



REGULAR BOARD OF EDUCATION MEETING

Monday, September 12, 2022 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
 - A. Teacher of the Year - Janice Skene
4. Student Representatives' Report
 - A. Jade Wong, Class of 2023
 - B. Jachimma Anaedo, Class of 2024
5. Public Hearing-Five Year Facilities Plan 2022-2027 (7:30PM)
6. Information Session for Public Comment
7. Business Requiring Action
 - A. Approval of Board of Education Policy #1312 Public Complaints
 - B. Approval of Board of Education Policy #6163.1 Library Media Center Selection of Resources
 - C. Approval of Board of Education Policy #1313 Complaints Regarding Educational Materials
 - D. Approval of Board of Education Policy #4112.6/4212.6 Personnel Records
 - E. Approval of New Board of Education Policy #4117.2/4217.2 Acceptance of Resignations
 - F. Approval of New Board of Education Policy #5144.4 Physical Exercise and Discipline of Students
 - G. Approval of Board of Education Policy # 6111 School Calendar
 - H. Approval of New Board of Education Policy #6141.51 Advanced Courses or Programs, Eligibility Criteria for Enrollment
 - I. Approval of New Board of Education Policy # 6141.52 Challenging Curriculum Policy
 - J. Approval of Board of Education Policy #6144.1 Curricular Exemptions
 - K. Approval of New Board of Education Policy #6172.1 Gifted and Talented Students Program
 - L. Approval of Board of Education Policy #9321 Meetings (Kind, Time, Place, Notification of Meetings)

- M. Approval of New Board of Education Policy #9321.2 Electronic Board of Education Meetings
- N. Approval of Board of Education Policy #9322 Public and Executive Session
- O. Approval of Board of Education Policy #6114 Fire Emergencies, Disaster Preparedness, and Crisis Response
- P. Approval of Smith Middle School Student Trip to Quebec City, Quebec
- Q. Approval of Submission of CAFE Board of Education Recognition Award Application
- 8. Reports and Discussion
 - A. Program Reports
 - 1. School Counseling Program Report
 - B. Scholastic Aptitude Test (SAT) and Advanced Placement (AP) Report
 - C. Post-Secondary Plan Report Class of 2022
 - D. Glastonbury Education Foundation
- 9. Approval of Minutes
 - A. Meeting Minutes of August 29, 2022
- 10. Committee Reports
- 11. Chairman's Reports
- 12. Superintendent's Report
 - A. Self-Insurance Update - August
 - B. Staff Appointments
 - 1. Bonnie Nietupski - Glastonbury High School/Gideon Welles School, World Language Teacher
 - C. Student Enrollment
 - D. Dates to Remember
- 13. Adjournment
 - A. Please note: It is possible that the Board of Education may go into Executive Session

How to Participate in Board of Education Meeting Public Comments

At this time, there are two options for participating in public comment during Board of Education meetings.:

1) In-Person Comment.

The Board sets aside thirty (30) minutes for public comments. Comments are limited to 3 minutes per speaker and a person may speak only once. Each speaker must start by stating their name and address. There will be a sign-up sheet in the back of the room. In-person meetings are held in the Town Hall Town Council Chambers, 2155 Main Street, Glastonbury, unless otherwise noted on the [Board of Education Meeting webpage](#) and the Board Meeting agenda.

2) Written Comment.

Use the form below to submit a written comment before 12 noon on the meeting day. Written comments are attached to the BOE Meeting Agenda.

[Public Comments for Glastonbury Board of Education Meeting](#)

Public Comments for BOE Meeting (Responses) 2022

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
9/12/2022 9:02:46	Mrs Lisa Julie Mendum	45 Candlewood Road	<p>We have a varied and thorough 5 year facilities plan so far but we need to do much more to minimize our environmental footprint. I would like GPS (and the town of Glastonbury in general) to be incorporating more solar power our school and public buildings. We have a renovation about to start in a few months time at Naubuc School. Adding Solar now is the perfect time to incorporate that. Climate catastrophes are unfolding every day in the world around us. We are very lucky that we are not directly impacted in the same way as many other communities. It is simply not on our radar. Out of sight, out of mind. (Not specific to Glastonbury, I mean around the world). We need to do everything possible to minimize risk. Solar panels will also offset our schools energy bills in a few years and we would be putting power back on to the grid.</p> <p>We also need to see if dishwashers in schools are a viable option. We may use some compostable serving items but many of these are only breakdown under high heat conditions. We believe that putting things in a recycle bin actually means they get recycled. We are at less than 10% recycle rate in this country so it is key that we are not filling dozens of trash bags everyday with plastic utensils, cups and plates that will not breakdown. We have to seriously rethink our plastic use.</p> <p>Lastly, please incorporate better outdoor spaces at our middle and high schools. Some teenagers still like playing outside. Right now they have no access to an inviting outdoor area. These areas need seating, pollinator plants, shade and absolutely the minimum of pesticide use. We are still seeing a significant rise in mental and emotional health issues in our children. A few minutes of fresh air during their school day and the space to move around can provide significant mental health benefits. Our kids are shuttled from classroom to classroom with only 2 or 3 minutes break in between. They don't even have time to use the bathroom without getting marked as tardy for their next class. They are under so much pressure, the least we can do is provide spaces outside for some downtime in their hectic days as well as the opportunity to eat and drink as they need it throughout the day. Our kids are precious and we need to take better care of them.</p> <p>Outdoor spaces can be very low-cost. I have lots of ideas and have evidence to support how easy this is.</p>
9/12/2022 9:52:57	Audrey Yellen-Quinlan	90 Candlelight DR	<p>INSTRUCTION Policy 6114 Revised _____ Fire Emergencies, Disaster Preparedness and Crisis Response General</p> <p>The health, welfare and safety of students, staff and visitors to the district's schools are dependent upon emergency preparedness planning. All Board of Education employees are responsible for promoting safety, including fire prevention measures and for helping students recognize the importance of effective emergency procedures. District staff shall be prepared to recognize and respond immediately and responsibly to any potential or actual emergency or disaster.</p> <p>The superintendent/designee shall develop an All Hazard Plan and emergency procedures. Principals shall be responsible for training and practice drills to prepare staff and students for all potential emergencies or disasters. The principal or designee will be the Incident Commander for all emergencies.</p> <p>If there is a "potential or actual emergency or disaster," I would assume the police/fire department would be on-site. Who, in that case, would be the designated Incident Commander. In light of Ulvalde, where utter chaos reigned, I hope that Policy 6614 would clearly indicate, upon arrival of the police/fire department who, in fact, is the Incident Commander.</p> <p>Fire alarm systems and regular and emergency school exits shall be maintained in good working order. When grading students, "good" equals a "B." Please remove the word "good" and replace with the word "excellent" which would be an "A" grade.</p>
9/12/2022 11:53:02	Heather Simon	807 Main St	<p>Good evening. Im writing in about our facilities plan. As the parent of two elementary school students, the shuffling around of our young students is a bit concerning. This is not a topic I am well versed in so correct me if I'm wrong, but it looks like building NAYAUG elementary school was in one 5 year plan, closing Eastbury school was in another and now we are proposing a land purchase to build a new elementary school that we now need. What is going on here? Perhaps it makes sense (not only for the consistency and stability of our children) but fiscally to look ahead beyond 5 years. Who sits on the committee that has expertise in the involved fields? Where is the comprehensive plan that factors in the future needs of our town, our families and our students? Thank you.</p>

Public Complaints

When contacted with a complaint, individual Board of Education members will request that the **individual caller with the complaint** first to discuss the matter with the appropriate school personnel. If the matter has not been resolved at this level, the complaint should then be directed to the next person in the chain of command. The person with the complaint has the right to further refer the matter to the superintendent or designee. ~~and then to the Board of Education for resolution. The Board of Education may or may not elect officially to hear the complaint.~~

~~The employee involved shall be advised of the nature of the complaint and shall be given every opportunity for explanation, comment and presentation of the facts as he/she sees them.~~

Complaints regarding the Superintendent may be directed to the Board Chair, who shall forward the complaint to the other Board of Education members. The Board Chair has the discretion to schedule the consideration of any such complaint on a regular or special meeting agenda of the Board.

If a complaint pertains to a matter covered by state or federal law (including but not limited to discrimination, harassment, residency, transportation, accommodations for homeless students, student records, access to public records, disability accommodations), the process set forth for complaint resolution provided for by law and/or applicable Board policy shall control, in lieu of the application of this policy.

The ~~Board~~ **advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:**

1. Teacher
2. Principal
3. Superintendent or Designee
4. ~~Board of Education~~

Policy

Adopted: October, 1981

Revised: May 22, 2000

Revised: June 7, 2004

Revised:

Library Media Center Selection of Resources

The library media program is essential for effective education in our information-based society. The ~~Glastonbury~~ library media program **for the Glastonbury Public Schools (the “District”)** supports the ~~system~~ **District’s** educational goals and objectives. It is designed to encourage an appreciation for literature and reading, to develop individual investigation and research techniques, and to foster critical thinking, while providing for the unique interests and abilities of the individual.

The library program is accomplished by providing (1) a centralized, organized collection of print and non-print materials in a variety of formats at each school and, (2) instruction in the location and use of those materials and accompanying educational technologies.

The library media center houses most of a school’s supportive instructional resources. It is accessible to students and staff throughout the day and offers an environment conducive to reading and learning. Provision of services to both students and staff is dependent upon certified library media specialists, with ~~appropriate~~ paraprofessional and clerical assistance in each library media center **as determined by the District administration**. The library media program is an integral part of the instructional process, **pre**-kindergarten through grade 12. The school library media specialists, in cooperation with other teachers, will promote reading and instruct students in those library, research and study skills ~~which~~ **that** have been integrated into all areas of the curriculum and are essential to lifelong learning.

The Glastonbury Public School Library Media department subscribes in principle to the statements of policy on library philosophy as expressed in the American Association of School Librarians’ *Access to Resources & Services in the School Library Media Program, An Interpretation of the Library Bill of Rights*, and the American Library Association’s *Library Bill of Rights*.

The selection of library media materials is the responsibility of the professionally trained library media specialists of the ~~Glastonbury Public Schools~~ **District**. Library media specialists will cooperate with students, faculty, administration, and parents in selecting materials. Any materials so selected shall be in compliance with other applicable Board of Education policies.

Policy

Adopted: September 25, 2006

Revised:

Library Media Center Selection of Resources

I. Objectives

The ~~Glastonbury School library media centers'~~ print and media **collections of the library media centers of the Glastonbury Public Schools (the "District")** shall provide a wide variety of materials that will:

- A. Implement, enrich and support the school curriculum;
- B. Serve the varied interests, abilities and maturity levels of the pupils;
- C. Stimulate an interest in reading and learning as lifelong activities through exposure to a variety of materials; and
- D. Represent diverse perspectives to enable students to make informed judgments.

II. Selection Procedures

A. Purchased Materials

1. The selection of materials is based on knowledge of the needs of the individual school, learning and teaching styles, existing collection, the curriculum and the requests of administrators, teachers, students and parents.
2. Materials of superior quality will be sought with attention to authority, accuracy, timeliness, durability, balance, integrity, ability level, artistic and technical quality, sound and color reproduction, clarity, pacing, length, format and price.
3. Selection shall generally be based on the utilization of reputable, professional reviews, bibliographies, recommended lists and/or direct examination of materials under consideration for purchase.

B. Library Gifts

The library media centers may accept gifts based on the provisions of Board of Education policy 3280. Such materials shall be kept or disposed of in the *same* manner as purchased materials.

C. Library Media Center Weeding

Just as materials and the existing collection are evaluated before selection takes place, evaluation of the materials and the existing collection must occur before materials are removed. Systematic weeding is not an irresponsible disposal of school property; rather it is a needed service that will enhance the credibility and use of the school media center. After a thorough check of authoritative bibliographies, considerations for weeding are:

Library Media Center Selection of Resources (continued)

1. Worn and damaged titles
2. Superseded editions
3. Unnecessary duplicated titles (based on circulation)
4. Material containing information not easily accessible: no table of contents, no index, contents poorly organized
5. Material that is inaccurate factually or outdated in interpretations and attitudes
6. Inappropriateness of material format, reading level and interest level
7. ~~Material which no longer supports the curriculum~~
8. Material that is stereotyped, biased, or patronizing
9. Material that has not circulated in ten years.

III. Reconsideration of Materials

Despite the care used in selecting materials, questions arise. Should a member of the public or an employee ~~challenge~~ **question** the use of library materials, the review of these materials shall be conducted objectively. ~~Every opportunity shall be afforded those persons or groups questioning library materials to meet with the library personnel to present their opinions at any step in the process described below. The person challenging a book may present opinions and rational~~

Decisions regarding the retention or elimination of library materials shall be made on the appropriate form. The basis of the best interest of the students, the curriculum, the school and the community shall be of paramount consideration.

During the re-evaluation process, no materials shall be removed from use until a final decision has been reached.

The procedures to be followed are outlined below.

Reconsideration Process:

1. The questioner will be encouraged to discuss the matter with the library media specialist, ~~who~~ **at the school in which the questioned material is located. The library media specialist** will explain the materials selection procedures and the reason(s) the item was selected. The library media specialist will also ask the questioner to read or examine the entire source before further discussion of educational value takes place.
2. If the questioner is still dissatisfied, the library media specialist will give the questioner a copy of this selection policy and a copy of the form "Request for Reconsideration of Library Resources".
3. The questioner shall ~~be directed to return copies of the completed form to the~~ library media specialist and the principal.

Library Media Center Selection of Resources (continued)

4. If, at that time, no resolution has been reached by the building principal, the library media specialist, and the questioner, then all material so far submitted will be sent to the library department director to initiate formal reconsideration.
5. ~~The library department director will convene a Library Resource Review Committee composed of the building principal, a curriculum area director, library media specialist, PTO representative or designee, a student, and the library department director.~~ **The Library Department Director will read or review the material in question, weigh its contested elements against existing selection criteria, and offer the questioner the opportunity to meet and discuss the concerns. In making a decision pertaining to the Request for Reconsideration, the Library Department Director has the discretion to consult with other library media specialists in the District, school administrators or others with specific knowledge and/or expertise pertaining to the material in question.**
6. ~~The Library Resource Review Committee shall read or view the material in question, weigh its contested elements against existing selection criteria, and offer the questioner the opportunity to meet with the committee. A written report explaining the action taken by the Library Resource Review Committee will be filed with the Library Department Director.~~
7. The Library Department Director will inform the questioner of ~~this his/her~~ **the decision in writing.** ~~If the question has been rejected, a copy of the Library Resource Review Committee report will be made available~~
8. **The questioner may, within ten (10) school days of the written decision of the Library Department Director, appeal the decision to the questioner Superintendent.**
9. If further appeal to the ~~superintendent~~ **Superintendent** or designee is sought, ~~the superintendent~~ **Superintendent** or designee will review all information and ~~the Library Resource Review Committee's report and, if necessary, meet with the Library Resource Review Committee.~~ ~~The superintendent/designee will issue a written response. This response is final.~~
10. ~~If further appeal to the Board of Education is requested, the superintendent/designee will ask the Board of Education to review the Library Resource Review Committee's report, with the assistance of the Library Resource Review Committee or its representative.~~
11. ~~The Board of Education will file a written response that will include specific~~

Library Media Center Selection of Resources (continued)

~~reasons for their decision. The superintendent/designee will notify the questioner of the response, and the item in question will remain in use, be restricted, or be removed from use.~~

Regulation

Adopted:
September 25, 2006

Revised:

Complaints Regarding Educational Materials

The Board of Education has established the following guidelines for addressing complaints regarding the utilization of books and other education materials in the instructional program.

1. A parent and/or legal guardian of a student under the age of 18 has the right to request that his/ her child not read, view or hear given material provided a written request is made to the appropriate building principal. **No parent and/or guardian has the right to determine instructional materials for students other than his/her own children.**
2. If there is concern about a particular book or instructional material, the complainant will be asked to complete a "Request for Review of Book or Other Instructional Material" form. This request will be reviewed first by the teacher giving the assignment **and the appropriate director, and the principal** ~~principal or principal's designee~~. **In making a decision pertaining to the Request for Review of Book or Other Instructional Material, the principal or designee has the discretion to consult with other school administrators or others with specific knowledge and/or expertise pertaining to the instructional material in question.**

~~If a question arises concerning the suitability of a library book or other library material, the same form will be issued to register concern and the form will be reviewed by the library-media specialist, the appropriate director, and the principal.~~

3. ~~The principal~~ **principal or designee** will discuss the results of the school's review with the ~~superintendent or designee~~ **complainant** and provide **the complainant with an a written** answer giving the school's position to the complainant. ~~If the complainant is not satisfied with the answer given by the principal, he/she may appeal to the Board of Education through the superintendent or designee.~~
4. **The complainant may, within ten (10) school business days of the written decision of the principal or designee, appeal the decision to the Superintendent.**
5. **If further appeal to the Superintendent is sought, the Superintendent of Superintendent's designee will review all information and will issue a written response to the complaint.**
6. **The response of the Superintendent or Superintendent's designee is final.**

(cf. 6144 Controversial Issues)

(cf. 6161 Equipment, Books, and Materials: Provision/Selection)

(cf. 6163.1 Media Center, Selection of Materials)

(cf. 6141.2 Internet Policy)

Complaints Regarding Educational Materials (continued)

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589.603 (1967)
 President's Council, District 25 v. Community School Board No.25
 457 F.2d 289 (1972) cert/denied 409 U.S. 998 (1976)
 Mincarcini v. Stronville City School District 541 F.2d 577
 (6th Cir. 1976)
 Board of Education, Island Trees Union Free School District No 26 v. Pico 457
 U.S. 853 (1982)
 Academic Freedom Policy (adopted by Connecticut State Board of Education,
 9/9/81)
 Connecticut General Statutes
 10-238 Petition for hearing by Board of Education

Policy

Adopted: May 22, 2000

Revised: June 7, 2004

Revised:

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

Personnel Records

Personnel records shall be maintained securely and confidentially in the central office for all current employees and shall include information customarily kept in personnel files. Files shall be maintained for past employees, and include years of employment, salaries, and such other basic and essential information as the superintendent/designee shall require.

There shall be only one official personnel file in central office for each employee.

Requests for access to personnel files, except from an employee to see his or her own file, shall be referred to the superintendent/designee who shall determine whether disclosure of such records would legally constitute invasion of employee privacy. If the superintendent/designee believes disclosure is not an invasion of privacy, requested information shall be disclosed, but professional courtesy suggests the employee should be notified of such disclosure.

The records may be disclosed when the Superintendent does not believe such disclosure would legally constitute an invasion of privacy. The records, in such a situation, shall first be disclosed to the requestor, followed within a reasonable time after disclosure, with the sending of a written or electronic copy of brief description of such request to the employee and any applicable collective bargaining representative. Disclosure shall only be considered an invasion of privacy where (1) such records do not pertain to a legitimate matter of public interest and (2) disclosure of such records would be highly offensive to a reasonable person.

Records maintained or kept on file by the State Department of Education or the Board which are records of a teacher's personal misconduct shall be deemed to be public records, and subject to disclosure under the Freedom of Information Act. Disclosure of such records of a teacher's personal misconduct shall not require the consent of the teacher.

If the superintendent/designee determines disclosure would invade employee privacy, the employee/s and collective bargaining representatives if any, shall be notified in writing of the request. If the superintendent/designee does not receive a written objection, from the employee or bargaining representative, within seven business days from receipt of their notification, or if there is no evidence of receipt not later than nine business days from the date the notice was mailed, sent, posted, or otherwise given, requested records shall be disclosed. However, if an objection is received in a timely manner on the form prescribed, the superintendent/designee shall not disclose requested information unless directed to do so by the Freedom of Information Commission. Notwithstanding an objection filed by an employee's bargaining representative, the employee may subsequently approve disclosure of records by filing a written notice with the superintendent.

Personnel Records (continued)

Employee or bargaining representative objections to disclosure of records shall be made in writing on a form developed by the superintendent/designee including a signed statement by the employee or bargaining representative, under penalties of false statement, that to the best of respondent's knowledge, information, and belief, there is good grounds to support the objection and that the objection is not interposed for delay.

Notwithstanding earlier provisions of this policy, personnel evaluations of certified employees, except the superintendent, are not public records subject to disclosure – unless the employee consents in writing to the release of such records.

Each employee may inspect his or her file at reasonable times, and upon request, receive a copy of the information therein.

Legal Reference: Connecticut General Statutes

~~1-19b Agency administration. Disclosure of personnel, birth and tax records.~~

~~1-20a Objection to disclosure of personnel or medical files.~~

~~1-21i(b) Denial of access to public records or meetings.~~

1-213 Agency administration. Disclosure of personnel, birth and tax records.

1-214 Objection to disclosure of personnel or medical files (as amended by PA 18-93)

1-215 Record of arrest as public record.

1-206 Denial of access to public records or meetings.

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151c Records of teacher performance and evaluation not public records. (as amended by PA 02-138 and PA 13-122)

Perkins v Freedom of Information Commission, 228 Conn.158 (1993)

The Americans with Disabilities Act

Section 1112(c)(6) The Every Student Succeeds Act (ESSA)

Section 1112(e)(1)(B) The Every Student Succeeds Act (ESSA)

Policy

Adopted: November 14, 2005

Revised:

Acceptance of Resignations

The Superintendent of Schools is authorized to accept resignations of all certified and non-certified personnel and report the certified staff resignations to the Board of Education at a regularly scheduled meeting.

Policy
Adopted:

Discipline

Physical Exercise and Discipline of Students

The Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. The Board requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for a child requiring special education and related services. Further, the Board permits, in its elementary schools, including an additional amount of time, beyond the required twenty minutes for physical exercise, devoted to undirected play during the regular school day, subject to the approval of the building administration.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

1. Loss of Recess as Disciplinary Consequence

Except as provided below, school employees may NOT prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

School employees may prevent or restrict recess when:

- a. A student poses a danger to the health or safety of other students or school personnel or;
- b. It is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.

Recess prevention or restriction may be imposed only once during a school week, unless the student is a danger to the health or safety of other students or school personnel. Recess prevention or restriction is not allowed for a student's failure to complete their work on time or for the student's academic performance. Discipline may be imposed before recess begins and/or imposed during recess. Appropriate interventions shall be used to redirect a student's behavior during recess.

2. Physical Activity as Punishment

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

Discipline

Physical Exercise and Discipline of Students (continued)

3. Wellness Instruction

School employees shall not prevent students from participating in physical exercise or undirected play during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent of Schools is authorized to develop guidelines to implement this policy.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student’s Planning and Placement Team (PPT).

For the purpose of this policy, “school employee” means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

Any employee who fails to comply with this policy will be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of District students and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the District.

Legal Reference:	Connecticut General Statutes 10-221o Lunch periods. Recess
	10-221u Boards to adopt policies addressing the use of physical activity as discipline.
	PA 22-81 An Act Expanding Preschool and Mental and Behavioral Services for Children.

Policy
Adopted:

School Calendar

The Board of Education directs the superintendent to develop a school calendar that meets the legal requirements and the needs of the community, students and personnel.

Such calendar shall show the beginning and ending of school dates, legal and local holidays, orientation meeting days, number of teaching days, vacation periods, and other pertinent dates.

The Board of Education may declare a holiday in the schools under its jurisdiction for good reason.

The Board of Education may use the Regional Educational Service Center (RESC) developed and approved uniform regional school calendar.

The Board of Education may establish for any school year a firm high school graduation date which is no earlier than the one hundred eightieth day noted in the school calendar originally adopted by the Board for that school year.

Legal Reference: Connecticut General Statutes
 1-4. Days designated as legal holidays.
 10-15. Towns to maintain schools.
 10-29.a. Certain days to be proclaimed by governor. Distribution and number of proclamations.
 10-261 Definitions.
 10-16l Establishment of graduation date.
~~PA 13-247, An Act Implementing Provisions of the State Budget for the Biennium Ending June 30, 2015 Concerning General Government, Sections 321-324.~~
~~PA 14-38, An Act Concerning the Recommendations of the Uniform Regional School Calendar Task Force.~~
 10-66q Development and adoption of uniform regional school calendar. Report. (as amended by PA 17-220)

Policy

Adopted: October, 1981

Revised: March 27, 2006

Revised: October 30, 2017

Revised:

Advanced Courses or Programs, Eligibility Criteria for Enrollment

Purpose

The Board of Education (Board) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. The Board supports advanced courses and programs that promote academic acceleration. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

Definitions

An **"advanced course or program"** is defined as an honors class, advanced placement class, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board of Education in grades 9-12, inclusive.

"Prior academic performance" means the course or courses that a student has taken, the grades received for each course, and a student's grade point average.

Procedures/Criteria/Guiding Principles

1. Provide a course sequence and foundation building in earlier grades, ensuring high expectations for all students, that makes later advanced coursework a viable option;
2. Create multiple access points to advanced courses and programs, allowing students to access these programs at various points of their high-school experience;
3. Use only enrollment access criteria that are educationally necessary;
4. Use multiple methods by which a student may satisfy eligibility criteria for enrollment, including but not limited to:
 - a. Recommendations from teachers, administrators, school counselors, or other school personnel;
 - b. Criteria not exclusively based on a student's prior academic performance;
 - c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program;
 - d. GPA improvement over time;
 - e. Scoring near benchmark on local assessments;
 - f. Student interests and persistence.

Advanced Courses or Programs, Eligibility Criteria for Enrollment (continued)

Procedures/Criteria/Guiding Principles (continued)

5. Offer a robust set of student supports, which can include tutoring, access to technology, and support from school counselors, that help all students succeed in advanced courses or programs; and
6. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and making these materials available in multiple languages.

In order to access advanced courses or programs students need to complete sufficiently difficult coursework at the middle school level. This equitable course enrollment policy is based on rigorous learning opportunities for all students in elementary and middle grades.

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the school counselor.

The Board seeks course enrollment policy that limits prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

Advanced courses or programs must comply with applicable District policies and state standards and this policy must be in accordance with SDE promulgated guidance.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations and criteria for continuation in advanced courses or programs, and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

Evaluation

The Board will review data on student participation in advanced courses or programs, the data shall be disaggregated by gender, ethnicity, and free/reduced lunch participation. Such data will be used during the planning process for course and program offerings in the upcoming school year.

(cf. 6172.1 - Gifted and Talented Students)
(cf. 6141.52 -Challenging Curriculum Policy)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 3

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation
Policy

Policy adopted:

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptations and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so in grades 8 and 9.

An "**advanced course or program**" as defined in this policy means an honors class, advanced placement class, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program in order to meet the needs of District students.

The Board's goal is to create a culture of deliberate excellence through its commitment to all students who have the capability, potential, or motivation to access advanced academic curriculum and instruction. The needs of advanced and high potential learners will be equitably addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this "challenging curriculum policy" aligned with State Department of Education (SDE) guidance. This policy includes, as required, the criteria for the identification of students in grades 8 and 9 who may be eligible to take or enroll in an advanced course or program, as defined, and that such identified students have an academic plan.

Priority placement will be given to students identified as gifted, as per policy #[6172.1](#), "Gifted and Talented Students."

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

Criteria

For purposes of this policy these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

The Superintendent or his/her designee will develop procedures for identification of students that includes multiple measures in order to identify strengths in intellectual ability, creativity or a specific academic area. The identification process shall include

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students) (continued)**Criteria (continued)**

consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

Identification Process

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility and placement/enrollment.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in grades 8 and 9, indicating content, process, products and learning environments.

The identification process shall include the following:

- Identification of students with:
 - Superior cognitive ability;
 - Specific academic ability in one or more of the following content areas; math, science, language arts, social studies (consistently received grades of "B" or higher in the core content areas);
 - Creative thinking ability; and
 - Giftedness..
 - Teacher recommendations/referrals
 - Referrals from parents, students
 - Placement tests if available
 - Parental approval

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students) (continued)**Academic Plan**

Each identified student shall develop an academic plan for the period grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school and college credit or result in career readiness.

The academic plan must be aligned with the following:

1. The courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the academic plan.

The academic plan enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and at a minimum, at least once a year.

Beginning in the middle school years, students must be counseled on opportunities for beginning postsecondary education prior to high school graduation. Such opportunities include access to Advanced Placement (AP) or college-level courses for degree credit. Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation and the willingness of the college to accept the student for admission to the course or courses.

(cf. 6141.51 - Advanced Courses or Programs-Eligibility Criteria for Enrollment)
(cf. 6172.1 - Gifted and Talented Students)

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students) (continued)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 5

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

Policy adopted:

CURRICULAR EXEMPTIONS

Mandatory Curricular Exemptions:

Upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Glastonbury Board of Education (the "Board") shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education;
3. HIV/AIDS; or
4. Sexual abuse and assault awareness and prevention program
5. Religion

Definitions:

"Dissection Instruction" is defined as instruction in which a student must participate in, or observe, the dissection of any animal.

"Family Life Education Instruction" is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life.

"HIV/AIDS Instruction" is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the district pursuant to state law.

"Sexual abuse and assault awareness and prevention program" is defined as the state-wide program identified or developed by the Department of Children and Families, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a similar entity) that includes age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.

Exemption from Instruction

~~Students enrolled in the Glastonbury Public Schools may be exempt from participation in the following specific classes or from specific sections of the instruction program of the following classes by observing these rules:~~

- ~~1. To be exempt from participation in a physical education class, a student must present to the principal/designee a physician's statement explaining the reason(s) for the inability to participate.~~

CURRICULAR EXEMPTIONS (continued)

- ~~2. Exemption from participation in all or any part of a family life education program, instruction on acquired immune deficiency syndrome (AIDS)*, or a firearm safety program is automatically granted upon written request from a parent/guardian of a student less than eighteen years of age or from a student eighteen years of age or older. Students should be informed of their right to be exempt from the Family Life program.~~
- ~~3. A student eighteen years of age or older or the parent/guardian of a younger student identified as deaf or hearing impaired may request exemption from taking courses in a foreign language upon written request.~~

~~A written request from a student eighteen years of age or older or from the parent/guardian of a younger student to be exempt from all or any part of a required course of instruction, other than those listed above, shall be considered on its merits and the decision to approve or disapprove the request shall be made by the building administrator/designee. These may include exemptions in the following areas:~~

Religion

~~If the religious belief and/or teachings of a student or his/her parents/guardians are contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent/guardian must present a written request for exemption to the principal/designee stating the conflict involved.~~

Written Request for Mandatory Exemption:

~~Parents who wish to exercise such exemptions must notify the school district in writing within the first two weeks of school.~~

Permissive Curricular Exemptions:

~~Except for the mandatory curricular exemptions noted above, or otherwise required by law, the Board does not require teachers to exempt students from any other aspect of the curriculum.~~

Alternative Assignments:

- ~~1. Any student excused from participating in, or observing, the dissection of any animal as part of classroom instruction shall be required to complete an alternate assignment to be determined by the teacher.~~

CURRICULAR EXEMPTIONS (continued)Alternative Assignments (continued)

2. Any student excused from participating in the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work as determined by the teacher.
3. Any student excused from any other aspect of the curriculum may be required by the teacher to complete an alternative assignment as determined by the teacher.

~~Dissection of Animals~~

~~A student will be exempted from Dissection of Animals upon receipt of a written request for exemption from the parent/guardian.~~

~~Exemptions from required instruction do not excuse a student from the total semester hours required for graduation.~~

~~Exemption from Instruction~~ (continued)~~*AIDS Instruction~~

~~Currently there is no cure for those infected with AIDS, but the Board of Education believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.~~

~~(cf. GPS Policy 6164.12)~~

~~Legal Reference: Connecticut General Statutes
 10-16 Prescribed courses of study
 10-19 AIDS Education
 10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught
 10-16(e) Students not required to participate in Family Life programs~~

Legal References:

Conn. Gen. Stat. § 10-16c.
 Conn. Gen. Stat. § 10-16e.
 Conn. Gen. Stat. § 10-18d.
 Conn. Gen. Stat. § 10-19(b).
 Conn. Gen. Stat. § 17a-101q.

INSTRUCTION

Policy 6144.1(c)

Revised

Policy

Approved: October, 1981

Revised: May 8, 2006

Revised:

GLASTONBURY BOARD OF EDUCATION
Curricular Exemption Request Form

I request that my child be exempted from instruction in the following areas:

Check all that apply:

- 1. Dissection _____
- 2. Family life education _____
- 3. HIV/AIDS _____
- 4. Sexual abuse and assault awareness and prevention program _____
- 5. Religion _____

I recognize that teachers may require my child to complete alternative assignments in lieu of the curricular instruction planned in the area of exemption.

This form must be completed annually and returned to the school principal ~~by the first two weeks of the start of school.~~ prior to the commencement of the instruction area that exemption is being requested.

Date

Name of Student (Please Print)

Parent's/Guardian's Signature

Date

Or

Student's Signature (if 18 years of age)

Date

Gifted and Talented Students Program

The Board of Education (Board) recognizes its responsibility to identify gifted and talented students within the school district.

The identification process is based on a multi-criteria assessment process, typically including both subjective and objective data. The process must include multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will include consideration of all students.

The final determination in the identification of students as gifted and/or talented must be done by a Planning and Placement Team (PPT). Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs.

It is recognized that identified students may be accommodated in a variety of ways, such as, but not limited to, the provision for supplementary materials, extensions to the curriculum and accelerated placement options.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and talented;
2. the contact information for the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

Gifted and Talented Students Program (continued)

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.

Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.

P.A. 19-184 An Act Concerning the Provision of Special Education. Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.

P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Policy adopted:

Regular Meetings

The Board of Education shall file with the Town Clerk, not later than January 31st of each year, the schedule of the regular meetings of the Board of Education, and shall post the schedule on the District's Internet website. No meeting shall be held sooner than thirty days after such filing.

~~the Town Clerk, filed in the office of the superintendent, and posted on the Board of Education web site, giving the time and place of the meeting and the agenda. Such notification shall take place not less than twenty-four hours prior to the time of a regular or special meeting. Each Board member shall be notified by the superintendent of the time, place and business to be transacted, although any Board member may waive the twenty-four hour notification of a special meeting by a written waiver of notice.~~

Notice of Meetings

Notice of regular meetings will be mailed (or emailed if requested) to persons filing a written request renewable in January of each year. The Board of Education may charge a fee based on the cost of the service as provided by law.

Special Meetings

Notice of each special meeting of the Board of Education shall be filed not less than twenty-four hours in advance of the meeting with the Town Clerk and be posted in the Office of the Clerk giving the time and place of the special meeting and the business to be transacted. The special meeting shall also be posted on the District's Internet Website. No other business shall be considered by the Board at that special meeting. Each member of the Board of Education shall be notified by the Superintendent or the Clerk not less than 24 hours prior to the time of the special meeting and shall be advised of the time, place and business to be transacted, although any Board member may waive the 24 hour notification by a written waiver of notice or a telegram to the purpose.

~~Notice of each regular and special meeting of the Board of Education shall be provided to the Town Clerk, filed in the office of the superintendent, and posted on the Board of Education web site, giving the time and place of the meeting and the agenda. Such notification shall take place not less than twenty-four hours prior to the time of a regular or special meeting. Each Board member shall be notified by the superintendent of the time, place and business to be transacted, although any Board member may waive the twenty-four hour notification of a special meeting by a written waiver of notice.~~

Notification of Regular and Special Meetings

Emergency Meetings

The chair calls emergency meetings when matters must be acted upon within a period that does not permit the usual notification requirement. Minutes of the emergency meetings, to include the reason for the emergency, must be filed with the Town Clerk within seventy-two hours of the meeting. Only the matter or matters requiring the emergency meeting shall be discussed and acted upon at that time.

Electronic Participation

The Board of Education allows electronic participation whenever there is communication by or to a quorum of the Board, whether the communication is in person or by means of electronic equipment. Meetings in which some Board members participate electronically are subject to the requirements of the Freedom of Information Act.

The Board may allow members to participate in meetings by telephone or other electronic means. Board members may not simply vote electronically, but must be connected with the meeting throughout the discussion of business. If a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened.

When a Board member participates electronically, the member will be considered present and will have his or her actual physical presence excused. The member shall be counted present for purposes of convening a quorum. The Board Secretary will document it in the Minutes when members participate in the meeting electronically.

Any Board member wishing to participate in a meeting electronically will notify the Board Chairperson and Superintendent as early as possible. The Superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that Board members participating in the meeting electronically may interact and the public may observe or hear the comments made. (Each part of the telephone conference call meeting shall be audible to the public at the location specified in the notice for the meeting. The location designated in the notice as the location of the meeting shall provide two-way communication during the entire telephone conference call and the identification of each party to the telephone conference call shall be clearly stated prior to the meeting.) The Superintendent will take measures to verify the identity of any remotely located participants.

Meetings (Kind, Time, Place, Notification of Meetings)
Notification of Regular and Special Meeting

Revised

(cf. 9327 – Electronic Mail Communications)

Legal Reference: Connecticut General Statutes

1-200 (2) Definitions. “Meeting”

1-206 Denial of access to public records or meetings.

1-225 Meetings of government agencies to be public, as amended by
June 11 Special Session, PA 08-3

1-227 Mailing of notice of meetings to persons filing written request.

1-228 Adjournment of meetings. Notice.

1-229 Continued hearings. Notice.

1-230 Regular meetings to be held pursuant to regulation, ordinance or
resolution.

10-218 Officers. Meetings

Policy

Adopted: October, 1981

Revised: October, 1986

Revised: December, 1991

Revised: May 22, 1995

Revised: May 24, 2024

Revised:

Electronic Board of Education Meetings

Definitions

“Meeting” is defined as a hearing or other proceeding of the Board, any convening or assembly of a quorum of the Board and any communication by or to a quorum of the Board, whether in person or by means of electronic equipment to discuss or act upon a matter over which the public agency has supervision, control, jurisdiction, or advocacy power. Communications between and among a quorum of members convening on electronically linked personal computers or by telephone conference call are subject to the Freedom of Information Act. This definition includes “hybrid” remote and in-person meetings.

“Public Notice” Each Board member and each person who has duly requested such notification shall be notified no later than twenty-four hours in advance of the meeting of the time, date, location, and the agenda of any regular or special meeting. The twenty-four hour notice shall also be posted in the Board office and filed with the Town Clerk, except that such notice is not required where the time, date, and location of the meeting has been published in the annual list of meetings approved by the Board and filed with the Town Clerk not later than January 31 of each year in accordance with law. The meeting agenda must be filed at least twenty-four hours before the meeting convenes. (In an emergency meeting, the Board may proceed to conduct business if and to the extent required by the emergency.) The expectation shall also be adhered to in the event of a Board meeting held through electronic means as described in this bylaw. When hybrid in-person meetings are held, the meeting notice should suggest that the public participate by remote means in order to avoid a situation where demand for space at the meeting by the public exceeds the in-person capacity limit.

“Voting” All Board actions requiring a vote may be conducted by voice, show of hands, or roll call provided that the vote of each member is recorded in the minutes of the meeting. Proxy voting shall not be permitted. Voice voting must occur in the event of a BOE meeting held through electronic means as described in this bylaw. Votes will be verbalized into the record by the Board Secretary. Abstentions shall not be counted as votes but shall be recorded.

“Internet (Chat) Discussions” In the event of a Board meeting held through electronic means as described in this bylaw, under no circumstances are members of the Board to have private chats while engaged in the public session of the meeting. All comments, inquiries, and votes must occur in the public forum for all to hear. All Board member(s) are expected to comply with the guidance of this bylaw.

The Board of Education may hold a public meeting that is accessible to the public by means of electronic equipment or by means of electronic equipment in conjunction with an in-person meeting.

Electronic Board of Education Meetings

Electronic Board of Education Meetings (continued)

In accordance with Connecticut's Freedom of Information Act (FOIA) the following provisions will be implemented so that a remote or "hybrid" meeting can occur:

1. Board of Education members shall make every attempt to participate through a technology portal where they can be viewable, or at a minimum heard, for each other and members of the public. The Board of Education will accomplish this through use of an electronic videoconferencing program, such as, but not limited to, ZOOM, GoToMeeting, WebEx, OnBoard, where members of the public can call and/or submit comments or questions electronically.
2. Notice of the Board meeting's virtual or in-person location, when a hybrid approach is utilized, shall be published through the traditional means and outlets as well as being noticed on the District website and in the Board of Education Office no less than 24 hours in advance.
3. The District shall post the agenda for the meeting no later than 24 hours in advance for review and reference by members of the public. The agenda will also be posted on the District website. Such notice and agenda shall include instructions for the public, to attend and provide comment or otherwise participate in the meeting, by means of electronic equipment or in person.
4. When the Board conducts a meeting, other than an executive session or special meeting, solely by means of electronic equipment, it shall (1) provide any member of the public (a) upon written request submitted not less than twenty-four hours prior to such meeting, with a physical location and any electronic equipment necessary to attend such meeting in real time,, and (b) the same opportunities to provide comment of testimony and otherwise participate in such meeting that such member of the public would be accorded if such meeting were held in person; (2) ensure that such meeting is recorded or transcribed, excluding any portion of the meeting that is an executive session, and such transcription or recording is posted on the Board's Internet website and made available to the public to view, listen to and copy in the Board's office or regular place of business not later than seven days after the meeting and for not less than forty-five days thereafter; and (3) if a quorum of the members of the Board attend a meeting by means of electronic equipment from the same physical location, permit members of the public to attend such meeting in such physical location.

Electronic Board of Education Meetings

Electronic Board of Education Meetings (continued)

5. The Board, when conducting hybrid meetings, will make provisions to allow at least some members of the public and press to attend in the same location as the Board members conducting the meeting in a manner consistent with any public health guidance. The number of the public allowed to attend the in-person or hybrid meeting will be limited to capacity limits put in place consistent with public health and social distancing guidance, determined by local health officials.
6. If the Board conducts a special meeting it shall include in the notice of such meeting where the meeting will be conducted solely or in part by means of electronic equipment and, not less than twenty-four hours prior to such meeting, shall post such notice and an agenda of the meeting. If such special meeting is to be conducted by means of electronic equipment, such notice and agenda shall include instructions for the public, by means of electronic equipment or in person, to attend and provide comments or otherwise participate in the meeting.
7. Any vote taken at a meeting during which any member participates by means of electronic equipment shall be taken by roll call, unless the vote is unanimous. The minutes of the meeting shall record a list of members that attended such meeting in person and a list of members that attended such meeting by means of electronic equipment.
8. Any member of the Board or the public who participates orally in a meeting of the Board conducted by means of electronic equipment shall make a good faith effort to state such member's name and title, if applicable at the outset of each occasion that such member participates orally.
9. Executive session will be held, when necessary and for statutorily allowed reasons, in a second video conferencing meeting open only to Board of Education members, and those individuals determined by the Board to be necessary to participate in such executive session.
10. Pursuant to PA 22-3 a Board member shall not be denied the opportunity to participate and vote in any meeting or proceeding using remote technology if such member requires to do so.

When public health conditions improve, the Board may initiate a return to in-person meetings, or in the alternative, hybrid in-person meetings in which Board members may either attend in person or participate remotely. In hybrid meetings, members of the public and the press will be allowed to attend, up to the capacity limits in place to comply with social distancing guidance and local public health department determination.

Electronic Board of Education Meetings

Electronic Board of Education Meetings (continued)

Options and instructions on how to access Board of Education virtual meetings will be posted on the District's website. A recording of Board meetings shall be made available within seven (7) days on the Board's Website.

Legal Reference: Connecticut General Statutes

- 1-200 (2) Definitions. "Meeting."
- 1-206 Denial of access to public records or meetings.
- 1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3.
- 1-226 Broadcasting or photographing meetings.
- 1-227 Mailing of notice of meetings to persons filing written request.
- 1-228 Adjournment of meetings. Notice.
- 1-229 Continued hearings. Notice.
- 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
- 1-232 Conduct of meetings.
- 10-218 Officers. Meetings.
- 10-238 Petition for hearing by board of education.

Executive Order No. 7B – Protection of Public Health and Safety During COVID-19 Pandemic and Response. Further Suspension and Modification of Statutes. (issued 3/14/20)

Executive Order No. 7N – Protection of Public Health and Safety During COVID-19 Pandemic and Response. Increased Distancing, Expanded Family Assistance and Academic Assessment Suspension (issued 3/26/20)

Executive Order No. 9H – Protection of Public Health and Safety During COVID-19 Pandemic and Response. Participation in Municipal Meetings, Technical Correction to Extension of Eviction Moratorium in Executive Order No. 9H (issued 10/10/10)

~~Meetings~~

Revised

Public and Executive Sessions

All meetings of the Board of Education, **regular, special and emergency** shall be open to the public with the exception of executive sessions.

Executive Sessions

The public may be excluded from meetings of the Board of Education that are declared executive sessions. Executive sessions may be held only for one or more of the following reasons on a two-thirds vote of the members present and voting at a public meeting:

1. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussions be held at an open (public) meeting.
2. Strategy and negotiations with respect to pending claims and litigation to which the Board of Education or a member thereof is a party ~~because of his/her conduct as a member.~~
3. Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.
4. Discussion of the selection of a site or the lease, sale or purchase of real estate when publicity regarding such would cause the likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.
5. Discussion of confidential student information.
6. Discussion of any matter that would result in the disclosure of public records or the information therein described in Connecticut General Statutes 1-210(b).
7. Discussion of documents that contain records, reports and statements of strategy or negotiations with respect to collective bargaining.

~~The Board of Education shall not return to public session in any meeting after it has entered executive session if that executive session is the last or penultimate item on the agenda for that meeting.~~

The following are not considered to be meetings open to the public under the Connecticut Freedom of Information Act and Connecticut General Statutes: meetings of certain personnel search committees; collective bargaining strategy and negotiating sessions; caucuses; chance or social gatherings not intended to relate to official meetings; and communications limited to notice of agency meetings or their agendas.

The motion to go into executive session shall identify the persons, in addition to the Board, who shall be invited to be in attendance in the executive session. The persons invited into executive session shall be limited to persons needed to present testimony or opinion pertinent to matters before the Board and such persons' attendance shall be limited to the time period for which their presence is necessary.

~~Meetings~~

Revised

Public and Executive Sessions

Smoking

Smoking of any kind will not be permitted in any room in which a meeting of the Board of Education is being conducted, nor during the time immediately prior to the meeting.

Non-Meetings

Not every meeting of the Board of Education constitutes a “meeting” under the Freedom of Information Act (FOIA). A meeting does not include:

- Any meeting of a personnel search committee to executive level employment candidates;
- Any chance meeting, or a social meeting neither planned nor intended for the purpose of discussing matters related to official business;
- Any meeting discussing strategy or negotiations with respect to collective bargaining;
- A caucus of members of a single political party notwithstanding that such members also constitute a quorum of a public agency;
- A quorum of the members of the Board who are present at any event which has been noticed and conducted as a meeting of another public agency, in that case, the event shall not be deemed a meeting of the Board as a result of their presence at such event. (For example, if the Board of Education is invited to attend a meeting of the Board of Finance, such a meeting does not have to be noticed and posted by the Board of Education.)

There is no specific executive session privilege for the discussion of collective bargaining issues. However, discussion of “records, reports of strategy or negotiations with respect to collective bargaining” is permitted in executive session, provided that such documents exist.

Absent such documents, such strategy discussions and/or negotiations themselves must be held as a “non-meeting.” Collective bargaining is excluded from the definition of a meeting under the Freedom of Information Act (FOIA). Collective bargaining sessions shall be held outside the scope of the FOIA as a “non-meeting.” Such sessions may be held at any time without posting, and related strategy sessions or updates to the Board of Education may be held either before or after the end of a regular or special meeting, without the need to post such meetings.

~~Meetings~~

Revised

Public and Executive Sessions

(cf. 1331 - Smoking in School Facilities)

Legal Reference: Connecticut General Statutes

1-200 Definitions. (as amended by PA 02-130)

1-206 Denial of access to public records or meetings.

1-210 Access to public records.

1-225 Meetings of government agencies to be public.

1-226 Recording, broadcasting or photographing meetings.

1-231 Executive sessions.

19a-342 Smoking prohibited in certain places.

Policy

Adopted: October, 1981

Revised: May 24, 2004

Revised: September 8, 2008

Revised: March 22, 2021

Revised:

Fire Emergencies, Disaster Preparedness and Crisis Response

General

The health, welfare and safety of students, staff and visitors to the district's schools are dependent upon emergency preparedness planning. All Board of Education employees are responsible for promoting safety, including fire prevention measures and for helping students recognize the importance of effective emergency procedures. District staff shall be prepared to recognize and respond immediately and responsibly to any potential or actual emergency or disaster.

The superintendent/designee shall develop an **All Hazard Plan and** emergency procedures. **Principals shall be responsible for training and practice drills to prepare staff and students for all potential emergencies or disasters. The principal or designee will be the Incident Commander for all emergencies.**

Fire alarm systems and regular and emergency school exits shall be maintained in good working order.

First Aid

The superintendent/designee shall ensure that at least one person at each school site holds current first aid and/or CPR certification.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules.

10-231 Fire Drills.

52-557b "Good Samaritan Law." Immunity from liability for emergency medication assistance, first aid or medication by injection. School personnel not required to administer or render.

NFPA Code 31-3.1.2

Policy

Adopted: October, 1981

Revised: November 23, 1998

Revised: March 27, 2006

Revised:

Fire Emergencies, Disaster Preparedness and Crisis Response

If **active** fire is discovered in any school facility, the signal to evacuate the building shall be given immediately and the fire department called.

Every principal shall hold at least **eight** evacuation fire **drills** during the school year when all occupants must leave the building. The following protocol must be observed for all fire drills: **Two drills within the first two weeks of school, three additional drills prior to December 1, and three remaining drills prior to June 1.**

1. All occupants must leave the building rapidly but in an orderly manner. Principals **or their designees are responsible for attendance to ensure all occupants of the building have evacuated.**
2. Emergencies **may** require the use of alternative exits. Teachers **and staff** must be prepared to direct their classes to these alternate exits in the event the designated escape route is blocked. They must maintain **direct supervision** of students.
3. **Principal or designee must complete an evaluation form for each completed fire drill or active fire emergency. The evaluation form shall be kept in the building principal's office and a copy forwarded to the offices of the superintendent/designee, Director of Environmental Health and Safety, and Coordinator of Emergency Management.**

Crisis Response

The principal or designee is responsible for three crisis drills each school year.

Crisis/Lockdown drills are required as follows: one drill prior to October 1st, one drill between the months of December and February, and one drill between the months of March and April.

Each school shall establish a school security and safety committee, which will assist in developing and administering the school's security and safety plan. The members of the Committee shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school and any other person deemed necessary; (school nurse, custodian, local health director, transportation coordinator, etc.)

Prevention of panic is the essential element in the successful handling of any emergency. Principals and teachers will instill confidence in their directions and supervision.

INSTRUCTION

Regulation 6114(a)

Revised

Legal Reference: Connecticut General Statutes
10-231. Fire drills.

NFPA Code 31-3.1.2

Regulation

Approved: October, 1981

Revised: November 23, 1998

Revised: March 27, 2006

Revised:

Glastonbury Public Schools

TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL X US _____ CT _____

DESTINATION: Quebec City, Quebec

DEPARTURE DATE: 02.04.2023 RETURN DATE: 02.07.2023

ESTIMATED NUMBER OF PARTICIPANTS: 48 students WILL ANY SCHOOL TIME BE USED: yes - two days

SPONSORING TEACHER: Scott Minnick COST PER PARTICIPANT: \$1,010

Arlette deKoning (French), John Landry (Media Specialist), Marissa Wengell (Health/PE)
Sandy Nichols (Science), Amanda Robustelli-Price (Director, World Language/MLL)

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Jumpstreet Tours

SCHOOL(S) PARTICIPATING: Smith Middle School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Presently enrolled in 7th and 8th grade French, in good academic and behavioral standing, as per BOE policy, good attendance and successful completion of application process.

PURPOSE OF TRIP: To immerse students to authentic French language and Quebecois culture through a large variety of interesting educational and cultural activities including seeing the largest winter parade in the world.

ITINERARY (MAY BE ATTACHED): Itinerary attached

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: Students will return from this trip with knowledge of the history and culture of Quebec and a new linguistic confidence from having listened to, and spoken, French in authentic situations.

APPROVAL:

DIRECTOR: Amanda Robustelli-Price (DATE) 09.06.2022

PRINCIPAL(S): James J. Gregorski 9/6/22
(of Smith Middle School) (DATE)

PRINCIPAL(S): Nancy E. Bean. 9/6/22
(Glastonbury High School) (DATE)

SUPERINTENDENT APPROVAL: Alan Bork (DATE) 9-8-22

BOARD OF EDUCATION APPROVAL DATE: _____



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as “teams.” The **CABE Board Recognition Awards** are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 34 Level One criteria, including a minimum of three in each area, will earn the Level One **CABE Board Leadership Award**.

In order to appropriately recognize those Boards which are truly exemplary, CABE has now established a second level of awards, the **Board of Distinction Award**. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the **Board of Distinction Award**.

Please respond to the criteria requested on this form and send your information, with supporting data, to CABE when you believe your Board has earned a Leadership Award or a Board of Distinction Award. If you have any questions, need further information, or require help in satisfying any of the criteria, please contact us for assistance.

Deadline for submission is: **Friday, October 7, 2022**

REQUIRED CRITERIA

1. Board Leadership/Student Achievement

Level One (minimum of three)

- A. The Board has developed district goals for this year. *(provide copy of goals)*
- B. The Board has conducted a self-evaluation and developed a plan for improvement in the past 12 months. *(provide copy of plan or descriptive narrative)*
- C. The Board has conducted a superintendent evaluation in past 12 months.
- D. The Board monitors its performance against a Board of Education code of conduct. *(provide copy of code)*
- E. The Board has conducted meetings pursuant to Board policy.
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. *(provide copy of meeting calendar)*
- G. The Board ensures that student voice is part of its decision-making process. *(provide bylaws that allow for student voice)*
- H. The Board models civil discourse while conducting Board business. *(provide examples)*
- I. The Board conducts orientation for new Board members. *(provide agenda or bylaws)*
- C. The Board supports the appropriate use of technology in educational programming. *(provide examples)*
- D. The Board uses data to make informed decisions regarding student achievement. *(provide examples)*
- E. The Board addresses issues of diversity, equity, and inclusion. *(provide examples)*

2. Board Member Professional Development Level One (minimum of three)

- A. A majority of Board members have taken part in workshops or other in-service training during the last year. *(provide list of workshops and/or in-service training)*
- B. The Board provides adequate funds to permit Board members to take part in training. *(provide budget or listing for Board professional development)*
- C. A majority of the Board attended the CABE/CAPSS Convention in the last 12 months. *(provide list of Convention participants)*
- D. A majority of the Board participated in the CABE Board Member Academy in the last 12 months. *(provide list of programs and board members who attended)*
- E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months. *(provide agenda)*
- F. New Board members are provided orientation, including attending CABE New Board Member Orientation. *(provide list of 2021-2022 participants)*

Level Two (minimum of three)

- A. The Board of Education works to improve student achievement. *(provide description)*
- B. The Board relates the mission statement and goals to agenda items. *(provide examples)*



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

- G. At least one Board member has participated in the CABE Leadership Institute. ~~during this year.~~ **(provide names of participants)**
- H. The Board has participated in professional development about issues of diversity, equity and inclusion. **(provide a list of workshops and provider)**
- A. The Board provides opportunities for appropriate participation at meetings by members of the community. **(provide copies of two recent agendas)**
- C. The Board seeks active community involvement with the schools. **(provide examples)**
- D. The Board demonstrates cooperation with news media. **(describe)**
- E. The Board promotes the school system to the public. **(provide copies of information disseminated)**
- F. The Board disseminates information to the public on its decisions in a unified, timely manner. **(provide copy of information provided)**

Level Two (minimum of two)

- A. The Board has developed district goals and reviews them on a regular basis. **(provide examples)**
- B. At least 2 members of the Board have participated in the CABE Leadership Institute. **(provide names of participants)**
- C. The Board has incorporated Board professional development into policy. **(provide examples)**
- D. The Board holds a retreat outside of a regular meeting with a component offering professional development. **(provide copy of agendas)**

3. Policy

Level One (minimum of three)

- A. The Board has developed and adhered to procedure for policy review. **(provide procedure)**
- B. The Board has a regular process for reviewing policies every three years.
- C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- D. The Board has adopted all required policies.
- E. The Board has reviewed appropriate policies as law and regulations have changed.
- F. The Board relies on policies as “living documents,” by referring to them at Board meetings or in Board agendas.
- G. The Board provides the district policy manual in a searchable online version. **(provide URL)**
- H. The Board has a Code of Ethics. **(provide Code of Ethics)**

Level Two (minimum of three)

- A. The Board relates applicable agenda items to appropriate policies. **(provide sample agendas that show this practice)**
- B. Policy discussions are a regular part of Board meetings. **(provide agendas where this takes place)**
- C. The Board has adopted a policy addressing diversity equity, and inclusion. **(provide policy)**
- D. The Board has adopted a policy on civility. **(provide policy)**

4. Community Relations

Level One (minimum of three)

- A. The Board has clear, written policies on Community-Board Relations. **(provide copy)**

Level Two (minimum of two)

- A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, CABE Equity Toolkit, etc.) during the past year. **(provide agenda and report the end results of the program)**
- B. The Board has successfully worked with other community leaders. **(provide description and/or supporting documentation)**
- C. The Board works with the community’s local cable access channel. **(provide description)**
- D. The Board works with other Boards of Education. **(provide description)**

5. Related Organizational Leadership

Level One (minimum of three)

- A. A Board member serves on the CABE Board of Directors. **(provide name)**
- B. One or more Board members are active participants in the Convention Committee, CABE Government Relations Committee, Resolutions Committee or Federal Relations Network. **(provide name(s))**
- C. One or more Board members actively serve on a RESC Board. **(provide name(s) and RESC)**
- D. One or more Board members participated in the NSBA Convention, CUBE or other NSBA-sponsored activity in the last 12 months. **(provide name(s))**
- E. One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in last 12 months. **(provide name(s))**
- F. The Board has submitted a resolution to CABE for consideration by the CABE Delegate Assembly in last two years. **(provide resolution(s))**
- G. The Board ensures that all collective bargaining agreements and the superintendent’s contract are sent in a timely manner to CABE’s Negotiations Service. **(provide date information sent)**



CABE Board Recognition Awards

Board of Distinction Award (Level Two)

To be eligible for the Board of Distinction Award, a motion must be made at a board meeting to approve the application. If the majority votes in favor, the Board Chair and Superintendent should sign below (*please attach minutes*).

_____	_____
Board Chair	Date
_____	_____
Superintendent	Date





Glastonbury Board of Education

628 Hebron Avenue, P.O. Box 191
Glastonbury, CT 06033
Tel: (860) 652-7951 ♦ Fax: (860) 652-7982
www.glastonburyus.org

September 16, 2022

Connecticut Association of Boards of Education
81 Wolcott Hill Road
Wethersfield, CT 06109

CABE Board Recognition Awards Required Criteria (level one and level two) attached:

1. Board Leadership/Student Achievement

Level One

- A. The Board has developed district goals for this year.
 - Board of Education Policy 9010 and goals.
- B. The Board has conducted a self-evaluation and developed plan for improvement in the past 12 months.
 - Board of Education Policy 9020, evaluation form, and BOE Planning Framework.
- C. The Board has conducted a superintendent evaluation in past 12 months.
 - Superintendent evaluation form.
- D. The Board monitors its performance against a Board of Education code of conduct.
 - Board of Education Policy 9270, Policy 9271, and code attached.
- E. The Board has conducted meeting pursuant to Board policy.
 - Board of Education Policy 9321, Policy 9322, and Policy 9323.
 - Board of Education Meeting Agenda, August 29, 2022.
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner.
 - Board of Education Policy 9321, BOE meeting calendars January 2022-January 2023, January 2023-January 2024 and planning framework 2021-2022 school year and 2022-2023 school year.
- I. The Board conducts orientation for new Board members.
 - Board of Education Policy 9230.
 - Board of Education Meeting Agenda, November 16, 2021.

Level Two

- B. The Board relates the mission statement and goals to agenda items.
 - Board of Education Mission and Strategic Plan 2018-2023.
 - Board of Education Meeting Agenda, June 25, 2018.

- C. The Board supports the appropriate use of technology in educational programming.
 - 2021 Annual Technology Report, Executive Summary July 12, 2021.
 - Board of Education Meeting Agenda, July 12, 2021.
 - Board of Education Policy/Regulation 6141.2.
 - Board of Education Planning Framework - Each July Technology Annual Report.
- D. The Board uses data to make informed decisions regarding student achievement.
 - Board of Education Meeting Agenda, September 12, 2022. Scholastic Aptitude Test (SAT) and Advance Placement (AP) Report.
 - Board of Education Meeting Agenda, August 29, 2022. State Mandated Testing 2021 Update.
 - Board of Education Policy 6140 (Assessment of Student Performance).
- E. The Board addresses issues of diversity, equity, and inclusion.
 - Board of Education Meeting Agenda, May 10, 2021 – Appointing a Director of Equity, Diversity and Inclusion.
 - Board of Education Meeting Agenda, June 14, 2021.
 - Board of Education Meeting Agenda, September 13, 2021.

2. Board Member Professional Development

Level One

- A. A majority of Board members have taken part in workshops or other in-service training during the last year.
 - Board of Education Budget Workshops Dates - Board of Education Meeting Agenda, November 8, 2021.
 - Board of Education Budget Workshop Agendas and Minutes, January 2022.
 - Board of Finance Special Meeting Workshop, February 2, 2022.
- B. The Board provides adequate funds to permit Board members to take part in training.
 - Program 3300-Board of Education Expenses.
 - Board of Education Policy 9250.
- C. A majority of the Board attended the CABE/CAPSS Convention in last 12 months. (Due to COVID-19) the Glastonbury Board of Education participated in the 2019 CABE Convention. Board members will be attending the CABE Convention scheduled for November 2022.
 - CABE Conference, November 2019.
 - Purchase Order No. 201712.
 - CABE Conference, November 2022.
 - Purchase Order No. 230843.
- F. New Board Members are provided orientation, including attending CABE New Board Member Orientation.
 - New Board Member Packet.
 - Purchase Order No. #221102.
 - Board of Education Meeting Agenda, November 16, 2021 – Robert Radar

Level Two

- A. The Board has developed district goals and reviews them on a regular basis.
 - Board of Education Planning Framework 2022-2023.
 - Board of Education Policy 9010.

- C. The Board has incorporated Board professional development into policy.
 - Board of Education Policy #4131 (Staff Development).
 - Summer 2022 Professional Development Executive Summary, June 13, 2022.
 - Opening Day Professional Development Executive Summary, August 29, 2022.
 - Election Day Professional Development Executive Summary, November 22, 2021.

3. Policy

Level One

- A. The Board has developed and adhered to procedure for policy review.
 - Board of Education Policy 9131.
 - Board of Education Policy Committee Meeting Agenda, August 10, 2022.
- C. The Board uses CAFE or a similar policy update service to ensure that policies remain current.
 - Glastonbury policy update services-CAFE.
 - Education Legislation Summary-CAFE.
- E. The Board has reviewed appropriate policies as law and regulations have changes.
 - Example Board of Education Meeting Agenda, August 29, 2022.
 - Example Board of Education Meeting Agenda, September 12, 2022.
 - Board of Education Policy Committee Meeting, August 10, 2022.
 - Board of Education Policy Committee Meeting Minutes, August 10, 2022.
- F. The Board relies on policies as “Living Documents,” by referring to them at Board meeting.
 - Board of Education Policy 3160 (Transfer of Funds between Categories; Amendments).
 - Board of Education Meeting Agenda, August 2, 2021.
 - Board of Education Meeting Agenda, April 25, 2022.
- G. The Board provides the district policy manual in a searchable online version.
 - Glastonbury Board of Education Policies and Regulations Website.
(<https://sites.google.com/a/glastonburyus.org/boe-policies/>)

Level Two

- A. The Board relates applicable agenda items to appropriate policies.
 - Board of Education Policy #9000 (Role of Board of Education Members).
 - Board of Education Policy #9323 (Construction of Agenda).
- B. Policy discussions are a regular part of Board meetings.
 - Board of Education Meeting Agenda, September 27, 2021.
 - Board of Education Meeting Agenda, October 4, 2021.
 - Board of Education Planning Framework 2022-2023.

4. Community Relations

Level One

- A. The Board has clear, written policies on Community-Board Relations.
 - Board of Education Policy 1000 Series. (<https://sites.google.com/a/glastonburyus.org/boe-policies/home/1000>)
 - Board of Education Policy 1110.
- B. The Board provides opportunities for appropriate participation at meetings by member of the community.
 - Board of Education Policy 1110 (Communications with Public).
 - Board of Education Agenda, July 11, 2022.
 - Board of Education Agenda, August 8, 2022.

- C. The Board seeks active community involvement with the schools.
 - Board of Education Policy 1210 (School/Community Organizations).
 - Board of Education Policy 1212 (School Volunteers).
- D. The Board demonstrates cooperation with news media.
 - Board of Education Policy 1112 (News Media Relationships).
- E. The Board promotes the school system to the public.
 - Board of Education School Report (mailing 4 times a year to all homes in Glastonbury – summer 2022 attached); back to school article from Superintendent, Board of Education Chairman and Glastonbury High School Principal, published in the Glastonbury Citizen.
 - School Calendar mail to all GPS parents.
- F. The Board disseminates information to the public on its decisions in unified, timely manner.
 - Board of Education Policy 9322 (Meetings).
 - Board of Education agenda's and minutes are available on the district website (<https://www.glastonburyus.org/BOE/calendar-agenda-minutes>).
 - Board of Education Meeting Calendars, Agenda's and Minutes available on homepage website. (<https://www.glastonburyus.org/BOE/calendar-agenda-minutes>).

Level Two

- B. The Board has successfully worked with other community leaders.
 - Board of Education met with Board of Finance and Town Council to preview and review budget items. Special Meeting Minutes, Glastonbury Board of Finance, Wednesday, February 2, 2022.
- C. The Board works with the community's local Cable access channel.
 - Board of Education Meetings returning to In- Person starting on May 24, 2021; Glastonbury Board of Education Meetings are held in Town Council Chambers, Town Hall, 2155 Main Street. Meetings are broadcasted on Public Access, Channel 16; also available online at Glastonbury, CT Public Broadcast Video on Demand on our website.

5. Related Organizational Leadership

Level One

- E. One or more Board member has participated in the CABA Delegate Assembly or Day on the Hill before COVID-19, when the event was held.
- G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CABA's Negotiations Service.
 - Board of Education posts employment contracts on district websites. (<https://www.glastonburyus.org/district-info/employment>)

Level Two

- B. The Board has sponsored a Legislative Breakfast or some other legislative event.

The Board of Education works very closely with our legislative team on all issues that impact our students, our educators, our grant funding and our community. While we confer at the beginning of the session to discuss priorities, the continued communication throughout the session and over the summer have kept us informed and given our legislators insight into the impact of their decisions.

C. The Board works closely with its local legislative delegation to improve the school.

We have provided our local decision makers with comprehensive information regarding the challenges that remain in schools today. We continue to advocate for best learning environment while working collaboratively. As a community, we celebrate the successes of our students and educators.

CABE Board Recognition Awards Board Leadership Award and Board of Distinction Award

Questions:

Level One

Please tell us what, in your opinion, makes your Board's leadership especially effective.

The Glastonbury BOE strives to be inclusive, collaborative, and effectively engage with all stakeholders. We believe that our leadership is effective because we thoroughly present issues, welcome comments from all concerned, and carefully consider all feedback. We take the time to respectfully respond and make sure the community is part of the decision making. We have made extensive use of electronic communications to keep all stakeholders informed of school system developments. While we always advocate for the best education for our students, we know that our decisions have far-reaching impact and it is our job to build support and understanding.

Level Two

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

We are proud of the administrative structure, public presentations, and careful budgeting that lead to the highest student achievement. Each fall, we listen to the successes, challenges, and future needs of our students in every discipline as we work toward developing a budget that will support our goals and be approved. The shared vision for career and college readiness guide all of our decisions in the context of our Strategic Plan. We are proud of our outstanding educators who embrace innovation and provide the best learning opportunities for our students while utilizing effective curriculum, interdisciplinary projects and focused professional development. Most importantly, we concentrate on educating the whole child, providing academic challenge, social and emotional support, extracurricular opportunities, and community involvement. Especially since the beginning of the pandemic, we have worked to continue to meet each student's academic and social, and emotional needs.



Report to Glastonbury Board of Education
Bright Futures Begin Here!

Program: School Counseling
Director: Edward D. Gregorski
Date: September 12, 2022

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

- Implementation of the SSC (Student Support Centers grades 6-12).
- **Ten** students were nominated as National Merit Semifinalists. **Four** students were recognized as Commended Scholars.
- **Two hundred and eleven** students (four hundred and eighteen courses) participated in the Early College Experience Program (ECE) through UConn.
- Submission of 3,203 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. 90% of the Class of 2022 attending two or four-year colleges (80% attending a four-year school and 11% attending a two-year school).
- Very positive feedback from parents and students at our programs for Financial Aid Night (virtual), Junior Parent Night (virtual), NCAA Night (virtual), and Scholastic Awards Program (in person).
- 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).
- Conducted junior parent meetings virtually (zoom).
- Implementation of a Common Application Workshop/Help sessions for students virtually (GHS).
- Implementation of a Resume Writing Workshop virtually (GHS).
- 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).
- Conducted 504 meetings virtually (zoom).

- Partnership with Youth and Family Services to run support groups for students (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).
- Implementation of School Counselor Google Classrooms (6-12).
- Implementation of Puzzle Piece Initiative (How have you pieced together being a successful 6th grader at GWS?).
- Successful implementation of the digital School Day SAT.
- Virtual credit recovery programs - Educere Summer School Program available for GHS students.

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

During the 2021 - 2022 school year, the following changes were implemented:

- Career Exploration program for grade 8 students (SMS).
- 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).
- Implementation of a key for the GHS Program of Studies to help students identify graduation requirements.
- Implementation of an iMovie for students to reference during course selection in grades 8-11.
- Implementation of lessons written to assist and support students with transitioning back to in person learning.
- Implementation of processes/procedures for tracking student credits under the new graduation requirements.
- Conduct “Zoom” meetings with parents who cannot attend regular scheduled meetings or attend our programs or who are hard to reach or engage (GHS/SMS/GWS).

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

- Conduct a comprehensive School Counseling Curriculum Review.
- 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.

4. 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).
- Implementation of Calendly which will allow all students to make appointments remotely with their school counselor.
- 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.

- 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, 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.
- Implementation of the Job Shadow Program.

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

Title of Report: SAT/AP Scores - Class of 2022

Board Meeting Date: September 12, 2022

Action:

Report:

Information: X

Discussion:

The SAT Reasoning Test scores for Glastonbury's Class of 2022 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 (2018-2022).

Advanced Placement (AP) Test performance for the Class of 2022 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.
- Important to note is that this was seen on both weekend SAT tests as well as CT SAT taken during the school day.
- Outstanding performance on CT SAT using digital format.
- Ten National Merit Semifinalists were named from the Class of 2022. 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.
- Four students from the Class of 2022 received Letters of Commendation.

Highlights of Advanced Placement Test Performance

- In May 2022, 983 Advanced Placement Tests were taken by 495 students. In 2021, 914 tests were taken by 474 students.
- 87% 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 14 of the 25 AP tests, specifically: European History, U.S. Government and Policies, Physics C Mechanical, Chinese Language, Spanish Language, French Language, English Language and Composition, English Literature and Composition, Biology, Drawing, 3D Art Design, Computer Science A, Computer Science Principles, Music Theory.
- **Sixty-five** students were recognized as "AP Scholars," **fifty-one** students were recognized as "AP Scholars with Honor" and **eighty-three** students were recognized as "AP Scholars with Distinction."

Submitted By: Edward D. Gregorski

Reviewed By: Alan Bookman

CLASS OF 2022

SAT Reasoning Test (Total students = 466)

Score	# Students Evidence Based Reading, Writing	% Students Evidence Based Reading, Writing	# Students Mathematics	% Students Mathematics
700-800	62	13	86	18
600-690	139	30	118	25
500-590	136	29	157	34
400-490	105	23	80	17
300-390	23	5	24	5
200-290	1	-	1	-
Mean Score	567		579	

Students That Elected to Take the SAT with Essay (Total students = 35)

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	Score	<u>2022</u> #Student Essay Writing
8	5	8	8	8	7	8	3	8	0
7	29	7	27	7	28	7	13	7	6
6	141	6	131	6	105	6	65	6	27
5	49	5	29	5	21	5	9	5	1
4	21	4	13	4	4	4	5	4	1
3	1	3	1	3	0	3	1	3	0
2	0	2	1	2	0	2	0	2	0
Total Students	246		210		165		96		35

CT SAT Mean Scores (Class 2022)

2022 Evidence Based Reading/Writing Mean	2022 Math Mean	# of Students
Glastonbury		
565	565	441
Connecticut		
501	485	35,367

AP TEST RESULTS

	<u>2018</u>		<u>2019</u>		<u>2020</u>		<u>2021</u>		<u>2022</u>	
	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better
Psychology	31	90%	50	86%	59	95%	38	74%	69	66%
US History	67	89%	88	88%	99	84%	118	64%	118	68%
European History	11	90%	18	100%	13	92%	29	79%	12	91%
U.S. Government and Politics	1	100%	1	100%					3	100%
Physics 1	99	73%	135	74%	98	87%	100	66%	99	77%
Physics 2	31	80%	39	76%	60	85%	59	63%	78	82%
Physics - Elec. & Mag.	19	89%	11	100%	16	100%	13	92%	14	71%
Physics C Mech.	24	100%	15	100%	22	100%	13	92%	15	100%
Environmental Sci.	25	92%	27	66%	45	77%	29	76%	35	71%
Chinese Lang.	10	80%	7	100%	6	100%	16	94%	16	93%
Spanish Lang.	37	97%	29	100%	34	94%	46	91%	48	93%
French Lang.	7	85%	11	100%	7	85%	8	88%	6	100%
Latin	1	100%	5	80%	6	83%	7	57%	5	80%
Eng. Lang./Comp	83	90%	90	86%	83	95%	58	98%	77	92%
Eng. Lit. Comp	46	73%	28	78%	26	96%	25	88%	19	94%
Biology	201	76%	163	83%	144	93%	153	86%	137	97%
Chemistry	64	90%	64	93%	56	82%	47	91%	43	76%
Calculus AB	39	94%	42	97%	49	95%	26	92%	53	79%
Calculus BC	23	95%	22	100%	26	84%	25	96%	22	81%
Statistics	44	97%	46	93%	42	85%	39	85%	38	86%
Drawing	5	100%	8	100%	9	100%	8	88%	8	100%
3D Art/Design					3	100%	3	100%	1	100%
Computer Science A	16	100%	7	100%	14	100%	20	95%	19	94%
Computer Science Principals			12	100%	35	91%	37	92%	34	97%
Music Theory									9	100%
Total # of Tests	897	85%	936	87%	975	90%	917	81%	983	87%

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

Title of Report: Post-Secondary Plan Report Class of 2022

Board Meeting Date: September 12, 2022

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

<u>Stated Plans</u>	<u># of Students</u>	<u>Percentage</u>
Four-Year College	384	80
Two-Year College	53	11
Vocational/Trade School	18	4
Military	2	.3
Employment	16	2.7
Other	11	2
TOTAL	484 students	100%

GHS Graduates

- 91% of graduates will attend either a two-year or a four-year college.

<u>Class</u>	<u>Percentage</u>
2021	91.8
2020	92.4
2019	92.8
2018	93.1
2017	96.9

- 39% of graduates will attend Connecticut colleges (four-year, two-year, public, and private).
- Regarding the 11 students included in the “other” category:
 - 1 students is taking a Gap Year
 - 8 students are attending private schools for a post grad prep year.
- The school counseling staff processed a total of 3,203 applications for the Class of 2022.
 - 9 students applied to 20+ colleges
 - 30 students applied to 14-19 colleges
 - 98 students applied to 10-13 colleges

*28% of the Class of 2022 applied to 10+ colleges

<u>Class</u>	<u># Applications</u>
2022	3,203
2021	3,179
2020	3,320
2019	3,002
2018	3,088

- Listed below are the most frequently attended two-year and four-year colleges for students in the Class of 2022.

Four-Year Schools

U Connecticut - 84	Central CT State - 11	U New Hampshire - 6	Plymouth State U - 4	Salve Regina - 4
Eastern CT State - 18	Syracuse U - 7	U Vermont - 5	Rochester Inst. Tech - 4	U Tampa - 4
Quinnipiac U - 13	Southern CT State - 6	U Michigan - 4	Boston College - 4	Virginia Tech - 4
U Rhode Island - 12	Roger Williams U - 6	Fordham U - 4	Merrimack College - 4	Indiana U - 3
Bryant U - 11	U Mass Amherst - 6	Penn State - 4	Northeastern U - 4	Marist College - 3

Two-Year Schools

Manchester Community College - 48	International Institute Cosmetology - 4	Lincoln Tech Institute - 2
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Submitted By: Edward D. Gregorski

Reviewed By: Alan Bookman

Regular Board of Education Meeting

Monday, August 29, 2022 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Alison Couture:	Present
Dr. Douglas Foyle:	Present
Ms. Jenn Jennings:	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

1. Call to Order

Dr. Foyle called the meeting to order at 7pm.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Amanda Robustelli-Price, Director of World Languages

Dr. Bookman introduced Amanda Robustelli-Price as the new director of World Languages to the Board. Ms. Robustelli-Price addressed the Board and expressed her appreciation for this opportunity.

4. Student Representatives' Report

4.A. Jade Wong, Class of 2023

4.B. Jachimma Anaedo, Class of 2024

Student representatives Jade Wong and Jachimma Anaedo updated the Board on events at GHS.

5. Information Session for Public Comment

Nick Korn, 73 Shagbark Road, addressed the Board regarding indoctrination, draft policies on the agenda for first reading and the status report on enrollment.

Stephen Kozlowski, 314 Addison Road, addressed the Board regarding the condition of the second floor at Naubuc School, renovation webpage and the shifting of students during renovations.

Dr. Bookman provided clarification on the Second Step program for the Board.

6. Business Requiring Action

6.A. Staff Resignations (consent)

6.A.1. Andrea Amado

6.A.2. Delilah DiCiccio

6.A.3. Kylene Thompson

Motion to accept the resignation of Andrea Amado, Delilah DiCiccio and Kylene Thompson. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Ms. Jenn Jennings: Nay

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

6.B. Approval of Glastonbury High School Student Trip to Salamanca, Spain

Dr. Bookman provided an overview of this trip for the Board. No Board of Education funds will be expended on this trip.

Board approves the Glastonbury High School student trip to Salamanca, Spain, 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 to the Board. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Mr. Evan Seretan: Yea

Ms. Julie Thompson: Yea

6.C. Acceptance for First Reading Board of Education Policy #1312 Public Complaints

The Policy Committee has met to review all of the proposed changes to policies and new policies for first reading.

Matt Saunig provided an overview of the proposed changes to this policy. The policy is being updated upon recommendation from the Board attorney.

Board accepts Board of Education Policy #1312 Public Complaints for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

6.D. Acceptance for First Reading Board of Education Policy #6163.1 Library Media Center Selection of Resources

Matt Saunig provided an overview of the changes to this policy for the Board.

Board accepts Board of Education Policy #6163.1 Library Media Center Selection of Resources for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

6.E. Acceptance for First Reading Board of Education Policy #1313 Complaints Regarding Educational Materials

Matt Saunig provided an overview of the changes to this policy for the Board.

Board accepts Board of Education Policy #1313 Complaints Regarding Educational Materials for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea
Mr. Evan Seretan: Yea
Ms. Julie Thompson: Yea

6.F. Acceptance for First Reading Board of Education Policy #4112.6/#4212.6 Personnel Records
Matt Saunig provided an overview of the changes to this policy. Changes are being made to comply with state law.

Board accepts Board of Education Policy #4112.6/#4212.6 Personnel - Certified/Non-Certified for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

6.G. Acceptance for First Reading New Board of Education Policy #4117.2/#4217.2 Acceptance of Resignations

Matt Saunig provided an overview of this new policy for the Board.

Board accepts New Board of Education Policy #4117.2/#4217.2 Personnel - Certified/Classified for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Ms. Jenn Jennings: Nay
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

6.H. Acceptance for First Reading New Board of Education Policy #5144.4 Physical Exercise and Discipline of Students

Matt Saunig provided an overview of the change that are being made to this policy to comply with state law.

Board accepts New Board of Education Policy #5144.4 Physical Exercise and Discipline of Students for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

6.I. Acceptance for First Reading Board of Education Policy #6111 School Calendar
Matt Saunig provided an overview of the changes to this policy for the Board.

Board accepts Board of Education Policy #6111 School Calendar for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

6.J. Acceptance for First Reading New Board of Education Policy #6141.51 Advanced Courses or Programs, Eligibility Criteria for Enrollment

Matt Saunig provided an overview of this new policy for the Board. The policy is made to comply with changes in state law.

Board accepts New Board of Education Policy #6141.51 Advanced Courses or Programs, Eligibility Criteria for Enrollment for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea
Mr. Evan Seretan: Yea
Ms. Julie Thompson: Yea

6.K. Acceptance for First Reading New Board of Education Policy #6141.52 Challenging Curriculum Policy

Matt Saunig provided an overview of this new policy for the Board. This policy is to comply with state law.

Board accepts New Board of Education Policy #6141.52 Challenging Curriculum Policy for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

6.L. Acceptance for First Reading Board of Education Policy #6144.1 Curricular Exemptions

Matt Saunig provided an overview of this policy for the Board. There are amendments that will be made to this proposed policy. Julie Thompson proposed amendments to this policy for first reading.

Motion in favor of amendments to the proposed changes in this policy. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

Board accepts Board of Education Policy #6144.1 Curricular Exemptions as amended for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

6.M. Acceptance for First Reading New Board of Education Policy #6172.1 Gifted and Talented Students Program

Matt Saunig provided an overview of this new policy for the Board. This policy is being proposed to comply with state law.

Board accepts New Board of Education Policy #6172.1 Gifted and Talented Students Program for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

6.N. Acceptance for First Reading Board of Education Policy #9321 Meetings (Kind, Time, Notification of Meetings)

Matt Saunig provided an overview of changes to this policy. It is being changed to comply with state law.

Board accepts Board of Education Policy #9321 Meetings (Kind, Time, Place, Notification of Meetings) for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea
Mr. Evan Seretan: Yea
Ms. Julie Thompson: Yea

6.O. Acceptance for First Reading New Board of Education Policy #9321.2 Electronic Board of Education Meetings

Matt Saunig provided an overview of this new policy for the Board.

Board accepts New Board of Education Policy #9321.2 Electronic Board of Education Meetings for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

6.P. Acceptance for First Reading Board of Education Policy #9322 Public and Executive Sessions
Matt Saunig provided an overview of the changes to this policy for the Board.

Board accepts Board of Education Policy #9322 Public and Executive Sessions for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

6.Q. Acceptance for First Reading Board of Education Policy #6114 Fire Emergencies, Disaster Preparedness, and Crisis Response

Matt Saunig provided an overview of the changes to this policy for the Board. Changes incorporated based on the recommendations of the fire department and safety personnel.

Board accepts Board of Education Policy #6114 Fire Emergencies, Disaster Preparedness and Crisis Response for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

7. Reports and Discussion

7.A. Status Report on Enrollment

Matt Dunbar provided an overview of the enrollment update for the Board.

7.B. 2021-2022 Assessment Performance

Cheri Burke provided an overview of the State Assessment Performance 2021-2022 report for the Board.

7.C. Opening Day Professional Development

Cheri Burke provided an overview of the Opening Day Professional Development for the Board.

7.D. Glastonbury Education Foundation

8. Approval of Minutes

8.A. Meeting Minutes of August 8, 2022

Motion to approve the minutes of the August 8, 2022 BOE meeting minutes. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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

9. Committee Reports

10. Chairman's Reports

Dr. Foyle provided his Chairman's Report for the Board.

11. Superintendent's Report

11.A. Staff Appointments

11.A.1. Allison Czapla - Hopewell School, Grade 4

11.B. Dates to Remember

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

12. Adjournment

The meeting was adjourned at 9:20 pm

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

Motion to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

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


Respectfully Submitted,

Ray McFall, Secretary

Approved:

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

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

FROM:  Melissa Dionne, Finance/Budget Analyst

DATE: September 7, 2022

SUBJECT: Self Insurance Reserve Update August 2022

The attached report summarizes the Self Insurance Reserve fund through August 31, 2022. The total reserve is \$13,647,157 allocated \$4,049,253 and \$9,597,905 between Town and Board of Education, respectively. As of August the fund is experiencing a \$2,420,919 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 \$438,096 from CT Prime for FY2022 large loss claims (\$361,888.89 for BOE and \$76,207 for the Town). This balance due is not reflected in the financial summary.

There are currently no large loss claims for FY2022/2023, 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, 2022

	Town	Education	Total
Contributions			
Employer	\$573,204	\$179,624	\$752,828
Employee	208,563	125,445	334,008
Stop Loss Reimbursement	-	4,563	4,563
Total Revenues	\$781,767	\$309,633	\$1,091,400
Expenditures			
Anthem			
ASO Fees	\$20,432	\$76,158	\$96,591
Claims	535,036	2,338,268	2,873,304
	\$555,469	\$2,414,426	\$2,969,895
CTCare			
ASO Fees	-	-	-
Claims	-	-	-
	-	\$0	\$0
Delta Dental			
ASO Fees	\$2,771	-	\$2,771
Claims	27,821	-	27,821
	\$30,592	-	\$30,592
Bank Fees/PCORI Fee	\$1,146	\$4,014	\$5,160
CT Prime	130,310	353,862	\$484,172
OneDigital Consultant Fees	4,500	18,000	22,500
	\$135,957	\$375,876	\$511,832
Total Expenditures	\$722,017	\$2,790,302	\$3,512,319
Current Year Revenues Less Expenses	\$59,750	(\$2,480,669)	(\$2,420,919)
Reserve July 1, 2022	\$3,989,503	\$12,078,573	\$16,068,076
Reserve at end of month	\$4,049,253	\$9,597,905	\$13,647,157

	Town		BOE		Total
Reserve at end of month	\$ 4,049,253	\$	9,597,905	\$	13,647,157
Recommended Minimum Reserve ^A	\$ 1,212,871	\$	4,095,088	\$	5,307,959
Variance Over/(Under) Reserved	\$ 2,836,382	\$	5,502,817	\$	8,339,198

A. As of August 2022. The next update will be provided in November 2022.

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT September 1, 2022

Elementary	Pre-K = 73	K	1	2	3	4	5	6	Total
Buttonball		84	62	69	61	86	81		443
Hebron Ave.		72	81	70	75	80	78		456
Hopewell		84	81	107	109	90			471
Naubuc		65	71	71	77	82	72		438
Naugaug		108	73	90	80	80	88		519
Elementary Subtotal		413	368	407	402	418	319	0	2327
Gideon Welles							100	410	510
	K-6 Totals								2837
Elementary Total		413	368	407	402	418	419	410	2837

Middle	7	8	Total
Smith Middle	425	431	856
Middle Total	425	431	856

Secondary	9	10	11	12	Total
Glastonbury High	435	469	450	466	1820
Secondary Total	435	469	450	466	1820

TOTAL 5513

PRE-K	73
OUT OF DISTRICT (33 & GHS ALTERNATIVE PROGRAM 0)	33
GRAND TOTAL	5619

RECAPITULATION

GRADE	9/1/2021	9/1/2022	Change Over Previous Years Enrollment All
	Enrollment All <i>Without M</i>	Enrollment All <i>Without M</i>	
Pre-K	64	73	9
K	355	413	58
1	404	368	-36
2	391	407	16
3	404	402	-2
4	422	418	-4
5	409	419	10
6	420	410	-10
Subtotal Elementary	2869	2910	41
7	434	425	-9
8	432	431	-1
9	467	435	-32
10	454	469	15
11	468	450	-18
12	485	466	-19
Subtotal Secondary	2740	2676	-64
TOTAL	5609	5586	-23
OUT OF DISTRICT & GHS ALTERNATE	36	33	-3
GRAND TOTAL	5645	5619	-26

ELEMENTARY ENROLLMENT BY SCHOOL/BY GRADE/BY CLASS
September 1, 2022

	GRADE K						TOTAL
Buttonball	17	17	17	17	16		= 84
Hebron	19	18	18	17			= 72
Hopewell	18	17	17	17	15		= 84
Naubuc	17	16	16	16			= 65
Nayaug	18	18	18	18	18	18	= 108
							<u>413</u>

	GRADE 1						TOTAL
Buttonball	16	16	15	15			= 62
Hebron	21	20	20	20			= 81
Hopewell	21	21	20	19			= 81
Naubuc	18	18	18	17			= 71
Nayaug	19	18	18	18			= 73
							<u>368</u>

	GRADE 2						TOTAL
Buttonball	18	18	17	16			= 69
Hebron	18	18	17	17			= 70
Hopewell	23	22	22	21	19		= 107
Naubuc	18	18	18	17			= 71
Nayaug	23	23	22	22			= 90
							<u>407</u>

	GRADE 3						TOTAL
Buttonball	20	20	21				= 61
Hebron	19	19	19	18			= 75
Hopewell	22	22	22	22	21		= 109
Naubuc	20	19	19	19			= 77
Nayaug	20	20	20	20			= 80
							<u>402</u>

	GRADE 4						TOTAL
Buttonball	22	22	21	21			= 86
Hebron	20	20	20	20			= 80
Hopewell	19	18	18	18	17		= 90
Naubuc	21	21	20	20			= 82
Nayaug	21	21	20	18			= 80
							<u>418</u>

	GRADE 5						TOTAL
Buttonball	21	21	20	19			= 81
Gideon Welles	21	20	20	19	19		= 99
Hebron	20	20	19	19			= 78
Naubuc	19	18	18	17			= 72
Nayaug	23	22	22	21			= 88
							<u>418</u>