



REGULAR BOARD OF EDUCATION MEETING

Monday, August 29, 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. Amanda Robustelli-Price, Director of World Languages
4. Student Representatives' Report
 - A. Jade Wong, Class of 2023
 - B. Jachimma Anaedo, Class of 2024
5. Information Session for Public Comment
6. Business Requiring Action
 - A. Staff Resignations (consent)
 1. Andrea Amado
 2. Delilah DiCioccio
 3. Kylene Thompson
 - B. Approval of Glastonbury High School Student Trip to Salamanca, Spain
 - C. Acceptance for First Reading Board of Education Policy #1312 Public Complaints
 - D. Acceptance for First Reading Board of Education Policy #6163.1 Library Media Center Selection of Resources
 - E. Acceptance for First Reading Board of Education Policy #1313 Complaints Regarding Educational Materials
 - F. Acceptance for First Reading Board of Education Policy #4112.6/#4212.6 Personnel Records
 - G. Acceptance for First Reading New Board of Education Policy #4117.2/#4217.2 Acceptance of Resignations
 - H. Acceptance for First Reading New Board of Education Policy #5144.4 Physical Exercise and Discipline of Students
 - I. Acceptance for First Reading Board of Education Policy #6111 School Calendar
 - J. Acceptance for First Reading New Board of Education Policy #6141.51 Advanced Courses or Programs, Eligibility Criteria for Enrollment

- K. Acceptance for First Reading New Board of Education Policy #6141.52 Challenging Curriculum Policy
 - L. Acceptance for First Reading Board of Education Policy #6144.1 Curricular Exemptions
 - M. Acceptance for First Reading New Board of Education Policy #6172.1 Gifted and Talented Students Program
 - N. Acceptance for First Reading Board of Education Policy #9321 Meetings (Kind, Time, Notification of Meetings)
 - O. Acceptance for First Reading New Board of Education Policy #9321.2 Electronic Board of Education Meetings
 - P. Acceptance for First Reading Board of Education Policy #9322 Public and Executive Sessions
 - Q. Acceptance for First Reading Board of Education Policy #6114 Fire Emergencies, Disaster Preparedness, and Crisis Response
7. Reports and Discussion
- A. Status Report on Enrollment
 - B. 2021-2022 Assessment Performance
 - C. Opening Day Professional Development
 - D. Glastonbury Education Foundation
8. Approval of Minutes
- A. Meeting Minutes of August 8, 2022
9. Committee Reports
10. Chairman's Reports
11. Superintendent's Report
- A. Staff Appointments
 - 1. Allison Czapla - Hopewell School, Grade 4
 - B. Dates to Remember
12. 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.
8/29/2022 7:34:21	Stephen Michaels	225 Grandview Drive	<p>Regarding the first reading of policies under agenda item 6. Given that they are first readings, I'd like to see changes between this meeting and the second reading. Below are a few comments on each. Thank you for taking the time to read/listen to this concerned citizen with 4 children in 3 different schools in Glastonbury.</p> <p>6C Public Complaints – please remove the discretion of the Board Chair to schedule a consideration of a regular or board special meeting agenda regarding complaints about the Superintendent. It gives too much power to the Board Chair to privately and silently protect the Superintendent without full board involvement. All 8 are elected and all 8 should be involved in all decision making regarding the Superintendent, including the validity of such a complaint. The power should remain with the Board, not solely with the Board Chair along.</p> <p>6C Public Complaints – the removal of the BOE as the last line of complaint regarding educational material should be undone. The BOE should be the last line of outlet for all that have complaints regarding educational material and teacher instruction.</p> <p>6D Library – page 3, removal of #117 is concerning, as the school libraries should in fact support the curriculum of the school, and the remaining material should be cycled out of the library.</p> <p>6D Library – page 4, #5, the medium by which said “in writing” should be explained further and, given the addition of a time frame to respond #7, an acknowledgement of the information by the questioner should be added before the clock starts.</p> <p>6D Library – page 4, #6, this should be 60 days to respond, giving the questioner ample time to review the decision and appeal. 10 days is too short, especially since the decision by the library department director has no time frame on it either. Why restrict the citizens and not those that the BOE writing policy for?</p> <p>6E Educational Material Complaint, #2, the principal or designee should be given a time frame to respond to the inquiry, say 5 days maximum, and if a response is not provided, the material in question will be removed and not reinstated until such reply is provided. #4, the time frame should be deleted. Putting a time statute on concerned citizens doesn't make the concern go away if the time frame is not met. #6, delete, this is unnecessary and provides undue responsibility on the Superintendent. BOE should have ultimate oversight of the Superintendent and decisions.</p> <p>1 of 2</p>
8/29/2022 7:35:34	Stephen Michaels	225 Grandview Drive	<p>2 of 2 continued</p> <p>6F Personnel Record, the Superintendent should NOT have discretion to not disclose public records. Delete the first sentence of paragraph 4, as it contradicts paragraph 6 anyway. Also, if protecting private information, either private information should not be in public personnel records or a redacted version should be issued protecting private information.</p> <p>6G Resignations – delete this policy. All resignations should appear before the BOE providing the BOE the ability to review them in advance.</p> <p>6J – Advanced Courses, delete repeat of #4, #5 “robust” is an undefined term hence needs to be deleted or defined, #6 delete as it is not necessary and may make those not seeing advancement feel bullied or less of a student. Making the material available for students should be enough. Requirement of multiple measures should be deleted and made encouraged, as it could preclude a student from entry into advanced placement. Evaluation should include a time frame or interval for regular reviews.</p> <p>6L – the 2 week restriction on exemptions should be deleted and allowed at any time during the year. If something changes in the life of a student, does the BOE really want the position that the student MUST wait until the next year to obtain an exemption? That sounds legally dangerous. If the volume becomes a problem during the school year, then the BOE should review the volume and address the underlying issues or provide resources to administration to handle the volume.</p> <p>6O – should be deleted. All meetings by elected officials should be in person or said person should be marked absent, unless extenuating circumstances apply, see Covid. In addition, there should be a provision where by the Board Chair is NOT allowed to put any member of the board on mute at any time during an official meeting nor kick the board member out of the meeting electronically, thereby silencing the board member.</p> <p>Thank you.</p>
8/29/2022 9:52:41	Elizabeth Welburn	164 Lexington Rd	<p>Connecticut Act 93-252 is an Act concerning religious freedom. This Act prohibits the state or any of its political subdivisions (which is defined as any agency or board of the state) from placing ANY burden on people's right to freely follow their religion.</p> <p>The First Amendment of the US Constitution protects people's free exercise of their religion.</p> <p>Yet, despite these federal and state protections, the Glastonbury BOE's new policies remove a parent's right to exempt their child from participation in a school subject or school activity, if the religious beliefs and/or teachings of the a student or his/her parents are contrary to the school instruction.</p> <p>This is a clear violation of federal and state protections of our religious freedoms, as well as a violation of our parental rights. The pompous attitude and overreaching of this Board, Superintendent, and state must end. As a taxpayer and parent of Glastonbury, I stand with many others and demand that the BOE policies reconsider this exemption.</p>

Public Comments for BOE Meeting (Responses) 2022

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8/29/2022 10:39:50	Audrey Yellen Quinlan	90 Candlelight DR	<p>Grammar-pronoun agreement Pg 25 ".....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."</p> <p>Grammar.....DELETE THEIR replace with her/his interests, etc DELETE THEY replace with she/ he aspires to be</p> <p>Policy 6114 Revised Fire Emergencies, Disaster Preparedness and Crisis Response . The principal or designee will be the Incident Commander UNTIL THE ARRIVAL OF FIRE, POLICE DEPARTMENT PERSONNEL in all emergencies. AT THAT POINT.....WILL BE RESPONSIBLE FOR THE SAFETY OF THE CHILDREN AND STAFF.</p> <p>I THINK, GIVEN THE UTTER CONFUSION AT ULVALDE, THE PRINCIPAL/designee/SCHOOL STAFF MUST KNOW WHO IN THE POLICE/FIRE DEPT WOULD TAKE THE LEAD UPON ARRIVAL.</p> <p>Fire alarm systems and regular and emergency school exits shall be maintained in **good working order. **DELETE 'GOOD' AND REPLACE WITH 'FUNCTIONING AS INTENDED.</p> <p>CABE: How many hours were billed to CABE for their revision services? For instance, was the Policy Update service requested? If so, what was the fee?</p>
8/29/2022 10:52:25	Heather Simon	807 Main St	<p>Good evening, I am writing in to once again request transparency and clarity regarding our health curriculum. I asked in June 2022 for clarity on the changes that occurred in 2019 including the addition of Second Step SEL. Doug, I appreciate your email, however it did not clear up the inconsistencies. Your response, email correspondence with Dr. Bookman, the elementary school newsletters, lessons from the past and present school year and BOE agendas and reports remain conflicting. You expressed that we do NOT use Second Step as a curriculum but rather as "building level programming" meaning clubs, athletics, themes throughout the building, a single book, field day, etc. However, the elementary schools report "The foundation of our social/emotional learning is the SECOND STEP curriculum". We would simply like to know with full transparency what changes have been made to the curriculum so that we can fulfill our rights and responsibilities as parents.</p> <p>In a regards to the agenda this evening, I am wondering why "Religion" would be removed from policy 6144.1. It seems that this could be problematic for many families. In a time when we value being inclusive, removing this part seems to move in the very opposite direction. What is the reason/rationale for removing this part of the policy? I am also curious about the deadline of two weeks. As parents we may exercise our right to direct our children's upbringing and education, including opting out of parts of the curriculum, at anytime. What is the reason/rationale for giving a two week deadline? Thank you</p>
8/29/2022 11:47:33	Lisa M Thibodeaux	414 Eastbury Hill Ro	<p>I absolutely disagree with the BOE's revision of File: #6144.1 Curricular Exemptions that removes RELIGIOUS BELIEFS as an acceptable reason for asking for a child to be exempt from items presented/the child to participate in the Glastonbury Public Schools' curriculum/lessons. Religious freedoms MUST not be taken away in any form. This is one of the founding principals of this country and to remove it is a travesty and offensive to all those who choose to practice their religious beliefs in all aspects of their lives and the lives of their families. I only can hope that ALL BOE members consider themselves representatives of ALL citizens of Glastonbury rather than ONLY the ones they personally agree with. Thank you for your time.</p>
8/29/2022 11:55:07	Nicole DiCicco	84 Ridgewood Rd.	<p>Will parents be able to opt out of aspects of the curriculum at any time during the school year? Where can a detailed curriculum be found so that we may know what to opt out of? What role does the Second Step SEL curriculum play in GPS?</p>

Glastonbury Public Schools

TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL X CT _____

DESTINATION: Salamanca, Spain

DEPARTURE DATE: 06.16.23 RETURN DATE: 07.01.23

ESTIMATED NUMBER OF PARTICIPANTS: 10-24 students

WILL ANY SCHOOL TIME BE USED: No

CHAPERONES: Mario Ramos, Colleen Brennan - additional chaperones will be added if student numbers warrant

COST PER PARTICIPANT: \$2,975

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Sanditz Travel Agency and Colegio Delibes, Salamanca, Spain

SCHOOL(S) PARTICIPATING: Glastonbury High School

STUDENT'S REQUIREMENTS FOR PARTICIPATION: Presently enrolled, and has good academic and behavioral standing in a Spanish class (grades 9-11). Students must intend to pursue studying Spanish during the next academic year. Completed application process includes: teacher recommendations, character reference, letter to host family, and face to face interview.

PURPOSE OF TRIP: The purpose of this Spanish Immersion Program with Colegio Delibes in Salamanca, Spain will greatly enhance our students' conversational skills, knowledge and appreciation of the Spanish culture and way of life through immersion in the target language and culture.

ITINERARY: *(dates and details of itinerary are subject to adjustment)*

40 hours of classes (maximum 12 students in each class)

All material for classes: books, photocopies, etc.

Private tutoring included, when necessary, for individual students

Guided tour around Salamanca and the cathedrals with Delibes teacher; two full-day excursions:

Madrid (museums) and Avila and Segovia accompanied by a Delibes teacher + Finca de Toros

Course certificate for each student at their completed level

Accommodation with host family in double room, full board – two weeks

Movies and conferences (seminars) in the conference room

Sunday excursion to "Finca de Toros Bravos". Swimming pool and paella.

Sports: soccer, basketball, tennis, bowling, swimming (summer)
 Tour of Salamanca doing "The Salamanca QUEST" with Delibes teacher.
 Visit to the commerce Museum (or Museo Casa Lis) with Delibes teacher.
 "The literature tour" around the city guided by Delibes teacher
 Entrances to all museums, palaces, etc.
 Tapas route tour and tasting with Delibes teacher
 After school dance class with professional dancer
 After school cooking class with professional chef
 Wifi internet access, computer facilities at Delibes
 Medical insurance-
 Round trip transfer in private bus (Madrid airport) – Salamanca, Madrid.

One free teacher for each ten students (course and accommodation)
 Tuition payments insured.
 24 hour emergency phone included for teacher.
 Guarantee price of the program until 48 hours before leaving the USA

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

This Spanish Immersion Program provides Glastonbury High School students first-hand experiences in homes, school and the community in Salamanca, Spain. Glastonbury students will improve their conversational Spanish as well as learn about the everyday cultural differences and similarities of living with a Spanish family. The students will see first-hand Salamanca and Madrid's historical sights and remarkable monuments.

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APPROVAL:

DIRECTOR: Amara Rolustelli - Price 08.22.2022
 (DATE)

PRINCIPAL: [Signature] 8/25/2022
 (of GHS) (DATE)

PRINCIPAL: Janet Balthazar 08.23.2022
 (of Buttonball Lane School) (DATE)

PRINCIPAL: Twana Shirden 08.23.2022
 (of Hopewell School) (DATE)

SUPERINTENDENT APPROVAL: [Signature] 8-24-22
 (DATE)

BOARD OF EDUCATION APPROVAL DATE: _____

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)

5. 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.
 6. ~~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.**
 7. ~~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.~~
 5. 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~~
 6. **The questioner may, within ten (10) school days of the written decision of the Library Department Director, appeal the decision to the questioner Superintendent.**
 7. 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~~
 8. ~~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.~~
 9. ~~The Board of Education will file a written response that will include specific 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.~~
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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, Materials: Provision/Selection)

(cf. 6163.1 Media Center, Selection of Materials)

(cf. 6141.2 Internet Policy)

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.

Discipline

Physical Exercise and Discipline of Students (continued)

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.

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**Procedures/Criteria/Guiding Principles (continued)**

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.
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, Eligibility Criteria for Enrollment**Procedures/Criteria/Guiding Principles (continued)**

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

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

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)**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)

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 EXEMPTIONSMandatory 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;
4. Sexual abuse and assault awareness and prevention program; or
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.~~
 - ~~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.
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.

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.

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:

Meetings (Kind, Time, Place, Notification of Meetings)

Notification of Regular and Special Meetings

Revised

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.~~

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 Meetings~~

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 (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.
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.

Electronic Board of Education Meetings (continued)

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 an 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.

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.

BYLAWS OF THE BOARD

Policy: 9321.2(c)

Electronic Board of Education Meetings (continued)

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 10/10/20)

Meetings

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**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.

BYLAWS OF THE BOARD

Policy: 9322 (b)

Revised

Meetings

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.

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
Glastonbury, Connecticut

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

Title of Report: Enrollment Update

Board Meeting Date: August 29, 2022

Action:

Report: X

Information:

Discussion:

Overview:

This general update on enrollment is based on preliminary registration numbers that will vary over the first few weeks of school. Our official student numbers are submitted to the State Department of Education based on enrollment as of October 1. The October 1 data is used in the development of our 2023-2024 budget, including enrollment projections and staffing levels.

At the elementary (K-5) level, we expect the overall enrollment will be close to projections with the exception of kindergarten, where we have approximately 30 additional students. While kindergarten numbers at Hebron Avenue, Hopewell, and Naubuc, are at or below projections, Buttonball and Nayaug are considerable higher. Over the summer, the Board added one section at each of these two schools, giving us time to hire quality teachers. With the two additional sections, kindergarten class sizes across the district are very appropriate for our youngest learners.

In determining class sections in our elementary schools, we take into account both the size and makeup of grade levels at each school with the assistance of our principals. Based on student registrations to date, we feel confident that class sizes are appropriate for the needs of students. We monitor these needs throughout the school year and consider additional support, if warranted, in the form of tutors and paraprofessionals.

Grade six at Gideon Welles School is currently slightly below anticipated enrollment while Smith is exactly as projected. Glastonbury High School has approximately 15 students more than projected but that still represents a decrease of over 50 students from actual enrollment a year ago.

Submitted By: Matthew H. Dunbar

Reviewed By: Alan B. Bookman

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT

Title of Report: 2021-2022 Assessment Performance

Board Meeting Date: August 29, 2022

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

There are several tests administered across Connecticut school districts to comply with both state and federal requirements for summative annual assessment of student achievement. The Connecticut State Department of Education (CSDE) requires districts to administer summative assessments that measure student achievement in English/language arts, mathematics and science.

All state mandated testing was cancelled for the 2019-2020 academic year. Therefore, data from the 2019-2020 school year is not available for comparison. In addition, data for the 2020-2021 school year was skewed due to hybrid, remote, and in-person testing options. Therefore, cohort matched comparisons are not reliable.

In 2020-2021 tests were required, however, the accountability measure for participation was waived by the U.S. Department of Education; allowing districts great latitude in who was tested and how. Therefore across the country the 2020-2021 data is also lacking a complete and reliable measure of academic performance. The below data represents the first time since 2018-2019 that all students were assessed with the same parameters in place by the US Department of Education.

Smarter Balanced Summative Assessment: Grades 3-8

The Smarter Balanced Assessment is the current Connecticut English/Language Arts (ELA) and Mathematics summative assessment used to measure student achievement in grades 3-8. It is based on learning expectations of the Common Core standards in English/Language Arts and Mathematics. This set of assessments are administered through use of iPads. Our achievement results are as follows:

Percent of Students Scoring at Level 3 or Level 4 (Proficient or Above) in All Grade Levels:

	ELA		MATHEMATICS	
	2021	2022	2021	2022
Glastonbury	75	71	70.6	69

Percent of Students Scoring at Level 3 or Level 4 (Proficient or Above) on ELA Tests by Grade:

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
76	71	73	73	79	78	70	74	82	72	78	69

This data is not representative of a cohort match due to gaps in data and change in testing procedures.

Percent of GPS Students Scoring at Level 3 of Level 4 on Math Tests by Grade:

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
78	72	70	74	69	71	67	70	54	69	59	58

This data is not representative of a cohort match due to gaps in data and change in testing procedures.

Next Generation Science Standards Assessments Grades 3 – 8

The CSDE Next Generation Science Standards Assessment was administered in spring 2022 in grades 5, 8, and 11.

Percent of GPS Students Scoring at Level 3 or Level 4 by Grade:

Grade 5		Grade 8		Grade 11	
2021	2022	2021	2022	2021	2022
71	73	71	65	71	65

Connecticut SAT School Day: Grade 11

The new **Connecticut SAT School Day** is a measure of college and career readiness and correlates with Connecticut Core State Standards expectations of students at the end of grade 11 in English/language arts and mathematics. The 2022 SAT is a new version taken in a completely digital format for the first time ever. This had a significant effect on student participation and overall scores.

Our achievement results for the 2022 administration include the following:

SAT: Evidence-Based Reading and Writing

	Average Scale Score (scores range from 200-800)		Percent at Level 3 or 4 (met or exceeded achievement standard)	
	2021	2022	2021	2022
Glastonbury	567	565	80.2	80

SAT: Math

	Average Scale Score (scores range from 200-800)		Percent at Level 3 or 4 (met or exceeded achievement standard)	
	2021	2022	2021	2022
Glastonbury	585	565	70.9	65

Submitted By: Cheri Burke

Reviewed By: Alan Bookman

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

Title of Report: Opening Day Professional Development

Board Meeting Date: August 29, 2022

Action:

Report: X

Information:

Discussion:

We welcomed back our faculty on August 22, 2022 with a high energy convocation program. After two years of virtual convocation speeches, faculty was excited to be together again! Dr. Bookman introduced the 2022 theme: Be Kind. Be Curious. Be Well. with enthusiasm and intention for our daily work. This message is intended to inspire the members of our school community to care for one another, to ask questions and be open to learning, and to look after their own physical and emotional health.

August 23rd provided a full day of professional learning for our faculty. Teachers were offered sessions by grade level and content area that are pertinent to teaching and learning. Our directors, tech coaches and many teacher leaders offered outstanding sessions for their colleagues. Topics explored included:

- Padlet Resources and Updates for Assessments
- Collaborative Planning Sessions and Curriculum review
- Technology Support and updates
- San Francisco Math Lesson Guides and Rubrics
- Instructional Strategies for Teaching in the Block Schedule
- Building Thinking Classrooms in the Math Department
- Special Education CT-SEDS training
- Blending Traditional and Diverse Musical Perspectives
- STEAM lab equipment training and set up

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

- 98% of the respondents strongly agree/agree that the ideas and practices shared during the sessions are relevant to my professional practice.
- 96% of the respondents strongly agree/agree the facilitator displayed knowledge of the material shared.
- 98% of the respondents strongly agree/agree the facilitator established a positive learning culture.
- 98% of the respondents strongly agree/agree they are likely to implement the ideas and practices taught in my professional setting.
- 95% of the respondents strongly agree/agree if they implement the ideas and practices taught in the session, their students are likely to benefit.

Comments shared expressed appreciation for time to collaborate with their colleagues and be intentional about the start of the year. Overall it was a very successful day. Teachers were highly engaged and actively prepping for students to arrive.

The planning for the fall series of Wednesday afternoon elementary workshops are underway. These sessions will include grade level team meetings for teachers to address literacy, math, science, social studies, instructional technology, and inclusive practices. All teachers of art, music, world language, health/physical education, special education, and related services attend workshops designed by their directors. In addition, the first three Wednesdays of the school year provide teachers with building level opportunities to address school-based initiatives.

Secondary staff will engage in departmental and faculty meetings that address block scheduling, instructional technology integration, health and safety and essential technology applications.

Glastonbury Public Schools is off to a fabulous start with positive energy and dedication to our students. We thank the Board of Education for your continued support of professional learning and teacher growth.

Submitted By: Cheri Burke

Reviewed By: Alan Bookman

Regular Board of Education Meeting

Monday, August 8, 2022, 7:00 PM

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:	Absent
Ms. Julie Thompson:	Present - Joined meeting at 7:14 pm

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

1. Call to Order

Dr. Foyle called the meeting to order at 7:03 pm, followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Information Session for Public Comment

Jill Durall, 73 Shagbark Road, (via zoom) addressed the Board regarding monkey pox and books available in school libraries.

Nick Korns, 73 Shagbark Road, (via zoom) addressed the Board regarding preferred pronouns and gender identity.

4. Special Reports

Dr. Bookman reported that there are limited funds available to Glastonbury Public Schools which will be able to provide free lunch and free breakfast for a limited time.

5. Business Requiring Action

5.A. Staff Resignations (consent)

5.A.1. Nichole Pitruzzello

5.A.2. Michele Prizio

Board accepts the resignation of Nichole Pitruzzello and Michele Prizio. 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
Ms. Julie Thompson: Yea

5.B. Approval of Final 2021-2022 Budget Transfers and End of Year Budget Report
Board approves the Final 2021-2022 Budget Transfers and End of Year Budget Report. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Julie Thompson provided information on the budget committee meeting for the Board. Dr. Bookman provided an overview of this motion for the Board.

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

5.C. Approval of Glastonbury High School Student Trip to Washington, D.C.
No Board funds will be used to support this trip. Dr. Bookman provided an overview of this trip for the Board.

Board approves the Glastonbury High School student trip to Washington, D.C., reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board. 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
Ms. Julie Thompson: Yea

5.D. Approval of the Superintendent's Contract

Dr. Foyle provided an overview of this contract for the Board. The contract extends the Superintendent's contract for one additional year. Dr. Bookman will receive a 3% raise and the retirement contribution will increase from 13 % to 14 %.

Dr. Foyle noted for the record that Evan Seratan has provided his support for this contract.

Jenn Jennings addressed the Board and stated she did not support this contract. She suggested that the increase in compensation be in the form of a performance bonus.

Matt Saunig, David Peniston, Jr., Alison Couture, Ray McFall and Dr. Foyle addressed the Board and spoke in support of this contract.

Jenn Jennings addressed the Board and restated that she would prefer compensation in the form of a performance bonus.

Motion to approve the Superintendent's contract. 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
Ms. Julie Thompson:	Yea

6. Reports and Discussion

6.A. School Food Service Report

Dr. Bookman provided an overview of the School Food Service Report for the Board.

6.B. Student Activities Report

Dr. Bookman provided an overview of the Student Activities Report for the Board.

6.C. Glastonbury Education Foundation

7. Approval of Minutes

7.A. Meeting Minutes of July 11, 2022

Motion to approve the minutes of the July 11, 2022 Board of Education 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

Ms. Julie Thompson: Yea

7.B. Special Meeting Minutes of July 11, 2022 (8:30PM)

Motion to approve the Special Meeting minutes of July 11, 2022. 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
- Ms. Julie Thompson: Yea

8. Committee Reports

9. Chairman's Reports

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

10. Superintendent's Report

10.A. Staff Appointments

- 10.A.1. Allison Bouzakis-Eastbury School, Special Education
- 10.A.2. Marisha Davis - Eastbury School, Student Support Clinician
- 10.A.3. Kevin Huhn-Hebron Avenue School, Music/Orchestra
- 10.A.4. Bethany Martocci-Hopewell School, Grade 4
- 10.A.5. Sara Poleman-Glastonbury High School- Art Teacher

10.B. Self-Insurance Update - June 2022

10.C. Dates to Remember

Dr. Bookman provided his Superintendent's report for the Board. He acknowledged the relationship between the Board and the central office as being a positive one. He provided an overview of the self-insurance reserve fund for the Board. He addressed the question of how school fields are scheduled. The fields for school teams are scheduled by the schools and then Parks and Recreation takes over and schedules town teams.

11. Adjournment

The meeting was adjourned at 7: 55 pm.

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

Ms. Julie Thompson: Yea

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

Respectfully Submitted,

Ray McFall, Secretary
Approved: