



BOARD OF EDUCATION REGULAR MEETING

Monday, September 27, 2021 7:00 PM

MEETING ONLINE-ZOOM Please use the link below to join the webinar:

<https://glastonburyus-org.zoom.us/j/86906828095?pwd=SWt6dTF0eE14SjBxTU5UWkRvSzVDUT09>
Passcode: 621801, Or Telephone: US: +1 929 205 6099 or +1 301 715 8592 or +1 312 626 6799 or +1 669 900 6833 , or +1 253 215 8782 or +1 346 248 7799
Webinar ID: 869 0682 8095

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
 - A. Teacher of the Year-Ethan Nash
4. Student Representatives' Report
 - A. Ben Wilkinson, Class of 2022
 - B. Jade Wong, Class of 2023
5. Informal Session for Public Comment
6. Special Reports
7. Business Requiring Action
 - A. Acceptance of Bid Number 851-2021 STEAM Education Center Construction Project at Glastonbury High School
 - B. Approval of Submission of Consolidated Grants I, II and III
 - C. Approval of Revisions to the 2021-2022 School Calendar
 - D. Acceptance for First Reading Board of Education Policy #0200 (Mission Goals Objectives-Goals for Glastonbury Public Schools)
 - E. Acceptance for First Reading Board of Education Policy #1110 (Communications with the Public)
 - F. Acceptance for First Reading Board of Education Policy # 3542.43 (Food Service-Charging Policy)
 - G. Acceptance for First Reading Board of Education Policy # 4111/4211 (Staff Planning/Creation of Positions/Recruitment, Screening, & Selection/ Initial Compensation and Benefits/Bonuses and Increments)
 - H. Acceptance for First Reading Board of Education Policy #4118.11/4218.11 (Nondiscrimination)

- I. Acceptance for First Reading Board of Education Policy # 5113 (Student Attendance/Punctual Attendance Grades K-12)
- J. Acceptance for First Reading Board of Education Policy #5113.2 (Truancy/Chronic Absenteeism)
- K. Acceptance for First Reading Board of Education Policy/Regulation #5141.25 (Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes)
- L. Acceptance for First Reading Board of Education Policy #6112 (School Day)
- M. Acceptance for First Reading Board of Education Policy/Regulation # 6112.1 (Parent Instruction of Children at Home)
- N. Acceptance for First Reading of Board of Education Policy #6171.2 (Preschool Special Education)
- O. Acceptance for First Reading Board of Education Policy # 9125 (Attorney)
- P. Acceptance for First Reading Board of Education Policy #9300 (Methods of Operation)
- Q. Acceptance for First Reading Board of Education Policy #9325 (Meeting Conduct)
- 8. Reports and Discussion
 - A. Program Reports
 - 1. School Counseling Program Report
 - B. Post-Secondary Plan Report Class of 2021
 - C. Scholastic Aptitude Test (SAT) and Advanced Placement (AP) Report
 - D. Fall Professional Development 2021
 - E. Glastonbury Education Foundation
- 9. Approval of Minutes
 - A. Meeting Minutes of September 13, 2021
- 10. Committee Reports
- 11. Chairman's Report
- 12. Superintendent's Report
 - A. Staff Appointments
 - 1. Emily Dominionni-Smith Middle School, Family & Consumer Science
 - 2. Brianna Zimmerman-Nayaug School, Special Education Teacher
 - B. Self Insurance Reserve Update August 2021
 - C. Smith Middle School Clubs 2021-2022
 - D. Donation Thank you
 - E. Dates to Remember
- 13. Adjournment
 - A. Please note: It is possible that the Board of Education may go into Executive Session

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

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Title of Report: Acceptance of Bid #851-2021 – STEAM Education Center Construction Project at Glastonbury High

Board Meeting Date: September 27, 2021

Action: X

Report:

Information:

Discussion:

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The STEAM Education Center construction project was advertised for public bid on August 10, 2021. The plans and specifications (bid documents) by Silver/Petrucci & Associates Architects were designed in accordance to current building codes and standards. Additionally, all of the legal and ethical requirements as established by the Town of Glastonbury, state and federal laws and regulations, sound internal controls and professional purchasing principles were part of the bid documents. The bid attracted many interested contractors and on September 21, 2021 we opened a total of 12 bids. Bids were very close from one another which is an important data point which speaks to the quality of the plans and specifications.

The basis for a recommendation of a Construction Contract Award is identified within the “Instruction to Bidders, Part 6 - Selection Process” which states, the selection of the contractor shall be based on the Lowest Responsible and Responsive Qualified Bidder. The Owner shall award the Contract to the “lowest responsible and responsive qualified Bidder” which is the Bidder (i) whose Bid is the lowest of those Bidders possessing the skill, ability and integrity necessary to faithful performance of the Work based on objective criteria considering past performance and financial responsibility; and (ii) whose Bid is responsive and was submitted in accordance with the requirements set forth in the Bidding Documents. To the extent that the Bid Form asks for alternate bids, the Owners' determination of the lowest Bid will be based on the sum of the Base Bid Amount and the Alternate Bid prices for the alternates that are selected by the Owner for acceptance and as determined by the Owner to be in its best interest.

To that end, we are pleased to recommend a bid award to WJ Mountford Co. of South Windsor CT who we have determined to be the “Lowest Responsible and Responsive Qualified Bidder”. The total contract is \$2,271,500 which includes three Add Alternates in the amount of \$176,500. This contractor has the demonstrated construction experience, with an emphasis on school construction projects and with an average of \$20M in construction projects over the past 5 years. Attached is the bid submission by this contractor.

Submitted By: Al Costa

Reviewed By: Alan Bookman

Encl.

ATTACHMENT 1
BID FORM (6 pages)

Project: Glastonbury Public Schools
Glastonbury High School - STEAM Education Center Renovations
GPS Bid #851-2021

Submitted to: Glastonbury Public Schools - Glastonbury High School Department of Facilities
330 Hubbard Street, Glastonbury, CT 06033

Attention: Karen Bonfiglio, Business/Human Resource Manager

Bidder: W.J. Mountford Co. (Co. Name)
170 Commerce Way (Address)
South Windsor, CT 06704
Scott P. Mountford (Authorized Individual)
President (Title)
860-291-9448 (Tel. No.)
SMountford@wjmountford.com (Email Address)

Dated: September 8, 2021

In compliance with the Bidding Documents, as defined in the Instructions to Bidders, issued by the Glastonbury Public Schools ("the Owner") on July 30, 2021 (the "Bidding Documents"), the undersigned Contractor (the "Bidder") hereby proposes and agrees to fully perform the work described in the Bidding Documents within the time stated and in strict accordance with the Bidding Documents for the above referenced Project, for the following sum of money:

Base Bid Amount:
Lump Sum in the amount of Two Million Ninety Five Thousand Dollars
(\$2,095,000).
(Provide amount in words and numbers)

Base Bid Items: All labor, materials, equipment, fixtures, systems, supplies, tools, temporary facilities, transportation, supervision and other services necessary to complete the Work for the Project as described in the Bidding Documents inclusive of, without limitation all charges such as overhead, profit, general conditions, general requirements, insurance and permits.

Alternates:

Add Alternate No. 1: Smart Glass at Corridor Windows and Doors

Lump Sum in the amount of Forty-four thousand five hundred Dollars
(\$ 44,500). (Provide amount in words and numbers)

The project schedule will be increased by 0 calendar days to complete the work indicated under Alternate 1.

Add Alternate No. 2: Full Roof Replacement - Low Roof over STEAM Education Center

Lump Sum in the amount of One Hundred Twelve Thousand Dollars
(\$ 112,000.00). (Provide amount in words and numbers)

The project schedule will be increased by 0 calendar days to complete the work indicated under Alternate 2.

Add Alternate No. 3: Acoustical Panels at Underside of Existing Deck in lieu of Removing Fire Proofing

Lump Sum in the amount of Twenty thousand Dollars (\$ 20,000.00). (Provide amount in words and numbers)

The project schedule will be increased by 0 calendar days to complete the work indicated under Alternate 3.

Bid Price Itemization:

Submitted herewith as Bid Form Schedule A is the Bid Price Itemization which includes an amount for each component of the Work for the Project required by and described in the Bidding Documents. The sum of all listed components shall equal the Base Bid Amount. Bidder acknowledges that, should conditions make it necessary to revise the scope of the Work for the Project, the Bid Price Itemization shall serve as the basis for adjustments to the Base Bid Amount.

Subcontractors:

Submitted herewith as Bid Form Schedule B is a list of the names and addresses of all Subcontractors proposed to be utilized on the Project.

Receipt of Addenda Acknowledged:

					Signature
Addendum	No.	1	dated	<u>August 24</u> , 2021	
Addendum	No.	2	dated	<u>September 1</u> , 2021	
Addendum	No.	3	dated	<u>September 3</u> , 2021	
Addendum	No.	4	dated	<u>September 13</u> , 2021	
Addendum	No.	5	dated	_____, 2021	

Code Of Ethics:

I / We have reviewed a copy of the Town of Glastonbury's Code of Ethics and agree to submit a Consultant Acknowledgement Form if I / We are selected. Yes x No _____ *

*Bidder is advised that effective August 1, 2003, the Town of Glastonbury cannot consider any bid or proposal where the bidder has not agreed to the above statement.

Contract Execution:

The Bidder agrees and warrants that, if selected as the Contractor for the Project, Bidder shall, within five days, Saturdays, Sundays and legal holidays excluded, after presentation thereof by the Town, execute a contract in accordance with the Bidding Documents, the terms of this Bid Form and such other terms and conditions as may be mutually agreed by the Town and the Bidder.

Bidder's Representations:

By submission of this Bid Form and its Bid, the Bidder represents and acknowledges that:

- The Bidder has carefully examined and is familiar with the Bidding Documents and all of the requirements set forth in the Bidding Documents. A Bidder's failure to gain such familiarity with the Bidding Documents shall in no way relieve the Bidder of responsibility for all aspects of its Bid and the obligations set forth in the Bidding Documents.

2. The Bidder understands the requirements of the Bidding Documents and the scope of Work represented by the Bidding Documents to be performed by or on behalf of a Bidder.
3. The Bidder has checked all of the figures set forth in this Bid Form and the Schedules attached hereto and understands that the Town will not be responsible for any errors or omissions on the part of the Bidder in preparing this Bid.
4. The Bidder and appropriate Sub-bidders have visited the Premises, have become familiar with local conditions under which the Work is to be performed, site conditions, logistics and have correlated the Bidder's personal observations with the requirements of the Bidding Documents.
5. The Bidder is familiar with and agrees to comply with all federal, state and local laws, regulations, ordinances, codes and orders as relate to this solicitation and/or the performance of the scope of Work described in the Bidding Documents.
6. The Bidder has reviewed the Town of Glastonbury Code of Ethics adopted July 8, 2003 and effective August 1, 2003 and revised October 29, 2013 effective November 8, 2013 and, if requested by the Town will submit an acknowledgement form provided by the Town if selected for award of the Contract.
7. The Base Bid Amount set forth in its Bid Form includes all labor, materials, equipment, fixtures, systems, supplies, tools, temporary facilities, transportation, supervision and other services necessary to complete the Work for the Project as described in the Bidding Documents, inclusive of , without limitation, overhead, profit, general conditions, general requirements and insurance and bond costs, all without exception or qualification.
8. The Bidder has confirmed and incorporated into its Bid and Base Bid Amount the proper prevailing wage rate for its industry.
9. The following are the names and prices of the subcontractors proposed by the Bidder to perform the identified classes of work:

Name of Subcontractor	Class of Work	Subcontractor Price
MT. Ford Industries	Concrete/Masonry	\$ 88,000.00
<i>Easton Elect.</i>	Electrical	\$ <i>246,000</i> ⁰⁰
<i>HHS McElwain</i>	Plumbing	\$ <i>82,000</i> ⁰⁰
<i>R & R Mechanical</i>	HVAC	\$ <i>429,000</i> ⁰⁰
<i>QSR STEEL</i>	Metals	\$ <i>185,000</i> ⁰⁰

10. The Bidder agrees that each of the subcontractors listed on this Bid Form will be used for the work indicated at the amount stated, unless a substitution is permitted by the Owner.
11. In submitting this Bid, it is understood that the right is reserved by the Owner to reject any or all Bids and waive all technicalities and informalities in connection therewith, including negotiating with the selected bidder or bidders, all as may be in the best interest of the Owner. It is agreed that this Bid may not be withdrawn for a period of ninety (90) days after the actual date the Bids are opened.

The Bidder certifies, under the penalty of false statement, that the information in this Bid Form and its Bid is true and accurate, that the copy of the Bid Bond submitted with this Bid Form is a true, accurate and unmodified copy of the original bond issued by the Bidder's surety for the Project, and that the Bid was made without fraud or collusion with any person.

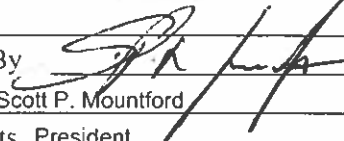
BID FORM SCHEDULE A (part of Attachment 1)

Bid Price Itemization

Bidder's Name and Address: W.J. Mountford Co. 170 Commerce Way, South Windsor CT 06074

The undersigned declares that the person or persons signing this Bid is/are fully authorized to sign on behalf of the Bidder.

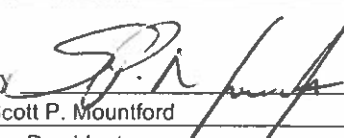
Signed this 8th day of September, 2021

By  (Name of Bidder)
(Signature of individual signing on behalf of Bidder)
Scott P. Mountford (Print name of individual signing on behalf of Bidder)
Its President (Title of such individual such as President, Member, etc.)

Trade Contracts:	\$ <u>1,858,830⁰⁰</u>
General Conditions Costs:	\$ <u>151,225</u>
Insurance Costs:	\$ <u>58,765</u>
Bond Premiums:	\$ <u>26,180⁰⁰</u>
Base Bid Amount	\$ <u>2,095,000⁰⁰</u>

Signed this 8th day of September, 2021

W.J. Mountford Co. (Name of Bidder)

By  (Signature of individual signing on behalf of Bidder)
Scott P. Mountford (Print name of individual signing on behalf of Bidder)
Its President (Title of such individual such as President, Member, etc.)

Date: September 8, 2021



W. J. MOUNTFORD CO.

GENERAL CONTRACTOR • CONCRETE CONTRACTOR

170 Commerce Way, South Windsor, CT 06074, (860) 291-9448, Fax (860) 289-6382

License #00900574 • www.wjmountford.com

Construction Projects in Progress

<u>Project</u>	<u>Owner</u>	<u>Architect</u>	<u>Contract Amount</u>	<u>Percent Complete</u>	<u>Anticipated Completion</u>
* QVCC Art Room Renovations	Connecticut State Colleges & Universities	id3A	\$945.600	2%	December 2021
* South Windsor High School Façade	South Windsor Public Schools	Hibbard & Rosa Architects, L.L.C	\$877.000	35%	October 2021
* Elementary School at Huckleberry Hill	Town of Brookfield	Tecton Architects	\$1.441.000	10%	May 2022
* Westhampton Public Safety Complex	Town of Westhampton	Digiorgio Associates, Inc.	\$3.741.144	11%	March 2022

(*) Indicates projects that are bonded



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Completed Construction Projects

<u>Project</u>	<u>Owner</u>	<u>Architect</u>	<u>Contract Amount</u>	<u>Completion Date</u>
Hampden Charter School of Science <i>General Contractor</i>	Hampden Charter School of Science	JLS Architects	\$2,013,736	August 2021
Holyoke Community College Roof Replacement & Mechanical Upgrades <i>General Contractor</i>	Holyoke Community College	Pfeuffer/Richardson PC Architects	\$2,437,012	August 2021
Longmeadow Adult Center <i>General Contractor</i>	Town of Longmeadow	Catlin & Petrovik Architects	\$11,317,567	May 2021
Longmeadow Public Works Facility <i>General Contractor</i>	Town of Longmeadow	Weston & Sampson Engineers, Inc.	\$16,569,368	February 2021
Brimfield Public Safety <i>General Contractor</i>	Town of Brimfield	Jones Whitsett	\$3,943,352	July, 2020
South End Middle School <i>General Contractor</i>	City of Springfield	CGKV Architects	\$1,206,068	September, 2019
East Forest Park Library <i>General Contractor</i>	City of Springfield	Johnson Roberts Associates	\$7,958,121	September, 2019
ECSU - Shafer Hall <i>General Contractor</i>	ECSU	Stantec	\$2,553,437	July, 2019
Chicopee Public Safety Facility - Phase 2 <i>General Contractor</i>	City of Chicopee	Caolo & Bieniek Associates, Inc.	\$4,113,371	September, 2019
Patrick Bowe Elementary and Chicopee Academy at Selser School <i>General Contractor</i>	City of Chicopee	Turowski 2 Architecture	\$2,827,751	February, 2019
CREC Academy of Arts and Innovation <i>General Contractor</i>	Capitol Region Education Co.	The Fusco Corporation	\$325,815	February, 2019
Balliet Middle School <i>General Contractor</i>	City of Springfield, MA	Gale Associates, Inc.	\$784,412	August, 2018



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<u>Project</u>	<u>Owner</u>	<u>Architect</u>	<u>Contract Amount</u>	<u>Completion Date</u>
Thomas M. Balliet School <i>General Contractor</i>	Town of Springfield, MA	Gale Associates, Inc.	\$1,821,641	April, 2018
Agawam Department of Public Works Garage Masonry Stabilization <i>General Contractor</i>	Town of Agawam, MA	Casella Design Associates, LLC, Division of Architecture	\$398,386	April, 2018
MGM Resorts Holyoke CC Center for Hospitality & Culinary Excellence <i>General Contractor</i>	Holyoke Community College Foundation, Inc.	HKT Architects	\$5,052,734	April, 2018
Paul J. Fenton Public Safety Annex <i>General Contractor</i>	City of Springfield, MA	OMR Architects	\$9,314,602	February, 2018
Chicopee Public Safety Facility <i>General Contractor</i>	City of Chicopee, MA	Caolo & Bieniek Associates, Inc.	\$3,032,346	December, 2017

BID TABULATION

Glastonbury STEAM Education Center

September 21, 2021 @ 11:00am

Bid Detail		Bidder >>	<u>1</u> Annuli & Sons	<u>2</u> Scope Construction	<u>3</u> Mattern Construction	<u>4</u> Diversity	<u>5</u> Enfield Builders	<u>6</u> Enterprise Builders	
BASE BID	Entire project	Lump Sum	\$2,199,000	\$2,077,000	\$2,055,675	\$2,088,000	\$2,156,000	\$2,589,505	
Alternate 1 Time	Smart Glass Schedule change	Add cal days	\$60,000	\$42,000	\$51,600	\$52,000	\$37,000	\$52,000	
Alternate 2 Time	Roof Replacement Schedule change	Add cal days	\$136,000	\$130,000	\$104,700	\$136,000	\$103,000	\$109,000	
Alternate 3 Time	Tectum Panels over Fireproofing Schedule change	Add/Deduct cal days	\$25,000	\$30,000	\$65,200	\$65,100	\$22,000	\$69,000	
	Total w/Alternates		\$ 2,420,000	\$ 2,279,000	\$ 2,277,175	\$ 2,341,100	\$ 2,318,000	\$ 2,819,505	
	Addendum 1 Received		Y	Y	Y	Y	Y	Y	
	Addendum 2 Received		Y	Y	Y	Y	Y	Y	
	Addendum 3 Received		Y	Y	Y	Y	Y	Y	
	Addendum 4 Received		Y	Y	Y	Y	Y	Y	
	SUBS & UNIT PRICE								
	CONCRETE		\$ 58,500	\$ 17,950	\$ 16,000	lbd	\$ 50,000	np	
	ELECTRICAL		\$ 247,995	\$ 225,000	\$ 230,000	\$ 225,000	\$ 225,000	np	
	PLUMBING		\$ 69,770	\$ 80,000	\$ 82,000	\$ 75,000	\$ 53,000	np	
	HVAC		\$ 429,000	\$ 450,000	\$ 473,900	\$ 390,000	\$ 309,000	np	
	METALS		\$ 216,950	\$ 180,000	\$ 185,000	\$ 175,000	\$ 150,000	np	

Bid Detail		Bidder >>	<u>7</u> WJ Mountford	<u>8</u> OWI Construction	<u>9</u> Zlotnick Construction	<u>10</u> Sarazin Contractors	<u>11</u> Montagno Construction	<u>12</u> All Phase Construction	
BASE BID	Entire project	Lump Sum	\$2,095,000	\$2,598,200	\$2,261,930	\$2,164,000	\$2,171,547	\$2,342,182	
Alternate 1 Time	Smart Glass Schedule change	Add cal days	\$44,500	\$50,000	\$42,477	\$46,000	\$42,774	\$34,866 10	
Alternate 2 Time	Roof Replacement Schedule change	Add cal days	\$112,000	\$145,000	\$105,700	\$109,000	\$122,751	\$127,444	
Alternate 3 Time	Tectum Panels over Fireproofing Schedule change	Add/Deduct cal days	\$20,000	\$35,000	\$7,150	\$30,000	\$15,522	\$25,784	
	Total w/Alternates		\$ 2,271,500	\$ 2,828,200	\$ 2,417,257	\$ 2,349,000	\$ 2,352,594	\$ 2,530,286	
	Addendum 1 Received		Y	Y	Y	Y	Y	Y	
	Addendum 2 Received		Y	Y	Y	Y	Y	Y	
	Addendum 3 Received		Y	Y	Y	Y	Y	Y	
	Addendum 4 Received		Y	Y	Y	Y	Y	Y	
	SUBS & UNIT PRICE								
	CONCRETE		\$ 88,000	\$ 536,000	\$ 15,000	\$ 49,020	\$ 94,500	\$ 15,850	
	ELECTRICAL		\$ 246,000	\$ 228,000	\$ 247,995	\$ 225,000	\$ 247,995	\$ 241,995	
	PLUMBING		\$ 82,000	\$ 71,000	\$ 82,000	\$ 82,000	\$ 82,000	\$ 82,000	
	HVAC		\$ 429,000	\$ 443,000	\$ 429,000	\$ 473,000	\$ 429,000	\$ 469,900	
	METALS		\$ 185,000	\$ 199,000	\$ 216,950	\$ 196,000	\$ 216,000	\$ 228,860	

Additional Owner Costs (not by GC):

Special Materials Testing	\$ 14,000	Estimate
AV Equipment, Installation & Programing	\$ 130,000	Estimate
Card Key Access	\$ 15,000	Estimate
FFE		Estimate

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

Title of Report: Consolidated Grant I and II Application

Board Meeting Date: September 27, 2021

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

Overview:

Each year, the Connecticut State Department of Education requires districts to complete the District Consolidated Application for Federal Grants. This year, all expenditures must be used to:

- narrow the achievement gap and create academic excellence for all students;
- prepare students for success in college and careers;
- support district and school improvement efforts;
- support effective teaching and leadership.

The consolidated grants are awarded as entitlements to the state’s school districts. The amounts are based on a formula that includes enrollment and other demographic data.

A summary of the grant amounts and the proposed uses for the funds is provided below as well as the monies received for the previous four years as a means of comparison.

Title I, Part A – Improving Basic Programs **\$ 191,741**

- Intervention materials for students to supplement reading and math instruction
- Supplement programs and tutorial services in early literacy and numeracy
- Purchase assessment tools and instructional materials for support programs
- Tutor support for literacy and math instruction

NOTE: Only Naubuc School is eligible for Title I funding

Title II, Part A – Teacher and Principal Training and Recruitment **\$ 79,624**

- Enhance teacher and administrator understanding and implementation of differentiated instruction to support students
- Deepen teacher and administrator understanding and application of the reading and writing workshop and acceleration strategies to address learning loss.

TOTAL \$ 271,365

	Title I	Title II	Total
2017/2018	\$ 169,254	\$ 85,126	\$ 254,380
2018/2019	\$ 168,046	\$ 82,702	\$ 250,748
2019/2020	\$ 183,769	\$ 84,510	\$ 268,279
2020/2021	\$ 187,414	\$ 80,012	\$ 267,426
2022/2023	\$ 194,321	\$ 89,917	\$ 271,365

Submitted By: Matthew Dunbar

Reviewed By: Alan Bookman

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

Title of Report: ELL Title III Grant

Board Meeting Date: September 27, 2021

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

Overview: Federal funds from the Title III Grant, *English Language Acquisition and Enhancement*, must be used to reach the following federal goal: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics. The Title III grant is meant to supplement, not supplant, district funds for ELL programs. There are two required uses of the funds: developing and conducting language instruction educational programs and providing professional development opportunities. In addition, Title III requires that the LEA will promote parental and community participation in programs for ELL students.

The grant amount of \$20,899.00 is based on student enrollment on October 1, 2020. Glastonbury will be using this year's Title III funds for the following programs:

- To fund the instructor for our Parents as Educational Partners (PEP) program that provides English language instruction for parents through a school-based curriculum. Classes are held October through May with two, two-hour classes in the morning at Welles Turner Village Community Center.

- To fund the instructor for our Multilingual Preschool Story Time which provides English language instruction and school-readiness skills for three and four-year-olds who speak another language at home. We also provide information to parents regarding how to prepare their children for kindergarten. This program will be held from November through May.

- To fund instructors for five ELL summer camps. The camps will be held at Glastonbury High School and will begin in July. The camps run daily from 9-12 for three weeks. Students in grades K-12 are eligible to participate.

- To fund expenses to allow the ELL Coordinator to attend the National Association of Bilingual Education Conference.

Submitted By: Rita A. Oleksak

Reviewed By: Alan B. Bookman

SCHOOL YEAR AT A GLANCE



2021

2022

REVISED

SCHOOL BEGINS: AUG 25 Gr.7-12
SCHOOL BEGINS: AUG 26 GrK-6

M	T	W	TH	F
AUGUST 2021				
				5 Gr. 7-12 4 Gr. K-6
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	TH	F
SEPTEMBER 2021 19 DAYS				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	TH	F
OCTOBER 2021 20 DAYS				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	TH	F
NOVEMBER 2021 19 DAYS				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	TH	F
DECEMBER 2021 17 DAYS				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	TH	F
JANUARY 2022 19 DAYS Gr 7-12 19 DAYS Gr. K-6 20				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- AUG 23 Teacher Work Day-Convocation
 - AUG 24 Teacher Professional Development
 - AUG 25 **FIRST DAY OF SCHOOL, GRADES 7-12**
Teacher Work Day, Grades K-6
 - AUG 26 **FIRST DAY OF SCHOOL, GRADES K-6 FULL DAY**
 - SEPT 6 Labor Day
 - SEPT 7 Rosh Hashanah
 - SEPT 16 Yom Kippur
 - OCT 11 Columbus Day
 - NOV 2 Election Day - No School for Students
 - NOV 24 Early Dismissal
 - NOV 25-26 Thanksgiving Recess
 - DEC 24-
JAN 2 Holiday Recess
(Includes New Year's Day)
 - JAN 17 Martin Luther King Day
 - JAN 13-19 Grades 7-12: Mid-Term Exams
(Early Dismissal Grades 9-12 only)
 - JAN 20 Gr. 7-12 No School for Students
Teacher Work Day, Grades 7-12
 - FEB 21-22 Winter Recess (includes Presidents' Day)
 - APR 11-15 Spring Recess (includes Good Friday)
 - May 26-
June 1 **Grade 12 ONLY-Final Exams (Early Dismissal)**
 - MAY 30 Memorial Day
 - June 3 **GHS Graduation**
 - Last 4 Days Final Exams, Grades 7-11
(Early Dismissal Grades 7-11)
 - Last Day **Projected Last Day – June 3**
Early Dismissal Grades K-11
 - Projected Teacher Work Day – June 6**
Teacher Work Day will be the first work day following the last day for students **grades K-11.**
- SCHOOL CLOSED

Projected Last Day **K-11** – June 3, 2022
GHS Graduation – June 3, 2022

M	T	W	TH	F
18 DAYS FEBRUARY 2022				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

M	T	W	TH	F
23 DAYS MARCH 2022				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	TH	F
16 DAYS APRIL 2022				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	TH	F
21 DAYS MAY 2022				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	TH	F
3 DAYS JUNE 2022				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

***SCHOOL ENDS JUNE 3**

*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June up to 10 days.
If additional days are needed, they will be taken from the Spring Recess, beginning April 11.

Goals for the Glastonbury Public Schools

Introduction

The terms "goal", "objective", and "performance objective" parallel those originally published by the American Association of School Administrators.

Goal: "A goal statement is one step more precise than a mission statement. Many goal statements may come out of a mission declaration. Each describes a desired terminal point to be reached sometime in the future to fulfill the mission, and general directions to pursue the mission. A goal statement, likewise, remains too broad to be useful in identifying specific operational activities. A goal is seen by some as a "broad objective". It must be broken down further if its declarations and outcomes are to serve as guides to action."

Objective: "An objective is an outcome statement that is consistent with and grows out of a related goal statement. It is a more specific expression of a position, behavior, process, or product to be achieved by a major operational division of an organization over a shorter time period. It is a desired outcome that is capable of being measured with specificity."

Performance Objective: "Performance objectives are more sharply focused on specific objectives. Usually they describe outcomes that are measurable and achievable relatively quickly. They are likely to be set primarily for categories, departments, or units within an organization for specific administrators."

We follow our Strategic Plan when developing goals. These goals are presented with the full realization that the school is only one of several social institutions or influences affecting the child. Its contribution is modified by the intellectual, social, emotional, and affective potentialities that each child brings to the school environment. Our intent is that the school should contribute as fully as possible to the development of each child in the directions indicated by the goals stated.

It is the responsibility of the School Administration and Staff to delineate and update those educational objectives and performance objectives which at each school level will best achieve the goals as stated, together with the means to evaluate periodically the attainment of such objectives. Only then will these goals have full meaning.

To implement the Philosophy of the Glastonbury Public Schools, we accept this charge:

1. to enable students to grow academically, socially, and emotionally by encouraging them to accept responsibility and to understand the consequences of their decisions;
2. to provide students with opportunities to master basic skills essential to competent functioning in society, including the ability to read, write, listen, and speak and view proficiently; to manipulate basic mathematical concepts; and to acquire a general knowledge of the sciences;
3. to enable students to apply knowledge, problem solving techniques, creativity, and current technology from the various disciplines to the challenges presented by our changing society and physical environment;

4. to enable students to pursue independent thought and research through both assigned and self-initiated projects;
5. to enable students to explore the world's cultural heritage through experiences which help to broaden social awareness;
6. to provide curricular and co-curricular activities which will give students the opportunity to grow aesthetically, emotionally, intellectually, physically, and socially through interaction with others;
7. to provide appropriate programs and services for students with special intellectual, physical, and emotional needs;
8. to enable students to develop aesthetic appreciation through integral experiences in art, music, science, literature, and languages;
9. to enable students to acquire the skills necessary for intellectual growth using Educational Information Services and programs, and instruction in the use of appropriate resources to support their learning;
10. to enable students to develop as healthy individuals by providing life skills through health and physical education programs and health services;
11. to enable students to develop personal and vocational skills through appropriate grade level experiences in foreign language, practical, and technical arts;
12. to enable students to meet their academic, personal, social, emotional, and vocational needs through guidance, counseling, and special services;
13. to enable students to learn the responsibilities of citizenship in a democracy, emphasizing participation in global, national, and community affairs through practical curricula and co-curricular activities in the social sciences;
14. to enhance the capabilities of the staff by setting expectations and by providing opportunities for growth through professional development and other experiences;
15. to foster greater community understanding and support by encouraging citizen involvement in school activities and programs;
16. to provide a safe and orderly environment conducive to the learning process;
17. to integrate the principles and practices of social-emotional [learning](#) into the District's required professional development program pursuant to C.G.S. 10-148a.

Legal Reference: Connecticut General Statutes

[10-4\(c\)](#) Duties of board. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.

[10-220\(b\)](#) Duties of boards of education (as amended by P.A. 21-46, Section 13)

P.A. 21-46 An Act Concerning Social Equity and the Health, Safety, and Education of Children

Policy adopted:

Communications with the Public

General The Glastonbury Board of Education believes it is important to inform the public about school curriculum, programs, and activities so citizens can participate in these programs. Concurrently, the school staff, administration, and Board of Education ~~will seek community input in order to~~ **should** be aware of the community's goals and concerns for its children so they may be given consideration in curriculum, program, and activity revisions.

To this end, the Board supports and encourages various means such as publications, press releases, cable television, internet and other technology communications, open houses, **websites** and ~~other~~ public events to disseminate school district information and to hear from the community.

Community members are encouraged to visit the District's website for information about the district including Board of Education and staff e-mail addresses.

Administration of the Community Relations Program The community relations program shall be a shared responsibility ~~of~~ **with** the Board of Education and the superintendent or designee. The superintendent or designee shall work with the members of the Board of Education to conduct an active and comprehensive informational program throughout the school district.

Staff members shall be kept informed of community relation efforts, and their support and participation in such efforts shall be sought.

News of Board of Education Meetings and Activities The Glastonbury Public Schools will cooperate with and endeavor to use all legitimate news media available to it to keep the public informed of the objectives, needs, and accomplishments of the school system and shall cooperate fully with the press, radio, and television to assure that news coverage is complete, balanced, and accurate. Board of Education website, www.glastonburyus.org will be used to provide information as well.

Board minutes shall be available in unapproved form, within 7 days of a Board meeting excluding Saturdays, Sundays, and legal holidays; a written record of Board votes shall be available for public inspection on the Board of Education website within 48 hours of a Board meeting excluding Saturday, Sundays, and legal holidays.

~~Board minutes shall generally be available in unapproved form, within 72 hours of a Board meeting excluding Saturdays, Sundays, and legal holidays. (In determining the time herein, any day on which the Board office is closed shall also be excluded.)~~

It should be made clear to anyone wishing to review the minutes that they are unofficial until formally approved by the Board of Education at its next regular meeting.

Legal Reference: Connecticut General Statutes
~~1-13~~ ~~1-18~~ Public Records: General Provisions
~~1-200~~ ~~1-240~~ Freedom of Information Act
1-200-1-241 Public records and meeting
10-220 Duties of Boards of Education

Policy

Adopted: October, 1981

Revised: February 14, 2000

Revised: June 7, 2004

Revised:

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

Business and Non-Instructional Operations**Food Service****Charging Policy**

The Glastonbury Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

~~The District uses an automated prepayment system which allows parents/guardians to view their child's meal account balance and purchases and to make deposits to those accounts. The District maintains a "no charging policy" for the students in the District not receiving free or reduced meals. In addition, no student will be allowed to charge items which are not part of the reimbursable meal.~~

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

~~Charging is not encouraged by the District but on those occasions that a student does not have money, they will be offered a reimbursable meal which will be charged to their account.~~

The Board prohibits the public identification or shaming of a child/student for any unpaid charges including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student,
- Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.

A student needing to charge a meal will be informed of his/her right to purchase a meal, which may exclude a-la-carte items, for any school breakfast, lunch or other feeding.

Applications for Free and Reduced Price Lunch:

In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

If at any time, a parent or guardian anticipates a problem with paying for meals, he/she should contact the Food Service Director as soon as possible for assistance. Parents and guardians are encouraged to apply for free and reduced price meals for their children. In order to qualify, families must meet eligibility criteria. Applications can be filed at any time after July 1st of the coming school year or during the school year and new applications may be filed if there is a change in household income or in the number of household members. Applicants are responsible to pay for meals until the application for free and reduced price lunch is completed and approved.

Definitions

~~“Alternate Meals” The use of alternate meals refers to any meal served to a student that is different from the day’s advertised reimbursable meal. Alternate meals are most often provided to those students who have forgotten their meal payment(s) or medium of exchange. Alternate meals will only be provided if the student who needs to charge a meal has not already received a meal. Meals will not be taken away from a child.~~

~~“Delinquent Debt and Bad Debt”~~

~~Money owed because of unpaid meal charges shall be considered “delinquent debt,” as defined, as long as it is considered collectable and reasonable efforts are being made to collect it. Such debt must be paid by June 30, effective with the 2017-2018 school year. Student meal accounts must be at a zero balance for the next school year.~~

~~School food authorities must make reasonable efforts to collect unpaid meal charges classified as delinquent debt. The cost of these efforts is an allowable use of meal reimbursement funds.~~

~~After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts are useless or too costly, the debt must be reclassified as “bad debt.” Additionally, while bad debt must be written off as an operating loss, this particular operating loss cannot be absorbed by the schools food service, but must be restored using nonfederal funds. These funds may come from the school district’s general fund, special funding from state or local governments, school or community organizations, or any other nonfederal sources. Once delinquent meal charges are converted to bad debt, records relating to those charges must be maintained. If the Board of Education is considering part of this subsidy to cover the cost of bad debt due to unpaid student meals, it must be specifically identified in all records. If the household reimburses the food service department for the unpaid meals (after the Board of Education has covered the cost of the end-of-the-year charged meal debt) the food service department must return those funds to the Board of Education.~~

Definitions

"Delinquent Debt" are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

"Bad Debt" are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food service account, but must be restored using nonfederal funds.

Process for Addressing a Low or Negative Account Balance **Elementary and Secondary Students (grades K-12):**

The District uses MySchoolAccount.com, an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low-balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals up to an amount not to exceed the cost of thirty (30) meals. Negative balance status can be avoided by making a payment in the form of cash, check, or by credit card to the My SchoolAccount.com website. All other a-la-carte items shall not be charged.

Weekly communications with parents/guardians through automated calls regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town residents.

The Board will accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.

- Step I: ~~If a student's meal account falls below \$2.50, a call will be made to household to remind the parent to deposit funds into the student's meal account.~~
- Step II: ~~If the parent or guardian does not promptly deposit sufficient funds into the school meal account and the school meal account balance becomes negative, the Food Service Manager shall contact the parent by telephone or email reminding the parent to deposit funds into the student's meal account.~~
- Step III: ~~If the parent or guardian does not promptly deposit sufficient funds into the school meal account, a second reminder letter will be sent and this letter will include information for the parent or guardian about the National School Lunch Program's eligibility criteria for free and reduced price lunch along with an application for the free and reduced price lunch program.~~

~~The letter will also state that, unless the parent or guardian deposits funds into the student's meal account within five days, then for any such meals following, the student will be served an alternative meal consisting of unflavored milk, a piece of fruit and a cheese sandwich (unless there is a medically documented allergy or dietary restriction). The letter shall state that such alternative meals shall be charged to the student's account.~~

~~Step IV: If the parent or guardian does not deposit sufficient funds into the school meal account within five days, the student shall be served an alternative meal consisting of unflavored milk, a piece of fruit and a cheese sandwich (unless there is a medically documented allergy or dietary restriction). Additionally, the Food Services Manager shall send a Certified Letter to the parent or guardian reminding the parent or guardian of the need to deposit funds into the student's meal account immediately. This letter will include additional information for the parent or guardian about the National School Lunch Program's eligibility criteria free and reduced price lunch along with an additional application for the free and reduced price lunch program.~~

Business and Non-Instructional Operations

Charging Policy (continued)

Dissemination of Policy

This policy shall be included in student/parent handbooks, placed on the District's website, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

(cf. 3542 – Food Service)

(cf. 3542.31 – Free or Reduced Price Lunch Program)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees (as amended by PA 21-46).

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Policy adopted: October 30, 2017

Revised:

Staff Planning/Creation of Positions/Recruitment, Screening, & Selection/ Initial Compensation and Benefits/ Bonuses and Increments

Staff Planning – As part of annual budget development, the superintendent/designee shall review certified staffing along with recommendations for new positions or for staff reductions with the Board of Education. Before a new position is established the superintendent will present, for Board review, a job description for the new position which specifies necessary qualifications and performance responsibilities.

Creation of Positions – All certified staff positions are created or reduced only by the Board of Education which has the sole responsibility to create or establish positions necessary to accomplish the school system's goals and objectives.

Recruitment, Screening, and Selection – The superintendent/designee shall maintain an effective recruitment program to attract, secure, and retain high quality personnel for all certified and non-certified support staff positions. The recruitment program shall seek candidates who will devote themselves to the education and welfare of children in the public schools of the district. **The program shall include a plan for minority staff recruitment.**

In screening candidates for employment, the superintendent/designee shall involve, as appropriate, administrators, teachers, parents, students, support staff, and others. This involvement is advisory to the superintendent and the superintendent shall explain participant's roles and limits prior to their participation in the screening process.

The superintendent/designee shall ensure that all certified personnel employed or recommended to the Board meet all state requirements for the position. **All District teachers must meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternate routes to certification.**

Initial Compensation and Benefits – Compensation and benefits will be determined in accordance with the appropriate collective bargaining agreement. For non-contracted positions, compensation and benefits will be determined by the Superintendent or designee and reported to the Board of Education.

Bonuses and Increments – Bonuses and increments will be awarded in accordance with the appropriate collective bargaining agreement. For non-contracted positions, bonuses and increments recommended by the Superintendent may only be awarded upon approval by the Board of Education.

Hiring of Retired Teachers

A retired teacher receiving benefits from the Teachers Retirement Board (TRB) may be reemployed by the Board for up to one full school year in a position (1) designated by the Commissioner of Education as a subject shortage area, or (2) at a school located in a priority school district for the school year in which the teacher is being employed. Such employment may be for up to one full school year. Such reemployment may be extended for an additional school year, provided the Board (a) submits a written request for approval to the Teachers' Retirement Board, (b) certifies that no qualified candidates are available

prior to the reemployment of such teacher and (c) indicates the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

The forty-five percent limitation applies, as described below, if the retired teacher described in this paragraph, works in excess of two years in either a subject shortage area and/or in a school in a priority school district.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service.

Except as indicated in the first paragraph in this section, a certified educator receiving retirement benefits from the Teachers Retirement Board (TRB) may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes except that such educator may be employed in such a position and receive no more than forty-five percent of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess. Fringe benefits offered by the District, if taken by the employed retired individuals, are included in the maximum compensation. The individual can continue to pay TRB for health insurance as a retired member in the same manner as prior to the post retirement employment. (Health insurance from the Board is not legally required to be offered.)

(cf. 4124, 4224 Non Discrimination)

(cf. 4117 and 4217 Assignment/Transfer/Reassignment)

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Definitions. ~~Notice and hearing on failure to renew or termination of contract. Appeal.~~ **Notice and hearing on termination of contract (as amended by P.A. 12-16 An Act Concerning Educational Reform)**

10-153. Discrimination on account of marital status.

10-183v Reemployment of teachers, as amended by PA 10-111, An Act Concerning Education Reform in Connecticut and P.A. 16-91, An Act Making Changes to the Teacher's Retirement System, and PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes and PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.

10-220 Duties of Boards of Education. (as amended by PA 98-252)

10-155f. Residency requirement prohibited.

46a-60 Discriminatory employment practices prohibited.

~~Public Act 94-221 An Act Concerning School Discipline and Security~~

34 C.F.R. 200.55 Federal Regulations

P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56

Policy

Adopted: November 14, 2005

Revised: April 11, 2011

Revised:

Nondiscrimination

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

“Race” is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, head wraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro pugs.

Equal Education Opportunity

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

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

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

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

Policy

Adopted: October, 1981

Revised: November 14, 2005
Revised: August 12, 2013
Revised: May 22, 2018
Revised:

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut
Regulation 4118.11

Personnel - Certified/Classified

4218.11

DISCRIMINATION COMPLAINTS (PERSONNEL)

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

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

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

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

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

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

Personnel - Certified/Classified

Regulation 4118.11 (a)
4218.11 (a)

Legal Reference:

10-15c Discrimination in public schools prohibited. School attendance by five-year olds.
(Amended by P.A. 97-247 to include “sexual orientation” and P.A. 11-55 to include
“gender identity or expression”)(as amended by PA 21-2 §441.)

46a-51 Definitions as amended by PA 17-127 and PA 21-2)

46a-60 Discriminatory employment practices prohibited.

P.A. 11-55 An Act Concerning Discrimination

10-153 Discrimination on account of marital status.

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

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

Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.*

Discrimination on basis of sexual orientation

Section 504 of the **Federal Vocational** Rehabilitation Act of 1973, 20 U.S.C. 706 (7) (b)..

Public Act 11-55 An Act Concerning Discrimination

American Disability Act of 1989, as amended by the ADA Amendments Act of 2008

Civil Rights Act of 1987.

Title IX Final Rule, May 6, 2020

Regulation

Adopted: March 26, 2012

Revised: August 12, 2013

Revised:

Student Attendance - Unexcused Absence (Grades K-12)

Regular student attendance in school is essential to the educational process and is a key factor in the success a student achieves in school. Responsibility for ensuring that students attend school rests by statute with the parent/guardian or other person having legal responsibility for the child. To assist parents and others in meeting this responsibility, the Glastonbury Board of Education instructs its superintendent/designee, to adopt and maintain a series of helpful procedures.

In accordance with Glastonbury Board of Education Policy 5113 and applicable Connecticut General Statutes, the regulations for Grades K-8 (5113a – 5113d) and Grades 9-12 (5113e – 5113i) shall be followed for monitoring, reporting and intervening with regard to student absences.

Mental Health Day

Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to their emotional and psychological well-being in lieu of attending school.

The student shall not be required to present documentation or parental/guardian consent. For purposes of school year limitation, such absence shall be identified as a “mental health wellness day.”

A student cannot take these mental health days during consecutive school days.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the board of Education, additional excused absences to visit such child’s parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible for obtaining assignments from the student’s teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Legal References:

Conn. Gen. Stat. § 10-184 Duties of parents (as amended by PA 98-243, PA 00-157 and PA 18-15)

Conn. Gen. Stat. § 10-198a Policies and procedures concerning truants (as amended by PA 11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee) 10-198b State Board of Education to define “excused absence.”

“unexcused absence,” and “disciplinary absence” (as amended by PA 21-46, Section 19)

Conn. Gen. Stat. § 10-220(c) Duties of Board of Education (as amended by PA 15-225)
10-185 Penalty
Conn. Gen. Stat. § 10-235
Conn. Gen. Stat. § 46b-149
PA 14-198 An Act Concerning Excused Absences from School for Children of Service Members
10-198c Attendance review teams

Action taken by State Board of Education January 2, 2008, to define “attendance.”

Action taken by State Board of Education June 27, 2012, to define “excused” and “unexcused” absences.

PA 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children.

Policy

Adopted: October, 1981
Revised: September, 1991

Revised: April 19, 1993
Revised: January 24, 2005
Revised: March 9, 2015
Revised:

STUDENTS

Student Attendance - Unexcused Absence (Grades K-8)

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut
Regulation 5113
Revised

Procedures

1. Annually notify parent/guardian or other person having legal responsibility for school-age children enrolled in Glastonbury Public Schools, of their obligation to ensure that such children attend school or show that they are elsewhere receiving equivalent instruction.

2. Obtain from each parent/guardian or other person having legal responsibility for enrolled children, a telephone number or other means of contact during the school day.
3. Establish a system for monitoring individual absences of enrolled students, by school personnel or volunteers, and for making a reasonable effort to notify parent/guardian or other responsible person by telephone when any such student fails to report to school on a regularly scheduled school day, if school personnel have not otherwise received indication that the parent/guardian or other person legally responsible for the student has approved of the absences.
4. Identify an enrolled student in grades kindergarten through eight, as a “truant” when he or she has four unexcused absences in any one month, or ten unexcused absences from school in any school year.
5. Hold a meeting with appropriate school personnel and the parent/guardian or other person having legal responsibility for a child who is a truant, within ten school days of designation as a truant, to review and evaluate the reasons for the child being a truant.
6. Identify an enrolled student in grades kindergarten through eight, as a “habitual truant” when he or she has twenty unexcused absences with a school year.
7. Require that the superintendent/designee file a written complaint with the Superior Court, alleging that the acts or omissions of any child designated as a habitual truant are such that his or her family is a family with service needs.
8. Require that the superintendent/designee, annually report to the State Department of Education on a school-by-school basis, the number of children enrolled in grades kindergarten through eight in the Glastonbury Public Schools who are habitual truants.
9. Provide for coordinating services with, and referral of, enrolled students in grades kindergarten through eight, who are truants or habitual truants, to community agencies providing child and family services.

STUDENTS

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut
Regulation 5113(a)
Revised

Student Attendance - Unexcused Absence (Grades K-8)

Attendance

A. Definitions

1. “Student” – a child enrolled in grades kindergarten through eight in the Glastonbury Public Schools.

2. "Unexcused Absence" – any absence from an entire regularly scheduled school day, which is not excused as defined below.
3. "Excused absence" – an absence from a regularly scheduled school day, accompanied by a written notice, for:
 - a) Reasons of health, including illness, incapacity or doctor's visits. The district reserves the right to require a physician's or other appropriate certification for absences in excess of five consecutive days or a total of fifteen days in any school year.
 - b) Religious holidays
 - c) Court appearance
 - d) Funeral
 - e) Approved school activities
 - f) Family emergencies
 - g) Suspension or expulsion
 - h) Pre-notification of limited absences from school for special activities with parental consent
 - i) Excused Absences for Children of Service Members

The determination of whether an absence is excused will be made by the building administrator. Parent/guardian or other person having legal responsibility for the child may appeal that decision to the superintendent/designee.

4. "Truant" – any student who has four unexcused absences from school in any one month or ten unexcused absences from school in any school year.
5. "Habitual truant" – any student who has twenty unexcused absences in a school year.

STUDENTS

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut
Regulation 5113(b)
Revised

Student Attendance - Unexcused Absence (Grades K-8)

B. Procedures

1. Attendance monitoring
 - a) Annually at the beginning of the school year and upon enrollment of a student during the school year, the building principal shall notify the parent/guardian or other person having legal responsibility for the student enrolled in grades kindergarten through eight, of the obligations pursuant to Connecticut General Statutes §10-184 to assure that

children between the ages of seven and sixteen attend school or otherwise show that the child is elsewhere receiving equivalent instruction.

- b) Annually at the beginning of school and upon the enrollment of a child during the school year, the building principal shall request from the parent/guardian or other person having legal responsibility for a student enrolled in grades kindergarten through eight, a telephone number or other means of contact during the school day.
- c) Each school which includes grades kindergarten through eight, shall maintain a system of monitoring individual unexcused absences of students. Whenever a student enrolled in that school fails to report to school on a regularly scheduled school day, parents are asked to call the school office the morning of the absence. A list of absences with reasons is maintained. If a call is not received, school personnel or volunteers, under the direction of the building principal/designee, shall make a reasonable effort to contact the parent/guardian or other responsible person by telephone. These procedures will be followed unless school personnel have otherwise received an indication that the parent/guardian or other person legally responsible for the child is aware of the student's absence. Efforts shall include at least three attempts to reach the telephone number provided and shall be logged. Persons who in good faith make or fail to make such reports shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed for such action, and shall otherwise be indemnified from liability in accordance with the provisions of Connecticut General Statutes §10-235.

2. Attendance Reporting

At the end of each school year, each school with grades kindergarten through eight shall report to the superintendent/designee, the number of students who are habitual truants. The superintendent/designee shall report this information to the State Department of Education annually.

3. Referral

When a student's attendance is first considered unsatisfactory or at a marginal level of acceptance, prompt referral shall be made to a child study team or a Planning and Placement Team for review.

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

STUDENTS

Regulation 5113(c)
Revised

Student Attendance - Unexcused Absence (Grades K-8)

4. Truants

Whenever a student is a truant the building principal/designee shall schedule a meeting with appropriate school personnel, and the parent/guardian or other person legally responsible for the child to review and evaluate the reason for the student being a truant. This meeting shall be held not later than ten school days after the child

becomes a truant. If the parent declines to attend the meeting, that fact shall be documented and the meeting shall be held.

5. Habitual Truants

- a) When a student is a habitual truant, the superintendent/designee shall file a written complaint with the Superior Court, Juvenile Matters, for a family with service needs.
- b) Prior to the written complaint to the Superior Court, a Planning and Placement Team (PPT) will review the case and determine whether or not an educational evaluation is appropriate. An educational evaluation of such student shall be performed at district expense for Glastonbury residents (if no such evaluation has been performed in the preceding year), subject to any related court orders and necessary permission from the parent/guardian or other person having legal responsibility for the student.
 1. An educational evaluation is an assessment of a student's educational development. Based upon the student's presenting characteristics, such an evaluation would assess, as appropriate, the following areas: health, vision, hearing, social and emotional status and motor abilities. Such evaluations would be administered by appropriately certified and/or licensed personnel and conducted on an individual basis.
 2. The Planning and Placement Team (PPT), which is responsible for conducting an educational evaluation for such a student, would select evaluation procedures, instruments and techniques, as appropriate, to assess the specific areas of concern. Upon completion of the evaluation the PPT would consider alternative procedures and programs within regular education, further evaluation and eligibility for special education and related services and/or write and/or revise a student's Individualized Education Program (IEP).
 3. The superintendent/designee, shall coordinate the provision of any services which the court may order the district to provide to such students.

STUDENTS

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut
Regulation 5113(d)
Revised

Student Attendance - Unexcused Absence (Grades K-8)

- c) The complaint will be referred to a probation officer by the court. The probation officer may determine whether the complaint is sufficient to meet the definition of a family with service needs. If so, the probation officer may refer the matter to community-based or other service providers, or file a petition with the court.
- d) If the probation officer determines that the allegations of the complaint do not appear to be true, or that the student's family does not appear to meet the

definition of a family with service needs, the law requires that the probation officer notify the superintendent/designee, that a petition will not be filed.

- e) Upon receipt of such notification the superintendent/designee, may file a petition with the court alleging that a family constitutes a family with service needs. Such petition shall include (1) a brief statement explaining that the student is a habitual truant, (2) the basis for that finding, (3) the name, date of birth, sex and residence of the student, (4) the name and residence of his or her parents/guardians or other persons having control of him/her, and (5) a request for appropriate action by the court.

STUDENTS

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut
Regulation 5113(e)

Student Attendance (Grades 9-12)

Revised

Procedures

The academic program at Glastonbury High School has been established in an atmosphere where student freedom and responsibility are an integral part of the decision-making process. The school maintains that attendance to assigned classes is essential and, therefore, has established an attendance requirement for all courses offered. The attendance requirements reflect three assumptions.

1. Time lost from class is essentially irretrievable in terms of opportunity for instructional exchange.
2. Excessive absences are a drain on the resources of the teacher. These resources can and should be directed to programs and activities for the educational benefit of the students.
3. A student has an obligation to give as well as receive in the context of the classroom setting.

Class Attendance Requirements

The following provisions will govern attendance:

1. While students are on campus, they must attend all of their classes.
2. If detained or required to be out of the class for all or part of class period, students must obtain a pass or note from the staff member detaining them. Failure to obtain such verification for tardiness shall be regarded as unexcused. Three unexcused tardies in one class in a semester will result in a school detention. Each tardiness thereafter will result in one detention.
3. Students who are on school grounds at any time during the day, but have not attended homeroom or signed in tardy, are considered to have been present all day. Classes missed under such circumstances are to be considered as class cuts.
4. For any absence determined to be a cut, the student will be given an “F” for all quizzes, tests, and other work missed in that class period (See Disciplinary Action for Cuts)
5. Students absent from school or from individual classes for excusable reasons are expected to make-up all work and tests missed, in order to receive full credit. If a student fails to make-up the work within a reasonable period following the student’s absence, academic penalties will be assessed at a rate prescribed by the teacher.

STUDENTS

GLASTONBURY PUBLIC SCHOOLS
 Glastonbury, Connecticut
 Regulation 5113(f)

Student Attendance (Grades 9-12)

Revised

Course Credit

In order to receive credit for a course, students must earn a passing grade and fulfill the attendance requirements as stated below:

1. Student attendance in class is crucial to the educational process. When a student is absent from a class more than fifteen percent (15%) of scheduled sessions (11 times for a semester course, 21 times for a full year course) he or she will lose credit for that course.
2. A student losing credit for excessive absences may appeal this decision through the School Attendance Appeal Committee. In cases of long-term illness, a letter can be sent to an administrator who will make a recommendation to the Appeals Committee. This committee shall consist of an administrator, the student's guidance counselor, and three staff members. This committee can restore credit on the basis of extenuating circumstances. All appeals for a hearing must be made in writing to the principal or assistant principal. The committee will decide the appeal and notify the parent/guardian or other person legally within five days of the hearing.
3. School personnel will attempt to contact the parent/guardian or person legally responsible in the evening on the day of the student's absence to request a reason for that absence.
4. Denial of course credit because of excessive absence will not affect course grades which will be awarded as earned. In such cases, course grades will appear on both the report card and the final transcript, but no credit toward graduation awarded.
5. Notification shall be made periodically to parents regarding the attendance record of pupils. Parent/guardian or other person legally responsible will be notified by mail after the fifth, eighth and eleventh absences in a semester course, and after the eighth, sixteenth and twenty-first absences in a full year course.

Disciplinary Action for Class Cuts

1. Upon the student's first reported cut of any class, the teacher will determine the appropriate course of action to take with the student. In all cases notification of the cut and the action taken will be made to the student's parent/guardian or other person legally responsible.
2. Upon the second reported cut of the same class, the student will be assigned to two school detentions.
3. Upon the third reported cut of any class, the student will be assigned a one-day suspension (or a Saturday detention).

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

STUDENTS

Regulation 5113 (g)

Student Attendance (Grades 9-12)

Revised

4. Upon the next reported cut of any class, the student will be suspended from school for three days, or two Saturday detentions.
5. Upon the fifth cut of the same class, the student will be considered for withdrawal from the class and placed in a restricted study for that period(s).

6. Students whose schedules are reduced to fewer than four subjects plus physical education, because of class cutting, may be referred to the Board of Education for expulsion from school.

The administration reserves the right to intervene at any stage in the process to call a parent/guardian conference, case conference, PPT, or to involve other appropriate personnel, such as guidance counselor, teachers, psychologist, etc.

Tardiness

All students are expected to be on time, both to school and to class. If detained or required to be out of class for all or part of class period, students must obtain a blue pass from the staff member detaining them. Failure to obtain such verification for tardiness shall be regarded as an unexcused tardiness. Unexcused tardiness of more than ten (10) minutes to any class will be considered a cut from the class. For the third and every subsequent lateness in a semester, the teacher will assign an after school detention to the student on a disciplinary form.

Early Dismissals

A written request for early dismissal, signed by the student's parent/guardian or other person legally responsible for the student stating the date, time and reason for the early dismissal, must be submitted to the main office by the end of the second period on the day of the dismissal. Students must sign out in the main office before leaving. Parents/guardians are asked to call in to the main office for confirmation of the notes earlier in the day. Notes not confirmed in this way must be counter-signed by an administrator.

The classes missed will be counted in the total allowable under the attendance policy. It is assumed that parents will request early dismissal of pupils for important reasons only. Included in these reasons are medical and legal appointments and other activities that cannot be scheduled at non-school time. Student members of the Glastonbury Fire Department or other emergency services are not permitted to leave school in response to a fire or other emergency. The only exception is on an individual basis with the approval of the fire marshal and the principal/designee.

STUDENTS

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut
Regulation 5113 (h)

Student Attendance (Grades 9-12)

Revised

Early Dismissals for Purposes of Employment

Students who wish to hold jobs during the school year should confine their hours of employment to after the school day. Students who find it necessary to leave school regularly before the normal dismissal time under the unassigned time program should obtain a Permanent Dismissal Card. Applications for this pass can be obtained from the student's guidance counselor.

Truancy

Truancy is the unauthorized absence of a student from school.

Field Trips/Guidance Programs

Field trips and guidance programs are school-sanctioned activities and will not count as absences from school. To be eligible for these programs, the student must:

1. Obtain a Field Trip Daily Assignment form from the teacher giving the field trip.
2. Obtain signatures on this form from all teachers whose classes they will miss, and a parent/guardian or other person legally responsible for the student. Failure to obtain these signatures or refusal of the teacher or parent to sign will lead to denial of permission to be absent from class. Students may not attend field trips that will take them out of any class more than once per week (unless a field trip continues beyond one day).
3. Receive the assignments from or make academic arrangements with the teacher whose classes will be missed before the day of the trip. If, by attending a field trip, a student misses other classes, the student has the option of remaining at the school. In such cases the student is assigned to the library for the period when the field trip occurs. An alternative assignment will be made by the teacher in lieu of the field trip.
4. Notify their teacher in advance of the date of a field trip when they will be missing class.

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

STUDENTS

Regulation 5113 (i)

Student Attendance (Grades 9-12)

Revised

Family Travel/Vacation

Student absence from class for purposes of family travel or vacation is a loss of valuable class time. If circumstances make it imperative that students accompany their parents during the school year, the following provisions apply:

1. A student who is to miss time due to travel must obtain an Extended Absence form in the main office to be signed by the parent/guardian or other person legally responsible for the student, a principal, the student, and the teachers whose classes will be missed before the planned trip. At that time, suitable arrangements will be made concerning the work to be made up. The completed form is to be returned to the main office.
2. Disciplinary action will not be taken, but the number of days missed will be counted in the total number of days allowable in determining course credit.

Regulation 5113 - Grades K-8

Approved: September, 1991

Revised: April 19, 1993

Revised: January 24, 2005

Revised: March 9, 2015

Regulation 5113 – Grades 9-12

Approved: June, 1986

Revised: January 24, 2005

Truancy/Chronic Absenteeism

The district's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. To implement this policy, the Board of Education instructs the Superintendent/designee to adopt and maintain regulations. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," and "unexcused," and "disciplinary" absences.

Legal Reference:

Connecticut General Statutes
Public Act 17-14, An Act Implementing and Recommendations of the
Department of Education
Connecticut General Statutes 10-184
10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157 and
PA18-15)
~~Connecticut General Statutes 10-186~~
10-198a Policies and procedures concerning truants (as amended by PA 00-
157, PA 11-136 and PA 16-147)
10-198b State Board of Education to define "excused absence",
"unexcused absence", and "disciplinary absences" (**as amended by PA 21-
46**)
10-198c Attendance review teams (as amended by PA 17-14
10-198d Chronic absenteeism (as amended by PA18-182)
10-198e Identification of truancy identification models (as amended by PA
18-182)
10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA
95-304)
45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as
amended by PA 15-225)
10-220(c) Duties of boards of education (as amended by PA 15-225)
10-202e-f Policy on dropout prevention and grant program.
10-221(b) Board of education to prescribe rules.
Campbell v New Milford, 193 Conn 93 (1984).
Action taken by the State Board of Education on January 2, 2008, to define
"attendance."
Action taken by the State Board of Education on June 27, 2012, to define
"excused and "unexcused" absences.

Policy adopted: September 28, 2015

Revised: February 25, 2019

Revised:

STUDENT

Regulation 5113.2
Revised

Truancy/Chronic Absenteeism

“**Truant**” shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

“**In attendance**” shall mean a student is present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion will always be considered absent.

“**Absence**” means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

“**Mental health wellness day**” means a school day during which a student attends to their emotional and psychological well-being in lieu of attending school. Such days must be nonconsecutive.

“**Chronically absent child**” is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

“**District chronic absenteeism rate**” means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year. **In the calculation of the District’s chronic absenteeism rate and the school chronic absenteeism rate, a student’s engagement, in grades 9-12, in remote virtual learning shall be excluded if such engagement accounts for not less than on-half of the school day. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant to P.A. 21-46.**

“**School chronic absenteeism rate**” means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district’s truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.

4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

Truancy/Chronic Absenteeism (Continued)

5. Identify a student as “truant” when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as “chronically absent” when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion or retention.
 - (b) a requirement to complete a summer school program successfully before promotion.
8. A regular education student who is experiencing attendance problems should be referred to the building SRBI Team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (“PPT”) meeting to review the student’s need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
 9. Provide coordination of services and refer “truants” to community agencies which provide child and family services.
 10. If in existence, refer the child to the children’s probate court truancy clinic.

The Board, on or before 8/15/18, shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. The intervention models must also address the needs of students with disabilities. Parents or other persons having control of each child shall be notified of such truancy model. (Note: The SDE is required to identify these effective truancy intervention models by 8/15/18.)

Truancy/Chronic Absenteeism (Continued)

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District's chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school counselor, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education.

The District shall annually include in information for the Connecticut School Data Report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Regulation adopted: September 28, 2015

Revise: March 11, 2016

Revised: September 19, 2017

Revised: February 25, 2019

Revised:

Students with Special Health Care Needs

~~The Glastonbury Public Schools recognize that food allergies and glycogen storage disease may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. Individualized health care plans (IHCP) may be implemented for each known student reactor. The district is also committed to appropriately managing and supporting students with food allergies and glycogen storage disease. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy and/or glycogen storage disease, as developmentally appropriate. To this end, the Glastonbury Public Schools system adopts regulations that follow.~~

(cf. 5141 Student Health Services)
 (cf. 5141.21 Administering Medication)
~~(cf. 5141.23 Students with Special Health Care Needs)~~
 (cf 5141.3 Student Health Services)
 (cf. 5141.3 Health Assessments)
 (cf. 5146 Nondiscrimination)

Legal Reference: ~~Connecticut General Statutes:~~

- ~~10-15b Access of parent or guardian to student's records.~~
- ~~10-154a Professional communications between teacher or nurse
 _____ and student.~~
- ~~10-207 Duties of medical advisors.~~
- ~~10-212a-1 through 10-212a-7 Administration of Medication by
 School Personnel~~
- ~~10-212c Life-threatening food allergies: Guidelines; district plans,
 as amended by P.A. 12-198~~
- ~~10-220i Transportation of students carrying cartridge injectors~~
- ~~52-557b "Good Samaritan law." Immunity from liability for
 emergency, medical assistance, first aid or medication by injector.
 School personnel not required to administer or render.~~
- ~~Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794~~
- ~~Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et
seq.~~
- ~~Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. §
 12101 et seq.~~

Policy
 Adopted: February 28, 2005
 Revised: August 9, 2010
 Revised: February 11, 2013
 Revised:

MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE AND/OR DIABETES

The Glastonbury Public Schools (the “district”) recognize that food allergies, glycogen storage disease and diabetes may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a student suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older) and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy, glycogen storage disease or diabetes, as developmentally appropriate. To this end, the district adopt the following guidelines related to the management of life threatening food allergies, glycogen storage disease, and diabetes for students enrolled in district schools.

**MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES,
GLYCOGEN STORAGE DISEASE AND/OR DIABETES**
Regulations for Accommodating Students with Special Dietary Needs

I. Identifying Students with Life-Threatening Food Allergies, Diabetes and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies, diabetes and/or glycogen storage disease (GSD) is important. The district therefore encourages parents/guardians of students and adult students with life-threatening food allergies to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of students and adult students with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD or diabetes, nature of the disease, and current treatment of the student.

Students with life-threatening food allergies and diabetes are virtually always students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student's eligibility for services under Section 504. The Section 504 team may determine that the only services needed are in the student's Individualized Health Care Plan (IHCP) and/or Emergency Care Plan (ECP); in that case, the IHCP and/or ECP will also serve as the student's Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

Students with GSD and less severe food allergies should be referred to a Section 504 team if there is reason to believe that the student's GSD or food allergy substantially limits a major life activity. To determine whether a food allergy is severe enough to substantially limit a major life activity, the team should consider the impact on the student when the student has been exposed to the allergen and has not yet received treatment.

Major life activities include, but are not limited to:

(i) Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and

(ii) The operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

II. Individualized Health Care Plans and Emergency Care Plans

1. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an (IHCP) for the student. Each IHCP should contain information relevant to the student's participation in school activities.
2. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.
3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:
 - a. classroom environment, including allergy free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
 - b. cafeteria safety;
 - c. participation in school nutrition programs;
 - d. snacks, birthdays and other celebrations;
 - e. alternatives to food rewards or incentives;
 - f. hand-washing;
 - g. location of emergency medication;
 - h. who will provide emergency and routine care including monitoring of continuous glucose monitor (CGM) alerts as may be appropriate, in school;
 - i. risk management during lunch and recess times;
 - j. special events;
 - k. field trips, fire drills and lockdowns;
 - l. extracurricular activities;
 - m. school transportation;
 - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
 - o. staff notification, including substitutes, and training; and
 - p. transitions to new classrooms, grades and/or buildings.

4. The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
5. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life threatening food allergy, GSD, or diabetes on school grounds during the school day.
6. In addition to the IHCP, the district shall also develop an ECP for each student identified as having a life-threatening food allergy, GSD or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. The ECP should include the following information:
 - a. The student's name and other identifying information, such as date of birth, grade and photo;
 - b. The student's specific allergy, or information about specific disease (i.e. type of GSD or diabetes);
 - c. Student uses a continuous glucose monitor (CGM) and how the CGM will be monitored in school;
 - d. The student's signs and symptoms of an allergic reaction, or adverse reaction (i.e. hypoglycemia);
 - e. The medication, if any, or other treatment to be administered in the event of exposure, or adverse reaction;
 - f. The location and storage of the medication;
 - g. Who will administer the medication (including self-administration options, as appropriate);
 - h. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 - i. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
 - j. Emergency contact information for the parents/family and medical provider.
7. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocol and medication orders.
8. A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an IHCP and an ECP, regardless of his/her status as a student with a disability, as that term is understood under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or the Individuals with Disabilities Education Act ("IDEA").

9. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medications to students.
10. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

III. Training/Education

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life-threatening food allergies, GSD and diabetes. Such training may include an overview of life-threatening food allergies, GSD and diabetes; prevention strategies; IHCPs and ECPs; monitoring of blood glucose alerts transmitted by the continuous glucose monitor of student to a dedicated receiver, tablet/smartphone application, or other appropriate technology during the school day and during school-sponsored activities, and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (i.e. epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD and diabetes (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by the School Nurse. Any such training regarding the administration of medication shall be done accordance with state law and Board policy.
2. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

IV. Prevention

In an effort to reduce the possibility of exposure to allergens, as well as the risks associated with GSD and diabetes in the school setting, the following guidelines will be practiced. The guidelines recognize that middle and high school students are at ages when they have learned to manage their own allergies. While the school district cannot guarantee the elimination of all allergens from the school environment, adoption of these guidelines will help reduce the possibility of a child's exposure to known allergens.

Parent/Guardian Role:

Be the only persons to make determination about food safety for their child.

Provide medical documentation to the school nurse with information about the extent and nature of the allergy or glycogen storage disease. At the start of each school year, provide the school nurse with medication orders and emergency medications in accordance with the GPS Medication Administration Policy (5141.21)

Contact food services with any questions regarding special dietary needs.

Identify food allergic and glycogen storage disease student to the bus/van driver.

Provide extra safe snacks for the student to have in lieu of any food event not previously approved by the parent.

In grades K - 5: Make the determination if their child must sit at a nut-free table or if their child may sit at any table in the cafeteria.

Nurses Role:

Formulate the IHCP (Individualized health care plan) and ECP (emergency health care plan). Communicate the plan to appropriate teachers, paraprofessionals and administration within 2 weeks of the start of school.

In grades K-6: notify the cafeteria staff of all students with allergy, what the allergen is, and of all students with glycogen storage disease. Notify staff of students who must sit at a nut free table.

Because peanuts, peanut products, other nuts or food containing other nut products are associated with the most frequent allergic reactions, in grades K - 5: certain classrooms will be identified as "NUT FREE". The school nurse will post a notice outside these classrooms and notify administration and the GPS Community Use coordinator of the room numbers.

Review all field trips scheduled; delegate the administration of emergency medication to certified staff as appropriate and send emergency medication on field trips.

Never make the determination about food safety for any child.

Teacher Role:

Know which students are known reactors and what the offending allergen is.

Within the first week of school, notify all parents in classroom of allergens and request that parents avoid sending in food for snack containing those allergens.

Notify parents of known reactors prior to events that may include food. Encourage parents of allergic children to provide "special" snacks for specific events that may include food.

Notify the school nurse of all field trips at least one week prior so that plans may be made for children with allergies or glycogen storage disease.

Because peanuts, peanut products, other nuts or nut containing products are associated with the most frequent food reactions, whenever possible they shall not be used for instructional purposes in any classroom setting. An alternative activity will be provided for known reactors when their use cannot be avoided. Animal feed or beanbags within the classroom will be checked and removed if they contain nut products.

If another student has a snack containing an obvious allergen, they will be asked to eat it in an alternative setting than the classroom, such as another classroom or the Health Office.

If indoor recess is held in the classroom, students with nut allergies should have recess in a "NUT FREE" room.

In the event that students must eat lunch in their classrooms, the principal or designee will notify parents of student in nut-free classrooms and request that they refrain from sending nut containing food products in their children's lunch that day. If a child brings a nut containing product, they will be asked to eat in a classroom that is not designated "NUT FREE".

Never make the determination about food safety for any child.

Cafeteria

Within the first month of the school year, all food products offered to students/staff are required to be reviewed for hidden nut products.

In grades K-6, cafeteria staff and school staff supervising students in the cafeteria will be made aware of students with food allergies by the school nurse.

Cafeteria staff will be in-serviced yearly, within the first month of the school year, regarding food allergies in general and cross contamination issues during food preparation. Separate preparation techniques for nut containing products will be established for cafeteria staff to avoid cross contamination.

In the elementary schools, other than peanut butter and jelly sandwiches, food containing nuts will not be sold.

Nut-free tables will be available during each lunch period in the K - 5. Known reactors may sit elsewhere with written permission from their parents, absent specific contrary instructions from a physician. Separate cleaning procedures for nut-free tables will be established after each lunch period to avoid cross contamination.

Pictures of known reactors will be made available to cafeteria workers and lunch paraprofessionals with parent permission.

Parents of food allergic children may contact the food services director for further information regarding menu items.

At the middle school and high school, ala carte items will be labeled as possibly containing nut products and students cautioned to read ingredients.

Field Trips

Field trip protocol will be part of the allergic and glycogen storage disease student's IHCP, determined and written by the school nurse in collaboration with school staff. A communication system for accessing emergency services (911) will be available at all times during the trip.

Known reactors will stay with their teacher if their parents/guardians are not on the trip. If trained, the teacher will be responsible for carrying and administering emergency medication if needed.

If school staff is unable to administer medications and the parent of an allergic child is not in attendance, a nurse shall accompany the field trip.

If a student has a physician' order and parent permission for administration of emergency medication, the parent must provide non-expired medication for use during the field trip. If no medication has been provided, the student will not be able to attend the field trip.

If a student has a documented food allergy but no medication order or parent permission has been provided, the student may attend the field trip and staff will call 911 in the event of any emergency situation.

Field trips will not take place unless the school nurse has reviewed the list of students on the trip and been assured that an emergency communication device such as a cell phone or radio will accompany the responsible teacher.

Parents of students at risk for anaphylaxis, GSD or diabetes may ask to accompany their child children on school trips which include meals or snacks as appropriate, in addition to the chaperone.

Transportation

Bus/van drivers will initiate emergency procedures for suspected allergic reactions. These procedures are reviewed annually.

Bus/van drivers will be in-serviced in epipen administration on a volunteer basis.

Parents of children with allergy or glycogen storage disease are strongly encouraged to identify their child to the bus/van driver.

District policy states that there is no eating allowed on the bus and that no open food or drinks are allowed on the bus unless medically indicated. When aware of an infraction, the bus/van driver will enforce this policy.

Parents of allergic younger children, especially grades K -2, should consider having their child sit in the first two rows of the bus so that they may be more easily identified by the driver.

Community Use

A list of classrooms with known reactors will be provided yearly to the community use coordinator so that use of these rooms may be avoided if possible.

Elementary school classrooms with known reactors may not be available for community use.

Any group given permission to use an "allergic classroom" will be informed by the community use coordinator that food may not be brought into the room.

Assure that all before and after school sponsored programs adhere to the above standards and guidelines.

V. Communication

1. As described above, the school nurse shall be responsible for coordinating the communication among parents, a student's individual health care provider and the school regarding a student's life-threatening allergic condition, GSD and/or diabetes. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.
2. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
3. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their student's classroom or school.
4. All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.
5. The district shall make the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes available on the Board's website or the website of each school under the Board's jurisdiction.
6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

VI. Monitoring the District's Plan and Procedures

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such assessments should occur at least annually and after each emergency event involving the administration of medication to a student with a life-threatening food allergy, GSD or diabetes to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes.

Legal References:

State Law/Regulations/Guidance:

- Conn. Gen. Stat. § 10-212a Administration of Medications in Schools
- Conn. Gen. Stat. § 10-212c Life-threatening food allergies and Glycogen Storage Disease: Guidelines; district plans
- Conn. Gen. Stat. § 10-220i Transportation of students carrying cartridge injectors
- Conn. Gen. Stat. § 10-231c Pesticide applications at schools without an integrated pest management plan.
- Conn. Gen. Stat. § 19a-900 Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.
- Conn. Gen. Stat. § 52-557b “Good Samaritan law”. Immunity from liability for emergency, medical assistance, first aid or medication by injector. School personnel not required to administer or render. Immunity from liability re automatic external defibrillators.
- Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7 Administration of Medication by School Personnel

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools (Includes Guidelines for Managing Glycogen Storage Disease), Connecticut State Department of Education (Updated 2012).

Federal Law:

- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
- Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.
- The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq

Accommodating Students with Special Dietary Needs

~~The Board of Education believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities.~~

~~In some cases, a student's disability may prevent the student from eating meals prepared for the general school population.~~

~~Substitutions to the regular meal will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal service shall be provided in the most integrated setting appropriate to the needs of the disabled student.~~

~~The nature of the student's disability, the reason the disability prevents the student from eating the regular school meals, including foods to be omitted from the student's diet, indication of the major life activity affected by the disability, the specific diet prescription along with the substitution(s) needed will be specifically described in a statement signed by a licensed physician. The district, in compliance with USDA Child Nutrition Division guidelines, will provide alternate choices to food allergic students based upon the physician's signed statement.~~

~~The Board recognizes that students with documented life-threatening food allergies and glycogen storage disease are covered by The Disabilities Act and Public Law 93-112 and Section 504 of the Rehabilitation Act of 1973. A clearly defined "504 Accommodation Plan" shall be developed and implemented for all such identified students in which necessary accommodations are made to ensure full participation in student activities. Such plan shall be signed by the appropriate staff and the parent/guardian of the student.~~

~~All schools are also responsible for developing and implementing guidelines for the care of food allergic and glycogen storage disease students. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms and dosing instructions for medications.~~

~~In response to this growing need, the Glastonbury Public Schools has adopted the following protocols and procedures to provide a safer school environment for food allergic and glycogen storage disease students. While the school district cannot guarantee the elimination of all allergens from the school environment, adoption of the following policies and procedures will help to reduce the possibility of a child's exposure to known allergens.~~

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

STUDENTS

Regulation 5141.25(a)
Revised

Regulations for Accommodating Students with Special Dietary Needs

Definitions

~~An "allergen" is any substance that causes an allergic reaction.~~

~~An "epipen" is a pre-filled automatic injectable medication.~~

A “known reactor” is someone who has been diagnosed by a physician and parent as having an allergic reaction to a specific substance.

GUIDELINES AND STANDARDS FOR STUDENTS WITH FOOD ALLERGIES AND GLYCOGEN STORAGE DISEASE

In an effort to reduce the possibility of exposure to allergens within the school setting, the following standards and guidelines will be practiced. The precautions listed here are in place to assist students in making informed food choices.

The Guidelines recognize that middle and high school students are at ages when they have learned to manage their own allergies. In the event that ~~these~~ students needs assistance in managing life threatening allergies or glycogen storage disease, an individualized health care plan (IHCP) can be created and implemented under the supervision of the school nurse.

1. ~~Parents/guardians of students who are known reactors should inform the school nurse and provide emergency medication and medication orders in accordance with the Medication Administration Policy. (cf. 5141.21)~~
2. ~~Only the parent/guardian shall make the determination of food safety for their child.~~
3. ~~Parents of food allergic children are strongly encouraged to provide lunch and snack food for their child.~~
4. ~~School personnel, parents and students will collaborate to determine the need for and to formulate a written IHCP for avoiding the offending allergen. This plan will be shared with all school staff who have contact with the student.~~

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Regulation 5141.25(b)
Revised

Regulations for Accommodating Students with Special Dietary Needs

5. ~~Because peanuts, peanut products, other nuts, and certain other food products are associated with the most frequent and severe of allergic food reactions, whenever possible, they shall not be used for instructional purposes in any classroom setting. An alternate activity will be provided for known reactors when their use cannot be avoided.~~

- ~~6. Students may carry epipens with them with physician and parent authorization.~~
- ~~7. Parents of K-6 students will be notified by written correspondence within the first week of the school year if there is a known food reactor in their child's classroom. Parents of K-6 students in such classrooms will be requested in such correspondence to refrain from sending in snacks with the known allergen during the school year.~~

~~8. Nurses, administrators and teachers shall meet with parents of allergic and glycogen storage disease children whose medical needs are not addressed or met within these protocols and procedures.~~

~~9. The Food Allergy and Glycogen Storage Disease Guidelines will be posted on the Glastonbury Public Schools website.~~

Parent/Guardian Role

- ~~1. Inform and update the school nurse regarding allergies/reactions and glycogen storage disease. Provide as much information about the extent and nature of the allergy and glycogen storage disease as is known, as well as any known effective treatment.~~
- ~~2. Provide the school nurse with emergency medication and medication orders in accordance with the Medication Administration Policy. (cf. 5141.21)~~
- ~~3. Provide the school with an individualized action plan prepared by the child's physician.~~
- ~~4. Collaborate with school personnel to formulate an IHCP.~~
- ~~5. Contact food services with any questions regarding special dietary needs.~~

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

STUDENTS Regulation

5141.25(c)

Regulation 5141.25(b)
Revised

~~Regulations for Accommodating Students with Special Dietary Needs~~

- ~~6. Identify food allergic and glycogen storage disease students to the bus/van driver.~~

7. ~~Age appropriately educate their children about their particular allergy, how to avoid the allergen, signs and symptoms of an allergic reaction, and what to do if they suspect a reaction. Age appropriately educate their children about glycogen storage disease and what to do if they suspect reaction.~~
8. ~~If willing, parents should provide the school nurse with three small (wallet size) pictures of their child to be shared with cafeteria workers, teachers and nurse to help more easily identify the child.~~
9. ~~Parents are encouraged to provide their child with a medical alert bracelet.~~

Nurse's Role

1. ~~As needed, collaborate with parents and school staff, with input from the physician, to write IHCP and emergency plans (including field trips) by the end of the first month of the school year.~~
2. ~~For a student with glycogen storage disease, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with glycogen storage disease on school grounds during the school day.~~
3. ~~In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency.~~
4. ~~Educate and train school personal on managing students with life threatening allergies and glycogen storage disease including training on how to provide food or dietary supplements.~~
5. ~~Communicate and oversee the implementation of the plan to appropriate teachers, paraprofessionals and cafeteria staff.~~
6. ~~Review all field trip schedules for their buildings. Teachers shall notify nurse of upcoming trips at least one week prior to trip.~~

GLASTONBURY PUBLIC SCHOOLS
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Regulation 5141.25(d)
Revised

Regulations for Accommodating Students with Special Dietary Needs _____

7. ~~In the event that students must eat lunch in their classrooms, the nurse will notify and ask all parents of students in nut free classrooms, to refrain from sending peanut/tree nut food products in their children's lunches on that day. If a student~~

brings a peanut/tree nut food product for lunch, that student shall eat with the students in a classroom that is not designated “nut free.”

- ~~8. If indoor recess is held in the classroom, students with nut allergies should have recess in a “nut free” classroom.~~
- ~~9. Instruct appropriate school personnel in epipen administration to known reactors (volunteer basis).~~
- ~~10. Follow standing orders for allergic reactions in unknown reactors.~~
- ~~11. Determine, in collaboration with parents, student and physician, if self-administration of an epipen is appropriate. A student with an allergic condition may retain possession of an epipen at all times while attending school for prompt treatment of the allergic condition, provided written authorization for self-administration of medication, signed by the parent/guardian and authorized prescriber, is submitted to the school nurse.~~
- ~~12. Epipens may be stored in the school health office. Epipen storage area is to be kept unlocked during the school day. Parents may provide additional Epipens for the classroom, and other specified areas if desired.~~
- ~~13. With parent permission, school nurses will notify the transportation coordinator and/or bus drivers of known reactors.~~
- ~~14. Will provide food and dietary supplements for students with glycogen storage disease and approve any school employee to do the same.~~

Teacher’s Role

- ~~1. Know which students are known reactors and what the offending allergen is.~~
- ~~2. Notify parents of known reactors prior to events that may include food.~~
- ~~3. Educate all students in class of the dangers of food allergies and policies and procedures to be followed. Make students aware of any existing food allergies in their classroom.~~

5141.25(e)

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GLASTONBURY PUBLIC SCHOOLS
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Regulation 5141.25(d)
Revised

4. ~~Encourage parents of food allergic children to provide “special” snacks for specific events that may include foods.~~
5. ~~Notify the school nurse of all field trips at least one week prior to the trip so that a review may be made of the list of students.~~
6. ~~Neither the teacher nor the nurse will be responsible for determining if a food product is safe for an allergic student to eat. Only the parent/guardian shall make the determination of food safety for their child.~~
7. ~~Provide parent/guardians of known reactors with a list of birthday dates (no student names) so that they may provide a “special” snack on those days if desired.~~
8. ~~Because peanuts, peanut products, other nuts and certain other products are associated with the most frequent and severe of allergic food reactions, whenever possible, they shall not be used for instructional purposes in any classroom setting. An alternative activity will be provided for known reactors when their use cannot be avoided. Animal feed or beanbags within the classroom will be checked and removed if they contain nut products.~~
9. ~~Provide information about known reactors, including an emergency health plan in the substitute folder.~~
10. ~~Remove from the classroom any snack that contains an obvious known allergen.~~
11. ~~Require proper hand washing techniques by adults and children before and after the handling/consumption of food.~~

Snacks

1. ~~In order to support the schools’ ongoing commitment to promote healthy lifestyles and fitness, all parents are strongly encouraged to provide fruits and vegetables for snacks.~~
2. ~~Teachers/administrators will request in writing that all parents of children in classes with known reactors refrain from sending peanut or nut containing snacks into such classrooms.~~
3. ~~Snacks that contain an obvious known allergen shall be removed from the classroom and a safe alternative snack provided.~~
4. ~~Students will be discouraged from sharing food or utensils.~~

GLASTONBURY PUBLIC SCHOOLS
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Regulations for Accommodating Students with Special Dietary Needs

~~Birthdays~~

- ~~1. Parents will be requested to alert the teachers if a special treat is being sent in to the classroom of a known reactor.~~
- ~~2. Parents of allergic children will be given a list of class birthdays (no names) so that they may provide their own special snack if desired.~~
- ~~3. Parents are also encouraged to provide “treats” other than food, i.e. unique pencils, stickers, etc.~~

Cafeteria

- ~~1. Within the first month of the school year, all food products offered to students/staff are required to be reviewed for hidden nut products. In the event that a substitute lunch is offered in lieu of a previously published menu selection, cafeteria officials are required to notify the school nurse before lunch is served in order that the nurse may make any intervention necessary to protect a known reactor.~~
- ~~2. In elementary schools, cafeteria staff and school staff supervising students in the cafeteria will be made aware of students with food allergies by the school nurse.~~
- ~~3. Cafeteria staff will be in-serviced yearly, within the first month of the school year, regarding food allergies in general and cross contamination issues during food preparation. Separate preparation techniques for nut containing products will be established for cafeteria staff to avoid cross contamination.~~
- ~~4. In the elementary schools, other than peanut butter and jelly sandwiches and trail mix, peanut or tree nut containing foods will not be sold.~~
- ~~5. Nut free tables will be available during each lunch period in the elementary schools. Known reactors may sit elsewhere with written permission from their parents, absent specific contrary instructions from a physician. Separate cleaning procedures for nut free tables will be established after each lunch period to avoid cross contamination.~~
- ~~6. Pictures of known reactors will be made available to cafeteria workers and lunch paraprofessionals with parent permission.~~
- ~~7. Parents of food allergic children may contact the food services director for further information regarding menu items.~~
- ~~8. At the middle school and high school, ala carte items will be labeled as possibly containing nut products and students cautioned to read ingredients.~~

Regulations for Accommodating Students with Special Dietary Needs

Field Trips

- ~~1. Field trip protocol will be part of the allergic and glycogen storage disease student's IHCP, determined and written by the school nurse in collaboration with school staff. A communication system for accessing emergency services (911) will be available at all times during the trip.~~
- ~~2. Known reactors will stay with their teacher if their parents/guardians are not on the trip. If trained, the teacher will be responsible for carrying and administering emergency medication if needed.~~
- ~~3. If school staff is unable to administer medications and the parent of an allergic child is not in attendance, a nurse shall accompany the field trip.~~
- ~~4. Field trips will not take place unless the school nurse has reviewed the list of students on the trip and been assured that an emergency communication device such as a cell phone or radio will accompany any known reactor.~~
- ~~5. Parents of students at risk for anaphylaxis may ask to accompany their child children on school trips which include meals or snacks, in addition to the chaperone.~~

Transportation

- ~~1. Bus/van drivers will initiate emergency procedures for suspected allergic reactions. These procedures are reviewed annually.~~
- ~~2. Bus/van drivers will be in serviced in epipen administration on a volunteer basis.~~
- ~~3. To the extent possible, known reactors will be assigned to bus routes with drivers that have been in serviced in epipen administration.~~
- ~~4. Parents are strongly encouraged to identify their allergic children to the bus/van driver.~~
- ~~5. District policy states that there is no eating allowed on the bus and that no open food or drinks are allowed on the bus unless medically indicated. When aware of an infraction, the bus/van driver will enforce this policy.~~
- ~~6. Parents may contact the bus yard to determine if their child's regularly scheduled bus/van driver has had the epipen demonstration.~~
- ~~7. Parents of allergic younger children, especially grades K-2, should consider having their child sit in the first two rows of the bus so that they may be more easily identified by the driver.~~

STUDENTS

Regulation

5141.25(h)

Regulation 5141.25(h)
Revised

~~Regulations for Accommodating Students with Special Dietary Needs~~

Community Use

- ~~1. A list of classrooms with known reactors will be provided yearly to the community use coordinator so that use of these rooms may be avoided if possible.~~
- ~~2. Elementary school classrooms with known reactors may not be available for community use.~~
- ~~3. Any group given permission to use an "allergic classroom" will be informed by the community use coordinator that food may not be brought into the room.~~
- ~~4. Assure that all before and after school sponsored programs adhere to the above standards and guidelines.~~

~~Legal Reference: Connecticut General Statutes:
10-15b Access of parent or guardian to student's records.
10-154a Professional communications between teacher or nurse
and student.
10-207 Duties of medical advisors.
10-212a-1 through 10-212a-7 Administration of Medication by
School Personnel
10-212c Life-threatening food allergies: Guidelines; district plans
as amended by P.A. 12-198
10-220i Transportation of students carrying cartridge injectors
52-557b "Good Samaritan law." Immunity from liability for
emergency, medical assistance, first aid or medication by injector.
School personnel not required to administer or render.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et
seq.
Americans with Disabilities Act of 1990 (ADA), 42 U.S.C.
§ 12101 et seq.~~

Regulation

Adopted: February 28, 2005

Revised: August 9, 2010

Revised: February 11, 2013

Revised: August 31, 2015—

Regulation 5141.25

Administering Medication

With written permission from an authorized prescriber and parent/guardian and in accordance with state statutes, medications may be administered in school and at school sponsored activities by the school nurse or an administrator or teacher who has received medication administration training. Students may self-administer certain medications with written permission from an authorized prescriber and parent/guardian.

Legal reference: Connecticut General Statutes and Regulations
 10-206 Health Assessment
 10-212 School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds. Criminal history; records check.
 10-212a Administration of medications in schools. (as amended by PA 99-2, and June Special Session and PA 03-211, PA 04-181, PA 07-241, PA 07-252, PA 09-155, PA 12-198, PA 14-176, PA 15-215 and PA 18-185)
 10-212c Life-threatening food allergies and glycogen storage disease: Guidelines; district plans. (as amended by PA 18-185)
 52-557b. Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors and PA 18-185)
 10-220j Blood glucose self-testing by children. Guidelines. (as amended by PA 12-198)
 21a-240 Definitions
 Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-10, inclusive, as amended.
 Code of Federal Regulations: Title 21 Part 1307.2
 20-12d Medical functions performed by physician assistants. Prescription authority.
 20-94a Licensure as advanced practice registered nurse.
 PA 18-185 An Act Concerning the Recommendations of the Task Force on Life-Threatening Food Allergies in Schools.

Policy Adopted: October 1981
 Revised: March 1990
 Reviewed: March 1992
 Revised: March 14, 1994
 Reviewed: September 30, 1996
 Revised: December 16, 1996
 Revised: December 7, 1998
 Revised: December 18, 2000
 Revised: April 28, 2003
 Revised: February 28, 2005
 Revised: May 23, 2011
 Revised: November 26, 2012
 Revised: February 25, 2019

Administering Medication

The following procedures have been developed in response to guidelines established by the Connecticut State Department of Health, as revised in October 2010 regarding the administration of medicines by school personnel and have been approved by the Glastonbury school medical advisor.

I. Definitions:

- A. “Administration of medication” means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.
- B. “Administrator” means the Principal or Assistant Principal.
- C. “Advanced Practice Registered Nurse” (APRN) means a person licensed to prescribe in accordance with section 20-94a.
- D. “Authorized prescriber” means a physician, dentist, advanced practice registered nurse or physician assistant.
- E. “Board of Education” means a local or regional board of education.
- F. “Carrier” means any school district, educational institution, or person, firm or corporation under contract to such district or institution engaged in the business of transporting students. (C.G.S. 14-212 (2)).
- G. “Cartridge injector” means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.
- H. “Coach” means any person holding a coaching permit who is hired by a local or regional board of education to coach for a sport season.
- I. “Controlled Drugs” mean those drugs as defined in Section 21a-240, Connecticut General Statutes.
- J. “Dentist” means a doctor of dentistry licensed to practice dentistry in Connecticut in accordance with Chapter 379, Connecticut General Statutes, or licensed to practice dentistry in another state.
- K. “Eligible student” means a student who has reached the age of eighteen or is an emancipated minor.

L. “Error” means *failure to do* any of the following as ordered:

- Administer a medication to a student
 - Administer medication within the time designated by the authorizing prescriber
 - Administer the specific medication prescribed for a student
 - Administer the correct dosage of medication
 - Administer medication by the proper route
 - Administer the medication according to federally accepted standards of practice
- Or
- Administration of a medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine for the purpose of emergency first aid

M. “Extracurricular activities” means activities sponsored by local or regional boards of education that occur outside of the school day, are not part of the educational program, and do not meet the definition of before- and after-school programs and school readiness programs;

N. “Guardian” means one who has the authority and obligations of guardianship of the person of a minor, and includes:

The obligation of care and control; and the authority to make major decisions affecting the minor’s welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

O. “Interscholastic athletic events” means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests which are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills, and transportation to and from such events

P. “Licensed athletic trainer” means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes

Q. Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240

R. “Medication order” means the written direction by an authorized prescriber for the administration of medication to a student during school hours for no longer than the current academic year and shall include the name of the student, the name and generic name of the medication, the dosage, the route, the time and frequency of administration, the indications for medication, any potential side effects.

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- S. “Nurse” means a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Connecticut General Statutes.
- T. “Paraprofessional” means a health care aide or assistant or an instructional aide or assistant employed by the local or regional Board of Education who meets the requirements of such Board of employment as a health care aide or assistant or instructional aide or assistant.
- U. “Physician” means Doctor of Medicine or Doctor of Osteopathy licensed to practice medicine in Connecticut in accordance with Chapters 370 and 371, Connecticut General Statutes, or licensed to practice medicine in another state.
- V. “Physician Assistant” means a person licensed to prescribe in accordance with Section 20-2, Connecticut General Statutes/Regulations.
- W. “Qualified personnel” for schools means (a) a full-time employee who meets the local or regional board of education requirements as a principal, teacher, occupational therapist or physical therapist and has been trained in the administration of medication (b) a coach or licensed athletic trainer or school paraprofessional who has been trained in the administration of medication pursuant to Section 10-212a-8 of these regulations.
- X. “School Bus Driver” means any person who holds a commercial driver’s license with a public passenger endorsement to operate a school bus pursuant to subsection (a) of C.G.S. 14-44.
- Y. “School Medical Advisor” means a physician appointed in accordance with Section 110-212, Connecticut General Statutes.
- Z. “School Nurse” means a nurse appointed in accordance with Section 110-212, Connecticut General Statutes.
- AA. “School nurse supervisor” means the nurse designated by the local or regional board of education as the supervisor or, if no designation has been made by the board, the lead or coordinating nurse assigned by the board.
- BB. Self-Administered Medication means medication administered to the student by himself/herself is able to identify and select the appropriate medication by size, color, amount, or other label identification; knows the frequency and time of day for which the medication is ordered; and administers the medication appropriately.
- CC. “Teacher” means a person employed full time by a board of education who has met the minimum standards as established by that board of education for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to Sections 10-212a-1 through 10-212a-7 of the Regulations of Connecticut State Agencies.
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II. Administering Medication, by Licensed Nursing Personnel or Trained Staff

- A. Except as provided in section IV, no medication may be administered without:
1. Written signed order of an authorized prescriber;
 2. Written authorization of the student's parent or guardian or eligible student;
 3. The written permission of the parent for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.
- B. Prescribed medication shall be administered to and taken by only the person for whom the prescription has been written.
- C. The Board of Education, with the advice and assistance of the school medical advisor and the school nurse supervisor, shall review and revise the policies and procedures concerning the administration of medications as needed, but at least biennially.
- D. In the absence of a licensed nurse, only qualified personnel who have been properly trained may administer medications to students. Qualified personnel may administer oral, topical, or inhalant medications. Injectable medications may be administered by qualified personnel only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.
- E. Emergency information is posted in a prominent place and includes the following:
1. Poison Control number;
 2. Physician, clinic or emergency room to be contacted in the event of a medication emergency;
 3. Covering school nurse or contact person in the event of the absence of school nurse.
- F. Coaches and licensed athletic trainers during interscholastic events may administer medications pursuant to Section 10-212a-8 of these regulations.
- G. If a student refuses to take a prescribed medication or is regularly non-compliant in taking a medication, the school nurse will notify the child's parent/guardian. School personnel will work cooperatively with the parent/guardian.

III. Medication Emergency Procedures

- A. Whenever a student has a reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.
- B. Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
1. Use of the 911 emergency response system;
 2. Application by properly trained and/or certified personnel of appropriate emergency Medical care techniques, such as cardiopulmonary resuscitation; or use of Automatic External Defibrillator (AED).
 3. Contact with a poison control center;
 4. Transportation of the student to the nearest available emergency medical care facility.
- C. As soon as possible, in light of the circumstances, the principal/designee shall be notified of the medication emergency. The school-nurse shall notify the parent/guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

IV. Administration of Medication in Emergency Situation

In case of an anaphylactic reaction or the risk of such reaction, a school nurse may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building or at a school function according to the standing order of the school medical advisor or the student's private prescriber. Record of the medication administered shall be documented in the student's cumulative health folder.

The school nurse or school principal shall select a qualified school employee to, under certain conditions; give a glucagon injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. The nurse or principal must have the written authority from the student's parent/guardian and a written order from the student's Connecticut-licensed physician. The authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer this medication unless he/she has annually completed any training required by the school nurse and school medical advisor in the administration of medication with injectable

equipment used to administer glucagon, the school nurse and school medical advisor must attest that the qualified school employee has completed such training and the qualified school employee voluntarily agrees to serve as a qualified school employee. The injections are to be given through injector or injectable equipment used to deliver an appropriate dose of glucagon as emergency first aid response to diabetes.

Diabetic Considerations: Blood Glucose Monitoring and Administration of Medication

- A. The Glastonbury Board of Education (the "Board") permits blood glucose testing by students who have a written order from a physician or an advanced practice registered nurse stating the need and capability of such student to conduct self-testing, or the use of continuous blood glucose monitors (CGM) by children diagnosed with Type 1 diabetes, who have a written order from a physician or an advanced practice registered nurse.
- B. The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician or an advanced practice registered nurse stating that such child is capable of conducting self-testing on school grounds.
- C. The Board will not require a student using a continuous glucose monitor approved by the Food and Drug Administration for use without finger stick verification to undergo finger stick verification of blood glucose of blood glucose readings from a continuous glucose monitor on a routine basis. Finger stick testing of a child using a continuous glucose monitor so approved by the Food and Drug Administration shall only be conducted:
 - 1. as ordered by the student's physician or advanced practice provider;
 - 2. if it appears that the continuous glucose monitor is malfunctioning; or
 - 3. in an urgent medical situation.
- D. The Board shall purchase or use existing equipment owned by the Board to monitor blood glucose alerts transmitted from continuous glucose monitors of students with Type 1 diabetes to dedicated receivers, smartphone/tablet applications, or other appropriate technology on such equipment.
- E. In the absence or unavailability of the school nurse, select school employees may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:
 - 1. The student's parent or guardian has provided written authorization;

2. A written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
3. The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional;
4. The school nurse shall provide general supervision to the selected school employee;
5. The selected school employee annually completes any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon;
6. The school nurse and school medical advisor have attested in writing that the selected school employee completed the required training; and
7. The selected school employee voluntarily agrees to serve as one who may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

Administration of Epinephrine without Prior Written Authorization

A school nurse or in the absence of a school nurse, a qualified school employee shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional. A school nurse or school principal shall select qualified school employees to administer such epinephrine under this subdivision, and there shall be at least one such qualified school employee on the grounds of the school during regular school hours in the absence of a school nurse. Such administration of epinephrine by a qualified school employee shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer such epinephrine under this subdivision unless such qualified school employee annually completes the training program developed by the Departments of Education and Public Health, in consultation with the school Nurse Advisory Council.

The parent or guardian may submit, in writing, to the school nurse a notice that epinephrine shall not be administered to such student. The school nurse will notify any qualified, trained school employee of the students whose parents have refused the emergency administration of epinephrine.

Administration of Anti-Epileptic Medications to Students

With the written authorization of a student's parent/guardian, and pursuant to the written order of a physician, a school nurse (and a school medical advisor, if any), shall select and provide general supervision to a qualified school employee, who voluntarily agrees to serve as a qualified school employee, to administer anti-epileptic medication, including by rectal

syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Such authorization is limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer such medication unless he/she annually completes the training program developed by the State Department of Education, in consultation with the School Nurse Advisory Council.

In addition the school nurse (and school medical advisor, if any), shall attest, in writing, that such qualified school employee has completed the required training. The qualified school employee shall also receive monthly reviews by the school nurse to confirm his/her competency to administer anti-epileptic medication. For purposes of the administration of anti-epileptic medication, a "qualified school employee" means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the District, coach or school paraprofessional

V. Training of School Personnel (CGS/Regulations 10-212a-3)

- A. Only qualified personnel who have received training from the school nurse shall be allowed to administer medications to students. This training shall include, but not be limited to:
 - 1. The procedural aspects of medication administration, the safe handling and storage of medications, and recording; and
 - 2. The medication needs of specific students, medication idiosyncrasies, and desired effects, potential side effects or untoward reactions.
- B. Licensed practical nurses shall only administer medications after the medication plan has been established by the school nurse.
- C. The office of the superintendent or designee shall maintain, and annually update, documentation that such training has been provided and successfully completed.
- D. School bus driver training (PA 18-185). By June 30, 2019, training must be provided to all school bus drivers, including instruction on (1) identifying the signs and symptoms of anaphylaxis, (2) administering epinephrine by a cartridge injector ("EpiPen") (3) notifying emergency personnel, and (4) reporting an incident involving a student's life-threatening allergic reaction. Such training can be completed online, provided the online module fulfills legislative requirements.

VI. Self-Administration of Medications (CGS/Regulations 10-212a-4)

- A. Students who have a verified chronic medical condition and are deemed capable to self-administer prescribed emergency medication, including rescue asthma inhalers and cartridge injectors for medically-diagnosed allergies, may possess, self-administer or possess and self-administer medicine administered through the use of an asthmatic inhaler or an EpiPen or similar device in the school at all times or while receiving school transportation service, such medication, and other medications, excluding controlled drugs as defined in Section 10-212a-1.

B. Students who are able to possess, self-administer or possess and self-administer medication may do so provided:

1. An authorized prescriber provides a written order for self-administration; and
2. There is written authorization from the student's parent/guardian; and
3. The appropriate teachers are informed that the student is self-administering prescribed medication; and
4. Such medication is under the student's control in accordance with this Board of Education's Policy.

C. In the case of inhalers for asthma and cartridge injectors for medically-diagnosed allergies, the school nurse's review of a student's competency to self-administer inhalers for asthma and cartridge injectors for medically-diagnosed allergies in the school setting **shall not** be used to prevent a student from retaining and self-administering inhalers for asthma and cartridge injectors for medically-diagnosed allergies if the written authorization of an authorized prescriber and written authorization from a student's parent or guardian or eligible student has been provided.

D. A child with diabetes may test his/her own blood glucose level per the written order of a physician stating the need and the capacity of such child to conduct self-testing, along with written authorization of the parent/guardian. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education. The time or place where a student with diabetes may test his/her blood-glucose level on school grounds shall not be restricted provided the student has written parental/guardian permission and a written order from a physician licensed in Connecticut.

VII. Handling, Storage, and Disposal of Medications (CGS/Regulations 10-212a-5):

A. All medications, except those approved and brought by students for self-medication, must be delivered by the parent or other responsible adult and shall be received by a nurse assigned to the school. The nurse must examine on-site any new medication; medication order and authorization form and develop a medication administration plan for the student before any medication is given by any school personnel. Medications administered by coaches and or licensed athletic trainers must also be delivered directly to that coach or trainer by the parent or guardian.

B. All medications, except those approved for keeping by students for self-medication, shall be kept in a designated locked container, cabinet or closet used exclusively for the storage of medication. In the case of controlled substances, they shall be stored separately from other drugs and substances in a separate secure, substantially constructed, locked metal or wood cabinet.

- C. Access to all stored medications shall be limited to persons authorized to administer medications. Each school shall maintain a current list of those persons authorized to administer medications.
- D. All medications, prescription and non-prescription, shall be stored in their original containers and in such a manner as to render them safe and effective.
- E. All emergency medications shall be stored in an unlocked clearly labeled cabinet during school hours.
- F. All unused, discontinued or obsolete **non-control** medications shall be removed from storage areas and either returned to the parent/guardian or, with the permission of the parent/guardian, destroyed or destroyed in the presence of at least (1) witness.

Controlled drugs shall be destroyed in accordance with part 1307.21 of the Code of Federal Regulations or by surrender to the Commissioner of the Department of Consumer Protection.

- G. No more than a ninety (90) school day supply of a medication for a student shall be stored at the school.

VIII. Documentation and Record Keeping

In addition to those records required for controlled drugs, the following shall apply:

- A. Each school where medications are administered shall maintain a medication administration record for each student who receives medication during school hours. (Appendix B) Such record shall include the following:

Name of the Student, name of the medication, dose of the medication, route of administration, frequency of administration, name of prescribing physician, date of medication order, quantity of medication received, student allergies, date and time of administration or omission including the reason for the omission, dose of the drug administered, the full legal signature of the nurse, or qualified personnel administering medication.

- B. Transactions shall be documented in the student's cumulative health record.
- C. The written order of the authorized prescriber, the written authorization of the parent or guardian, and the completed medication administration record shall be filed in the student's cumulative health record. In addition the controlled medication authorization shall be maintained in the school for three (3) years.

- D. An authorized prescriber's verbal order, including a telephone order, for a change in any medication can be received only by a school nurse. Any such verbal order must be followed by a written order which may be faxed within three (3) school days.

IX. Errors in Medication Administration:

In the event of a medication error:

1. The head nurse shall be notified immediately.
2. Emergency procedures and necessary medical treatment should be initiated as necessary.
3. Parent/Guardian must be notified.
4. A student incident report must be completed by the person responsible for the medication error.
5. Medication error is to be documented on the student's cumulative health record.

X. Supervision (CGS/Regulations 10-212a-7)

- A. The school nurse is responsible for general supervision of administration of medications in the schools to which that nurse is assigned. This shall include, but not limited to, the following:
 1. Review orders or change in orders, and communicate these to the personnel designated to give medication for appropriate follow-up;
 2. Develop a medication plan and schedule to ensure medications are given
 3. Provide training to qualified personnel in the administration of medications
- B. Support and assist other licensed nursing personnel, and qualified personnel to prepare and implement their responsibilities related to the administration of specific medications during school hours;
- C. Implementation of policies and procedures regarding receipt, storage, and administration of medications.
- D. Periodic review, as needed, with licensed nursing personnel, administrators and teachers regarding the needs of any student receiving medication.

Legal reference: Connecticut General Statutes:

Section 10-206 Health Assessment

Section 10-212 School nurses and nurse practitioners.

Administration of medications by parents or guardians on school grounds. Criminal history; records check.

Section 10-212a Administration of medications in schools. (as amended by PA 99-2, and June Special Session and PA 03-211, PA 04-181, PA 07-241, PA 07-252, PA 09-155, PA 12-198 , PA 14-176 PA 15-215, and PA18-185)

10-220j Blood glucose self-testing by children. Guidelines. (as amended by PA 12-198)

10-212c Life-threatening food allergies and glycogen storage disease: guidelines; district plans. (as amended by PA 18-185)

Section 21a-240 Definitions

Section 52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injector and PA 18-185)

Regulations of Conn. State Agencies: Sections 10-212a-1 through 10-212a-10, inclusive, as amended

Code of Federal Regulations: Title 21 Part 1307.21

20-12d Medical functions performed by physician assistants.

Prescription authority.

20-94a Licensure as advanced practice registered nurse.

PA 18-185 An act concerning the recommendation of the Task Force of Life-Threatening Food Allergies in Schools.

Policy Adopted: October 1981

Revised: December 16, 1996

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Revised: April 28, 2003

Revised: February 28, 2005

Revised: May 23, 2011

Revised: November 26, 2012

Revised: August 31, 2015

Revised: February 25, 2019

Revised:

School Day

The Superintendent shall ensure that:

1. The school year provides at least 180 days of school **sessions** for all grades, **kindergarten to grade twelve inclusive.**
2. ~~The school year provides~~ a minimum of 900 hours of actual school work **for full day kindergarten and grades one to twelve, inclusive; in meeting this requirement, no more than** ~~No more than~~ seven (7) hours of actual school work on a given day shall be credited toward meeting the 900 hour minimum. ~~which minimum must be met regardless of early school closing or delayed opening.~~
3. **Remote learning shall be considered an actual school session provided that on or after January 1, 2022 such remote learning is conducted in compliance with the standards developed by the Connecticut State Department of Education.**
4. **In an early school closing or delayed opening because of weather, the district will still provide a minimum of 900 hours of actual school work by the conclusion of the school year.**
5. If, under unusual circumstances which interfere with fulfilling the 180 day school year requirement, it becomes necessary to consider alternative scheduling in any single school year, the Superintendent shall recommend to the Board a plan for alternative scheduling and, after Board approval, transmit it to the State Board of Education for its consideration and possible approval.

In complying with statutory requirements for actual school work of a minimum of 900 hours per year, the Superintendent/designee shall exclude from the definition of actual school work time provided for students' lunch periods and **non-instructional** recesses that are not a part of the daily schedule at the elementary schools and students' lunch and passing time in the middle and senior high schools.

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools.**(as amended by PA 11-85, An Act Concerning the Achievement Gap).**
 10-16 Length of school day. (As amended by **PA 21-46, Sections 17,18).** ~~PA 96-161 An Act Concerning Reduction of Education Mandates.)~~
 10-16b Prescribed courses of study.
10-16 (I) Graduation exercises (as amended by PA 19-195).
 10-220 Duties of Boards of Education

Action of SBE on August 11, 2020, to authorize shortening of the school year.

Policy

Adopted: October, 1981

Revised: March 27, 2006

Revised: July 9, 2012

Revised

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

~~Home Instruction~~ Parent Instruction of Children at Home

Parents/guardians wishing to educate children in the home may do so in compliance with Connecticut General Statutes and regulation of the Connecticut State Board of Education. When parents or guardians are willing to discuss their decision for equivalent education at home with school personnel, school district staff shall explain the advantages of a public school education to such parents or guardians without any criticism of parental choice.

~~The duties of local Boards of Education are described in Section 10-220 of the Connecticut General Statutes. As part of their identified duties, local Boards of Education are required to "...cause each child of five years of age and over and under eighteen years of age who is not a high school graduate and is living in the school district to attend school in accordance with the provisions of Section 10-184."~~

~~Section 10-184 further requires a parent or person having control of a child five years of age and over and under eighteen years of age to "...cause such child to attend a public school regularly during the hours and terms the public school in the district in which such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools."~~

~~Connecticut law permits parents/guardians to educate their children at home as an acceptable alternative to the public schools. To avail themselves of this section of the law, parents/guardians must file a notification to do so with the superintendent and the superintendent must send a acknowledgement to the parents/guardians.~~

Children educated at home are considered to be non-public school students and are not part of the system's educational responsibility and are not part of the school system.

~~The regulations that follow are in agreement with Connecticut General Statutes. They are intended to assist parents/guardians, the Glastonbury Board of Education and school staff to work together in such a way to provide the education to which they are entitled by law. Compliance with these home instruction regulations satisfies the requirements of Sections 10-184 and 10-220 of the General Statutes.~~

If decisions are made by parents or guardians to return children who for a time have been educated at home to local schools, school staff shall provide an appropriate return to the public schools.

Legal Reference: Connecticut General Statutes
10-184, 10-220, 10-188
A Practical guide To Connecticut Law, Fourth Edition, (pgs.178-9)
Regulations of the Connecticut State Board of Education

Policy

Adopted: October, 1981

Revised: November, 1994

Revised: March 27, 2006

Revised:

Instruction

Revised

Home Instruction

1. Any parent choosing to provide home instruction for a child between the ages of 5 years and 18 years, who is not a high school graduate, ~~must complete~~ **are requested to complete** the NOTICE OF INTENT (attached) – INSTRUCTION OF STUDENT AT HOME form.
2. ~~The~~ **The Board of Education will provide the parents/guardians with a NOTICE OF INTENT form for each student being instructed at home, with a request for it to be completed and returned to the Superintendent of Schools.** ~~form must be completed for each child ten days prior to the start of the home instruction program and filed with the Superintendent of Schools.~~
3. ~~The school district will receive the NOTICE OF INTENT, check it for completeness, and keep it as part of the district's permanent records. A completed form will be one which provides basic program information including the name of the teacher, subjects to be taught, days of instruction, and the teacher's method of assessment.~~
4. ~~An annual portfolio review will be offered to assist parents in determining if instruction in the required courses have been given. The content of the student's portfolio of work samples will be discussed with the parent if requested.~~ **An annual portfolio review will be offered to parents upon their request.**
5. The NOTICE OF INTENT is effective for one school year. ~~It must be renewed prior to the beginning of the next school year.~~
6. ~~A parent, by filing a NOTICE OF INTENT, acknowledges full responsibility for the education of the child in accordance with the requirements of Connecticut State Law (Sections 10-184 and 10-220). Receipt of a NOTICE OF INTENT in no way constitutes approval by a school district of the content or effectiveness of a program of home instruction.~~
7. ~~If a parent fails to file a NOTICE OF INTENT or files an incomplete form, a certified letter shall be sent to the parent requesting compliance within ten days.~~
8. ~~Continued refusal by the parent to comply with the reasonable request of the school district for completion and filing of the NOTICE OF INTENT, may cause the child to be considered truant and be grounds for a neglect petition.~~
9. Students who are provided home instruction are not permitted to participate in GPS extracurricular activities, including sports and clubs.
10. Dual enrollment for home instruction and Glastonbury Public Schools is not permitted.

Regulation

Adopted: October, 1981

Revised: November, 1994

Revised: March 27, 2006

Revised: March 26, 2015

Revised:

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT

NOTICE OF INTENT

Instruction of Student at Home

NAME OF STUDENT: _____ DATE OF BIRTH _____

ADDRESS: _____

TELEPHONE: _____

NAME OF TEACHER: _____

TELEPHONE: _____

ADDRESS: _____

GRADE LEVEL TO BE TAUGHT: _____

SUBJECTS TO BE TAUGHT: (Yes) (No)

Required:

READING	_____	_____
WRITING	_____	_____
SPELLING	_____	_____
ENGLISH GRAMMAR	_____	_____
GEOGRAPHY	_____	_____
ARITHMETIC	_____	_____
U.S. HISTORY	_____	_____
CITIZENSHIP	_____	_____
(Including a Study of Town, State and Federal Governments)	_____	_____

Recommended: SCIENCE _____

Other:

TOTAL NUMBER OF DAYS SCHEDULED FOR INSTRUCTION: _____

TEACHER'S METHODS OF ASSESSMENT OF STUDENT PROGRESS: _____

AN ANNUAL PORTFOLIO REVIEW WILL BE HELD ON OR ABOUT:

(Date)
I acknowledge and accept full responsibility for the education of my child in accordance with the requirements of CT State Law (Section 10-184; Section 10-220).

(Parents Signature)

(Date)

I acknowledge receipt of this form and render no opinion as to the appropriateness of the planned program.

(Superintendent or Designee)

(Date)

Special Education**Pre-School Special Education**

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. In order to fulfill the district's "Child Find" obligation, the Board will follow process under regulations imposed by the Individuals with Disabilities Act (IDEA), which identifies children with special education needs or developmental delays. This includes referring students who are receiving Birth to Three Services to the Planning and Placement Team (PPT) and conducting screenings for students not currently receiving Birth to Three Services.

The District's special education preschool will consist of students with disabilities who have Individualized Education Plans (IEPs) and non-disabled students. The Director/Supervisor of Special Education is responsible to coordinate and evaluate the program annually to make recommendation to the Superintendent of Schools or his/her designee.

The Board authorizes the Superintendent/designee to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students **with disabilities** enrolled in the program;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

Pre-School Special Education (continued)

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Tuition

Non-disabled (regular education) students enrolled in the preschool program will be required to pay tuition for the program. Identified students **or students who qualify for free or reduced lunch** will not be charged for tuition. The Superintendent/designee will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a twice yearly payment plan. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

10 76a Definitions.

10 76b State supervision of special education programs and services.

10 76c Receipt and use of money and personal property.

10 76d Duties and powers of boards of education to provide special education programs and services.
(as amended by PA 97-114)

10 76e School construction grant for cooperative regional special education facilities.

10 76f Definition of terms used in formula for state aid for special education.

10 76g State aid for special education.

10 76h Special education hearing and review procedure. Mediation of disputes.

10 76i Advisory council for special education.

10 76j Five year plan for special education.

10 76k Development of experimental educational programs.

State Board of Education Regulations.

10 76m Auditing claims for special education assistance.

10 76a 1 et seq. Definitions.

10 76b 1 through 10 76b 4 Supervision and administration.

10 76d 1 through 10 76d 19 Conditions of instruction.

10 76h 1 through 10 76h 2 Due process.

10 76l 1 Program Evaluation.

10 145a 24 through 10 145a 31 Special Education (re teacher certification).

17a-248e Individualized family service plans. Duties of lead agencies (as amended by PA 21-46, Section 27).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

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

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted: October 19, 2015

Revised: February 10, 2020

Revised:

Attorney

The attorney of the Glastonbury Board of Education shall be the legal advisor of the Board and its officers in questions related to their official duties. The Board of Education may appoint, either on a full-time or retainer basis, an attorney or attorneys to serve as school attorney. The primary function of the attorney is to provide professional legal counsel and representation for the Board and Superintendent.

A decision to seek legal advice or assistance on behalf of the District shall normally be made by the Superintendent or Board Chairperson in accordance with Board policy and when an obvious need exists. Such services may also be obtained as a consequence of a formal vote of the Board.

To ensure the prudent and cost-effective use of legal services, the District will limit and designate the persons with the authority to request services or advice from contracted legal counsel. The persons authorized to confer with and/or seek the legal advice of the Board attorney include the Superintendent or his/her designee, Finance Manager, Human Resources Director, Special Education Director, and Chairperson of the Board. **In the event any authorized person engages legal counsel on a new matter, other than general legal advice obtained to support the day-to-day operations of the District, the authorized person shall promptly notify the Board.** The Board may authorize a specific member to confer with legal counsel on its behalf. Legal counsel will not be used unnecessarily to make management decisions or to obtain readily available information such as District policies.

Policy

Adopted

The Board of Education shall concern itself only with broad questions of policy and not with administrative details. The Board shall rely upon the Superintendent of Schools to recommend policies for adoption and to administer policies enacted by the Board. Such policies shall be broad enough to indicate a line of action to be taken by the Superintendent in meeting a number of problems and jobs. Application of such policies to individual problems and jobs is an administrative function to be performed by the Superintendent.

Transaction of Business

- A. The Board shall transact all business at a legal meeting of the Board.
- B. The Board shall act as a whole entity, except that a committee created in accordance with these bylaws may act on matters before it in conformity with the committee's purpose or charge.
- C. Individual members shall make no commitments for the Board or issue orders for the Board, except when executing an assignment delegated by the Board.
- D. The Board shall concern itself with questions of educational policy, and not with administrative details of the district's operations.

Adopted:

Meetings

Revised

Meeting Conduct

Meetings of the Board of Education shall be conducted by the Chair in a manner consistent with the adopted bylaws of the Board. In all their deliberations, Board members shall refrain from disrespectful personal comments or references directed toward fellow Board members, staff or other town officials, elected or appointed. ~~All regular meetings of the Board of Education are to be tape recorded and tapes maintained in the Board of Education office. This provision may be waived upon majority vote of Board members present at a meeting.~~

All Board meetings shall commence at the stated time or as soon thereafter as a quorum is present and shall be guided by an Agenda.

The meetings shall, to the fullest possible extent, enable Members to conduct the business of the Board in an orderly, expeditious manner.

No boisterous conduct shall be permitted at any Board of Education meeting. Persistence in such conduct shall be grounds for summary termination by the Chair of that person's privilege of address. If considered necessary by the Chair, the meeting may be recessed without a vote and the room cleared so that the Board may continue the meeting.

The Board may adjourn any regular or special meeting to a time and place specified in the order of adjournment. Less than a quorum may also force adjournment. A copy of the notice of adjournment shall be conspicuously displayed near the meeting room door within twenty-four hours of the adjournment.

In the event the agenda of a regular meeting of the Board of Education is not completed by 11:00 p.m., the meeting shall be recessed and continued on the following Monday unless determined otherwise by majority vote.

Smoking will not be permitted in any room in which a meeting of the Board of Education is being conducted or during the time immediately prior to the meeting.

Legal reference: Connecticut General Statutes
1-228 Adjournment of Meetings
1-232 Conduct of Meetings
Public Act No. 79-410 An Act Concerning Clean Indoor Air

Policy

Adopted: October, 1981

Revised: May 24, 2004

Revised:



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: School Counseling
Director: Edward D. Gregorski
Date: September 27, 2021

All students in grades 6 through 12 are assigned a School Counselor who has ongoing responsibilities for each student. Eighteen counselors provide services to students in grades 6-12. At Gideon Welles School, two counselors provide services to 420 grade 6 students. At Smith Middle School, four counselors provide services to 867 grade 7 and grade 8 students. At Glastonbury High School, twelve counselors provide services to 1,870 grade 9-12 students. Three of the twelve counselors have smaller caseloads for at risk students, and there are nine regular caseload counselors for all other students.

1. What impact did COVID-19 have on your program?

Successes

- Daily video check-ins with students who remained home to support their social emotional learning and mental health.
- Development and implementation of School Counseling lessons written to assist students with e-learning/transition back to in person learning (SMS).
- GHS summer school program to help students remediate grades (113 students attended, 21 teachers taught 25 courses. There was a 78% student success rate for earning credit/promotion).
- AP registration (fall) and testing (3 testing windows May-June).
- Scholastic Awards Program presented through an iMovie.
- Virtual Post-Secondary Planning Night.
- Virtual Junior Post-Secondary Planning Meetings w/ Parents.
- Virtual 504/Special Education Meetings.
- Virtual Financial Aid Night.
- Virtual College Awareness Night.
- Virtual Schedule Change Appointments (Summer 2021).
- Virtual College Representative Visits.
- Use of Google Voice, Google Meet, Google Chat and Zoom to engage students.

Challenges

- Small percentage of students who were slow to engage or did not engage with the return to in person learning/e-learning.
- Increase in number of students who needed social emotional support.
- AP testing (3 testing windows).
- PSAT/SAT/ACT testing on weekends.
- Changes in College Admissions Criteria.
- Changes in NCAA recruiting/eligibility.
- School Counseling Program Offerings (College Fair, Career Fair, Job Shadow Program).

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

- **Ten** students nominated as National Merit Semifinalists. **Twenty-five** students recognized as Commended Scholars. **One** student recognized in the National Hispanic Recognition Program.
- **One hundred and twenty-seven** students (two hundred thirty-nine courses) participated in the Early College Experience Program (ECE) through UConn.
- Submission of 3,179 college applications electronically using EDOCS.
- Successful transition of seniors to their next goal of college attendance, technical training, military (one student enrolled in a Service Academy and three students enlisted in the armed forces) or world of work. 91.8% of the Class of 2021 attending two or four-year colleges (81% attending a four-year school and 8% attending a two-year school).
- Very positive feedback obtained through surveys from parents and students at our virtual programs for Financial Aid Night, Junior Parent Night, Open House, NCAA Night, and Scholastic Awards Program (iMovie).
- Counselors meet individually with students (grade 6, grade 7, and grade 9) within the first two months of school for goal setting and transition meetings (in person/remote).
- GHS counselors meet individually with all seniors at least 3 times in the first 4 months of school for post-secondary planning (in person/remote).
- Implementation of a Common Application Workshop/Help sessions for students virtually (GHS).
- Implementation of a Resume Writing Workshop virtually (GHS).
- Development and implementation of fifty-three “Student Success Workshops” for students in grades 9-12. These workshops focus on study skills, organization, stress management, test anxiety, time management and common application help sessions for seniors.
- Strong counselor involvement in the SRBI and PBIS initiative that helps to support students academically, emotionally and socially (GHS/SMS/GWS).
- Counselor attendance at all 504/Special Education/SRBI meetings for students who will transition to a new school the following year (grade 6, grade 7, grade 9).
- Partnership with Youth and Family Services to run support groups for students in grades 6-12.
- Counselors serve as CHOICE student liaisons within our schools (6-12).
- Counselors serve as advisors for many clubs and activities within our schools (6-12.)

3. Were there any major changes to your program this past year?

During the 2020 - 2021 school year, the following changes were implemented:

- Career Exploration program for grade 8 students (SMS).
- Implementation of “Mellow Mondays” (GWS).
- Implementation of School Counseling Google Classroom by school counselors giving all students access to resources, follow up information on lessons and other helpful information (GHS/SMS/GWS).
- Development and implementation of lessons on Self Advocacy (GWS).
- Development and implementation of a self-care initiative with activities and incentives to keep students feeling connected and taking care of themselves over April vacation (GWS).
- Development and implementation of a “Counselor Connection Corner” virtual lunch groups for eLearners to help facilitate connections for students at home (GWS).
- Development of a key for the GHS program of studies to help students identify graduation requirements.

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

- Development and implementation of an iMovie for students to reference during course selection in grades 8-11.
- Development and implementation of lessons written to assist and support students with transitioning back to in person learning.
- Use of Google classroom to deliver our developmental school counseling lessons/curriculum (GHS/SMS/GWS).
- Zoom meetings with parents who cannot make regular scheduled meetings or attend our programs or who are hard to reach or engage (GHS/SMS/GWS).
- Implementation of processes/procedures for tracking student credits under the new graduation requirements.
- Development and implementation of lessons and resources to support students returning to the building full time.
- Analyze and ensure our School Counseling programs are inclusive and diverse and all students feel safe and supported academically, socially and emotionally.
- Provide opportunities for the School Counseling staff to collaborate as we support all students, promoting social justice and civic engagement.

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

- Continue to support and promote the use of digital platforms in the School Counseling program (Zoom, Google Classroom, specifically Calendly).
- Maintain curriculum development money to develop, revise and enhance our curriculum.
- Continue to identify additional Student Success Workshops to support student needs.
- Investigate programs around supporting students who have a loved one who is sick or dying.
- Identify additional programs that are offered through the new Naviance platform specifically around Career Exploration for middle school students.
- Investigate our process of writing counselor letters of recommendation to ensure we are still processing them in the most efficient way.
- Investigate options and possible revisions of the School Counseling Department's "School Profile."
- Continue to maintain the software licenses that increase monetarily every year (Naviance, ARC).
- Continue to provide the programs that have financial implications: 50th Reunion Breakfast, Scholastic Awards Program, Financial Aid Night, NCAA Night, Junior Parent Night, LD College Awareness Night, SMS Parent Forums, Career Fair and the College Fair.
- Continue to provide ongoing professional development and training to all counselors to help students be successful academically, socially and emotionally. Conduct a Comprehensive Curriculum Review 2023.

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

Title of Report: Post-Secondary Plan Report Class of 2021

Board Meeting Date: September 27, 2021

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

<u>Stated Plans</u>	<u># of Students</u>	<u>Percentage</u>
Four-Year College	401	81
Two-Year College	47	10
Vocational/Trade School	5	1
Military	3	1
Employment	22	4
Other	16	3
TOTAL	494 students	100%

GHS Graduates

- 91.8% of graduates will attend either a two-year or a four-year college.

<u>Class</u>	<u>Percentage</u>
2020	92.4
2019	92.8
2018	93.1
2017	96.9
2016	95.0

- 34% of graduates will attend Connecticut colleges (four-year, two-year, public, and private).
 - Regarding the 16 students included in the “other” category:
 - 6 students are taking a Gap Year
 - 5 students are attending private schools for a post grad prep year.
 - The school counseling staff processed a total of 3,179 applications for the Class of 2021.
 - 10 students applied to 20+ colleges
 - 31 students applied to 14-19 colleges
 - 77 students applied to 10-13 colleges
- *24.8% of the Class of 2021 applied to 10+ colleges

<u>Class</u>	<u># Applications</u>
2021	3,179
2020	3,320
2019	3,002
2018	3,088
2017	3,153

- Listed below are the most frequently attended two-year and four-year colleges for students in the Class of 2021.

Four-Year Schools

U Connecticut - 80	Sacred Heart U - 9	Fairfield U - 5	Plymouth State U - 4	Gettysburg College - 3
U Rhode Island - 14	U Hartford - 6	U Mass. Amherst - 5	Tufts U - 4	Syracuse U - 3
Central CT State U - 11	Salve Regina U - 6	U Vermont - 5	Eastern CT State U - 4	Villanova U - 3
U New Hampshire - 11	U Maryland - 6	U South Carolina - 5	George Washington U - 4	Fordham U - 3
Bryant U - 9	Penn. State U - 5	Northeastern U - 4	Assumption U - 3	Boston College - 3

Two-Year Schools

Manchester Community College - 34	Capital Community College - 4	New England Institute Technology - 4
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Submitted By: Edward D. Gregorski

Reviewed By: Alan Bookman

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

Title of Report: SAT/AP Scores - Class of 2021

Board Meeting Date: September 27, 2021

Action:

Report:

Information: X

Discussion:

The SAT Reasoning Test scores for Glastonbury's Class of 2021 have recently been released in the yearly College Board SAT Cohort Final Report. Local, state and national mean scores for the SAT Reasoning Test are included, as well as a comparison of Glastonbury's mean scores on these tests over the last five years (2017-2021).

Advanced Placement (AP) Test performance for the Class of 2021 is included in this report, as well as a comparison with the last four years of AP test results.

Highlights of SAT Summary Report

- GHS Evidence Based Reading and Writing and Mathematics averages continue to be above state and national mean averages. It is important to note that due to Covid, fewer students took the SAT test last year, and our scores were still well above average.
- Eleven National Merit Semifinalists were named from the Class of 2021. Semifinalists are the highest scorers on the PSAT/NMSQT in each of the 50 states and represent less than 1% of each state's high school seniors.
- Twenty-five students from the Class of 2021 received Letters of Commendation for their achievement on the PSAT/NMSQT.
- One student was named in the National Hispanic Recognition Program.

Highlights of Advanced Placement Test Performance

- In May 2021, 917 Advanced Placement Tests were taken by 474 students. In 2020, 975 tests were taken by 493 students.
- 81% of all AP tests taken resulted in student scores of 3 or better.
- Stellar performance (90-100% of students earning scores of 3 or better) is seen on 12 of the 24 AP tests, specifically: 2D Art Design, Calculus AB, Calculus BC, Chemistry, Chinese Language, Computer Science A, Computer Science Principals, English Language and Composition, Physics C Electricity and Magnetism, Physics C Mechanical and Spanish Language.
- **Seventy-two** students were recognized as "AP Scholars," **forty-seven** students were recognized as "AP Scholars with Honor" and **eighty** students were recognized as "AP Scholars with Distinction."

Submitted By: Edward D. Gregorski

Reviewed By: Alan Bookman

CLASS OF 2021

SAT Reasoning Test (Total students = 388)

Score	# Students Evidence Based Reading, Writing	% Students Evidence Based Reading, Writing	# Students Mathematics	% Students Mathematics
700-800	65	17	65	17
600-690	120	31	112	29
500-590	131	34	143	37
400-490	67	17	58	15
300-390	5	1	10	2
200-290	2	0	0	0
Mean Score	590		592	

Students That Elected to Take the SAT with Essay (Total students = 96)

Score	<u>2018</u> # Student Essay Writing	Score	<u>2019</u> # Student Essay Writing	Score	<u>2020</u> #Student Essay Writing	Score	<u>2021</u> #Student Essay Writing
8	5	8	8	8	7	8	3
7	29	7	27	7	28	7	13
6	141	6	131	6	105	6	65
5	49	5	29	5	21	5	9
4	21	4	13	4	4	4	5
3	1	3	1	3	0	3	1
2	0	2	1	2	0	2	0
Total Students	246		210		165		96

CT SAT Mean Scores (Class 2021)

2021 Evidence Based Reading/Writing Mean	2021 Math Mean	# of Students
Glastonbury		
567	585	453
Connecticut		
519	507	21,250

AP TEST RESULTS

	2017		2018		2019		2020		2021	
	# of	% receiving	# of	% receiving	# of	% receiving	# of	% receiving	# of	% receiving
	Stud.	score of 3	Stud.	score of 3	Stud.	score of 3	Stud.	score of 3	Stud.	score of 3
	Testing	or better	Testing	or better	Testing	or better	Testing	or better	Testing	or better
Psychology	28	85%	31	90%	50	86%	59	95%	38	74%
US History	89	84%	67	89%	88	88%	99	84%	118	64%
European History	10	90%	11	90%	18	100%	13	92%	29	79%
U.S. Government and Politics			1	100%	1	100%				
Physics 1	102	86%	99	73%	135	74%	98	87%	100	66%
Physics 2	21	85%	31	80%	39	76%	60	85%	59	63%
Physics -										
Elec. & Mag.	11	100%	19	89%	11	100%	16	100%	13	92%
Physics C										
Mech.	18	100%	24	100%	15	100%	22	100%	13	92%
Environmental Sci.	32	81%	25	92%	27	66%	45	77%	29	76%
Chinese Lang.	4	100%	10	80%	7	100%	6	100%	16	94%
Spanish Lang.	20	95%	37	97%	29	100%	34	94%	46	91%
French Lang.	7	100%	7	85%	11	100%	7	85%	8	88%
Latin	1	100%	1	100%	5	80%	6	83%	7	57%
Eng. Lang./Comp	104	96%	83	90%	90	86%	83	95%	58	98%
Eng. Lit. Comp	41	78%	46	73%	28	78%	26	96%	25	88%
Biology	168	83%	201	76%	163	83%	144	93%	153	86%
Chemistry	75	89%	64	90%	64	93%	56	82%	47	91%
Calculus AB	41	100%	39	94%	42	97%	49	95%	26	92%
Calculus BC	24	95%	23	95%	22	100%	26	84%	25	96%
Statistics	26	100%	44	97%	46	93%	42	85%	39	85%
Studio Art Draw Portfolio	6	100%	5	100%	8	100%	9	100%	8	88%
2D Art/Design							3	100%	3	100%
Computer Science A	14	92%	16	100%	7	100%	14	100%	20	95%
Computer Science Principals					12	100%	35	91%	37	92%
Total # of Tests	846	88.60%	897	85%	936	87%	975	90%	917	81%

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

Title of Report: Fall Professional Development 2021

Board Meeting Date: September 27, 2021

Action:

Report: X

Information:

Discussion:

We welcomed back our faculty on August 23, 2021 with a prerecorded convocation program. This allowed our staff to view the convocation ceremony in smaller groups, to allow for social distancing, and added safety measures that would not be possible with the entire faculty in the auditorium. Although we missed the opportunity to be together, the ceremony was a great success. Dr. Bookman introduced the 2021 theme: RISE. After successfully meeting the unusual and extraordinary demands of last school year, it is time for GPS to rise and shine anew. Dr. Bookman inspired the faculty to rise as individuals, by embracing a growth mindset and to rise together, by supporting their colleagues. Lastly, the staff was charged to help our students rise and achieve their highest potential both in and out of the classroom.

August 24th provided a full day of professional learning for our faculty. Teachers were offered sessions by grade level and content area that are pertinent to teaching and learning. Our directors, tech coaches, and many teacher leaders offered outstanding sessions for their colleagues. Topics explored included:

- Building Number Fluency Through Relationships and Properties
- Collaborative Planning Sessions and Curriculum review
- Technology Support and updates
- Word Study: Principles and Practices and Phonics Instruction
- Instructional Strategies for Teaching in the Block Schedule
- Equity, Diversity and Inclusion
- Special Education Service Delivery
- Dyslexia and Reading Assessment/Intervention
- Current Issues in School Psychology and Mental Health

A formal survey was administered to gather feedback about the day of learning and plan for future professional learning opportunities that meet the needs of our staff. The following was reported:

- 85% of the respondents strongly agree/agree that the ideas and practices shared during the sessions are relevant to my professional practice.
- 95% of the respondents strongly agree/agree the facilitator displayed knowledge of the material shared.
- 93% of the respondents strongly agree/agree the facilitator established a positive learning culture.
- 92% of the respondents strongly agree/agree they are likely to implement the ideas and practices taught in my professional setting.
- 93% of the respondents strongly agree/agree if they implement the ideas and practices taught in the session, their students are likely to benefit.

Comments shared expressed appreciation for time to collaborate with their colleagues and be intentional about the start of the year. Teachers expressed the desire to have more time with school based groups, in classrooms, and to prepare for students' arrival. Overall it was a very successful day.

The fall series of Wednesday afternoon elementary workshops are underway. These sessions include grade level team meetings for teachers to address literacy, math, science, social studies, instructional technology, and social/emotional learning. All teachers of art, music, world language, health/physical education, special education, and related services attend workshops designed by their directors. In addition, the first three Wednesdays of the school year provide teachers with building level opportunities to address school-based initiatives. The 2021 Fall Workshop Calendar of Elementary Workshops and sample grade/departmental offerings are attached for your review.

Secondary staff will engage in departmental and faculty meetings that address block scheduling, instructional technology integration, health and safety, social and emotional learning, and essential technology applications. The 2021-2022 Secondary Staff Meeting Calendar is attached.

Submitted By: Cheri Burke

Reviewed By: Alan Bookman

Grade Level Professional Development & Meetings: FALL 2021

FALL 2021	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
August 23	Convocation – Teacher Work Day					
August 24	Staff PD Full Day					
August 25	Teacher Work Day					
September 1	Building Day					
September 8	Building Day					
September 15	Building Day					
September 22 Grade Level PD	ELA	ELA	MATH	ELA	ELA	ELA
September 29 Grade Level PD	MATH	ELA	ELA	ELA	SCIENCE	SOCIAL STUDIES
October 6 Grade Level PD	SOCIAL STUDIES	SELF SELECT	SELF SELECT	ELA	MATH	ELA
October 13 Grade Level PD	SELF SELECT	ELA	ELA	SOCIAL STUDIES	SELF SELECT	SELF SELECT
October 20 Grade Level PD	ELA	ELA	ELA	SELF SELECT	SOCIAL STUDIES	SCIENCE
October 27	Parent Conferences					
November 2	Staff PD Full Day					
November 3	Parent Conferences					
November 10	Parent Conferences					
November 17	Parent Conferences					
November 24	Early Dismissal Day – Thanksgiving Recess					

PD – 2 Hours Start time within 30 minutes of school dismissal on early release days

Grade 1 Professional Development & Meetings: FALL 2021

FALL 2021	Topic(s)	Learning Outcomes For Staff	Session Location
August 23	Convocation – Teacher Work Day		
August 24	Staff PD Full Day		
August 25	Teacher Work Day		
September 1	Building Day		
September 8	Building Day		
September 15	Building Day		
September 22 PD 1:35-3:35 (1:55-3:55)	ELA	<p>Planning Time for TC Phonics Units of Study – Teachers will review the content and instructional practices within Book #1 <i>“Thinking About Letters”</i> to gain a deeper understanding, plan instruction and prepare resources needed to support lessons.</p> <p>Resources Needed for the Session:</p> <ul style="list-style-type: none"> • Book #1 <i>“Talking & Thinking About Letters”</i> • Resource Pack #1 • TC/Heinemann websites 	Home Schools
September 29 PD 1:35-3:35 (1:55-3:55)	ELA	<p>Planning Time for TC Phonics Units of Study – Teachers will continue to review the content and instructional practices within Book #1 <i>“Thinking About Letters”</i> to gain a deeper understanding, plan instruction and prepare resources needed to support lessons.</p> <p>Resources Needed for the Session:</p> <ul style="list-style-type: none"> • Book #1 <i>“Talking & Thinking About Letters”</i> • Resource Pack #1 • TC/Heinemann websites 	Home Schools
October 6 PD 1:35-3:35 (1:55-3:55)	SELF SELECT		
October 13 PD 1:35-3:35 (1:55-3:55)	ELA	<p>Teachers College Assessing Developmental Spelling Administration – Staff will learn how to score <i>“My Dog Max”</i>, interpret class assessment data and identify lesson extensions and/or small group lessons using the TC Phonics Assessment <i>If/Then</i> resource to create differentiated instructional groups to target student needs.</p> <p>Resources Needed for the Session:</p> <ul style="list-style-type: none"> • <i>“My Dog Max”</i> student assessments • Assessment scoring guide • TC Phonics Assessment <i>If/Then</i> Guide • Small groups instruction book 	Home Schools
October 20 PD 1:35-3:35 (1:55-3:55)	ELA	<p>Teachers College Running Records Assessment Administration - Staff will learn how to administer and score the leveled reading assessment to measure growth in</p>	Home Schools

	accuracy, self-correction, fluency, expression and comprehension skills to determine students' instructional reading level. Resources Needed for the Session: <ul style="list-style-type: none"> • Assessment Administration Directions • Kaeden books & TC Running Records 	
October 27	Parent Conferences	
November 2	Staff PD Full Day	
November 3	Parent Conferences	
November 10	Parent Conferences	
November 17	Parent Conferences	
November 24	Early Dismissal Day – Thanksgiving Recess	

PD – 2 Hours Start time within 30 minutes of school dismissal on early release days

Grade 3 Professional Development & Meetings: FALL 2021

FALL 2021	Topic(s)	Learning Outcomes For Staff	Session Location
August 23	Convocation – Teacher Work Day		
August 24	Staff PD Full Day		
August 25	Teacher Work Day		
September 1	Building Day		
September 8	Building Day		
September 15	Building Day		
September 22 PD 1:35-3:35 (1:55-3:55)	ELA	<p>Degrees of Reading Power (DRP) Digital Assessment Training - Staff will learn the digital administration process for the practice test and the DRP assessment.</p> <p>Resources Needed for the Session:</p> <ul style="list-style-type: none"> Administration Manual for practice test and assessment Edvistas staff login information <p style="text-align: center;">**Participants include Grade 3 Staff & LARTs**</p>	Zoom Meeting
September 29 PD 1:35-3:35 (1:55-3:55)	ELA	<p>Planning Time for Mystery Unit – Teachers will review the content and instructional practices within <i>the Mystery Unit: Foundational Skills in Disguise</i> to gain a deeper understanding, plan instruction and prepare resources needed to support lessons.</p> <p>Resources Needed for the Session:</p> <ul style="list-style-type: none"> Mystery Unit spiral & anchor charts Mentor Texts Pre/Post Benchmark Assessments 	Home Schools
October 6 PD 1:35-3:35 (1:55-3:55)	ELA	<p>Words Their Way Elementary Spelling Inventory Assessment – Staff will learn how to score the assessment, interpret class data and determine developmental spelling groups to target student needs. Time will be allotted for exploring the Savvas Realize dashboard, previewing online resources and planning instruction.</p> <p>Resources Needed:</p> <ul style="list-style-type: none"> Student Elementary Spelling Inventory assessments Elementary Spelling Inventory (ESI) scoring directions Elementary Spelling Inventory (ESI) Classroom Composite Elementary Spelling Inventory (ESI) Feature Guide Savvas Realize account login information 	Home Schools
October 13 PD 1:35-3:35 (1:55-3:55)	SOCIAL STUDIES	<p>Teachers will:</p> <ul style="list-style-type: none"> Share ideas and learning from Grade 3 World Communities. Explore and Discuss - Strategies for Making Global Connections EDI Q&A and share protocols 	Zoom Meeting
October 20 PD 1:35-3:35 (1:55-3:55)	SELF SELECT		

October 27	Parent Conferences
November 2	Staff PD Full Day
November 3	Parent Conferences
November 10	Parent Conferences
November 17	Parent Conferences
November 24	Early Dismissal Day – Thanksgiving Recess

PD – 2 Hours Start time within 30 minutes of school dismissal on early release days

Music Elementary Professional Development & Meetings: FALL 2021

FALL 2021	TOPIC(S)	LEARNING OUTCOMES For Staff	Session Location
August 23	Convocation – Teacher Work Day		
August 24	Staff PD Full Day		
August 25	Teacher Work Day		
September 1	Building Level PD		
September 8	Building Level PD		
September 15	Building Level PD		
September 22 PD 1:35-3:35 (1:55-3:55)	Opening Meeting	<ul style="list-style-type: none"> Provide time for questions and collaboration, set up fall work needs, discuss 4th/5th choral rotation schedule, diverse perspectives in the general music classroom and choral literature 	Buttonball Music
September 29 PD 1:35-3:35 (1:55-3:55)	Choral Expectations	<ul style="list-style-type: none"> Discuss 4th/5th choral student goals and objectives revisions due to interim rotational schedule 	Hebron Ave Music
October 6 PD 1:35-3:35 (1:55-3:55)	EDI – General Music Classroom	<ul style="list-style-type: none"> Teachers will discuss efforts currently taken to create a welcoming environment in the general music classroom for representations of our varied identities both collectively and individually 	Hopewell Music
October 13 PD 1:35-3:35 (1:55-3:55)	Independent work – General Music	<ul style="list-style-type: none"> Teachers will be given time to examine current units, songs and repertoire for representations of diverse perspectives and identities 	Independent
October 20 PD 1:35-3:35 (1:55-3:55)	Curriculum Adjustments	<ul style="list-style-type: none"> Teachers will share results of independent work and will discuss next steps moving forward for the general music curriculum 	Zoom Meeting
October 27 Meeting 1:35-3:05 (1:55-3:25)	EDI – Choral repertoire	<ul style="list-style-type: none"> Teachers will discuss efforts taken/need to create a welcome environment in the general music classroom for representations of our varied identities both collectively and individually 	Naubuc Music
November 2	Staff PD Full Day		
November 3 Meeting 1:35-3:05 (1:55-3:25)	Independent work – Choral	<ul style="list-style-type: none"> Teachers will be given time to examine past concert programs, songs and repertoire for representations of diverse perspectives and identities 	Independent
November 10 Meeting 1:35-3:05 (1:55-3:25)	Curriculum Adjustments	<ul style="list-style-type: none"> Teachers will share results of independent work and next steps moving forward for choral repertoire and selection 	Zoom Meeting
November 17 Meeting 1:35-3:05 (1:55-3:25)	Wrap Up	<ul style="list-style-type: none"> Meeting will focus on the needs of the winter – long Wednesday plans and upcoming spring needs 	Nayaug Music

November 24

Early Dismissal – Thanksgiving Recess

PD: 2 hours

Meetings: 1.5 hours

PD/meetings start within 30 minutes of school release time

Special Education Teachers Professional Development & Meetings: FALL 2021

FALL 2021	Topic(s)	Learning Outcomes For Staff	Session Location
August 23	Convocation – Teacher Work Day		
August 24	Staff PD Full Day		
August 25	Teacher Work Day		
September 1	Building Day		
September 8	Building Day		
September 15	Building Day		
September 22 PD 1:35-3:35 (1:55-3:55)	Special Education Updates (All Sped)	<ul style="list-style-type: none"> Staff will understand trends in IEE requests Teams will generate sample referral questions to guide evaluations 	Zoom Meeting
September 29 PD 1:35-3:35 (1:55-3:55)	Assistive Technology	<ul style="list-style-type: none"> AT Specialists will present to staff to meet the following objectives: 	Zoom Meeting
October 6 PD 1:35-3:35 (1:55-3:55)	Q-Interactive	<ul style="list-style-type: none"> Staff will explore new assessments available on the updated Q-Interactive site Staff will identify assessments that will answer referral questions generated in the September 22 session 	Zoom Meeting
October 13 PD 1:35-3:35 (1:55-3:55)	Trauma Informed Practices	<ul style="list-style-type: none"> Staff will be able to recognize and understand signs of trauma and be provided with techniques and strategies to implement trauma informed practices 	Zoom Meeting
October 20 PD 1:35-3:35 (1:55-3:55)	Self-Select	<ul style="list-style-type: none"> Staff will choose from professional libraries to enhance learning in the areas of dyslexia, trauma informed, autism, and other discipline specific areas. 	Zoom Meeting
October 27	Parent Conferences		
November 2	Staff PD Full Day		
November 3	Parent Conferences		
November 10	Parent Conferences		
November 17	Parent Conferences		
November 24	Early Dismissal Day – Thanksgiving Recess		

PD – 2 Hours Start time within 30 minutes of school dismissal on early release days

**Glastonbury Public Schools
Glastonbury, Connecticut**

SECONDARY STAFF MEETINGS AND PROFESSIONAL DEVELOPMENT DAYS 2021-2022

This schedule applies to all departments unless specifically listed below. This schedule is prepared and distributed well in advance of the start of the school year to assist teachers in their planning.

Attendance and participation at meetings and on PD days is a professional responsibility of the teaching staff. Teachers are required to attend and NOT make other commitments prior to the meeting or PD day ending time on these dates as requests to be absent or leave early will not be honored outside of unforeseen emergency situations.

STAFF PROFESSIONAL DEVELOPMENT DAYS:				FACULTY MEETINGS – GHS & SMS	
Orientation Day	New Teachers	Aug 19		DEPARTMENT MEETINGS – GWS:	
PD Day – Full Day	Pre-K – 12	Aug 24	Department		
PD Day – Early Dismissal	GHS, SMS, GW	Oct 28	School-Based	Aug 23, 2021	Jan 6, 2022
PD Day – Full Day	Pre-K-12	Nov 2	Department	Sep 9, 2021	Feb 24, 2022
PD Day – Early Dismissal	GHS, SMS, GW	Nov 18	GHS: School-Based GW/SMS: Department	Oct 14, 2021	Mar 17, 2022
PD Day – Early Dismissal	GHS, SMS, GW	Feb 17	GHS: Dept. SMS/GW: School-Based	Dec 9, 2021	Apr 21, 2022
PD Day – Early Dismissal	GHS, SMS, GW	Mar 24	GHS/SMS/GW: Department		May 12, 2022

DEPARTMENT MEETINGS – GHS:		DEPARTMENT MEETINGS – SMS:		FACULTY MEETINGS – GW:	
Aug 23, 2021	Feb 3, 2022	Aug 23, 2021	Jan 27, 2022	Aug 23, 2021	Jan 10, 2022
Sep 2, 2021	Mar 3, 2022	Sept 23, 2021	Feb 10, 2022	Sep 13, 2021	Feb 7, 2022
Oct 7, 2021	Apr 7, 2022	Oct 21, 2021	Mar 10, 2022	Oct 4, 2021	Mar 7, 2022
Nov 4, 2021	May 5, 2022	Nov 11, 2021	Apr 28, 2022	Nov 1, 2021	Apr 4, 2022
Dec 2, 2021		Dec 16, 2021	May 19, 2022	Dec 13, 2021	May 2, 2022

Career & Technical Education Teachers will meet on the following dates; locations and times to be determined:					
Business Ed/FCS/Tech. Ed (GHS Teachers)		FCS/Tech. Ed (SMS Teachers)		AgriScience	
Sept 2, 2021	Feb 3, 2022	Sept 23, 2021	Feb 10, 2022	Sept 14, 2021	Feb 1, 2022
Oct 7, 2021	Mar 3, 2022	Oct 21, 2021	Mar 10, 2022	Oct 12, 2021	Mar 1, 2022
Nov 4, 2021	Apr 7, 2022	Nov 11, 2021	Apr 28, 2022	Nov 9, 2021	Apr 7, 2022
Dec 2, 2021	May 5, 2022	Jan 27, 2022	May 19, 2022	Dec 2, 2021	
CTE Teachers: In addition to the department meetings at GHS and SMS, all grade 7-12 teachers will meet on: August 23, 2021 and December 2, 2021			AgriScience Teachers: In addition to the department meetings, AgriScience teachers will meet with CTE teachers on: December 2, 2021 and May 5, 2022		

World Languages Teachers: In addition to the department meetings at GHS and Smith Middle School, all grade 1-12 teachers will meet on:					
Aug 23, 2021	GHS Auditorium	Oct 7, 2021	GHS Café Annex	Apr 28, 2022	SMS Cafeteria

LMC Dept. Meetings: K-12: (SMS LMS Conf. Room)					
Sept 15	Oct 13	Nov 10	Jan 12	Mar 16	May 11
Gr. 6-12 (SMS LMC Conf. Rm except 8/23):		Aug 23 (GHS Choir Room)	Feb 16	April 27	
Gr. K-5 (BBL LMC):		Dec 15	Feb 16	April 20	

BOARD OF EDUCATION REGULAR MEETING

Monday, September 13, 2021 7:00 PM

BOARD OF EDUCATION MEETING ONLINE-ZOOM

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

Also Present: Alan B. Bookman, Superintendent
Matthew Dunbar, Assistant Superintendent
Cheri Burke, Assistant Superintendent
Citizens and Staff Members, representatives of the press

Call to Order

Dr. Foyle called the meeting to order at 7:00 pm, followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Karen Petrik-Paralympic Rowing Silver Medal Award Winner

Dr. Foyle recognized Karen Petrik, a Paralympic Rowing Silver Medal Award Winner, graduate of GHS and Grade 4 teacher at Hopewell School.

3.B. Kimberly Brown-Director of Pupil Services

Dr. Bookman introduced Kimberly Brown, Director of Pupil Services to the Board.

3.C. Jolene Piscetello-Director of Special Education

Dr. Bookman introduced Jolene Piscetello, Director of Special Education to the Board.

3.D. Jemal Graham-Assistant Principal, Smith Middle School

Dr. Bookman introduced Jemal Graham, Assistant Principal at Smith Middle School to 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 provided an update on activities and events at GHS for the Board.

5. Informal Session for Public Comment

Chris Haaf, 39 Strickland Street, addressed the Board regarding agenda item 7.C.

Jen Jennings, 34 Cranesbill Drive, addressed the Board regarding public comment and use of pronouns in elementary grades.

Stephen Michaels, 225 Grandview Drive, addressed the Board regarding agenda item 8.B.

Joseph Weiss, 25 Lazy Valley Road, addressed the Board regarding seatbelts on buses.

Jacqueline Weiss, 25 Lazy Valley Road, addressed the Board and requested that the Board hold in-person meetings. She read a letter from Kathy Evans, 83 Valley View Road regarding natural immunity.

Jane Benson, 389 Chestnut Hill Road, addressed the Board regarding mask policy in schools.

Kristy Fischer, 279 Three Mile Road, addressed the Board and thanked them for the work they have done to keep children safe.

James Vicevich, 389 Chestnut Hill Road, addressed the Board regarding mask policy in schools.

6. Special Reports

6.A. Equity and Social Justice Update

Mr. Peniston provided updates for the Equity and Social Justice Commission (Town of Glastonbury) and the Equity and Social Justice Committee.

7. Business Requiring Action

7.A. Staff Resignations (consent)

7.A.1. Jullian Bucciero

7.A.2. Stacey Tarfano

Board accepts the resignation of Jullian Bucciero and Stacey Tarfano Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

7.B. Establish Date for Graduation Class of 2022

Board approves Glastonbury High School Graduation for the Class of 2022, to be held on Friday, June 3, 2022 carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

- Mrs. Rosemary Coggeshall: Yea
- Mrs. Alison Couture: Yea
- Dr. Douglas Foyle: Yea
- Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Mr. Evan Seretan: Yea
Ms. Julie Thompson: Yea

7.C. Approval of Glastonbury High Schools Varsity Softball Team Trip to Disney's Wide World of Sports in Orlando, Florida

Board approves the Glastonbury High School Softball Team student trip to Orlando, Florida, reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

7.D. Approval of Submission of CAFE Board of Education Recognition Award Application
Board approves the Submission of the CAFE Board of Education Recognition Award Application for 2022 Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

8. Reports and Discussion

8.A. Program Reports

8.A.1. Mathematics/PACE Program Report

Brenda Gregorski, Director of Mathematics, provided her program report for the Board.

8.A.2. Science/PACE Program Report

Christine Tedisky, Director of Science, provided her program report for the Board.

8.A.3. World Language/ELL Program Report

Rita Oleksak, Director of World Language, provided her program report for the Board.

8.B. 2020-2021 Assessment Performance

Cheri Burke, Assistant Superintendent, provided an overview of 20-21 Assessment Performance for the Board.

8.C. Status Report on Enrollment

Matt Dunbar, Assistant Superintendent, provided a Status Report on Enrollment for the Board.

8.D. Glastonbury Education Foundation

Mrs. Thompson provided a report on the Glastonbury Education Foundation.

9. Approval of Minutes

9.A. Revisions to Board of Education Meeting Minutes of June 14, 2021

Motion to approved the revised minutes of June 14, 2021 Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

9.B. Meeting Minutes of July 12, 2021

Motion to approve the meeting minutes of July 12, 2021 Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

9.C. Special Meeting Minutes of August 2, 2021

Motion to approve the special meeting minutes of August 2, 2021 Carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

9.D. Special Meeting Minutes of August 23, 2021

Motion to approve the special meeting minutes of August 23, 2021 as amended carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

10. Committee Reports

The Policy Committee will meet on September 20, 2021.
The Budget Committee will meet on September 27, 2021.

11. Chairman's Report

12. Superintendent's Report

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

12.A. Staff Appointments

12.A.1. Andrew Martell-Hebron Avenue School, Grade 3

12.A.2. Paulette Mena-Naubuc School, Grade 5

12.A.3. Kelsey Ott-Naubuc School, Grade 3

12.A.4. Kylene Thompson-Smith Middle School, Art

12.B. Thank You, Quality Name Plate

12.C. Fall 2021 Sports Plan

12.D. School Enrollment Report, September 1, 2021

12.E. Dates to Remember

13. Adjournment

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

The meeting adjourned at 10:12 pm.

Motion to adjourn the meeting carried with a motion by Ms. Julie Thompson and a second by Mrs. Rosemary Coggeshall.

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

Respectfully Submitted,

Rosemary Coggeshall, Secretary
Approved:

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

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

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

DATE: September 8, 2021

SUBJECT: Self Insurance Reserve Update August 2021

The attached report summarizes the Self Insurance Reserve fund through August 31, 2021. The total reserve is \$12,305,418 allocated \$2,398,954 and \$9,906,465 between Town and Board of Education, respectively. As of August the fund is experiencing a \$2,173,337 loss for the fiscal year. This large loss is related to the Board of Education's significantly lower contribution for July and August than other months of the year due to faculty summer vacation.

As of August 31, we are expecting to receive reimbursement of \$90,043 from CT Prime for FY2021 large loss claims for the BOE. This balance due is not reflected in the financial summary.

There are currently no large loss claims for FY2021/2022, which are defined as any claims that exceed \$50,000.

Enc.

cc: Dr. Alan Bookman, Superintendent
Karen Bonfiglio, Business Manager

SELF INSURANCE RESERVE FUND

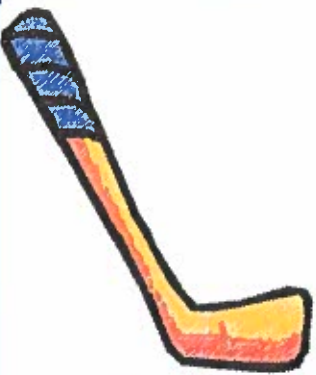
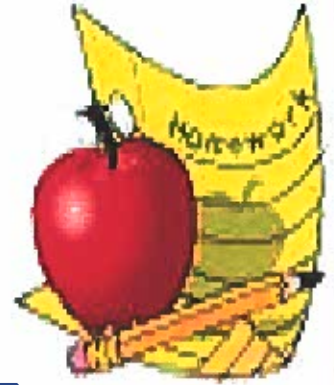
YTD Balances As of: August 31, 2021

	Town	Education	Total
Contributions			
Employer	\$614,446	\$373,134	\$987,581
Employee	212,083	180,128	392,211
Stop Loss Reimbursement	63,056	-	63,056
Total Revenues	\$889,586	\$553,263	\$1,442,848
Expenditures			
Anthem			
ASO Fees	\$20,432	\$89,880	\$110,313
Claims	673,825	2,180,608	2,854,433
	\$694,257	\$2,270,488	\$2,964,745
CTCare			
ASO Fees	-	-	-
Claims	-	140,623	140,623
	-	\$140,623	\$140,623
Delta Dental			
ASO Fees	\$2,874	-	\$2,874
Claims	32,740	-	32,740
	\$35,614	-	\$35,614
Bank Fees/PCORI Fee	\$1,168	\$3,815	\$4,983
CT Prime	117,949	329,770	\$447,719
OneDigital Consultant Fees	4,500	18,000	22,500
	\$123,617	\$351,586	\$475,203
Total Expenditures	\$853,489	\$2,762,697	\$3,616,185
Current Year Revenues Less Expenses	\$36,097	(\$2,209,434)	(\$2,173,337)
Reserve July 1, 2021	\$2,362,857	\$12,115,899	\$14,478,755
Reserve at end of month	\$2,398,954	\$9,906,465	\$12,305,418

	Town	BOE	Total
Reserve at end of month	\$ 2,398,954	\$ 9,906,465	\$ 12,305,418
Recommended Minimum Reserve	\$ 1,270,492	\$ 4,444,157	\$ 5,714,649
Variance Over/(Under) Reserved	\$ 1,128,462	\$ 5,462,308	\$ 6,590,769



UNIFIED
theater



UNIFIED THEATER
STUDENT COUNCIL

SMS CLUBS 2021-2022



Smith After School Clubs 2021-2022

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
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minimum enrollment per club = 10 students/1 advisor

Art Club - SMS Courtyard Ceramic Sculptures	Thompson & DelCoro	Tuesday	Every Tuesday until the end of the school year; 2:40-3:40pm	Art 1 or 3
Chamber Orchestra	Wood	Wednesday 3:00-4:15 Please note the time. Parent transportation will be needed.	2021- Sept. 22, 29, Oct. 6, 13, 20, 27, Nov. 3, 10, 17, Dec. 1, 8, 15, 22, 2022- Jan. 5,12,19, 26, Feb. 2, 9, 16, 23, Mar. 2, 9, 16, 23, 30, April 6, 20, 27, May 4, 11, 18, 25, June 1	Music 1 Rehearsal Room
Chess Club	Gowdy	First Friday of each month	Our first meeting will be <u>Friday, October 1st.</u> 11/5, 12/3, 1/7, 2/4, 3/18, 4/1, 5/6	Music 3
Classics Club	de Koning	TBD	Once per month - TBD	1201
Cross Country	Gemske/ Cieslowski	M, T, W,TH, F 2:45-4:30pm ED Days 1:15 -3:15	1st meeting 9/13/21 Meets in the fall. Must attend 3/5 days. Note runners taking activity bus will end earlier	School Grounds & Adjacent Streets
CT Colt Poetry Club	Griswold	TBD	Coming in January 2022	1301
Debate Club	Rook	Tuesday	1st Informational Meeting = Tuesday, 9/21/2021 September 2021 - May 2022 Approximately 35 classroom meetings / year (2021-2022), NOTE: In addition, there will be 1 Saturday scrimmage and 3 formal debate tournaments and 1 championship. (ONLINE ONLY)	1101
Discovery Math Stars	Shea-Florer	Monday and Tuesday		2104
Drama Club	Klin Ingram	M,T,W	January 2022	auditorium
Drama Club - Tech Crew	Nichols	M<T<W<R<F Saturday production	March 1-26	auditorium
French Club	Arlette de Koning & Cecile Perraud	TBD	Once per Month - TBD	2110

Smith After School Clubs 2021-2022

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
GSA - Gay Straight Alliance	Rich Broggni Patty DeAngelis Kate Ingram	Wednesday	1st meeting 9/29/21 Twice Per Month, TBD	1106
Guitar Club	Lefkowitz	Every other Monday	1st meeting 9/27/21	2108
History Club	Jacobsen	Monday	Starting in October: Oct. 4, 18 Nov. 1, 15 Dec. 6, 20 Jan. 10, 24	1108
Jazz Band	Gowdy	Monday	FIRST rehearsal with everyone Monday, September 27th.	Music Room 1
La Pulsera Project	Griswold	TBD	TBD	1301
Mathcounts	Burnham	Wednesday	1st meeting 9/22/21 9/29, 10/6, 10/13, 10/20, 10/27, 11/3, 11/10, 11/17, 12/1, 12/8, 12/15, 12/22, 1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16, 3/2	2307
Mindful Moments Club	Gertler/Theleen	Wednesday	4 week session 10/6, 10/13, 10/20, and 10/27	LMC
Model UN Club	Rook	Wednesday	1st Meeting = Wednesday, September 22, 2021	1101
Peacemaker & Peer Mediator Club	Liz D'Amato Jackie Aniolek Jeanne Theleen	Monday	Meets 1st Monday every month. 10.04.21, 11.01.21, 12.06.21 01.03.22, 02.07.22, 03.07.22, 04.04.22, 05.02.22	1210
Russian Culture Club	Rook	Monday	1st meeting - 9/20/21 2x per month Last meeting date: 5/23/22	1101
Science Bowl	Nichols	Wednesday	10/10, 10/17, 10/24, 11/7, 11/14, 11/28, 12/5, 12/12, 12/19, 1/9, 1/16, 1/23, 1/30, 2/6, 2/13, feb.23 events (9 hours) plus training from event coordinator (5 hours)	1105
Select Chorus	Ingram	Tuesday		Music 2
Student Council	Coburn	every other Tuesday (committee meetings held as needed)	Sept 23 - officer elections Regular Meetings (7th and 8th grade students) Sept 28, Oct 12, 26; Nov 9, 23; Dec 7, 21; Jan 11, 25; Feb 8; Mar 1, 15 & 29; Apr 19; May 3	2306
Venezuelan Partnership (no flyer)	Villanueva	Monday	1/10, 1/24, 2/7, 2/14, 2/28, 3/14, 3/28, 4/4, 4/18, 4/25, 5/2, 5/9, 5/16, 5/23 + End of club fiesta	2310 & Zoom with Venezulan students
World Language Tutoring Club	Kisluk	Wednesday	Wednesdays Oct 6, 2021 - May 25, 2022	1110

Smith After School Clubs 2021-2022

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
Yearbook Club	Nichols & Klin	TBD	TBD	1105

JOIN THE SMS ART CLUB!

TUESDAY'S 2:40-3:40

WITH MR. DEL CORO AND MS. THOMPSON

Artistic exploration, planning and creation of ceramic garden totem sculptures that will enhance the beauty of the SMS courtyard. (YAY....CLAY!!!!)

Be a part of the history of SMS!

(Opportunities for individual clay pieces to keep will also be explored)

**There is a 20 student maximum
For each session**

**Sign up on Mr. Del Coro's
Door (Art Room 3) for
1st Semester Session**





Are you a motivated and advanced string player seeking additional musical challenges? If so, consider joining the

Smith Middle School Chamber Orchestra

Mr. Stephen Wood, Director



Rehearsals are held weekly on Wednesdays right after school until 4:15 pm

Parent pick up needed (Activity Bus leaves SMS at 3:45pm)

Learn to play diverse musical styles including:



- Classical
- Rock
- Pop
- Jazz



*****Audition sign ups can be found on the orchestra bulletin board*****

Rehearsal Dates: 2021- Sept. 22, 29, Oct. 6, 13, 20, 27, Nov. 3, 10, 17, Dec. 1, 8, 15, 22, **2022-** Jan. 5, 12, 19, 26, Feb. 2, 9, 16, 23, Mar. 2, 9, 16, 23, 30, April 6, 20, 27, May 4, 11, 18, 25, June 1



Check.....Mate!



The fame, the glory, it could
all be yours...

Come be a part of **CHESS CLUB!!**

All are welcome! Any skill level! It's FUN!

*It's a LOT of fun,
and the chess boards
are provided!*

*Play with friends!
And make new friends!*

Sign up here:

<https://forms.gle/bsVkJQ9ovJj7bkZxW8>



Our first meeting will be Friday, October 1st in Music Room 3!

Others Fridays we'll meet this year: 11/5, 12/3, 1/7, 2/4, 3/18, 4/1, 5/6

Come to SMS Classics Club!

Open to all Smith students

Meetings will take place once a month

from 2:40-3:40pm in room 1201

Interested? E-mail the advisor Mrs. de Koning:
dekoninga@glastonburyus.org



Learn about classical topics, such as:
mythology, ancient Roman and
Greek culture and history,
the Latin and Greek languages.
And how does it all relate to us?

Sign Up - ONLINE!

All Sign up information and links are on the Smith Cross Country Web site – The link is on Clubs and Activities page

You can use this direct link if you wish:

<https://sites.google.com/glastonburyus.org/sms-xc/home>



CROSS COUNTRY

This year the club meets on Monday-Friday out on the track and surrounding grounds. It is not necessary to attend all 5 days of the week, but encouraged to attend a minimum of 3 days each week.

1st practice is Sept 13th and will run to 1st week of Nov

Late registration will be allowed



This is a learning and participation running club for students to have fun and improve their running skills and endurance. All levels of runners are welcome from the beginner to more advanced runner.

We hope that you will join us.

ONLINE Registration including Physical must be completed before a student can practice

Do you study Spanish, French, Russian or
Chinese at SMS?

Are you participating in the 2022 CT COLT
Poetry Contest?



CT COLT

Connecticut Council of Language Teachers

Join the CT COLT Poetry Club to get a chance to
prepare your poem with other students who are
participating!

This club will begin in January 2022.

Email Srta Griswold at griswoldj@glastonburyus.org
for more information.



SMS Debate Team

with Mr. Rook (2021-2022 Season)

- Learn to *research significant & contemporary issues* facing our society, community, country and world. 😊
- Learn how to *formulate and argue a position* on any given issue or topic. 😊
- Engage in *intellectual debate* with your peers and improve your *public speaking skills*. 😊
- Compete with other CT middle school debaters - at online Zoom debates! 😊
 - Online Zoom Scrimmage is 10-16-2021 - Motion is *This House would ban direct-to-consumer prescription drug advertising in the U.S.*]

😊 **1st DEBATE CLUB MEETING** 😊

• **Tuesday, September 21, 2021**
in Room 1101.



DISCOVERY MATH STARS

a Team Discovery afterschool club
designed to help you SOAR in your Math class

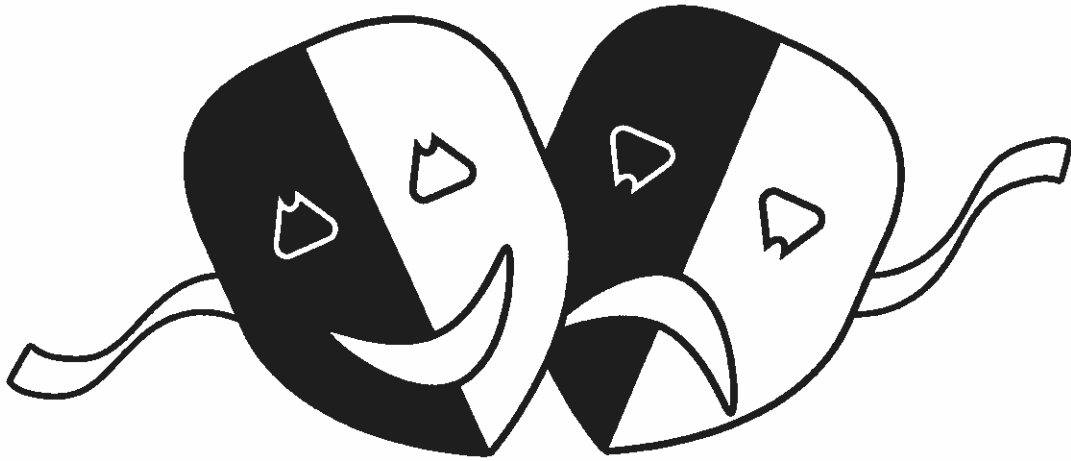
Who? Students on Team Discovery
When? Mondays and Tuesdays 2:40-3:40
Come every week or come as needed
Where? Room 2104 with Mrs. Shea-Florer

What? During our club time we will:

- Complete homework together
- Practice and relearn any concepts that need revisiting
- Prepare for upcoming assessments
- Retake formative assessments as needed
- Pre-learn upcoming concepts

Why? Practice + Preparation = Confidence + Success

SMS DRAMA CLUB



SPRING *SURPRISE* MUSICAL PRODUCTION!

STAY TUNED FOR MORE INFORMATION!



POSSIBLE SHOW DATES OF MARCH 25 AND 26 2022

Drama Club

TECH CREW

Looking for interested students to
help behind the scenes:

Lighting

Sound

Props

Curtains

Costumes

Set designers

Artists

Coming this March

Dates to be determined

Learn more about the
culture of the French speaking world...

join the
FRENCH CLUB!

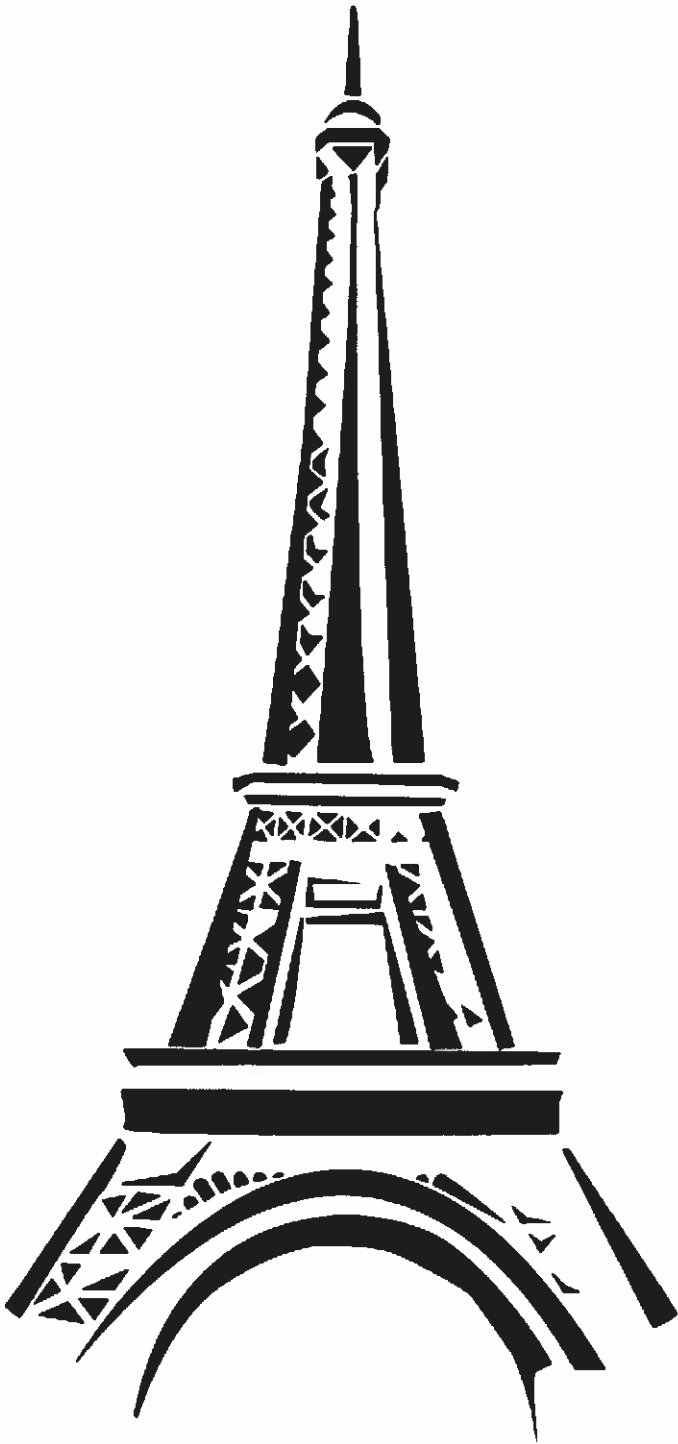
Interested?

E-mail Madame de Koning at
dekoninga@glastonburyus.org

or Madame Perraud at
perraudc@glastonburyus.org

**Meetings will be held once
a month in room 2110
after school.**

**Meeting dates and sign-ups
will be announced on the
student bulletin**



COME JOIN US! ALL ARE WELCOME!



The Gay-Straight Alliance will meet monthly. Our first meeting is Wednesday, September 29th in Dr. Broggini's room (1106). All are welcome to attend and bring a friend! The Gay-Straight Alliance will do fun activities, discuss social issues and school climate, and plan events.

Stop by for a meeting to see what we're about!

Hope to see you there!



New and Best Guitar club

- Play guitar with friends and learn new songs!
- Every other Monday after school
- Location is room 2108
- All you need is a guitar
- Supervisor is Mr. Lefkowitz
- Up to 15 students
- If you want to join or have questions then go to room 2108 or ask the office
- Starts Monday September 27



Handcrafted
by
Burns
LONDON

History Club



Are you interested in History? Would you like to learn more about the past? Then this is the club for you.

We will have the opportunity to investigate and learn about topics YOU are interested in.



When: Monday's starting in Oct.

Where: Room 1108 (green wing- Mr. Jacobsen's)

Who: Anyone interested in History!

What: Have fun studying what you want to learn about! Creative Projects, presentations or bulletin boards. Up to us to decide!

See Mr. Jacobsen (rm 1108) for more information.



SMITH MIDDLE SCHOOL

Galaxy Jazz Band

Do you love playing jazz, rock, blues, and other styles of music on your instrument? Yes?! Then come be a part of our Galaxy Jazz Band!

Who Can Join? Any band instrumentalist can join...that's right, ANY instrument! ...We are also looking for guitar, bass guitar, and piano players as well, by audition only!

When are auditions? Auditions are only for drums, piano, guitar, and bass guitar. Auditions take place on Monday, **September 20th** in Music Room 1. Music can be found at:

https://drive.google.com/drive/folders/1WXHv-4Mwlnn_h9CdqZxWc59VQN4e7WZ_?usp=sharing

Rehearsals: After school on most Mondays. Our **FIRST** rehearsal with everyone is Monday, **September 27th**.

Performances: Stay tuned!

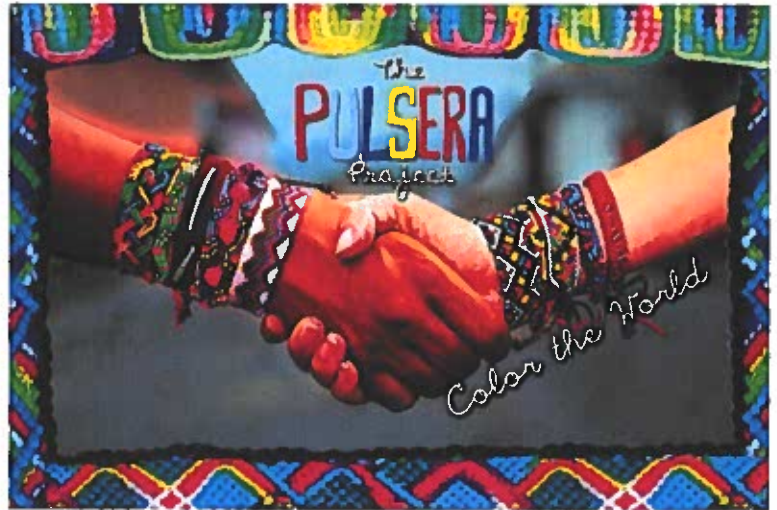
Questions? Stop by the band room and ask Mr. Gowdy or e-mail him at gowdym@glastonburyus.org



Are you interested in engaging more with Latin American culture?

Do you want to take part in organizing a school-wide fundraiser to support artisans from Nicaragua and Guatemala?

The
PULSERA
Project



In this club you will help to organize a school-wide *pulsera* sale. 100% of the sales of these colorful bracelets will go back to the Central American artisans who made them.

The Pulsera Project seeks to empower and support skilled Nicaraguan and Guatemalan artisans and allow students to connect with the beauty of Latin American culture.

Members of the Pulsera Project Club will help publicize the fundraiser by making posters and announcements, sell the bracelets during school hours, and even get a chance to video chat with people from Central America to learn more about everyday life there.

Please email Srta Griswold at griswoldj@glastonburyus.org if you are interested in joining La Pulsera Project!



MATHCOUNTS COMPETITION SERIES

EST. 1983

Do you enjoy math and problem solving? If yes, then this is the club for you!

Sign up to our Google Classroom if you are interested in joining with code:

g43xzde

When?	Wednesdays after school Starting September 22nd
Where?	Room 2307 (Ms. Gelfenbien's Math Room)
Why?	-----
Why else?	To have fun!
What to bring?	Your calculator, iPad, your mind, and an eager attitude!

Please contact Mrs. Burnham if you have any questions:
BurnhamL@glastonburyus.org



Mindful Moments

Who: SMS students interested in learning ways to relax and de-stress.

What: Students will participate in a variety of mindfulness activities, including the following: yoga poses, breathing techniques, crafts/drawing, guided meditation, and journaling.

Where: SMS Library Media Center

When: Wednesdays, 2:45-3:30

Meeting Dates: First Session -- October 6, 13, 20, 27

Club Advisors: Mrs. Gertler, Literacy Specialist; Ms. Theleen, SMS Social Worker

If you are interested, email Ms. Theleen:

theleenj@glastonburyus.org



Model
United
Nations

MODEL UN CLUB

with Mr. Rook

- Participate in academic competitions with students from around the US and abroad!
- Learn about significant world issues and affairs!
- Learn about the United Nations, diplomacy and international relations!
- Learn how to formulate a position on an issue and argue it.
- Engage in intellectual debate and practice your public speaking skills.



FIRST MEETING



Wednesday, 9/22/2021 Room 1101

Peacemakers & Peer Mediators Club

Do you want to help others?

Do you want to become part of the solution?

*Do you want to contribute to a positive school climate at
Smith Middle School?*



Then this is the club for you!



*Join the Peacemakers & Peer Mediator Club to learn how
to resolve conflict, mediate challenges, and participate in
school-wide events to promote a positive and kind climate!*

*Club meets on the FIRST Monday of every month
in Room 1210*subject to change as needed**



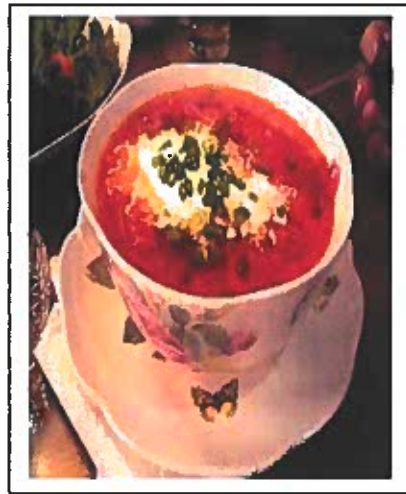
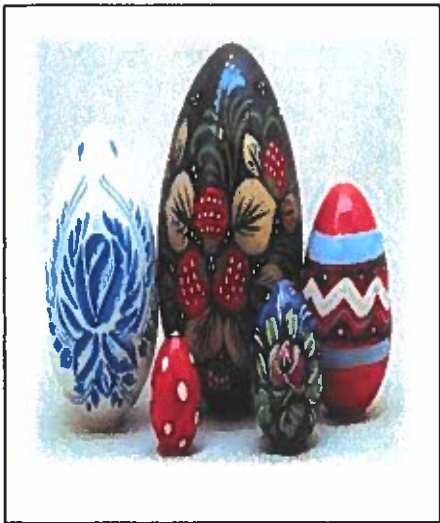
*See Ms. D'Amato (upstairs school counseling office) or
email at damatoe@glastonburyus.org for more information*

***Club Advisors: Ms. D'Amato (school psychologist), Ms. Theleen (Social
Worker), & Ms. Aniolek (school psychology intern)***

Russian Culture Club



2021-2022



- Cooking
- Crafts
- Games

2X / Month - Monday after school
with Ivan Ivanovich (Mr. Rook)
1st Meeting - 9/20/2021 - Room 1101



Science Bowl

Do you enjoy science? Are you good at math? We have the club for you! The National Middle School Science Bowl is an event which encourages students to get involved in science and math activities. We will help provide enrichment in both areas so that we can compete against other middle schools in the area. The competition is academic based and each team of 4 students answer questions as fast as they can (like Jeopardy). We can only register 2 teams of 5, so you must commit to the weekly meetings. At each meeting we will review concepts, provide study material and sometimes give quizzes on selected topics. Weekly statistics will be recorded to assist with selecting team members for competition. Since the competition is in February, we will meet each Wednesday after school in room 1105.

Email Mrs. Nichols

for more details

nicholss@glastonburyus.org

Wednesdays

October—February

Love to sing???



Pixmao.pl 63670000

Select Chorus

Select Chorus will meet every Tuesday from 2:35-3:35 in the chorus room and has several performances a year.



Show your school spirit...come join...

SMS STUDENT COUNCIL!!!



First Meeting: September 28th

Location 2306

2:45 PM – 3:30 PM

Who: 7th and 8th Graders

What: Develop Leadership Skills
Promote School Spirit
Work as Part of a Team

When: Sept 28, Oct 12, 26; Nov 9, 23;
Dec 7, 21; Jan 11, 25; Feb 8;
Mar 1, 15 & 29; Apr 19; May 3

Where: Room 2306

Why: It's Fun!



Any Questions, please contact Ms. Coburn at:
coburnm@glastonburyus.org



World Language Tutoring Club

The club will meet on Wednesdays
Oct 6, 2021 - May 25, 2022

In room 1110 @ at 2:45pm

Tutors will Zoom in to the class
Questions? Contact Sra. Kisluk at
kisluka@glastonburyus.org

SMS Yearbook Club



**Do you enjoy taking photos? Graphic Design?
Being creative?**

Come be a part of the SMS Yearbook Club!!

**Meetings will be held in room 1105 after
school with Mrs. Nichols and Mrs. Klin**

Stay tuned for specific meeting dates!

Naubuc Elementary School

84 Griswold St
Glastonbury, Ct 06033

Phone (860)652-7918
Fax (860)652-7930

**Michael Litke**

Principal

Christina O'Brien

*Assistant Principal
Special Education Supervisor*

9/9/2021

Dear Marc and Amber Sehart,

I wanted to take a minute to thank you for your donations. The projector and screen will be used in the future for numerous Naubuc events and celebrations. Your donation of the GeoSafari microscope will be placed in Naubuc's Eureka Lab for innovative hands on learning experiences. Thank you for thinking of the Naubuc Community. Your generosity is greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Christina O'Brien". The signature is written in black ink and is positioned above the printed name and title.

Christina O'Brien
Assistant Principal/Special Education Supervisor
Naubuc Elementary School

CC:Dr. Alan Bookman