17 | | 14 | = | 79 | |
| Hopewell | 17 | 18 | 18 | 18 | | 12 | = | 83 | |
| Naubuc | 17 | 18 | 18 | | | 12 | = | 65 | |
| Nayaug | 17 | 18 | 18 | 19 | 19 | 7 | = | 98 | |
| | | | | | | 53 | 3 | 406 | |

TOWN OF GLASTONBURY**MEMORANDUM****DEPARTMENT OF ADMINISTRATIVE SERVICES****FINANCIAL ADMINISTRATION**

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

FROM:  Julie Twilley, Director of Finance & Administrative Services

DATE: June 7, 2021

SUBJECT: Self Insurance Reserve Update May 2021

The attached report summarizes the Self Insurance Reserve fund through May 31, 2021. The total reserve is \$14,596,610 allocated \$2,238,076 and \$12,358,534 between Town and Board of Education, respectively. As of May the fund is experiencing a \$4,855,161 gain for the fiscal year.

There are 16 large loss claims which are defined as any claims that exceed \$50,000. BOE has 10 while the Town has 6 large loss claims. There are 3, one for BOE and two for the Town that have exceeded the individual Stop Loss limit. The Individual Stop Loss limit is \$200,000 for BOE and \$150,000 for the Town.

Enc.

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

SELF INSURANCE RESERVE FUND

YTD Balances As of: May 31, 2021

| | Town | Education | Total |
|-------------------------------------|--------------------|---------------------|---------------------|
| Contributions | | | |
| Employer | 4,330,285 | \$14,351,499 | \$18,681,783 |
| Employee | 1,204,883 | 2,684,738 | 3,889,620 |
| Stop Loss Reimbursement | 31,657 | 33,689 | 65,346 |
| Total Revenues | \$5,566,824 | \$17,069,926 | \$22,636,750 |
| Expenditures | | | |
| Anthem | | | |
| ASO Fees | \$101,094 | \$299,909 | \$401,004 |
| Claims | 2,910,029 | 8,971,539 | 11,881,568 |
| | \$3,011,123 | \$9,271,448 | \$12,282,572 |
| CTCare | | | |
| ASO Fees | \$3,582 | \$43,122 | \$46,704 |
| Claims | 553,381 | 2,856,620 | 3,410,002 |
| | \$556,964 | \$2,899,742 | \$3,456,706 |
| Delta Dental | | | |
| ASO Fees | \$15,898 | - | \$15,898 |
| Claims | 169,197 | - | 169,197 |
| | \$185,094 | - | \$185,094 |
| Bank Fees/PCORI Fee | \$1,098 | \$3,753 | \$4,851 |
| CT Prime | 468,687 | 1,293,679 | \$1,762,366 |
| OneDigital Consultant Fees | 18,000 | 72,000 | 90,000 |
| | \$487,785 | \$1,369,432 | \$1,857,217 |
| Total Expenditures | \$4,240,966 | \$13,540,623 | \$17,781,589 |
| Current Year Revenues Less Expenses | \$1,325,858 | \$3,529,303 | \$4,855,161 |
| Reserve July 1, 2020 | \$912,218 | \$8,829,231 | \$9,741,449 |
| Reserve at end of month | \$2,238,076 | \$12,358,534 | \$14,596,610 |

Note: The Reserve formula will be updated at the end of each quarter. The next update will be provided in August 2021.