



SPECIAL BOARD OF EDUCATION MEETING

Monday, May 16, 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. Glastonbury Public Schools Retirees
 - B. Board of Education Student Representative, Ben Wilkinson, Class of 2022
4. Student Representatives' Report
 - A. Ben Wilkinson, Class of 2022
 - B. Jade Wong, Class of 2023
5. Informal Session for Public Comments
 - A. Please visit our website, www.glastonburyus.org, and go to the Board of Education Meetings page on how to submit a written comment.
6. Business Requiring Action
 - A. Approval of 2021-2022 Open Choice Expenditures
 - B. Approval of Revision to the Open Choice Seat Declaration for the 2022-2023 School Year
 - C. Approval of IDEA B Grant 2022-2024
 - D. Approval of Glastonbury High School Student Trip to Madrid, Spain
7. Reports and Discussion
 - A. Facilities Committee Report
 - B. Spring Professional Development
 - C. Glastonbury Education Foundation
8. Committee Reports
9. Chairman's Reports
 - A. Glastonbury Board of Education Letter Regarding Teacher Appreciation Week
10. Superintendent's Report
 - A. Self Insurance Reserve Update April 2022
 - B. School Enrollment Report May 2, 2022
 - C. Suspension Report, April, 2022
 - D. Staff Appointments

1. Jessica Bursztyn-Smith Middle School, World Language Mandarin Chinese Teacher
2. Stephen CoFrancesco-Elementary Band Teacher (NG/HO/GW)
3. Amanda DeLucia-Glastonbury High School, ArgiScience Teacher
4. Laurie Donohue-Glastonbury High School, Business Education Teacher
5. Melanie Michaud-Glastonbury High School, Art Teacher
6. Kimberly Megargee- Nayaug, Speech & Language Pathologist
7. Andrew Sparkes-Glastonbury High School, Mathematics Teacher
8. Bryant Zilinski-Glastonbury High School, Art Teacher

E. Dates to Remember

11. Adjournment

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

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.
4/27/2022 17:29:45	Jill Durall	73 Shagbark Road, Glastonbury	<p>To the Board of Education:</p> <p>The majority of students at Glastonbury Public Schools (GPS) do not identify as transgender. But the growing transgender population is the new clique for some. They speak about it with enthusiasm. Research is finding that group contagion can play a role, fostered via social media.</p> <p>How many transgender students are there? The transgender Williams Institute at UCLA states the transgender population in ages 13-17 is 0.7%; Morbidity and Mortality Weekly Reports (January 2019) found that out of 131,901 high school students 1.8% identified as transgender. These small percentages versus the attention from GPS seems incongruous. There are 3 clubs that the gay and gender fluid can join.</p> <p>This is a risky venture that GPS has gotten involved in. They are affirming children who suffer from what the medical community calls Gender Dysphoria. Yet they aren't necessarily informing parents. What kind of counseling do children get at the new, school-based Support Centers? I believe parents have a right to know about this.</p> <p>The American College of Pediatricians' (ACP) position paper on transgender children recommends neutral—not affirming—psychotherapy. Three separate studies found that if a child receives neutral therapy throughout natural puberty, 61-98% will revert to identifying with their biological sex. They do not recommend puberty blockers and hormones for children.</p> <p>Children with Gender Dysphoria who embark on medical transition face a lifetime of mental health care, pharmaceutical intervention and surgical procedures. Through the Internet children self diagnose. They find that Planned Parenthood in Manchester will dispense cross-sex hormone injections. Children sign informed consent that they never read. It is a very lucrative business.</p> <p>page 2 follows</p>
4/27/2022 17:31:26	Jill Durall page 2	73 Shagbark Road, Glastonbury	<p>How can this happen to children? The Journal of Clinical Endocrinology and Metabolism states that children with Gender Dysphoria have sufficient mental capacity to give informed consent by 16 years of age. (Really!) After a year of cross-sex hormones, a 16 year-old, biological female can have a double mastectomy. If that child was on puberty blockers and then cross-sex hormones they will most likely become infertile. If they later change their mind and de-transition, reverting to their biological sex, they are left with deep regret at the damage done.</p> <p>So why would GPS keep a child's initial questioning of their gender from parents? The child may want to keep it secret, but is that ethical? A book titled "Irreversible Damage, The Transgender Craze Seducing Our Daughters" by Abigail Shrier (2020) says it all.</p> <p>Jill Durall</p>
5/6/2022 14:18:29	Susan Drevon	215 Imperial Dr	<p>We keep seeing town plans to add housing. Everyone knows families move to Glastonbury "for the schools". Hopewell is already over capacity, due to closing Eastbury, and others will follow. What's the long-range planning for accommodating the increase of students?</p>
5/8/2022 18:04:40	L Rouleau	12 Conestoga Way	<p>Glastonbury is a wonderful town and one of the things we are known for is our outstanding school district. People move here for our schools. Unfortunately, there is a group who wants to spread misinformation about the curriculum, teachers and the board of education. This group claims they aren't being heard by you, yet you've addressed their concerns. They don't want CRT taught in the schools and it isn't. They want control over the health topics taught and it's there. Parent's can opt out of having their child learn about certain topics. You have publicly stated that Glastonbury has not adopted nor plans to adopt the CT State Framework for the OPTIONAL health curriculum. There is a difference between not being heard and not liking the information given. You patiently listen to citizens, but some don't want to hear your responses. If it's not what they want, they claim not to be heard. As board members, you represent ALL of Glastonbury and not the 5000 people that voted for you. Unfortunately, there is one member who has forgotten that and only wants to push the agenda of a small, select group of citizens. Our school population is made up of many different races, religions, nationalities etc. All student's should be treated fairly and have an opportunity to access books of all different topics. A book ban (or audit if that's the word used to disguise it) would diminish that possibility and is not wanted in our town. I don't need or want another person deciding what my child is allowed to read. Please know that there are many citizens who back the BOE and appreciate the work that you and GPS staff do daily.</p>
5/9/2022 9:52:58	MaryJo Dunn	142 Addison Road	<p>Thank you for allowing me to share a comment . I cannot attend the BOE meeting and am very disappointed that the zoom option to attend is no longer available in addition to the in person meetings .it seems almost purposeful given the pushback against parents speaking up again the proposed curriculum. I have to say that I am in utter disbelief of what is happening in our school system . The nature of the books presently in our school libraries and the content of what's to come with the curriculum including masterbation is shocking to me and what's more disturbing is that friends who attended last meeting said they were glared at and met with distain for having an issue with this . Why can't we let our kids be kids . I'm all for standard sex education classes but at the appropriate age and more educational and not with the inappropriate explicit material I've been seeing . I'm not sure how us not wanting to have pornographic material so readily available to our children has turned into it being perceived as being anti gay /trans unaccepting etc. One thing has nothing to do with the other and I'm offended by being treated like it does . I have 4 year old twins and am terrified of what the future holds for them in the public school system if this is becoming the norm. Parents have the right to be heard and I feel like every effort is being made to silence us . I'm very disappointed in this system as a whole . We need to do better .</p>

Public Comments for BOE Meeting (Responses) 2022

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5/9/2022 11:52:37	Aleta Naujunas	294 Wickham Rd	<p>I would like to state my disappointment about the handling of the recent back and forth between parents and the BOE, in regards to sex ed and books available in the libraries. I think this could be best handled with clear communication from the BOE to parents, in a non-judgmental way- with covid, those of us who have never had kids above the elementary level are very disconnected from our schools and teachers. Do you realize I have never met my kids teachers in person the past 3 years? My son is in third grade and I have yet to meet any of his teachers past kindergarten. Of course there are zoom conferences, but my point is that we are very physically disconnected from the schools which only leaves us to wonder what our kids are learning. Reading the CT sex ed guidelines was eye-opening for me, and I do think it would help if the BOE would make it explicitly clear what kids are learning at each grade level in terms of sex ed, and if we are able to opt out. A lot of this information simply needs to be clearly expressed to parents, we may peruse the school websites but still end up confused. Let this be a learning experience that the district could do better in communicating some of these facts to parents. I also was surprised the letter in the citizen that was signed by several BOE members, something that comes to mind is one of my mom's favorite quotes- people in glass houses should not throw stones. I think you can figure out when I am referring to but I am happy to elaborate if needed. For the record, I am a registered Democrat and not some right wing extremist looking to ban books, and many other parents feel the same way I do, there could be better communication so we know what our kids are learning especially in terms of sex ed at early age.</p>
5/14/2022 15:33:23	Nicholas Kornis	73 Shagbark Road	<p>To: Glastonbury Board of Education From: Nicholas Kornis Re: Open Choice Program Date: May 16, 2022</p> <p>I understand that an expansion of the Open Choice program is planned, for five additional slots. We currently allow students to enter the program at the kindergarten level only. Some have advocated that we greatly expand the number of slots available, and that we admit students at the higher grade levels. I am strongly opposed to both of these ideas.</p> <p>As to expansion, the state awards payment per student at far less than our own per capita cost. That cost could balloon even further if the Open Choice student turns out to have special educational needs. Glastonbury already sends more tax dollars to the State of CT than any other town east of the river, funding from which already heavily subsidizes Hartford and its schools. But, instead of improving academics of Hartford schools, the State, thanks to Sheff vs. O'Neill, is focused on achieving "racial balance".</p> <p>In case you did not know, the Sheff litigation was not in fact adversarial, gave the town Boards of Education no say in the matter, and achieved an outcome which is in violation of Federal law. However, it has never been litigated in Federal court. The result to date has been the construction of millions of dollars worth of magnet schools, many of which have empty seats because they are not attracting enough white students to achieve the designated racial mix.</p> <p>As for admittance into higher grade levels, that would be a big mistake. The higher the grade level to which a student is admitted, the greater the likely academic disparity between Glastonbury students and Hartford students. Incoming students at the higher grade levels would thereby be set up for failure, or at least the ongoing need for extra remedial resources. The GPS EDI program is primed to attribute any such disparities to institutional racism.</p> <p>And the concern is not just the academic lag, but the behavioral issues. We know that there have been behavioral issues even with some students entering at kindergarten, but at least there is more time for acculturation into expected behavioral norms. Open Choice students entering GPS at higher grade levels would be even more likely to demonstrate behavioral issues, potentially compounded by the academic lag.</p> <p>The Board of Education policy to take Open Choice students only at the kindergarten level was a wise decision. I urge you to stick to it.</p> <p>Thank you.</p>

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5/14/2022 17:19:16	Jill Durall	73 Shagbark Road	<p>We heard from librarians, Town Council Members, and Glastonbury School Administration that parents can request that their child not be allowed to check out certain books. But we can't stop our minor child from looking at those books. If it is in the school library, any child can look at it.</p> <p>Those of us inquiring about how books are selected have been vilified as wanting to ban books. This is a typical straw man technique used to shame or humiliate. Those using the straw man are telling concerned parents to shut up, sit down, we are smarter than you are.</p> <p>I will use the book FUN HOME as an example. FUN HOME is in the High School library. The digital catalog says that FUN HOME contains adult content. Half of GHS students are legal minors. The Penal Code defines what is obscene for minors. Perhaps you should pay attention. You may think this book has a purpose in our culture. I do not think that that purpose includes minor children.</p> <p>The book is written as a comic book. It is meant to entice children. Typical to predatory behavior, FUN HOME starts benignly. Quickly, though you read short, sexually-related comments. Then the father character is having sex with kids, a cadaver is depicted with a large penis, a wall calendar depicts a naked woman, and finally the protagonist is shown naked, having oral sex with her partner. The drawings are graphic.</p> <p>The board and administration are presumably concerned about public health. Well, here's a news flash. Pornography addiction is a real public health issue. FUN HOME could contribute to a vulnerable child's life-altering addiction.</p> <p>Consider Penal Code Section 53-21 offenses of risk of injury and impairing morals of children. Anyone who uses the excuse that children can find this information anywhere is condoning and minimizing an illegal activity.</p> <p>When was FUN HOME purchased? Who is responsible for it being added to the High School Library? Who had the poor judgement that allowed for this to happen? Finally, will you answer parents' concerns about books you select for the school libraries?</p>
5/16/2022 8:12:00	Heather Simon	807 Main St	<p>Since March 28th I've been asking questions regarding a concerning new curriculum that would include comprehensive sex education starting in kindergarten. I know other parents have asked prior to that date. It's May 16th and I have yet to get a clear answer or see this item presented on a Board of Education agenda. Countless other parents are asking and are concerned as well.</p> <p>On March 28th Cheri Burke, when asked about this curriculum, explained quite a bit about what is the current curriculum. She then added "There were new health and PE standards recently adopted at the state level however they are not implemented here in Glastonbury."</p> <p>On April 25th Cheri again spoke about the curriculum "This summer, for the first time, our director of health and phys Ed Jen Spring and her staff will engage in some workshops, training and PD"</p> <p>Yet clearly the framework has already been looked at and a little transparency for parents would go a long way. According to documents received by the school system, professional development for Glastonbury teachers on Healthy and Balanced Living Curriculum occurred as long ago as February. As parents, we simply want to know the facts, what will change and what this framework looks like. We want and have the right to transparency without a web of confusing answers and misaligned information.</p> <p>If the new framework hasn't been adopted at least in part, why were our teachers already "unpacking" the curriculum in February?</p> <p>What came of that professional development as one of the objectives was to use the new framework as a guide to revise the longstanding health curriculum we've been using?</p> <p>What changes were made?</p> <p>When can we expect to see Healthy and Balanced Living Curriculum as an agenda item?</p> <p>Thank you.</p>
5/16/2022 9:47:16	Audrey Yellen Quinlan	90 Candlelight Dr	<p>Clearly the Glastonbury Board of Education has explicit consequences for a high school student's negative behavior. Source: GHS Handbook 2021-2022. Listed on the Board of Education Monthly Suspension Report there is a list infractions. One infraction is "instigates a fight/altercation." Let's imagine your child instigates a fight/altercation. Your child will be suspended for three days. Source: GHS Handbook #11, p.62.</p> <p>Board of Education member, Ray McFall, instigated a fight/altercation on 12/14/21 during a Board meeting. To follow through on numerous residents' concerns, Jenn submitted a request to the agenda setting committee to discuss the 12/14 incident at a Board of Education meeting. She was denied. In a recent Glastonbury Citizen's Letter to the Editor, seven Board of Education members described themselves as believing in "open and transparent communication;" however, the Board of Education agenda setting committee denied the public an opportunity to have the 12/141 incident discussed in an open/transparent manner. Why did they deny the request? I don't know. The silence is deafening by seven Board of Education members. Even Ray McFall has remained silent. Remember these are the same people who wrote and enforce the student fighting policy. Does it make sense, to you, to have children held to a higher standard than an adult?</p> <p>"As a leader, it's a major responsibility on your shoulders to practice the behavior you want others to follow." Himanshu Bhatia</p>

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5/16/2022 10:01:45	Stephen Michaels	225 Grandview Drive	<p>2 quick remarks... With the proposed increase in Open Choice Seats on the agenda and the growth of this program, I'd like to ask the BOE to expand written policy on the expectations of these student at GPS. I have no personal opinion on how many seats is an appropriate number, but I have a strong opinion that GPS should be lifting up these students to GPS standards, not lowering the bar to meet their needs. If GPS is going to "take" the cream of the crop from other school systems hence weakening those programs, we owe it to those school systems and these students to challenge them to aspire to academic heights that may not be achievable in their own school systems. In addition to academic standards, I'd like to see expanded written disciplinary standards for the students in the program. Once again, if GPS is providing the opportunity for exposure to high level academics, then GPS should also have a zero-tolerance policy for disciplinary issues. I'd like to see an expanded written policy by the BOE on standards by which a student would be removed from the Open Choice opportunity. I don't know the state statues pertaining to such but would like to hear the BOE openly discuss this topic tonight during Agenda item 6.</p> <p>(continued on second submission due to character length)</p>
5/16/2022 10:03:43	Stephen Michaels	225 Grandview Drive	<p>(continued due to character length)</p> <p>Second,... Aside from budgeting, I understand that the BOE has 2 main functions, write policy, and supervise the superintendent to ensure that policy is being carried out. Over the past few years, the BOE has taken a lot of heat from parents on various policy related issues, and I want to make sure the BOE is clear on something, many parents are feeling misunderstood. While there are some that would like to see certain policies amended, that's normal for progression, many of the complaints are that current BOE policy is not being followed by teachers and admin. There is a mounting pile of evidence to show this. Yes, many are following procedure to take these issues through the ranks, but what I'm asking is that the BOE tell Alan to address all of it from top down too. Every time a parent is upset about a policy violation or lack of clarity on policy implementation, I'm asking the BOE not to defend the policy, rather I'm asking the BOE to tell Alan to fix it with the parent. For example, when CRT is taught in the classroom and it has been on multiple occasions, and the BOE says it's not happening because our policy says it isn't, that's where we are missing each other. Please, in instances like this, don't tell the parent they are wrong, just turn to Alan and tell him to address it. That's his job and if it turns out that he doesn't address it properly, that will end up back with the BOE to review Alan's performance. The parents want to feel like the BOE is an advocate for all parents with the GPS Administration, not their adversary.</p>
5/16/2022 10:26:33	Melinda Kuzmak	265 Tryon Street	<p>My 20 year old is non-binary. We all want what is best for our kids. Parents can choose not to discuss alternative pronouns and other LGBTQ+ topics with their kids, that is their right. Parents do not have the right to stop these discussions or the use of alternative pronouns in public schools. Extreme conservative and anti LGBTQ+ ideology is being seen nationwide. So far, in the 2022 calendar year, 240 anti LGBTQ+ bills have been filed nationwide. Even in Glastonbury, a minority group of citizens subscribe to this ideology. Recent examples of alleged inappropriate books fall in the LGBTQ+ genre. Many titles from a list of frequently challenged books over the last 30 years, are currently in the GHS library. These fall into many genre categories, contain sexually explicit content, yet have not been challenged here. Those in the LGBTQ+ community are more than 4 times as likely to attempt suicide. My husband and I have parented a child through the entire school system. We've seen it all. Some students are on Tinder and Grindr. There are students with eating disorders, inflicting self harm and who have suicidal ideations. Most are NOT talking to their parents. All students need resources: mental health services, access to safe curated information about sex, gender, dating apps etc. I implore the Board of Ed to continue to allocate funding for mental health resources, school assemblies and library media that students need available to them as they navigate their teen years and figure out how they fit in. I implore all of our town's elected officials to correct misinformation about our school curriculum immediately when they see it. And I ask them to not subscribe to the national extreme conservative ideology which is anti LGBTQ+. Elected officials represent ALL citizens, not only the ones who cast votes for them. Read through Instagram account "LGBTQIA_in_gbury" to learn about those Glastonbury citizens. This spreading of misinformation about our school curriculum has opened the door to an out of town extremist group which is rumored to be planning a protest in our town. Glastonbury citizens, we all care about our kids and we are BETTER than this.</p>
5/16/2022 10:49:52	Nicole DiCicco	84 Ridgewood Rd.	<p>As the parent of a young child, I would like to see the Healthy and Balanced Child curriculum as a meeting agenda item so that this can be discussed in detail with true transparency. Although the board said this curriculum is not adopted in our town, I am unclear if it will be in the future. I would like to know which parts of the curriculum educators have been trained on, which parts may indeed be rolled out at a future date, and which parts will not be adopted. I am an accepting person and not anti any group of people, nor am I in favor of banning books, but it seems parents' legitimate concerns for age-appropriate learning and books, are being twisted. I would love to see divisiveness end, and a coming together to respect each other in knowing we all just want what is best for our children.</p>

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5/16/2022 11:02:08	Andrew Wicks	900 Hebron Avenue, Glastonbury	<p>Hello, I am submitting my testimony today in support of the Board of Education expanding enrollment for Open Choice students. I applaud the recent decision to increase enrollment to 71 Open Choice students, and ask the Board to further expand the number of available slots. It's important not only to enroll students through Open Choice, but also to accept students at all ages and grade levels through Open Choice into Glastonbury Public Schools. The value of this program can be truly transformative to the life of the selected students, and brings the richness of diverse lived experiences to our Glastonbury school district.</p> <p>As a society, we have a responsibility to ensure that all of our children have access to high quality education. Disparate outcomes in public education here in our state didn't happen by accident. Decades of social policy have concentrated poverty along racialized lines in Connecticut's urban centers, while our tiny municipal school districts result in kids who live just a few miles apart having access to wildly different educational resources.</p> <p>Rather than view Open Choice as a drain on our tax dollars or a begrudging acquiescence to courtroom directive, I urge the Board to see Open Choice as an opportunity to invest in the future of ALL of our children, to build bridges between urban and suburban Connecticut, and to shape the community of Glastonbury Public Schools into a richer and more worldly institution for molding the minds that will lead our future.</p> <p>Thank you for your consideration.</p> <p>Andrew J. Wicks</p>
5/16/2022 11:35:19	Rick LaRose	129 Belltown Rd.	<p>To start, I would like to thank the Board for reading and considering my comments. All of this talk of "book banning" is so misguided it almost defies logic. The concern parents, myself included though our child is five years removed from the school system, is that well meaning literature has crossed a line of age appropriateness and, truthfully, common sense. Teaching children about human biology and even basic sexuality is something that has been acceptable for many decades now. I do not question that whatsoever. However, literature describing in great detail, an essential tutorial on carnal pleasure is not only inappropriate but incredibly dangerous. Inappropriate as these are minors. Dangerous as it fosters an environment of potential sexual harassment; an all too obvious unintended consequence. I fully understand the desire to accept any number of choices in interpersonal relationships and I applaud efforts to do so. But many of these books cross a line. I question whether or not there are sufficient laws, regulations, and policies that already protect the rights of those embracing alternative lifestyles. The various anti bullying laws and policies ought to be enough. I do not think the schools ought to be in the business of teaching minors "how to please"; however well intended. And while on the subject of rights, what of the rights of the many children of various religions and ethnicities that do not permit such social mores? Do they not have rights as well? In closing, I do not believe the dissent is calling for the banning of books. Rather, we are raising serious concerns and doubts whether certain material belongs in the schools. Many of these issues are within the purview of parents, not the schools. Thank you for taking the time to consider the above.</p>
5/16/2022 11:51:43	MaryJo Dunn	142 Addison Road, Glastonbury, CT 06033	<p>Thank you for allowing me to share a comment . I cannot attend the BOE meeting and am very disappointed that the zoom option to attend is no longer available in addition to the in person meetings .it seems almost purposeful given the pushback against parents speaking up again the proposed curriculum. I have to say that I am in utter disbelief of what is happening in our school system . The nature of the books presently in our school libraries and the content of what's to come with the curriculum including masterbation is shocking to me and what's more disturbing is that friends who attended last meeting said they were glared at and met with disdain for having an issue with this . Why can't we let our kids be kids . I'm all for standard sex education classes but at the appropriate age and more educational and not with the inappropriate explicit material I've been seeing . I'm not sure how us not wanting to have pornographic material so readily available to our children has turned into it being perceived as being anti gay /trans unaccepting etc. . I'm very accepting of everyone and I will pride my children to do the same as well . One thing has nothing to do with the other and I'm offended by being treated like it does . I have 4 year old twins and am terrified of what the future holds for them in the public school system if this is becoming the norm. Parents have the right to be heard and I feel like every effort is being made to silence us . I'm very disappointed in this system as a whole . We need to do better .</p>
5/16/2022 11:52:13	Laura Hancock	255 Weir Street	<p>I am unable to attend this evenings meeting and I have quite a bit I would like to say. However, with that being said I also understand that any of my comments will fall on deaf ears. The members of this BOE, not including Jennifer Jennings do not listen to anyone who they do not agree with. This is wrong and your bullying behavior needs to stop. I grew up in this town and chose to raise my family here. I am now seriously thinking that was a mistake and this makes me sad. You have tried to silence the parents and I am starting to see a shift in that those who may have agreed with you in the past or just didn't pay attention (myself included) are waking up and will no longer sit back and no longer agree with you. To turn a book audit request into an accusation of book banning and writing an op Ed in the citizen against a fellow board member is distasteful. Age appropriate reading selections are what we are asking for. How is that wrong?</p>



Office of the Superintendent

628 Hebron Avenue- PO Box 191, Glastonbury, CT 06033

Tel: (860) 652-7951 Fax: (860) 652-7982

www.glastonburyus.org

May 9, 2022

TO: Board of Education

FROM: Alan B. Bookman, Superintendent

RE: Approval of Use of Open Choice Grant for the 2021-2022 School Year

This Open Choice state entitlement grant provides **\$3,000** for each out-of-district student enrolled through the Open Choice program. The 2021-2022 Open Choice Grant for the 2021-2022 school year is **\$182,956** (which includes an entitlement bonus) which is based on 57 enrolled students. The Open Choice grant monies must be expended by the end of this school year.

This grant, as proposed, will support students by providing tuition to attend Choice programs, diversity activities and support services.

Proposed Expenditure Categories:

Tuition and Fees Related to Choice Programs
(Approved by the Board of Education)

Program	Number/Per Student Cost	Payment
Academy of Aerospace and Engineering Elementary	4 students @\$4,635	\$18,540
Academy of Science and Innovation	1 student @\$5,253	\$5,253
Anna Grace Elementary Magnet	3 students @\$4,635	\$13,905
Civic Leadership High School	1 student @\$5,253	\$5,253
Discovery Academy	5 students @\$4,635	\$23,175
Greater Hartford Academy of the Arts (half day)	8 students @ \$5,253	\$42,024
Great Hartford Academy of the Arts Middle School	2 students @\$5,253	\$10,506
International Magnet School for Global Citizenship	4 students @\$4,635	\$18,540
Reggio Magnet School of the Arts	1 students @\$4,635	\$4,635
Sub Total		\$141,831
Parent Choice Schools		\$ 41,125
	Total	\$182,956

2021-2022

Magnet Schools Participation Tuitions Costs

MAGNET SCHOOLS	NUMBER of STUDENTS K-12	TUITION PER STUDENT	TOTAL GLASTONBURY TUITION COSTS	PAID THROUGH
Academy of Aerospace and Engineering (grades 6-12)	15	\$5,253	\$78,795	BOE Budget/Secondary Ed.
Academy of Aerospace and Engineering Elementary	4	\$4,635	\$18,540	*Open Choice Grant
Academy of Science and Innovation	1	\$5,253	\$5,253	*Open Choice Grant
Anna Grace Elementary Magnet	3	\$4,635	\$13,905	*Open Choice Grant
Common Ground Program (Leadership Greater Hartford)	Program Fee	\$750	\$750	BOE Budget/Secondary Ed.
Connecticut River Academy (LEARN)	4	\$5,949	\$23,796	BOE Budget/Secondary Ed.
Civic Leadership High School	1	\$5,253	\$5,253	*Open Choice Grant
CTRA Middle Magnet (LEARN)	1	\$5,949	\$5,949	BOE Budget/Secondary Ed.
Discovery Academy	5	\$4,635	\$23,175	*Open Choice Grant
Great Path Academy	2	\$3,465	\$6,930	BOE Budget/Secondary Ed.
Greater Hartford Academy Arts Half Day	2	\$5,253	\$10,506	BOE Budget/Secondary Ed.
Greater Hartford Academy of Arts	8	\$5,253	\$42,024	*Open Choice Grant
Greater Hartford Academy of Arts Academy Middle School	2	\$5,253	\$10,506	*Open Choice Grant
Glastonbury-East Hartford Elementary Magnet	61	\$4,635	\$282,735	BOE Budget/ Basic Ed/ *Open Choice Grant (\$41,125)
International Magnet School for Global Citizenship	4	\$4,635	\$18,540	*Open Choice Grant
Reggio Magnet School of the Arts	1	\$4,635	\$4,635	*Open Choice Grant
Riverside Magnet at Goodwin College Elementary (LEARN)	6	\$5,949	\$35,694	BOE Budget/ Basic Ed.
Two Rivers Magnet Middle	1	\$5,253	\$5,253	BOE Budget/Secondary Ed.
TOTAL	121		\$592,239	

*Open Choice Grant for the 2021-2022sy \$182,956

Hartford Region Open Choice Program: 2022-23 Seat Declaration Form

GLASTONBURY SCHOOL DISTRICT

Original Submission
(X Here)

1/25/2022

Original Submission Date: _____

Revision
(X Here)

04/27/2022

Revision Date: _____

A. Open Choice Enrollment (as of October 1, 2021, PSIS) - Includes Outplaced Students if Applicable

In the GRAY highlighted row in the chart below, note the number of Open Choice students enrolled in your district for the 2021-22 school year, as of the October 1, 2021, PSIS filing. In the Projected Open Choice Maintained Seats row, it is assumed that, with the exception of graduating Grade 12 students, all students will continue to the next grade in your district for 2022-23.

	School Year	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open Choice Enrollment	2021-22	0	9	10	3	5	2	3	6	4	3	3	5	2	2	57
Projected Open Choice Maintained Seats	2022-23	0	0	9	10	3	5	2	3	6	4	3	3	5	2	55

B. Student Withdrawals AFTER the October 1, 2021 PSIS Filing

If you are aware of any students who have withdrawn after your October 1, 2021, PSIS filing, and will not be returning for the 2021-22 school year, please list the Student's SASID, School Name, Grade, and Date of Withdrawal below. If necessary, please use a separate sheet to list additional withdrawals.

Student's SASID	PSIS Withdrawal Code	School Name	Grade in Which Student Was Enrolled	Date of Withdrawal

Total Number (Total of Rows 17 through 21 + Any Additional Withdrawals) of Open Choice Students Withdrawn after October 1 PSIS:

C. Student Registrations AFTER the October 1, 2021 and up to December 1, 2021

If you are aware of any students who registered after the October 1, 2021, PSIS filing, please list the Student's SASID, School Name, Grade, and Date of Registration below. If necessary, please use a separate sheet to list additional registrations.

Student's SASID	School Name	Grade in Which Student Was Enrolled	Date of Registration

Total Number (Total of Rows 26 through 30 + Any Additional Registrations) of Open Choice Students Registered after October 1 PSIS:

D. Projected Open Choice Maintained Seats for School Year 2022-23	
Data Per Chart	Total
A. Projected Open Choice Maintained Seats	55
B. Less: Students Withdrawn After October 1, 2021, PSIS Filing	
C. Plus: Students Registered After October 1, 2021 and up to December 1, 2021	
D. Projected Open Choice Maintained Seats	55

D. Proposed New Seats, 2022-23

In the chart below, please enter the proposed new Open Choice seats by grade for 2022-23. To add a new school, enter the school's name and the proposed seats by grade in the **New School(s)** section below.

School Name	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats
NAYAUG ELEMENTARY SCHOOL		10	6												16
															0
															0
															0
															0
New School(s)															
															0
															0
TOTAL: New Open Choice Seats	0	10	6	0	0	0	0	0	0	0	0	0	0	0	16

E. Total Projected Seats (Maintained Seats Plus New Seats) 2022-23

Data Per Chart	Total
C. Projected Open Choice Maintained Seats	55
D. Proposed New Open Choice Seats	16
Total Projected Open Choice Seats for 2022-23	71

F. Sign and Return form no later than Tuesday, March 1, 2022. Email form to: OCSeatDecs.SDE@ct.gov

Alan B. Borzani

Superintendent of Schools E-Signature

4/27/2022

Date

Hartford Region Open Choice Program: 2022-23 Seat Declaration Form

GLASTONBURY SCHOOL DISTRICT

Original Submission
(X Here)

01.25.2022

Original Submission Date: _____

Revision
(X Here)

Revision Date: _____

A. Open Choice Enrollment (as of October 1, 2021, PSIS) - Includes Outplaced Students if Applicable

In the GRAY highlighted row in the chart below, note the number of Open Choice students enrolled in your district for the 2021-22 school year, as of the October 1, 2021, PSIS filing. In the Projected Open Choice Maintained Seats row, it is assumed that, with the exception of graduating Grade 12 students, all students will continue to the next grade in your district for 2022-23.

	School Year	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open Choice Enrollment	2021-22	0	9	10	3	5	2	3	6	4	3	3	5	2	2	57
Projected Open Choice Maintained Seats	2022-23	0	0	9	10	3	5	2	3	6	4	3	3	5	2	55

B. Student Withdrawals AFTER the October 1, 2021 PSIS Filing

If you are aware of any students who have withdrawn after your October 1, 2021, PSIS filing, and will not be returning for the 2021-22 school year, please list the Student's SASID, School Name, Grade, and Date of Withdrawal below. If necessary, please use a separate sheet to list additional withdrawals.

Student's SASID	PSIS Withdrawal Code	School Name	Grade in Which Student Was Enrolled	Date of Withdrawal

Total Number (Total of Rows 17 through 21 + Any Additional Withdrawals) of Open Choice Students Withdrawn after October 1 PSIS:

C. Student Registrations AFTER the October 1, 2021 and up to December 1, 2021

If you are aware of any students who registered after the October 1, 2021, PSIS filing, please list the Student's SASID, School Name, Grade, and Date of Registration below. If necessary, please use a separate sheet to list additional registrations.

Student's SASID	School Name	Grade in Which Student Was Enrolled	Date of Registration

Total Number (Total of Rows 26 through 30 + Any Additional Registrations) of Open Choice Students Registered after October 1 PSIS:

D. Projected Open Choice Maintained Seats for School Year 2022-23

Hartford Region Open Choice Program: 2022-23 Seat Declaration Form

GLASTONBURY SCHOOL DISTRICT

Data Per Chart	Total
A. Projected Open Choice Maintained Seats	55
B. Less: Students Withdrawn After October 1, 2021, PSIS Filing	0
C. Plus: Students Registered After October 1, 2021 and up to December 1, 2021	0
D. Projected Open Choice Maintained Seats	55

Hartford Region Open Choice Program: 2022-23 Seat Declaration Form

GLASTONBURY SCHOOL DISTRICT

D. Proposed New Seats, 2022-23

In the chart below, please enter the proposed new Open Choice seats by grade for 2022-23. To add a new school, enter the school's name and the proposed seats by grade in the **New School(s)** section below.


	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
School Name	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats
NAYAUG ELEMENTARY SCHOOL		10	1												11
															0
															0
															0
															0
New School(s)															0
															0
TOTAL: New Open Choice Seats	0	10	1	0	0	0	0	0	0	0	0	0	0	0	11

E. Total Projected Seats (Maintained Seats Plus New Seats) 2022-23

Data Per Chart	Total
C. Projected Open Choice Maintained Seats	55
D. Proposed New Open Choice Seats	11
Total Projected Open Choice Seats for 2022-23	66

F. Sign and Return form no later than Tuesday, March 1, 2022.

Email form to: OCSeatDecs.SDE@ct.gov



 Superintendent of Schools E-Signature

01.25.2022

 Date



Central Operations

628 Hebron Avenue, PO Box 191, Glastonbury, CT 06033
Tel: (860) 652-7945 Fax: (860) 652-7978

TO: Alan Bookman, Ph.D., Superintendent

FROM: Karen Bonfiglio, Business Manager

RE: Individuals with Disabilities Education Act (IDEA) Grants for 2022-2024

DATE: May 9, 2022

The purpose of these special education grant programs is to provide federal entitlement funds to assist with the costs of special education and related services for children with disabilities. The IDEA-B Section 611 funding amount provided to us by the State Department of Education for this two-year grant is \$1,226,187. The preschool special education portion of the grant, IDEA Section 619, is \$30,330. The IDEA grants are awarded each year for a two-year period. The federal funding is projected to remain the same as the previous year's actual amount awarded.

Glastonbury will allocate IDEA funds to the salaries of teachers, administrators, paraprofessionals, tutors, and other personnel assisting students identified as requiring special education services. A portion of this funding will be used to provide in-service opportunities for teachers and for on-going paraprofessional training in the district. Funding will also be used to provide professional consultation services when recommended by a Planning and Placement Team (PPT), and the services of school psychologist interns. Designating funding for construction services providing flexibility to cover costs associated with renovations to meet the needs of students with disabilities. The following pages provide the proposed budget with additional details.

**GLASTONBURY PUBLIC SCHOOLS
SPECIAL EDUCATION
IDEA: PART B, SECTION 611 GRANT
2022-2024**

111B – INSTRUCTIONAL SALARIES – \$1,080,687

To hire personnel to assist students identified as special education in the least restrictive Environment
5.0 Teachers/Administrators, 2.5 Nurses, 7.0 Paraprofessionals, 1 Vocational Specialist, part-time tutors

Provide teaching, nursing to special education students

Provide special education services through educational aides

322 – IN SERVICE - \$5,000

To provide professional development for staff members

323 – PUPIL SERVICES - \$70,000

To provide students with appropriate related services when their needs cannot be met through current available staff

Provide consultation in the following areas: Language, Autism

324 – FIELD TRIPS - \$500

To provide off-site educational opportunities

330 – OTHER PROFESSIONAL TECHNICAL SERVICES -\$65,000

To provide professional and technical services for our staff

To provide professional and technical services that is not directly related to instructional activities (including data processing, management consultants, legal services etc.)

611 – INSTRUCTIONAL SUPPLIES & PROPERTY - \$5,000

To provide supplies to meet the individualized educational needs of identified special education students

To provide supplies in the area of: computer software, mandated forms, testing materials and specialized instructional programs

TOTAL - \$1,226,187

**SPECIAL EDUCATION IDEA
PART B, SECTION 619
2022-2024**

111B – TEACHERS - \$30,330

To hire personnel to provide educational services for special education preschool students

TOTAL - \$30,330

Glastonbury Public Schools

TRAVEL APPROVAL FORM

INTERNATIONAL XXX US _____ CT _____

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

DESTINATION: Madrid, Spain: Colegio Estudio and Colegio Arturo Soria

DEPARTURE DATE: Friday, February 10, 2023 (tentative) RETURN DATE: Friday, February 24, 2023(tentative)

ESTIMATED NUMBER OF PARTICIPANTS: up to 30 (15 at each location) WILL ANY SCHOOL TIME BE USED: YES

SPONSORING TEACHER: Jimmy Wildman COST PER PARTICIPANT: \$2300

OTHER CHAPERONE(S): Molly Murphy, Christine Peterson, Janet Zvonarek

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Glastonbury Public Schools/Sanditz Travel

SCHOOL(S) PARTICIPATING Glastonbury High School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Presently enrolled in and has good academic standing in a Spanish class, application process, interview, teacher and school counselor recommendations

PURPOSE OF TRIP:

The purpose of this trip is to continue the exchange with our sister schools, Colegio Estudio (17th year) and Colegio Arturo Soria (15th year) in Madrid, Spain. The Glastonbury Spanish Exchange Program greatly enhances our students' conversational skills, knowledge, and appreciation of Spanish culture and way of life through immersion in the target language and culture. We are asking that this application renew on an annual basis.

ITINERARY (MAY BE ATTACHED):

Dates and details of itinerary are subject to minor changes.

Early afternoon departure from GHS (to JFK evening flight)

Arrival in Madrid; meet families

3 school days at Colegio Estudio/Arturo Soria, spread out through the two weeks

Weekends spent with host families

Visit to the Prado and Reina Sofia Museums

Churros and chocolate at the historic Chocolateria San Ginés

Excursion to Segovia (the aqueduct, the cathedral, the Alcazar castle)

Excursion to Toledo (the cathedral, the synagogues, and the mezquita)

Excursion to Cordoba (mosque, alcazar, cathedral)

Visit of el Monasterio del Escorial

Visit of the Royal Palace and gardens the Opera house; walking tour of old Madrid: Plaza Mayor, La Puerta del Sol,

La Plaza de España, ending with tapa tasting

Flamenco show (if available)

Bullfight (if available)

Morning departure for JFK; evening arrival in Glastonbury

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

The Spanish Exchange promotes relationships and understanding between Spain and the United States by providing first-hand experiences in homes, schools, and communities for the students involved. Our students will improve their conversational Spanish as well as learn about the everyday cultural differences and similarities of living with a Spanish family. They will be able to see first-hand some of the remarkable monuments and historical sights of Spain. The students will also be attending two of the most prestigious schools in Spain. Our hosting of the Spanish teachers and students allows all of our students of Spanish and others in our community to participate and benefit from the program. Continuing our exchange with Colegio Estudio, will further cement our relationship with the educators and families connected to the school. Our exchange with Colegio Arturo Soria, has provided a second site in response to overwhelming interest from GHS students to participate in the Spanish exchange, as well as enhancing our existing program and new relationships and experiences with this school.

APPROVAL:

DIRECTOR: Rita A. Oleksak

(DATE)

PRINCIPAL



(of Glastonbury High School - chaperones' teaching location)

5/4/2022

(DATE)

PRINCIPAL:

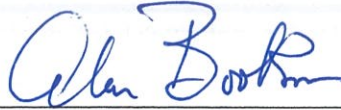


(of Nayaug Elementary School - chaperone's teaching location)

5/4/22

(DATE)

SUPERINTENDENT APPROVAL:



5-4-22

(DATE)

BOARD OF EDUCATION APPROVAL DATE: _____

FACILITIES PLANNING CONSIDERATIONS

NEED	RATIONALE	OPTIONS	OTHER
Strength and conditioning room at GHS	Off-site location at Eastbury difficult. Both LINKS and ELC need these rooms.	<ul style="list-style-type: none"> ● Build space at GHS track/locker room area. 	
Space for additional enrollment at elementary level	Will use 5 of 12 available rooms at Gideon Welles in 2022-2023 for Hopewell 5 th grade. Watching enrollment at Hebron Avenue and Buttonball closely. Room for grade five from one more school only.	<ul style="list-style-type: none"> ● Build addition at Gideon Welles for grade five sections. Would require replacement of the septic system. ● Construct a new large elementary school. ● Modular classrooms, if needed. 	State reimbursement rate for new educational construction is 33%.
Central Office space	Current location meets needs but lease ends July, 2026.	<ul style="list-style-type: none"> ● Continue to lease space. ● Purchase a location. 	
District Facilities department and storage space	Existing space is inadequate for daily operations and onsite work/fabrication. Storage space is Insufficient.	<ul style="list-style-type: none"> ● Build a new facility for maintenance. Present location can be used for storage. 	State reimbursement for a maintenance facility is 16%.
GHS Athletic field accessibility	Improve handicap accessibility to fields at GHS.	<ul style="list-style-type: none"> ● Work with consultants to enhance accessibility. 	Code compliance and ADA assessments completed by state and also internally by Dr. Roy.

FACILITIES PLANNING CONSIDERATIONS

NEED	RATIONALE	OPTIONS	OTHER
Additional turf fields at GHS	Use of fields is constant by school and town. Maintenance of grass fields is difficult and problematic for scheduling of practices and games, given weather and ground conditions. Turf fields are now predominantly used in competition and state play.	<ul style="list-style-type: none"> ● Create a baseball and softball complex with artificial turf fields. ● Install an artificial turf multi-purpose field at Baldwin area. ● School and town programs would both greatly benefit from these enhancements. 	
Assess facilities and operations for environmental sustainability opportunities	Identify ways to reduce the environmental footprint of GPS and enhance operations.	<ul style="list-style-type: none"> ● Work with the facilities department, food service and stakeholders to identify best practices in CT and beyond. ● Evaluate possibilities and requirements related to electric buses. 	
Evaluate elementary schools for standardization of facilities	Buildings are each different - can look for potential improvements.	<ul style="list-style-type: none"> ● Naubuc - add walls to close classrooms in two areas on the first floor. ● Buttonball - consider addition of smaller learning spaces/storage. 	

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

Title of Report: Spring Professional Development 2022

Board Meeting Date: May 9, 2022

Action:

Report: X

Information:

Discussion:

Glastonbury Public Schools certified staff members have engaged in a range of outstanding professional learning opportunities throughout the school year. Professional learning sessions have been offered via zoom and in person. Teachers have appreciated the flexibility and efficiency of zoom and also enjoy the opportunity to collaborate and work side by side, when appropriate.

The spring series of Wednesday afternoon elementary workshops include grade level team meetings for teachers to address literacy, math, social studies, and science. All teachers of art, music, world language, health/physical education, special education, and related services attend workshops designed by their directors. In addition, the last four Wednesdays of the school year provide teachers with building level opportunities for end-of-the-year procedures, class placement, record keeping, and report card preparation. The Spring Workshop Calendar of Elementary Sessions and sample grade level/department offerings are attached.

Time was also provided for kindergarten teachers to hold kindergarten visitation for incoming students and families. Due to the COVID19 pandemic, kindergarten visitation has not occurred for two years. This was a welcome addition to our spring events and dedicating time to refocus on this important event was beneficial for all.

During the spring, secondary staff engaged in department and faculty meetings that focused on planning and preparation for end of the year concerts, events, and field experiences. In addition teachers used time to prepare for the increased numbers to elective courses in the fall, updated equipment and technology, and prepared for exams and end of year assessments.

Our STEAM departments (Science, CTE, Math, and Art), engaged in joint professional learning sessions to explore the new STEAM equipment with Matt Dadona from Goodwin University. Teachers worked collaboratively to use the Wazer Waterjet Cutter and Glowforge Laser Cutter. It was a very exciting opportunity for teachers, from each department, to work collaboratively on machine operation and curriculum connections.

Submitted By: Cheri Burke

Reviewed By: Alan Bookman

Grade Level Professional Learning & Meetings: SPRING 2022

SPRING 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
March 2	Parent Conferences					
March 9	Parent Conferences					
March 16	Parent Conferences					
March 23	Parent Conferences					
March 30 Grade Level PL	Math	Self-Select	ELA	Science	Social Studies	ELA
April 6 Grade Level PL	Self-Select	ELA	Self-Select	Self-Select	Math/Science	Self-Select
April 13	Spring Vacation					
April 20 Grade Level PL	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	ELA	Self-Select	Math
April 27 Grade Level PL	Self-Select	Self-Select	Math	Math	ELA	Social Studies
May 4 Grade Level PL	Kindergarten Visitation	Math	Self-Select	Self-Select	Self-Select	Self-Select
May 11	Building Meeting/Class Placements					
May 18	Building Meeting/Class Placements					
May 25	Building Meeting/Class Placements					
June 1	Building Meetings					

PL: 2 hours

Meetings: 1.5 hours

PL/meetings start within 30 minutes of school release time

Kindergarten Professional Learning & Meetings: SPRING 2022

SPRING 2022	TOPIC(S)	LEARNING OUTCOMES For Staff	Session Location
March 2		Parent Conferences	
March 9		Parent Conferences	
March 16		Parent Conferences	
March 23		Parent Conferences	
March 30 PL 1:35 pm-3:35 pm (1:55 pm-3:55 pm)	MATH	<p>Review Plan for Implementation of GF lessons for the 2022 - 2023 School Year with Grade Level Team & PACE Teacher:</p> <ul style="list-style-type: none"> Reflect on the GF fluency kit implementation (lesson and games), updates on the website, and how you used the games and talks throughout the year. Review math calendar for 2022 - 2023 for the implementation of more lessons and provide feedback. 	Home Schools
April 6 PL 1:35 pm-3:35 pm (1:55 pm-3:55 pm)		SELF-SELECT	
April 13		SPRING VACATION	
April 20 PL 2:00 pm-3:00 pm	SCIENCE/ SOCIAL STUDIES	<p>Science:</p> <ul style="list-style-type: none"> Teachers will have the opportunity to ask questions, to provide feedback, and to share ideas about the science units of study, lessons, and resources. <p>Social Studies:</p> <ul style="list-style-type: none"> Teachers will have the opportunity to ask questions, to provide feedback, and to share ideas about the social studies units of study, lessons, and resources. 	<p style="text-align: center;">Science Zoom Meeting ID: 891 9791 0888 Passcode: 611666</p> <p style="text-align: center;">Social Studies Zoom Meeting ID: 886 4022 5370 Passcode: 600886</p>
April 27 PL 1:35 pm-3:35 pm (1:55 pm-3:55 pm)		SELF-SELECT	

May 4 PL 1:35 pm-3:35 pm (1:55 pm-3:55 pm)	KINDERGARTEN VISITATION	<ul style="list-style-type: none"> Teachers will participate in Kindergarten visitation schedule with incoming students and families. 	Home Schools
May 11		Building Meetings/Class Placements	
May 18		Building Meetings/Class Placements	
May 25		Building Meetings/Class Placements	
June 1		Building Meetings	

PL: 2 hours

Meetings: 1.5 hours

PL/meetings start within 30 minutes of school release time

Grade 2 Professional Learning & Meetings: SPRING 2022

SPRING 2022	TOPIC(S)	LEARNING OUTCOMES For Staff	Session Location
March 2		Parent Conferences	
March 9		Parent Conferences	
March 16		Parent Conferences	
March 23		Parent Conferences	
March 30 PL 1:35 pm-3:35 pm (1:55 pm-3:55 pm)	ELA	<ul style="list-style-type: none"> Collaborate with building LART and grade level colleagues to plan for reading, writing and/or phonics lesson instruction, assessment administration, data review and/or preparation of instructional resources. 	Home Schools
April 6 PL 1:35 pm-3:35 pm (1:55 pm-3:55 pm)		SELF-SELECT	
April 13		SPRING VACATION	
April 20 PL 2:00 pm-3:00 pm	SCIENCE/ SOCIAL STUDIES	<p>Science:</p> <ul style="list-style-type: none"> Teachers will have the opportunity to ask questions, to provide feedback, and to share ideas about the science units of study, lessons, and resources. <p>Social Studies:</p> <ul style="list-style-type: none"> Teachers will have the opportunity to ask questions, to provide feedback, and to share ideas about the social studies units of study, lessons, and resources. 	<p style="text-align: right;">Science Zoom Meeting ID: 891 9791 0888 Passcode: 611666</p> <p style="text-align: right;">Social Studies Zoom Meeting ID: 886 4022 5370 Passcode: 600886</p>
April 27 PL 1:35 pm-3:35 pm (1:55 pm-3:55 pm)	MATH	<p>Review and Plan with Grade Level Team</p> <ul style="list-style-type: none"> Reflect on the units of the San Francisco resource and review latest student work from the Milestone Task. Review/ plan for upcoming units and plan for the remainder of the year (including some updates to adjustments of lessons as needed). Gather feedback from the year and inform of upcoming summer curriculum work (dates to follow). Teachers will review different fluency technology programs and 	Home Schools

		choose if they would like to pilot one for the 2022 - 2023 school year.	
May 4 PL 1:35 pm-3:35 pm (1:55 pm-3:55 pm)	SELF-SELECT		
May 11		Building Meetings/Class Placements	
May 18		Building Meetings/Class Placements	
May 25		Building Meetings/Class Placements	
June 1		Building Meetings	

PL: 2 hours Meetings: 1.5 hours
 PL/meetings start within 30 minutes of school release time

Grade 4 Professional Learning & Meetings: SPRING 2022

SPRING 2022	TOPIC(S)	LEARNING OUTCOMES For Staff	Session Location
March 2		Parent Conferences	
March 9		Parent Conferences	
March 16		Parent Conferences	
March 23		Parent Conferences	
March 30 PL 2:00 pm-3:00 pm	SOCIAL STUDIES	<p>Teachers will deepen their understanding of Glastonbury History. Topic: Slavery and Abolition in Glastonbury 1639-1865 (In collaboration with Historical Society of Glastonbury)</p> <ul style="list-style-type: none"> • <u>Curriculum Student Performance Standards</u> <ol style="list-style-type: none"> 1. Through story, research, case studies and field study, connect Glastonbury history to Connecticut History. 	<p style="text-align: center;">Social Studies Zoom Meeting ID: 886 4022 5370 Passcode: 600886</p>
April 6 PL 1:35 pm-3:35 pm (1:55 pm-3:55 pm)	MATH/ SCIENCE	<p>Math:</p> <p>Review and Plan with Grade Level Team</p> <ul style="list-style-type: none"> • Reflect on the units of the San Francisco resource and review latest student work from the Milestone Task. • Review/ plan for upcoming units and plan for the remainder of the year (including some updates to adjustments of lessons as needed). • Gather feedback from the year and inform of upcoming summer curriculum work (dates to follow). • Reflect/ review new Science Unit. • Teachers will review different fluency technology programs and choose if they would like to pilot one for the 2022 - 2023 school year. <p>Science:</p> <ul style="list-style-type: none"> • Teachers will have the opportunity to explore the updates to the lessons and resources for the Structure and Function unit and to prepare for implementation. 	Home Schools
April 13	SPRING VACATION		
April 20 PL 1:35 pm-3:35 pm	SELF-SELECT		

(1:55 pm-3:55 pm)			
April 27 PL 1:35 pm-3:35 pm (1:55 pm-3:55 pm)	ELA	<ul style="list-style-type: none"> Collaborate with building LART and grade level colleagues to plan for reading, writing and/or phonics lesson instruction, assessment administration, data review and/or preparation of instructional resources. 	Home Schools
May 4 PL 1:35 pm-3:35 pm (1:55 pm-3:55 pm)	SELF-SELECT		
May 11		Building Meetings/Class Placements	
May 18		Building Meetings/Class Placements	
May 25		Building Meetings/Class Placements	
June 1		Building Meetings	

PL: 2 hours

Meetings: 1.5 hours

PL/meetings start within 30 minutes of school release time

MUSIC Elementary Professional Learning & Meetings: SPRING 2022

SPRING 2022	TOPIC(S)	LEARNING OUTCOMES For Staff	Session Location
March 2 Mtg 1:35-3:35 (1:55-3:55)	Instrumental Recruitment Timeline/Transition Spring PD Goals & Outcomes	<ul style="list-style-type: none"> Align and implement process & deadlines for instrument selection Set goals and outcomes for continuing work (Report Cards, Recruitment Process, EDI) 	Buttonball Lane School Music Room
March 9 Mtg 1:35-3:35 (1:55-3:55)	Lesson Alignment and Development	<ul style="list-style-type: none"> Update instrument family lessons to align with new recruitment and transition timelines for Gr 3, 4 and 5 	Independent/Collaborative Work
March 16 Mtg 1:35-3:35 (1:55-3:55)	Report Card	<ul style="list-style-type: none"> Continue discussion regarding existing report card format Comment Bank 	Hebron Avenue School Music Room
March 23 Mtg 1:35-3:35 (1:55-3:55)	EDI	<ul style="list-style-type: none"> Teachers will share out repertoire research of songs and activities that expand upon the representation of our varied identities both collectively and individually 	Hopewell School Music Room
March 30 PL 1:35-3:35 (1:55-3:55)	Independent Curriculum Work	<ul style="list-style-type: none"> Teachers will integrate varied repertoire shared into existing units and lesson planning 	Independent/Collaborative Work
April 6 PL 1:35-3:35 (1:55-3:55)	Planning and Next Steps	<ul style="list-style-type: none"> Teachers will discuss and share ways to adjust and supplement by grade level for the next school year based upon pandemic factors 	Naubuc School Music Room
April 13	SPRING VACATION		
April 20 PL 1:35-3:35 (1:55-3:55)	Independent Curriculum Work	<ul style="list-style-type: none"> Teachers will prepare and adjust unit and lesson outcomes to meet the needs of students 	Independent/Collaborative Work
April 27 PL 1:35-3:35 (1:55-3:55)	Planning and Next Steps	<ul style="list-style-type: none"> Teachers will discuss professional development needs for the 22-23 school year 	Nayaug School Music Room
May 4 PL 1:35-3:35 (1:55-3:55)	Concert Prep	<ul style="list-style-type: none"> Teachers have time to organize details for the spring concert performances 	Home Schools
May 11	Building Meetings/Class Placements		
May 18	Building Meetings/Class Placements		
May 25	Building Meetings/Class Placements		
June 1	Building Meetings/Class Placements		

PL: 2 hours Meetings: 1.5 hours
 PL/meetings start within 30 minutes of school release time

Spanish Elementary Professional Learning & Meetings: SPRING 2022

SPRING 2022	TOPIC(S)	LEARNING OUTCOMES For Staff	Session Location/ Zoom Link
March 2 Mtg. (1:35-3:05) (1:55-3:25)	Mid Year Samplings AAPPL Data Grade 5 Classroom Bee Pacing Guides Grade 5 Language Choice lesson Summer Camps Benchmarks SeeSaw activities	<ul style="list-style-type: none"> • To review the mid-year Go Formative results and writing samples • To review the December 2021 AAPPL data for grade 5 • To offer a unified classroom Bee experience beginning 3/21/22 (class lists 3/7/22) • To update Spanish Pacing information through March 2022 • To review the summer camp offerings so that staff can share out with students • Review of benchmarks sent to date (October and December) delivery format and family responses • To share out of Seesaw activity, time permitting 	GHS B206
March 9 Mtg. (1:35-3:05) (1:55-3:25)	Grade 5 Classroom Bee Pacing Guides Random Speaking Samples Grade 5 Language Choice lesson Summer Camps SeeSaw activities	<ul style="list-style-type: none"> • To offer a unified classroom Bee experience beginning 3/21/22 • To update Spanish Pacing information through March-April 2022 • To plan for gathering data on 5th grade students conversational use of the target language • To review the summer camp offerings so that staff can share out with students • To review and update letter and videos for language choice • To share out of Seesaw activity, time permitting 	GHS B206
March 16 Mtg. (1:35-3:05) (1:55-3:25)	Grade 5 Classroom Bee Pacing Guides Random Speaking Samples Grade 5 Language Choice lesson SeeSaw activities	<ul style="list-style-type: none"> • To offer a unified classroom Bee experience beginning 3/21/22 • To update Spanish Pacing information through April 2022 • To plan for gathering data on 5th grade students conversational use of the target language • To continue to review and update letter and videos • To share out of Seesaw activity, time permitting 	GHS B206
March 23 Mtg. (1:35-3:05) (1:55-3:25)	Pacing Guides Random Speaking Samples Grade 5 Language Choice lesson Ordering Benchmark 4 SeeSaw activities	<ul style="list-style-type: none"> • To update Spanish Pacing information through May 2022 • To plan for gathering data on 5th grade students conversational use of the target language • To complete the ordering template for 2022-2023 • To create the final benchmark for the year (April-May) to send home end of May • To share out of Seesaw activity, time permitting 	GHS B206
March 30 PL 1:35-3:35 (1:55-3:55)	Pacing Guides AAPPL Topics for 2022 End of Year Samplings SeeSaw activities	<ul style="list-style-type: none"> • To complete the update for all grade level Pacing Guides for May –June, 2022 • To review the new FLES topics for 2022 • To review/update EOY samplings on Go Formative • To share out of Seesaw activity, time permitting 	GHS B206

SPRING 2022	TOPIC(S)	LEARNING OUTCOMES For Staff	Session Location/ Zoom Link
April 6 PL 1:35-3:35 (1:55-3:55)	Essential Questions Libritos End of Year Samplings SeeSaw activities	<ul style="list-style-type: none"> To review the Essential Questions and update as needed To revise and update the Libritos for 2022-2023 as needed To review/update EOY samplings on GoFormative from 2021 To review/update EOY writing prompts from 2020 To share out of Seesaw activity, time permitting 	GHS B206
April 13 Spring Vacation			
April 20 PL 1:35-3:35 (1:55-3:55)	SORA Summer Reading New student packets SeeSaw activities	<ul style="list-style-type: none"> To review the existing entries in the language section and select new materials to be added for Summer 2022 To revisit the use of libritos to support new students To share out of Seesaw activity, time permitting 	GHS B206
April 27 PL 1:35-3:35 (1:55-3:55)	Diversity, Equity and Inclusion	<ul style="list-style-type: none"> Guest speaker 	GHS B206
May 4 PL 1:35-3:35 (1:55-3:55)	Modes of Communication	<ul style="list-style-type: none"> To review the AAPPL FAQs, in light of the modes as teachers plan for purposeful activities that encourage student engagement and active participation 	GHS B206
May 11		Building Meetings/Class Placements	
May 18		Building Meetings/Class Placements	
May 25		Building Meetings/Class Placements	
June 1		Building Meetings	

PL: 2 hours

Meetings: 1.5 hours

PL/meetings start within 30 minutes of school release time



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

May 2022

Dear Glastonbury Teachers,

Happy Teacher Appreciation Week!!

We want to take this opportunity to thank you for everything you do to educate and support Glastonbury students. We very much appreciate your dedication and determination to help every student succeed. Your passion for teaching and devotion to your students make a difference in their lives today and in the future.

Thank you for your flexibility with ever-changing circumstances. We know that the "return to normal" has been anything but "normal" for both you and your students. Your commitment to providing quality instruction under these difficult circumstances is unparalleled.

Thank you most of all for continuing to embrace the critical importance of social and emotional support for your students and yourselves. The student-teacher connection underlies the sense of community that our students feel. Your day-to-day efforts have kept our students and school system on track.

We believe that your teaching is what makes a Glastonbury public school education unrivaled in Connecticut. You are the most essential component of an outstanding school system recognized locally, regionally, and nationally. We look forward to continuing to work with you to enhance the excellent education you provide our students.

With our sincere thanks and best wishes,

The Glastonbury BOE
Douglas C. Foyle, Ph.D., Chair
Julie M. Thompson, Vice-Chair
Ray McFall, Secretary
Alison Couture
Jenn Jennings
David Peniston, Jr.
Matthew Saunig
Evan Seretan

TOWN OF GLASTONBURY**MEMORANDUM**

DEPARTMENT OF ADMINISTRATIVE SERVICES**FINANCIAL ADMINISTRATION**

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

FROM:  Julie Twilley, Director of Finance & Administrative Services

DATE: May 4, 2022

SUBJECT: Self Insurance Reserve Update April 2022

The attached report summarizes the Self Insurance Reserve fund through April 30, 2022. The total reserve is \$16,373,858 allocated \$3,990,481 and \$12,383,378 between Town and Board of Education, respectively. As of April the fund is experiencing a \$1,895,103 gain for the fiscal year.

There are 15 large loss claims which are defined as any claims that exceed \$50,000. BOE has 11 while the Town has 4 large loss claims. There are 4, 3 for BOE and 1 for the Town, that have exceeded the individual Stop Loss limit. The Individual Stop Loss limit is \$200,000 for BOE and \$150,000 for the Town.

Enc.

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

SELF INSURANCE RESERVE FUND

YTD Balances As of: April 30, 2022

	Town	Education	Total
Contributions			
Employer	\$4,286,881	\$11,483,192	\$15,770,073
Employee	1,115,107	2,955,273	4,070,380
Stop Loss Reimbursement	63,056	90,043	153,099
Total Revenues	\$5,465,044	\$14,528,508	\$19,993,552
Expenditures			
Anthem			
ASO Fees	\$101,626	\$387,840	\$489,466
Claims	3,054,683	12,217,738	15,272,421
	\$3,156,309	\$12,605,578	\$15,761,887
CTCare			
ASO Fees	-	-	-
Claims	24,052	239,252	263,303
	24,051.96	\$239,252	\$263,303
Delta Dental			
ASO Fees	\$14,202	-	\$14,202
Claims	151,893	-	151,893
	\$166,095	-	\$166,095
Bank Fees/PCORI Fee	\$1,168	\$3,815	\$4,983
CT Prime	471,796	1,340,385	\$1,812,181
OneDigital Consultant Fees	18,000	72,000	90,000
	\$490,964	\$1,416,200	\$1,907,164
Total Expenditures	\$3,837,420	\$14,261,029	\$18,098,449
Current Year Revenues Less Expenses	\$1,627,624	\$267,479	\$1,895,103
Reserve July 1, 2021	\$2,362,857	\$12,115,899	\$14,478,755
Reserve at end of month	\$3,990,481	\$12,383,378	\$16,373,858

	Town		BOE		Total
Reserve at end of month	\$ 3,990,481	\$	12,383,378	\$	16,373,858
Recommended Minimum Reserve ^A	\$ 1,223,700	\$	4,116,956	\$	5,340,656
Variance Over/(Under) Reserved	\$ 2,766,781	\$	8,266,422	\$	11,033,202

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

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT MAY 2, 2022

Elementary	Pre-K= 77	K	1	2	3	4	5	6	Total
Buttonball		61	69	62	80	83	72		427
Hebron Ave.		76	71	76	76	82	76		457
Hopewell		82	108	102	91	96	0		479
Naubuc		76	65	72	74	72	74		433
Naugaug		69	88	81	83	87	99		507
Elementary Subtotal		364	401	393	404	420	321		2303
Gideon Welles							92	420	512
	K-6 Totals								2815
Elementary Total		364	401	393	404	420	413	420	2815

Middle	7	8	Total
Smith Middle	430	431	861
Middle Total	430	431	861

Secondary	9	10	11	12	Total
Glastonbury High	467	446	467	481	1861
Secondary Total	467	446	467	481	1861

TOTAL 5537

PRE-K	77
OUT OF DISTRICT (41 & GHS ALTERNATE PROGRAM 0)	41
GRAND TOTAL	5655

RECAPITULATION

GRADE	5/3/2021	5/2/2022	Change Over Previous Years Enrollment All
	Enrollment All <i>Without M</i>	Enrollment All <i>Without M</i>	
Pre-K	54	77	23
K	393	364	-29
1	380	401	21
2	391	393	2
3	418	404	-14
4	401	420	19
5	407	413	6
6	423	420	-3
Subtotal Elementary	2867	2892	25
7	433	430	-3
8	475	431	-44
9	460	467	7
10	478	446	-32
11	490	467	-23
12	485	481	-4
Subtotal Secondary	2821	2722	-99
TOTAL	5688	5614	-74
OUT OF DISTRICT & GHS ALTERNATE	39	41	2
GRAND TOTAL	5727	5655	-72

**ELEMENTARY ENROLLMENT BY SCHOOL/BY GRADE/BY CLASS
MAY 2, 2022**

				GRADE K		TOTAL
Buttonball	14	15	16	16	=	61
Hebron	19	18	19	19	=	76
Hopewell	16	16	16	17	17	= 82
Naubuc	19	19	19	19	=	76
Nayaug	17	17	17	18	=	69
					=	364
				GRADE 1		
Buttonball	17	17	17	18	=	69
Hebron	17	18	18	18	=	71
Hopewell	21	21	22	22	22	= 108
Naubuc	16	16	16	17	=	65
Nayaug	21	22	22	23	=	88
					=	401
				GRADE 2		
Buttonball	20	21	21		=	62
Hebron	18	19	19	20	=	76
Hopewell	20	20	20	21	21	= 102
Naubuc	18	18	18	18	=	72
Nayaug	19	20	21	21	=	81
					=	393
				GRADE 3		
Buttonball	20	20	20	20	=	80
Hebron	18	19	19	20	=	76
Hopewell	22	23	23	23	=	91
Naubuc	17	18	19	20	=	74
Nayaug	20	21	21	21	=	83
					=	404
				GRADE 4		
Buttonball	20	20	21	22	=	83
Hebron	20	20	20	22	=	82
Hopewell	19	19	19	19	20	= 96
Naubuc	17	18	18	19	=	72
Nayaug	21	21	22	23	=	87
					=	420
				GRADE 5		
Buttonball	18	18	18	18	=	72
Gideon Welles	22	22	23	25	=	92
Hebron	18	19	19	20	=	76
Naubuc	18	18	19	19	=	74
Nayaug	19	19	20	20	21	= 99
					=	413

**Glastonbury Public Schools
Cumulative Summary of Suspensions**

School: Glastonbury High School

School Year: 2021-2022

Reason	Aug.	Sept.	Oct	Nov	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
A. Alcohol Possession/Use/ Sale/Distribution/Manufacture						4					
B. Drugs Possession/Use/ Sale/Distribution/Manufacture		4	4		4	2			1		
C. Vandalism		1				1					
D. Fighting /Altercation		5	3	2	2	4		2			
E. Physical Attack on Student						3	2				
F. Physical Attack on Staff							1				
G. Threatening/Bullying			1	2							
H. Insubordination			8	3	2		3	1	1		
I. Cutting/Skipping Class		3	4		2		1	2	8		
J. Profanity				3	2	1	2	1	1		
K. Tardiness											
L. Harassment		1	8	6	1	3		2	2		
M. Weapon-Possession/Use			1				1	1			
N. Tobacco Possession/Use/ Sale/Distribution			1	4	1			2	5		
O. Theft											
P. Interference with school Safety/ Order/Discipline		3	6	5	6	3	3	4	3		
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention			1	4			1	2	1		

1. Total Number of Suspensions by Month		17	37	29	20	21	14	17	22			
In-School		14	34	29	18	21	12	14	22			
Out-of-School		3	3	0	2	0	2	3	0			
2. No. of 1 Day Suspensions		0	0	0	0	0	0	0	0			
3. No. of 2-4 Day Suspensions		8	25	21	13	14	7	16	13			
4. No. of 5-10 Day Suspensions		9	12	8	7	7	7	1	9			
5. * No. of Different Students Suspended for the Month		16	35	26	19	19	14	17	20			
6. * No. of Different Students Suspended this Year (Cumulative)		16	47	61	75	89	94	100	106			
7. * No. of Different Students Suspended More than Once this Month		1	2	1	1	1	0	0	2			
8. * No. of Students Suspended More than Once this Year (Cumulative)		1	7	12	15	19	22	25	32			

Revised 11.15.05

*See Reverse Side

The building administrator reviews suspension notices. Copies of all suspension notices detailing the problem and the consequences are sent to the Superintendent. This information is reviewed in compliance with special education legislation and may result in a student's program being modified by a school team when appropriate.

5. No student is counted more than once per month.
6. No student is counted more than once during the school year. This number is cumulative.
7. Only students who have been suspended on more than one occasion this month are included.
8. This is a cumulative number and represents the number of students suspended more than once during this school year.

1. Total Number of Suspensions by Month		7	12	5	9	4	9	13	12		
In-School		6	6	5	5	2	7	5	5		
Out-of-School		1	6	0	4	2	2	8	7		
2. No. of 1 Day Suspensions		3	3	2	1	2	3	5	3		
3. No. of 2-4 Day Suspensions		4	5	3	8	2	6	7	4		
4. No. of 5-10 Day Suspensions		0	4	0	0	0	0	1	5		
5. * No. of Different Students Suspended for the Month		7	10	5	9	3	8	12	12		
6. * No. of Different Students Suspended this Year (Cumulative)		7	17	21	26	29	35	42	49		
7. * No. of Different Students Suspended More than Once this Month		0	1	0	0	1	1	1	0		
8. * No. of Students Suspended More than Once this Year (Cumulative)		0	1	1	5	6	7	11	14		

Revised & Corrected 9/02

*See Reverse Side

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