



REGULAR BOARD OF EDUCATION MEETING

Monday, March 27, 2023 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. Board of Education Members
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. Approval of Budget Adjustments to the Approved 2023-2024 Board of Education Budget
 - B. Open Choice Participation 2023-2024
 - C. Approval of Board of Education Planning Framework 2023-2024
 - D. Non-Renewal of Long Term Substitutes and Temporary Teaching Assignment Agreements
 - E. Approval to Combine the Regular Board of Education Meetings of April 10, 2023 and April 24, 2023, to be held on April 24, 2023, at 7:00 pm, in Town Hall Chambers, Town Hall.
7. Reports and Discussion
 - A. School Reports
 1. Hopewell School
 2. Buttonball Lane School
 3. Hebron Avenue School
 - B. Equity, Diversity, and Inclusion Update
 - C. Glastonbury Education Foundation
8. Approval of Minutes
 - A. Meeting Minutes of March 13, 2023
9. Committee Reports
10. Chairman's Reports

11. Superintendent's Report

A. Staff Appointments

1. Amanda Bedson, LINKS, Special Education Teacher
2. Lindsay Meyer, Glastonbury High School and Glastonbury Transition Academy, Speech and Language Pathologist

B. Staff Resignations

1. Andrew Bauer
2. Lisa Cascio
3. Diane Catania
4. Patricia DeAngelis
5. Sandra Foley
6. Kerin Heemsoth
7. Nancy Lawlor
8. Mary Metheny
9. Frank Quinn
10. Edana Sullivan

C. Student Suspension Report, February 2023

D. 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) 2023

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.
3/27/2023 8:29:34	Lisa Eldridge	108 S Mill Drive	I am in favor of adding more Open Choice seats for grades 2 and above, especially for incoming 6th and 9th graders, and admitting siblings of current students. Please work to bring the number of Open Choice children in each grade up to the number of Open Choice children admitted when each grade was in kindergarten, so that there is a sizeable group of Open Choice students attending school together.
3/27/2023 8:41:13	Melinda Kuzmak	265 Tryon Street	I fully support increasing the number of Open Choice children coming to Glastonbury.
3/27/2023 10:07:52	Patti Beckett	295 A Dayton Rd.	<p>I applaud the board on increasing our Open Choice numbers this coming school year. However, I urge you to please consider also accepting siblings of these students into upper grades, it would be helpful to the sending families as well as support for the children within each of those families.</p> <p>Additionally, my hope is that Glastonbury will admit students in gateway grades, 6th and 9th. They will be starting each of those grades with all the children entering those grades. In accepting children at that level, I think it would be beneficial if several children in each grade could be offered slots. That would provide the children the comfort and benefit of sharing their new experiences with someone from the same sending area who is facing the same adjustments.</p> <p>The opportunity we would be offering these children will offer life lines to a brighter future.</p> <p>Accepting more Hartford children, mostly minority groups, will also afford our own town children the chance to work, play, and study with people who may not look like them, which will give them an opportunity to better learn to deal with the world beyond Glastonbury, be it college, work or other pursuits.</p> <p>Glastonbury has, in the past, been a laggard within the 28 districts participating in Open Choice. How wonderful if instead we would become leaders in accepting Open Choice students.</p>
3/27/2023 10:29:42	Jennifer Hudner	105 Coach Road, Glastonbury	<p>I appreciate your support, the support of the Administration, and the Nayaug administrators, teachers and staff as they embrace and develop programs to ensure the success for the Open Choice students in Glastonbury. I also fully appreciate how hard it is for the Open Choice families to put their little ones on this long bus ride from their homes and send them off to us in Glastonbury in hope of giving their children a better education. It takes a commitment from both the families of these children and the receiving towns as everyone learns how best to help the students thrive in their new community. As we heard at the January Board of Ed meeting, Dr. Claiborne and Nayaug's principal and teachers are very focused on developing the building blocks to help facilitate the success of the Open Choice program in Glastonbury.</p> <p>I fully support Dr. Bookman's recommendation to increase the number of Open Choice kindergarteners from 10 to 15 students. Additionally, I recommend that Glastonbury commit to take siblings, when families are interested. We know that school success improves as the whole family is embraced in the district. We can all imagine how difficult it is for a family to have their children in multiple districts with different school calendars, different commutes for visits to the school, and different pulls to multiple towns for after school activities or playdates.</p> <p>I would also like to see Glastonbury expand the program to at least one other elementary school where they have 5 or more openings in their K or 1 classes. I recognize there is concern about being spread too thin to make sure all students are successful. We are very fortunate to have excellent teachers and principals in Glastonbury, so with the administrative support and the guidance from both Dr. Claiborne and Nayaug teachers and administrators (and probably the PTO), we have several supports already built into place to help an additional school embrace the program.</p> <p>I know you have the data of the numbers of students in our district compared with other districts, so I won't go into that here. But I will say this program benefits all of us, in so many ways. We learn from each other as we build the community together and we all become the better for it....better teachers, better administrators, better parents, and better students.</p> <p>Thank you. Jen Hudner</p>

Public Comments for BOE Meeting (Responses) 2023

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.
3/27/2023 11:22:59	William Marut	264 Carriage Drive	<p>I am in support of the letter that TALK submitted to the Board on March 13, 2023, laying out its suggestions for increasing the number of Open Choice seats. TALK also provided the Board with data charts.</p> <p>In particular, I am in favor of adding more Open Choice seats for grades 2 and above, including for incoming 6th and 9th graders, and admitting siblings of current students. I encourage the BOE to work to bring the number of Open Choice children in each grade up to the number of Open Choice children admitted when each grade was in kindergarten.</p> <p>I consider it especially important that the Board approve additional seats for students entering the critical years of 6th and 9th grades (especially 6th), so that there is a sizeable group of Open Choice students attending school together. I also think it important that the Board admit siblings of kids currently or about-to-be enrolled.</p> <p>Along with TALK, I fully support proposals to implement host family, welcome committee, mentorship, and other programs that support the success of Open Choice students and their families. The implementation of these programs undoubtedly needs to happen in tandem with continued efforts to recruit teachers and staff of color, and ensure that our school curriculum is culturally relevant. I trust that Glastonbury's Open Choice policies will not rely upon the unfounded assumption that older students are unable to catch up and/or perform academically. Regarding the view that older student enrollees should be ruled out because they need too much remedial assistance to perform at or near grade level, please consider that these students apply precisely because they and their families are highly invested in their education and academic achievement. These students are motivated to achieve, and they deserve a chance.</p> <p>No community is ever perfect or ready for change before the change takes place. If the Civil Rights movement had heeded the well-intentioned folks who said we should wait to integrate schools until everyone's hearts and minds were ready and all necessary preliminary steps had been taken, Brown v. Board of Education would never have been decided or implemented. The onus is on us to both be ready for the change, and to make the change.</p>

Hartford Region Open Choice Program: 2023-24 Seat Declaration Form

GLASTONBURY SCHOOL DISTRICT

Original Submission
(X Here)

Original Submission Date: 2/8/2023

Revision
(X Here)

Revision Date: _____

A. Open Choice Enrollment (as of October 1, 2022, PSIS) - Includes Outplaced Students if Applicable

In the GRAY highlighted row in the chart below, note the number of Open Choice students enrolled in your district for the 2022-23 school year, as of the October 1, 2022, PSIS filing. In the Projected Open Choice Maintained Seats row, it is assumed that, with the exception of graduating Grade 12 students, all students will continue to the next grade in your district for 2023-24.

	School Year	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open Choice Enrollment	2022-23		10	10	9	2	5	2	3	6	4	2	3	4	2	62
Projected Open Choice Maintained Seats	2023-24			10	10	9	2	5	2	3	6	4	2	3	4	60

B. Student Withdrawals AFTER the October 1, 2022 PSIS Filing

If you are aware of any students who have withdrawn after your October 1, 2022, PSIS filing, and will not be returning for the 2022-23 school year, please list the Student's SASID, School Name, Grade, and Date of Withdrawal below. If necessary, please use a separate sheet to list additional withdrawals.

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

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

C. Student Registrations AFTER the October 1, 2022 and up to December 1, 2022

If you are aware of any students who registered after the October 1, 2022, PSIS filing, please list the Student's SASID, School Name, Grade, and Date of Registration below. If necessary, please use a separate sheet to list additional registrations.

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

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

D. Projected Open Choice Maintained Seats for School Year 2023-24

Hartford Region Open Choice Program: 2023-24 Seat Declaration Form

GLASTONBURY SCHOOL DISTRICT

Data Per Chart	Total
A. Projected Open Choice Maintained Seats	60
B. Less: Students Withdrawn After October 1, 2022, PSIS Filing	0
C. Plus: Students Registered After October 1, 2022 and up to December 1, 2022	0
D. Projected Open Choice Maintained Seats	60

Hartford Region Open Choice Program: 2023-24 Seat Declaration Form

GLASTONBURY SCHOOL DISTRICT

D. Proposed New Seats, 2023-24

In the chart below, please enter the proposed new Open Choice seats by grade for 2023-24. To add a new school, enter the school's name and the proposed seats by grade in the **New School(s)** section below.

	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
School Name	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats	# of Seats
Nayaug School		15	5												20
Glastonbury High School											1	1	1		3
															0
															0
															0
New School(s)															0
															0
TOTAL: New Open Choice Seats	0	15	5	0	0	0	0	0	0	0	1	1	1	0	23

E. Total Projected Seats (Maintained Seats Plus New Seats) 2023-24

Data Per Chart	Total
C. Projected Open Choice Maintained Seats	60
D. Proposed New Open Choice Seats	23
Projected Open Choice Seats for 2023-24	83
Projected District Total for 2023-24	5,667
Projected Tier Percentage for SY 2023-24	1.46

F. Sign and Return form no later than Wednesday, March 1, 2023.

Email form to: OCSeatDecs.SDE@ct.gov

Alan Bookman

Superintendent of Schools E-Signature

2/8/2023

Date

BOE PLANNING FRAMEWORK 2023-2024

DRAFT

The following planning topics are proposed for the school year with the understanding that this schedule remains flexible. This list does not preclude adding items to the agenda, but instead serves as a basis for year-long planning.

AUGUST 2023

End of Year Financial Reports and Final Budget Transfers for 2022-2023
Transfer of Funds and Expenditures of Funds 1% non-lapsing account
School Food Service Report
LINKS Update
Update on Early Learning Center
Student Activities Report
Report Newsletter
Opening Day Celebration/Convocation
New Teacher Orientation

SEPTEMBER 2023

Update on CIP and other Maintenance Projects
Establish Date for Graduation 2024
New 5 Year District Strategic Action Plan (2023-2028)
Revision to the 2023-2024 School Calendar (set graduation date)
Status Report of Enrollment
Opening of School Report
Opening Day Professional Development/Administrators Professional Development/Retreat
Board of Education Policy Updates
Budget Planning Begins
Program Reports Begin
Approval of Submission of CAFE BOE Recognition Award
Fall Professional Development (2nd meeting in September)
Approval of Submission of Consolidated Grant Application 2023-2024
Scholastic Aptitude Test (SAT) and Advanced Placement Results (AP)
Post-Secondary Planning Graduating Class 2023
State Summative Assessment Results (SBAC, NGSS)

OCTOBER 2023

Update on Town Budgetary Process
Program Reports Continue
Curriculum Review Reports
Employee Recognition Event
Approval to Go Out for School Bus Bids (moved from January 2024)
Board of Education Policy Updates
October Budget Revisions
Capital Improvement Projects (CIP) Review and Recommendations (2025-2029)
Approval District TEAM Mentors
Approval of Submission of Title ELL Title III Grant
Approval of Submission of Title IV Grant

NOVEMBER 2023

Acceptance Program of Studies - Glastonbury High School and Smith Middle School
School Report Newsletter
Strategic Action Plans 2023-2024 (moved from October 2023)
Set CIP Priorities
Election Day Professional Development
Veterans Day Celebrations
Review Programs of Study - Glastonbury High School and Smith Middle School
Budget Planning Continues
Program Reports Completed
Board of Education Budget Workshop Dates
Board of Education Meeting Dates 2025-2026
Approval of Perkins Vocational and Technical Education Grant

DECEMBER 2023

Receive Superintendent's proposed 2024-2025 Budget
Magnet School Participation
Approve Programs of Study - Glastonbury High School and Smith Middle School
Board of Education Policy Updates
2024-2025 Glastonbury Public Schools Calendar (2026/2027 and 2027/2028 calendars Jan. 2025)
2025-2026 Glastonbury Public Schools Calendar

JANUARY 2024

Budget Workshops
Review and Approval of Board of Education Budget for 2024-2025
Capital Improvements Projects (CIP) Workshop with the Town Council
Town Meeting on Town/Education 2024-2025 Budget Proposal
School Food Service Mid-Year Report
School Reports Begin
Open Choice Participation 2024-2025
Adult and Continuing Education Courses for Winter/Spring
Board of Education Ethics Training (training expires 11/23 for AC, DF, JJ, RM, DP, JT)

FEBRUARY 2024

Workshops BOE, Town Council, and Board of Finance to Review Education Budget
School Report Newsletter
School Reports Continue
Summer Enrichment Camps
Teacher Education and Mentoring Report (TEAM)
Approval of Submission of STARTALK Grant

MARCH 2024

School Reports Continue
Board of Education Policy Updates
Recruitment/Hiring
Non-Renewal of Teachers' Contracts in Accordance with CT Statutes 10-151
Approval Board of Education Planning Framework
Approval of Town Council Budget for Education and CIP
State Mandated Testing Schedule 2024
Approval of Budget Reductions to the Approved 2024-2025 BOE Budget
Spring Professional Development

APRIL 2024

School Reports Completed
Budget Revisions to the Approved 2023-2024 BOE Budget
Non-Renewal Long Term Substitutes Agreement
Non-Renewal of Teachers' Contracts in Accordance with CT Statutes 10-151
Student Participation through Lottery for Magnet Schools
Board of Education Policy Updates
Recruitment/Hiring Continues
Educator Evaluation
Approval of IDEA B Grant for 2024-2026
TEAM Process and Training Report

MAY 2024

School Reports Newsletter
Superintendent's Evaluation
Recruitment/Hiring Continues
Healthy Foods Certification
Board of Education Policy Updates
Board Self-Evaluation
Recognition of Certified Retirees
Capital Improvement Projects Update (CIP)
ED 165 (Profile and Performance Report)
Approval of Submission of Confucius Classroom Program Grant
Approval of Open Choice Expenditures
50th Class Reunion Breakfast

JUNE 2024

Graduation Celebration, 2024
Summer Professional Development Report
Glastonbury/East Hartford Elementary Magnet School Financial Report/Budget Approval
Recruitment/Hiring Continues
Children of Out of Town Staff Members Tuition
Board of Education Policy Updates
Approval of Non-Affiliated Wage Increases Elementary
School Staffing Adjustments
Superintendent's Contract
Teacher Evaluation Update

JULY 2024

Recruitment/Hiring Continues
School Report Newsletter
Technology Annual Report
Board of Education Policy Updates
Summer Professional Development Report
Elementary School Staffing Adjustments
Board of Education Policy Updates
Adult and Continuing Education Courses for Fall
CIP Projects Update



Office of the Superintendent

628 Hebron Avenue, Suite 102

P.O. Box 191

Glastonbury, CT 06033

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

www.glastonburyus.org

March 27, 2023

CONFIDENTIAL MEMORANDUM

TO: Board of Education
FROM: Alan B. Bookman, Superintendent of Schools
RE: Non-Renewal of Long-Term Substitute Agreements and
Non-Renewal of Temporary Teaching Assignments

I recommend that the Board of Education non-renew agreements of seventeen (17) long-term substitutes and four (4) temporary teaching assignments at the end of the 2022-2023 school year in accordance with the provisions of Connecticut General Statutes 10-151 (copy included). These recommendations are being made because long-term substitutes and temporary teaching assignments are generally filling positions for certified staff on leave and these staff members will be returning.

Prior to this meeting, all staff members recommended for non-renewal received written notice that I intended to make this recommendation, including the reason for the action.

ABB:kd
Attachment

Sec. 10-151. Employment of teachers. Definitions. Tenure. Notice and hearing on failure to renew or termination of contract. Appeal. (a) For the purposes of this section:

(1) “Board of education” means a local or regional board of education, a cooperative arrangement committee established pursuant to section 10-158a, or the board of trustees of an incorporated or endowed high school or academy approved pursuant to section 10-34, which is located in this state;

(2) “Teacher” includes each certified professional employee below the rank of superintendent employed by a board of education for at least ninety calendar days in a position requiring a certificate issued by the State Board of Education;

(3) “Continuous employment” means that time during which the teacher is employed without any break in employment as a teacher for the same board of education;

(4) “Full-time employment” means a teacher's employment in a position at a salary rate of fifty per cent or more of the salary rate of such teacher in such position if such position were full-time;

(5) “Part-time employment” means a teacher's employment in a position at a salary rate of less than fifty per cent of the salary rate of such teacher in such position, if such position were full-time;

(6) “Tenure” means:

(A) The completion of forty school months of full-time continuous employment for the same board of education, provided the superintendent offers the teacher a contract to return for the following school year on the basis of effective practice as informed by performance evaluations conducted pursuant to section 10-151b. For purposes of calculating continuous employment towards tenure, the following shall apply: (i) For a teacher who has not attained tenure, two school months of part-time continuous employment by such teacher shall equal one school month of full-time continuous employment except, for a teacher employed in a part-time position at a salary rate of less than twenty-five per cent of the salary rate of a teacher in such position, if such position were full-time, three school months of part-time continuous employment shall equal one school month of full-time continuous employment; (ii) a teacher who has not attained tenure shall not count layoff time towards tenure, except that if such teacher is reemployed by the same board of education within five calendar years of the layoff, such teacher may count the previous continuous employment immediately prior to the layoff towards tenure; (iii) a teacher who has not attained tenure shall not count authorized leave time towards tenure if such time exceeds ninety student school days in

any one school year, provided only the student school days worked that year by such teacher shall count towards tenure and shall be computed on the basis of eighteen student school days or the greater fraction thereof equaling one school month; (iv) for a teacher who has not attained tenure and who is employed by a local or regional board of education that enters into a cooperative arrangement pursuant to section 10-158a, such teacher may count the previous continuous employment with such board immediately prior to such cooperative arrangement towards tenure; and (v) for a teacher who has not attained tenure and who is employed by a local board of education or as part of a cooperative arrangement, pursuant to section 10-158a, and such board or cooperative arrangement joins a regional school district, such teacher may count the previous continuous employment with such local board or cooperative arrangement immediately prior to employment by the regional board of education towards tenure.

(B) For a teacher who has attained tenure prior to layoff, tenure shall resume if such teacher is reemployed by the same board of education within five calendar years of the layoff.

(C) Except as provided in subparagraphs (B) and (D) of this subdivision, any teacher who has attained tenure with any one board of education and whose employment with such board ends for any reason and who is reemployed by such board or is subsequently employed by any other board, shall attain tenure after completion of twenty school months of continuous employment, provided the superintendent offers the teacher a contract to return for the following school year on the basis of effective practice as informed by performance evaluations conducted pursuant to section 10-151b. The provisions of this subparagraph shall not apply if, (i) prior to completion of the twentieth school month following commencement of employment by such board such teacher has been notified in writing that his or her contract will not be renewed for the following school year, or (ii) for a period of five or more calendar years immediately prior to such subsequent employment, such teacher has not been employed by any board of education.

(D) For a teacher who has attained tenure and is employed by a local or regional board of education that enters into a cooperative arrangement pursuant to section 10-158a, such teacher shall not experience a break in continuous employment for purposes of tenure as a result of such cooperative arrangement.

(E) For a teacher who has attained tenure and is employed by a local board of education or as part of a cooperative arrangement, pursuant to section 10-158a, and such board or cooperative arrangement joins a regional school district, such teacher shall not experience a break in continuous employment for purposes of tenure as a result of joining such regional school district.

(7) "School month" means any calendar month other than July or August in which a teacher is employed as a teacher at least one-half of the student school days.

(b) Any board of education may authorize the superintendent to employ teachers. Any superintendent not authorized to employ teachers shall submit to the board of education nominations for teachers for each of the schools in the town or towns in such superintendent's jurisdiction and, from the persons so nominated, teachers may be employed. Such board shall accept or reject such nominations not later than thirty-five calendar days from their submission. Any such board of education may request the superintendent to submit multiple nominations of qualified candidates, if more than one candidate is available for nomination, for any supervisory or administrative position, in which case the superintendent shall submit such a list and may place the candidates on such list in the order in which such superintendent recommends such candidates. If such board rejects such nominations, the superintendent shall submit to such board other nominations and such board may employ teachers from the persons so nominated and shall accept or reject such nominations not later than one month from their submission. Whenever a superintendent offers a teacher who has not attained tenure a contract to return for another year of employment, such offer shall be based on records of evaluations pursuant to subsection (a) of section 10-151b. The contract of employment of a teacher shall be in writing.

(c) The contract of employment of a teacher who has not attained tenure may be terminated at any time for any of the reasons enumerated in subdivisions (1) to (6), inclusive, of subsection (d) of this section; otherwise the contract of such teacher shall be continued into the next school year unless such teacher receives written notice by May first in one school year that such contract will not be renewed for the following year. Upon the teacher's written request, not later than three calendar days after such teacher receives such notice of nonrenewal or termination, a notice of nonrenewal or termination shall be supplemented not later than four calendar days after receipt of the request by a statement of the reason or reasons for such nonrenewal or termination. Such teacher, upon written request filed with the board of education not later than ten calendar days after the receipt of notice of termination, or nonrenewal shall be entitled to a hearing, except as provided in this subsection, (1) before the board, or (2) if indicated in such request and if designated by the board, before an impartial hearing officer chosen by the teacher and the superintendent in accordance with the provisions of subsection (d) of this section. Such hearing shall commence not later than fifteen calendar days after receipt of such request unless the parties mutually agree to an extension not to exceed fifteen calendar days. The impartial hearing officer or a subcommittee of the board of education, if the board of education designates a subcommittee of three or more board members to conduct hearings, shall submit written findings and recommendations to the board for final disposition. The teacher shall have the right to appear with counsel of the teacher's choice at the hearing. A teacher who

has not attained tenure shall not be entitled to a hearing concerning nonrenewal if the reason for such nonrenewal is either elimination of position or loss of position to another teacher. The board of education shall rescind a nonrenewal decision only if the board finds such decision to be arbitrary and capricious. Any such teacher whose contract is terminated for the reasons enumerated in subdivisions (3) and (4) of subsection (d) of this section shall have the right to appeal in accordance with the provisions of subsection (e) of this section.

(d) The contract of employment of a teacher who has attained tenure shall be continued from school year to school year, except that it may be terminated at any time for one or more of the following reasons: (1) Inefficiency, incompetence or ineffectiveness, provided, if a teacher is notified on or after July 1, 2014, that termination is under consideration due to incompetence or ineffectiveness, the determination of incompetence or ineffectiveness is based on evaluation of the teacher using teacher evaluation guidelines established pursuant to section 10-151b; (2) insubordination against reasonable rules of the board of education; (3) moral misconduct; (4) disability, as shown by competent medical evidence; (5) elimination of the position to which the teacher was appointed or loss of a position to another teacher, if no other position exists to which such teacher may be appointed if qualified, provided such teacher, if qualified, shall be appointed to a position held by a teacher who has not attained tenure, and provided further that determination of the individual contract or contracts of employment to be terminated shall be made in accordance with either (A) a provision for a layoff procedure agreed upon by the board of education and the exclusive employees' representative organization, or (B) in the absence of such agreement, a written policy of the board of education; or (6) other due and sufficient cause. Nothing in this section or in any other section of the general statutes or of any special act shall preclude a board of education from making an agreement with an exclusive bargaining representative which contains a recall provision. Prior to terminating a contract, the superintendent shall give the teacher concerned a written notice that termination of such teacher's contract is under consideration and give such teacher a statement of the reasons for such consideration of termination. Not later than ten calendar days after receipt of written notice by the superintendent that contract termination is under consideration, such teacher may file with the local or regional board of education a written request for a hearing. A board of education may designate a subcommittee of three or more board members to conduct hearings and submit written findings and recommendations to the board for final disposition in the case of teachers whose contracts are terminated. Such hearing shall commence not later than fifteen calendar days after receipt of such request, unless the parties mutually agree to an extension, not to exceed fifteen calendar days (A) before the board of education or a subcommittee of the board, or (B) if indicated in such request or if designated by the board before an impartial hearing officer chosen by the teacher and the superintendent.

If the parties are unable to agree upon the choice of a hearing officer not later than five calendar days after the decision to use a hearing officer, the hearing officer shall be selected with the assistance of the American Arbitration Association using its expedited selection process and in accordance with its rules for selection of a neutral arbitrator in grievance arbitration. If the hearing officer is not selected with the assistance of such association after five days, the hearing shall be held before the board of education or a subcommittee of the board. When the reason for termination is incompetence or ineffectiveness, the hearing shall (i) address the question of whether the performance evaluation ratings of the teacher were determined in good faith in accordance with the program adopted by the local or regional board of education pursuant to section 10-151b and were reasonable in light of the evidence presented, and (ii) be limited to twelve total hours of evidence and testimony, with each side allowed not more than six hours to present evidence and testimony except the board, subcommittee of the board or impartial hearing officer may extend the time period for evidence and testimony at the hearing when good cause is shown. Not later than forty-five calendar days after receipt of the request for a hearing, the subcommittee of the board or hearing officer, unless the parties mutually agree to an extension not to exceed fifteen calendar days, shall submit written findings and a recommendation to the board of education as to the disposition of the charges against the teacher and shall send a copy of such findings and recommendation to the teacher. The board of education shall give the teacher concerned its written decision not later than fifteen calendar days after receipt of the written recommendation of the subcommittee or hearing officer. Each party shall share equally the fee of the hearing officer and all other costs incidental to the hearing. If the hearing is before the board of education, the board shall render its decision not later than fifteen calendar days after the close of such hearing and shall send a copy of its decision to the teacher. The hearing shall be public if the teacher so requests or the board, subcommittee or hearing officer so designates. The teacher concerned shall have the right to appear with counsel at the hearing, whether public or private. A copy of a transcript of the proceedings of the hearing shall be furnished by the board of education, upon written request by the teacher within fifteen days after the board's decision, provided the teacher shall assume the cost of any such copy. Nothing herein contained shall deprive a board of education or superintendent of the power to suspend a teacher from duty immediately when serious misconduct is charged without prejudice to the rights of the teacher as otherwise provided in this section.

(e) Any teacher aggrieved by the decision of a board of education after a hearing as provided in subsection (d) of this section may appeal therefrom, not later than thirty calendar days after such decision, to the Superior Court. Such appeal shall be made returnable to said court in the same manner as is prescribed for civil actions brought to said court. Any such appeal shall be a privileged case to be heard by the court as soon after the return day as is practicable. The board of education shall file with the court a

copy of the complete transcript of the proceedings of the hearing and the minutes of board of education meetings relating to such termination, including the vote of the board on the termination, together with such other documents, or certified copies thereof, as shall constitute the record of the case. The court, upon such appeal, shall review the proceedings of such hearing. The court, upon such appeal and hearing thereon, may affirm or reverse the decision appealed from in accordance with subsection (j) of section 4-183. Costs shall not be allowed against the board of education unless it appears to the court that it acted with gross negligence or in bad faith or with malice in making the decision appealed from.

(1949 Rev., S. 1438; 1949, 1955, S. 938d; 1959, P.A. 625; 1961, P.A. 480; 556; February, 1965, P.A. 278; 1969, P.A. 532; 1971, P.A. 61; P.A. 73-456, S. 1, 2; P.A. 74-278, S. 3, 5; P.A. 75-435; 75-615; P.A. 76-436, S. 297, 681; P.A. 78-218, S. 99; 78-280, S. 1, 127; P.A. 79-90; 79-504, S. 1, 4; P.A. 80-354, S. 1-3; P.A. 81-216, S. 1, 2; P.A. 82-257; P.A. 83-398, S. 1, 2; P.A. 85-230; 85-343, S. 1, 2, 5; P.A. 86-22, S. 1, 2; P.A. 95-58, S. 2, 4; P.A. 97-247, S. 25, 27; P.A. 00-13, S. 1, 2; P.A. 01-173, S. 16, 67; P.A. 10-111, S. 9; P.A. 11-28, S. 8; 11-135, S. 10; 11-136, S. 14; P.A. 12-116, S. 57; P.A. 13-31, S. 12; 13-245, S. 4; P.A. 15-215, S. 21; P.A. 19-139, S. 2.)

History: 1959 act added Subsec. (e); 1961 acts amended Subsec. (a) by providing for the supplying of a statement of the reasons for failure to renew the contract upon request, amended Subsec. (b) to provide for giving copy of transcript to teacher and added first proviso to Subsec. (e); 1965 act added Subsec. (f) re appeals to court of common pleas; 1969 act included in Subsec. (a) provisions for filling supervisory or administrative positions; 1971 act amended Subsec. (a) to require that board accept or reject nominations within 35 days rather than within one month; P.A. 73-456 inserted new Subsec. (c) re teacher evaluations, relettering following subsections accordingly and deleted reference to supervising agents in Subsec. (d), formerly (c); P.A. 74-278 deleted Subsec. (c), relettering following subsections accordingly; P.A. 75-435 included in provisions of Subsec. (e) teachers who leave employment and are subsequently rehired in the same municipality or school district; P.A. 75-615 amended section to include provisions concerning hearings before impartial hearing panels; P.A. 76-436 amended Subsec. (f) to substitute superior court for court of common pleas, effective July 1, 1978; P.A. 78-218 made technical changes; P.A. 78-280 deleted reference to counties in Subsec. (f); P.A. 79-90 amended Subsec. (a) to delete provision which had forbidden court appeal from decisions of impartial panel and clarified circumstances in which teachers whose contracts have been terminated may appeal; P.A. 79-504 extended provisions of section to include certified professional employees of incorporated or endowed high schools; P.A. 80-354 clarified application of provisions to professional employees of incorporated or endowed high schools by requiring them to choose coverage in Subsec. (a) and amended Subsec. (b)(5) re loss of position to another teacher and clarified provisions concerning layoffs and added to

Subsec. (b) general proviso re agreements with bargaining representatives; P.A. 81-216 amended Subsec. (c) to define “continuous employment” and “part-time employment” for purposes of clarifying the provisions of the teacher fair dismissal law; P.A. 82-257 amended Subsec. (c) to require that authorized leave time be treated in the same manner as layoff time for purposes of computing continuous employment where previously authorized leave was entirely excluded in computations; P.A. 83-398 redesignated former Subsec. (c) containing definitions as Subsec. (a), adding definitions of “board of education”, “full-time employment”, “tenure” and “school month” and redefining “part-time employment”, redesignated former Subsec. (a) as Subsec. (b) and limited provisions to employment of teachers, moved provision re termination of contract of employment previously contained in former Subsec. (a) to Subsec. (c) for teachers who have not attained tenure and Subsec. (d) for tenured teachers; and repealed former Subsec. (e) re employment and termination of contracts for tenured teachers, effective July 1, 1983, provided provisions of P.A. 83-398 shall not apply to layoff, nonrenewal or termination proceedings initiated prior to that date; P.A. 85-230 amended Subsec. (d) to provide for hearing before a single impartial hearing officer if both parties agree; P.A. 85-343 amended Subsecs. (c) and (d) to allow the board to designate a subcommittee to conduct hearings and submit written findings and recommendations to the board for final disposition in certain teacher termination cases and made technical changes; P.A. 86-22 required that findings be submitted within 90 days after receipt of the request for a hearing rather than within 15 days after the close of the hearing in Subsec. (d); P.A. 95-58 amended Subsec. (a)(2) to add employment “for at least ninety days”, Subsec. (a)(6)(A) to apply the 30 school months to teachers hired prior to July 1, 1996, and to require teachers hired after said date to be employed for 40 school months provided the superintendent offers the teacher a contract to return for the following school year, Subsec. (a)(6)(C) to change 16 to 20 school months for the attainment of tenure by teachers who previously attained tenure with the same or a different board of education, Subsec. (b) to require the superintendent to base the offer of a contract to return on the records of evaluations, Subsec. (c) to allow a terminated teacher to request and receive a statement of the reason for such termination, to remove provision for hearings for nonrenewal, to add alternative for a hearing before an impartial hearing officer, to limit extensions for the commencement of hearings to 15 days, to require the submission of written findings and recommendations to the board of education in all cases not just in the case of teachers whose contracts are terminated for the reasons stated in Subsec. (d)(5), to remove the right to an appeal for teachers terminated for the reasons enumerated in Subsec. (d)(1) and (2), Subsec. (d) to replace board of education with superintendent re notice to teachers that termination is under consideration and provision of statements in writing of the reasons upon request, to allow boards of education to designate subcommittees to conduct hearings in all cases not just terminations for the reasons stated in Subdiv. (5), to limit extensions to 15 days, to substitute agreement by the teacher and superintendent for “both parties” re hearings

before single impartial hearing officers, to substitute superintendent for board of education re appointment of panels, to add provision for appointment of third panel member with the assistance of the American Arbitration Association, to reduce the time for the submission of findings from 90 to 75 days, to specify that the Subsec. does not limit the right of a superintendent to suspend a teacher and to make technical changes, deleted former Subsec. (e) specifying that the provisions of a special act regarding the dismissal or employment of teachers prevail over the provisions of the section in the event of conflict and relettered Subsecs., and amended newly designated Subsec. (e), formerly Subsec. (f), to require submission of the minutes of board of education meetings relating to the termination, including the vote of the board on termination, removed language allowing parties to the appeal to introduce evidence and added requirement that the court affirm or reverse the decision appealed from in accordance with Sec. 4-183(j), effective July 1, 1995; P.A. 97-247 amended Subsec. (c) to provide for a hearing for nonrenewal unless the contract of a teacher who has not attained tenure is not renewed due to elimination of the position or loss of position to another teacher and to provide that the board of education rescind a nonrenewal decision only if the board finds such decision to be arbitrary and capricious, effective July 1, 1997; P.A. 00-13 amended Subsec. (d) to add requirement for the determination of incompetence to be based on evaluations, effective July 1, 2000; P.A. 01-173 amended Subsec. (d) to make technical changes, effective July 1, 2001; (Revisor's note: In 2005 the Revisors changed the reference to "subsection (f)" in the phrase "shall have the right to appeal in accordance with the provisions of subsection (f) of this section", at the end of Subsec. (c), to "subsection (e)", to correctly reflect the relettering of the subsections by P.A. 95-58); P.A. 10-111 amended Subsec. (a)(6) by replacing "subparagraph (B)" with "subparagraphs (B) and (D)" in Subpara. (C) and adding Subpara. (D) re attainment of tenure for employment in a priority school district, effective July 1, 2010; P.A. 11-28 made technical changes in Subsec. (a), effective June 3, 2011; P.A. 11-135 amended Subsec. (a) by adding provision re cooperative arrangement committee in Subdiv. (1), adding Subdiv. (6)(A)(iv) re previous continuous employment immediately prior to cooperative arrangement for purposes of attaining tenure, adding Subdiv. (6)(E) re tenured teachers employed by board that enters into cooperative arrangements, and making technical changes, effective July 1, 2011; P.A. 11-136 amended Subsec. (c) by replacing "April" with "May" and making technical changes, effective July 1, 2011; P.A. 12-116 amended Subsec. (a)(6) to redefine "tenure" by replacing "thirty" with "forty" re school months of continuous employment and adding provision re contract based on effective practice as informed by performance evaluations in Subpara. (A) and by adding provision re contract to return offered by superintendent based on effective practice as informed by performance evaluations in Subpara. (C), amended Subsec. (c) by revising time periods re statement of reasons for nonrenewal or termination and re hearing request and deleting provisions re hearing panel, amended Subsec. (d) by adding "or ineffectiveness" and replacing "July 1, 2000" with "July 1, 2014" in Subdiv.

(1), deleting provision re written request filed by teacher following notice that contract is under consideration for termination, requiring request for hearing to be filed not later than 10 calendar days after receipt of written notice, deleting provisions re hearing panel, adding provision re hearing process when reason for termination is incompetence or ineffectiveness, and requiring submission of written findings and recommendation not later than 45 calendar days after receipt of hearing request, and replaced “days” with “calendar days” and made technical and conforming changes throughout, effective July 1, 2014; P.A. 13-31 made technical changes in Subsecs. (d) and (e), effective July 1, 2014; P.A. 13-245 amended Subsec. (d) by replacing “developed” with “adopted” in clause (i), effective July 1, 2014; P.A. 15-215 amended Subsec. (a)(6) by adding clause (v) re joining a regional school district in Subpara. (A) and adding Subpara. (F) re joining a regional school district, effective June 30, 2015; P.A. 19-139 amended Subsec. (a)(6) by deleting former Subpara. (D) re teacher or administrator employed by priority school district may attain tenure after ten months if such teacher or administrator previously attained tenure with another school district, redesignating existing Subparas. (E) and (F) as Subparas. (D) and (E), and making a conforming change, effective July 1, 2019.



Report to Glastonbury Board of Education

School: Hopewell School

Prepared By: Twana Shirden

Date: March 27, 2023

1. Notable school successes that have occurred within this past year

- The district initiative for the start of the 2022-2023 school year of Be Kind, Be Well, Be Curious has resonated throughout Hopewell School. It was great to start the school year with parents in the building and the return of school events. We continue to provide our students with a safe learning environment. Our staff and families continue to be supportive as we educate all students, and our students are excited to be in school learning with their friends and teachers.
- The use of technology continues to provide our teachers with a variety of technological resources to enhance instruction. Our students and staff utilize a variety of apps, programs and websites during daily instruction. Our Library Media Specialist continues to collaborate with the classroom teachers and enhance our students understanding of scanning a QR code to download a book on the iPad. The students' ability to navigate the technology resources as a tool provides them with an opportunity to access information, communicate, share, create and discover.
- Professional Learning with Gary Petersen, EASTCONN Instructional Specialist to provide training in Student Centered Coaching for LART and PACE teachers as well as elementary principals. This training supports the development, engagement and academic growth of all students.
- Our LART and PACE continue to collaborate with teachers to provide effective reading and math strategies to all students. The LART and PACE work closely with the teachers to continue the implementation of Heggerty and San Francisco Math. We continue to utilize our SRBI supports with the reading specialist, reading tutors and math tutors to enhance students' academic and social emotional growth. The continuation of grade level collaboration allows teachers and support staff the opportunity to discuss students' data and instructional needs.
- Hopewell's students, staff and parents joined Buttonball, Hebron Avenue. Naubuc and Nayaug elementary schools to celebrate the joy of reading with "One District One Book." We joined as an elementary school community to read one book: Life According to Og the Frog by: Betty G. Birney. We built excitement for reading the book by hanging posters around the school, creating a bulletin board, announcing hints during morning announcements and introducing the title of the book with a video. Every family received a copy of the book with a bookmark of the chapter and pages to read together. Og is the classroom pet frog in room 26 that loves making up songs and poems about life in the swamp. He has a furry neighbor named Humphrey in his class and new things to write about. The students and staff enjoyed Og's

visits, writing about his adventures in their classroom and taking pictures with him. This was a great way to celebrate the joy of reading and teamwork.

- The social emotional development and wellness of our students and staff continue to be an important area of focus. We continue to utilize the Second Step program in grades K-4 to teach empathy, emotion management, friendship skills and social problem solving and assertiveness. The program provides students with an opportunity to role-play and practice real-world scenarios to enhance the life skills learned. We continue to celebrate our Oreo Star Students once a month during morning announcements for demonstrating positive behaviors and accomplishments aligned to our Hopewell Pledge. The PBIS committee continues to plan a variety of activities to maintain a safe and supportive learning environment.

2. New school initiatives that were introduced recently

- As we continue to foster a safe learning environment and enhance the social-emotional development of all our students, the PBIS Committee effortlessly continues to meet the social-emotional needs of all students. As a school, we were trained on the Zones of Regulation. We learned the four-color zones we can be in: Blue Zone-I am feeling sad, sick, tired, bored or slow moving. Green Zone-I am feeling happy okay, focused calm or ready to learn. Yellow Zone- I am feeling frustrated, worried, silly/wiggly, excited or a little out of control. Red Zone- I am feeling mad, mean, scared, yelling/hitting or out of control. We learned that sometimes we could be in more than one Zone. We also learned some strategies for each zone: Blue Zone-Talk to an adult, take a break and think happy thoughts. Green Zone-Help others, listen to teacher and complete your work. Yellow Zone-Take a break, deep breathing and think before you act. Red Zone-Take a break, count to 10, and talk about it with an adult. Our Kindergarten and First Grade teachers have implemented the Zones of Regulation and grades 2-4 will implement the Zones next school year.
- Hopewell students and staff celebrated Martin Luther King Jr. Day with Friendship Day. We watched the movie Finding Nemo, the students and staff wore pajamas, dressed as characters from the movie, or wore blue and white or orange and black. The students participated in a writing activity about being kind and friendship. We created a bulletin board “Huskies Just Keep Swimming with Kindness” to display students great writing pieces.
- February 1, 2023 was National Read Aloud Day. Administrators visited classrooms to read aloud the books “Mae Among the Stars” by Roda Ahmed and “Superheroes Are Everywhere” by Kamala Harris. These were great books about perseverance to read aloud during Black History Month.
- The PBIS Committee continued to provide students with a positive learning environment by providing teachers with activities and books to demonstrate love of school and community. Students created Valentine’s Day cards for seniors and the cards were delivered to the Glastonbury Health Care Center and Addison Place of Glastonbury. Students participated in a Bus Challenge and a Recess Challenge where they demonstrated respect, safety, caring and responsibility.

3. Challenges and unique school level considerations

- Although our school population continues to grow, we have creatively utilized our space and our 4th grade students have adjusted well as the role models for all students. Our 4th grade students have reestablished our Student Council. They sponsored our first SOUper Bowl Day. On Friday, February 10th, the Hopewell students and staff were asked to wear their favorite sports team colors or jersey. They were asked to bring in a \$1 donation to cast their vote for the NFL team they wanted to win the Super Bowl-Chiefs or Eagles. The Hopewell students and staff voted Eagles \$248 and Chiefs \$124. We raised \$402. All proceeds collected were given to the Glastonbury Food Bank to restock our local food pantry for our families in need.
- It is important to continue the process of determining the transition for our 4th grade students into 5th grade at Gideon Wells.
- Hopewell's 4th grade students are looking forward to collaborating with Mr. Hulbert and Gideon Wells 5th grade students for spring events.

4. Long-term plans that support your school's interests and needs

- It is imperative to continue to connect and engage with all students to enhance their social emotional and academic growth.
- We have to analyze students' data to implement educational supports.
- We have to assess students' academic and social-emotional needs to provide appropriate supports.
- The continuation and increase of in-person support by Youth and Family services from twice a week to three times a week has been very helpful to meet the social emotional learning of students.
- The continuation of using technology as a tool to enhance instruction.
- It is important to continue to provide teachers, staff and administration with academic and social -emotional professional development.
- The continuation of grade level meetings with the LART and PACE will help with the delivery of instruction, early intervention and supports for our students.
- It is imperative to continue to establish a positive school climate. We will do what it takes to make sure all students come to school feeling safe, comfortable and supported.



Report to Glastonbury Board of Education

School: Buttonball Lane School

Prepared By: Janet Balthazar

Date: March 27, 2023

1. Notable school successes that have occurred within this past year

Teacher of the Year – PE Teacher Janice Skene

- CT Teacher of the Year Semi-Finalist
- Heath & Wellness activities paired with outreach efforts continue: JDRF Walk, Turkey Trot, CCMC PJ Day, Take Your Parent to PE Week

BE KIND: School Community

- Common language with PBIS framework and explicit instruction of expectations focus on RESPECT for ALL and being “bucket fillers” – schoolwide recognition earned four times already this year
- Our 26th Annual HEART Event in February collecting items to donate to:
- Glastonbury ABC House, Burns School, CT Humane Society, Food Pantries (3), Dwight Bellizzi Dual Language Academy, Ukrainian soldiers
- PTO Kindness Grant for student projects that spread kindness: highest submission number with most number of students wanting to spread kindness since inception 3 years ago
- Recognition of teacher and staff efforts with surprise drawings, snacks, treats, and classroom supplies supported and funded by both administration and the PTO

BE CURIOUS: Instruction

- Master schedule revision to reintroduce intervention blocks (WIN: What I Need)
- Fall Professional Development targeting content instruction at all grade levels with self-selection options
- Implementation of TC Phonics units, Word their Way, San Francisco Math
- Revision to student supports and SRBI processes to meet student needs
- Support Staff additions: building sub, tutor
- Continued use of technology for purpose of research, work production, and collaboration
- Cross class and cross grade learning opportunities reintroduced
- Return of One District One Book to support literacy at home

BE WELL: Social Emotional Learning and Wellness

- Continuation of Second Step lessons to build social emotional growth across grades
- November Election Day PD – a Wellness Event for all
- CHEER Committee sponsors Be Well Events: Ice cream & food trucks, Treat Trolley, Call in Trivia games on announcements, Costume Contest, Ugly Sweater Competition

2. New school initiatives that were introduced recently

Student Centered Coaching

- Math/Science and Language Arts specialists engaged in professional development to implement student-centered coaching
- Adults review student work and collaborate on determining instruction for students based on their needs

New Math Resource– San Francisco Math

- PD to support implementation
- Ongoing collaboration during grade level team meetings

Math Buddies

- Grade level partnerships: Second grade with fifth grade and first grade with fourth grade
- Older students visit Math Buddies during WIN block
- Older students practice math skills with younger students
- Supports cross grade socialization and modeling academic learning habits

Additional Social Worker hours through Glastonbury Youth and Family

- Social Worker at school across more days of the week
- Streamlines process for referring students for support

Regular Therapy Dog Visits

- Visit classrooms during instruction
- Individual interactions for students with specific needs
- Teacher sign-up for scheduled visits
- In the moment supports when needed

Return of Principal's Pride

- Students visit office to share student work
- Small groups by grade level
- Practices speaking and listening

Return of Buttonball Leadership Team (BLTs)

- Promotes leadership with fourth and fifth grade students
- Students collaborate on activities and lead school projects

3. Challenges and unique school level considerations

- Maintaining appropriate staffing to support student needs over the course of the year: substitutes, support staffing, mental health support
- Building space to support growing need for small group instruction: special education, multi-lingual learners, social worker, testing/assessment space
- Storage space for changing classroom sections

4. Long-term plans that support your school's interests and needs

- Adjust master schedule to support student-centered coaching opportunities
- Provide time for cross grade level conversations to reflect on student needs and successes
- Support teachers with the increasing demands of teaching students with diverse backgrounds, languages, learning styles, and social/emotional needs



Report to Glastonbury Board of Education

School: Hebron Avenue School

Prepared By: Linda Provost

Date: March 27, 2023

1. Notable school successes that have occurred within this past year

- This past year has been a successful reopening of school. We continued to focus on providing quality intervention services, knowing that many of our students would come to us in need of support due to the lasting effects of the pandemic. This includes the areas of math, reading and social/emotional skill building.
- From the start of the year, we had tutors pushing into key academic areas in the primary classrooms. We identified students who needed intervention very quickly and began our first round of intervention by September 30th. Given the larger group of students in need of intervention, we decided to do rounds of intervention for specified amounts of time with group meetings at the end of each round for efficiency. For those students who needed math or reading intervention, goals were set and the process was underway. We also decided to make the rounds of intervention longer given the level of support that students needed and the continued amount of absenteeism due to illnesses.
- Many strategies were put in place to address the needs of social/emotional learning. Classroom teachers utilize the Second Step program where lessons focus on skills for learning, empathy, emotion management, problem solving and friendship skills. The Second Step Bully unit was implemented as well. In addition, our School Psychologist and our part time social worker from the Glastonbury Youth and Family Services have spent significant time with our students to model and teach students how to play in larger groups and maintain healthy friendships. We are very grateful for the increased time that we had from our Social Worker this year. The administration has also spent much time, even outdoors at recess time, to continue this important work. While our intervention system is always something to revisit and improve, we are very proud of its success so far this year.
- Another great success was the implementation of the One District One Book program. One District One Book is a program designed to create a shared reading experience across an entire school community. Establishing a culture of family literacy is very important to create the love and joy of reading. Our giant book club started March 6th. It featured a fun video reveal, family reading for 15 nights, morning announcement trivia questions, and fun discussions and activities. We hope that students will be excited to read more books in the series.

2. New school initiatives that were introduced recently

- Many of our traditional events were back this year! The HAS PTO has been exceptionally successful. They have hosted a Trunk or Treat where students were able to dress up and visit car trunks for treats. Many families participated, dressed up and had a super time! We had the return of our book fair, which is a weeklong celebration of the joy of reading. Our Family Fun Night featured many activities for families to enjoy such as story time, crafts, movement adventures, a scavenger hunt and an opportunity for students to read aloud to one of three READ Therapy Dogs.
- Veteran's Day was special at Hebron Avenue School. Veterans were invited to attend a special celebration on Veteran's Day. The celebration included breakfast, a ceremony and visits to classrooms. We were so pleased to take this day to educate students and to wish all veterans a happy Veteran's Day! There was an indoor movie night in the HAS Gym that many families enjoyed. We were also very excited with the return of our Winter Concert. It was a joy to hear our fourth and fifth graders singing such beautiful songs. Students also participated in a Pajama Day for the CT Children's Medical Center. Each student donated a minimum of \$1.00 to this cause. HAS raised approximately \$1,800.00 and many boxes of unwrapped toys were also delivered for children in the hospital to enjoy. For the holidays, our music teachers hosted a fun holiday sing-a-long, complete with singing, jokes, and movement breaks.
- In 2019, Hebron Avenue School held its first Turkey Tourney the Wednesday prior to Thanksgiving. Unfortunately, it was not able to be played for the next two school years due to the Covid pandemic. It was such a hit that it was brought back for the 2022-2023 school year. On Wednesday, November 23rd, the HAS faculty played a staff basketball game with four teams vying for the win! The four-team single elimination half-court tournament was filled with excitement and laughter. The teams played while all of the students watched and cheered. The game included the adult cheerleading squad, half time antics led by two fifth grade teachers and the turkey mascot! The tournament was finally won by the Glastonbury Gobblers who defeated Los Pavos by a score of 12-10. Turkey Medals were awarded to the winners and a great time was had by all!
- We are also thrilled to have our Unified Sports program back this spring. Unified Sports is a registered program of Special Olympics that combines athletes with special needs and their non-disabled peers on a skills based non-competitive sport team. This pioneer sports program was started in 1992 under a partnership between the Connecticut Association of Schools and Special Olympics Connecticut to expand athletic opportunities for students of all abilities. The Unified Sports program started on March 2nd at Hebron Avenue School and will culminate at a state-wide tournament at Glastonbury High School on April 22nd.

3. Challenges and unique school level considerations

- The pandemic has set a unique set of challenges for learning. We put a focus onto mental health and wellness, boosting the social/emotional intelligence of all of our students. Emotional skills are fundamental life skills and lead to successful behavior and a happy, healthy life. People with high social/emotional skills know and manage their emotional life well, and understand and deal well with the feelings of others in skillful ways. Five common dimensions of emotional intelligence are interwoven into the Second Step

program that we utilize for teaching social/emotional skills. An emphasis on these five dimensions are targeting the importance of social and emotional health and skill building.

- Self-awareness
 - Self – control
 - Self-motivation
 - Empathy
 - Relationship Skills
- In addition, we are providing monthly “Caring Calendars” to all of our students and families. These special calendars challenge our students to do caring things and apply what they are learning. Each day we give our students a suggestion for an action to promote their social and emotional well-being. Each month focuses on a different skill such as greeting people, saying please and thank you, being caring to classmates, creating and maintaining friendships at recess, goal setting, empathy, responsibility and problem solving. The daily challenges are announced each day with morning announcements.
 - A new class reward has also been put into place this year. The “Kindness Cup” is awarded each Friday to a deserving class of students who showed exceptional kindness, thoughtfulness, or respect during the school week. The large cup, typically filled with some sort of trinket, is kept in the classroom for the week and a picture of the class is taken for the newsletter. We look forward to seeing the excitement on our students’ faces as we enter the room with the prize!

4. Long-term plans that support your school’s interests and needs

- We will continue to work with our students to fill gaps, teach any lagging skills and support their social and emotional well-being. We initiated a Collaborative Problem Solving approach with students, which teaches skills in a collaborative process with students to help reduce challenging behaviors. This process, the work of J. Stuart Ablon and Alisha R. Pollastri, builds positive relationships between students and adults and teaches students to problem solve and build skills in collaboration while promoting feelings of safety. We hope to continue this work long-term as a behavioral intervention to help support students.
- We are also cognizant of the increased levels of stress for the staff. Being mindful of these conditions, we have two teams at school who specifically work to promote health and wellness. The PBIS Team and the School Team have worked to provide opportunities to spread cheer and manage stress. With the theme of Be Kind, Be Curious, Be Well, we have promoted an environment that is healthy for all.

Thank you to the Glastonbury Board of Education for all of your support and dedication to the staff, students and families of Glastonbury.

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

Title of Report: Equity, Diversity, and Inclusion Update

Board Meeting Date: March 27, 2023

Action:

Report: X

Information:

Discussion:

The work of the EDI office is vital to the success of our students, staff, and the Glastonbury Public Schools community. We are thankful to be part of a community that embraces the need for this vital work and recognizes that it is multifaceted, complex, and requires a holistic approach.

From the onset, we have grounded our EDI efforts in a collaborative approach, embedding the goal of shared responsibility in every initiative. We have spent this year examining our practices and their alignment with our mission—to ensure our space is equitable and inclusive for all members of the community and our students feel valued and supported.

Curriculum Support

We continued and deepened our work with directors through individual counsel and by engaging in the curriculum review and curriculum writing process. Through this process, we identified meaningful opportunities to increase equity, diversity, and inclusion. As new units are developed, the district is examining materials to ensure they are accessible to all students regardless of learning styles. We continue our work to provide windows into other cultures, as appropriate. We have helped teachers working on lesson plans to prepare by asking questions such as “do the students have the tools (e.g., learning style, cultural background, etc.) that they need to access this information?” and “how does this lesson tap into the different voices in my classroom?” These inclusive practices better engage students and empower them to take responsibility for their own academic success.

Open Choice Program Support

This year we increased our efforts to support and build our Open Choice program. Our largest population of Open Choice students is at Nayaug Elementary School. That is where we have chosen to place most of the support and focus. Because of the needs of our Hartford families and our staff members, the EDI Director now maintains on-site office hours at Nayaug School one-day a week. During these hours teachers receive guidance on working with families and our Open Choice students are bonding with the EDI Director. These connections are strengthening our district’s relationships with Open Choice families. The moment a family from Hartford enrolls their child in our district, they become a member of our school community.

EDI Council Progress

The EDI Council is thriving and evolving. This past year we focused on building awareness and education in the larger community. The Council now has member representation from every school, parents, students, and the Board of Education. After clearly articulating our mission (*We Educate. We Empower. We Act.*), we used our meeting opportunities to highlight topics and invited guest speakers to share their expertise. In October, we discussed the book *Troublemakers*, which challenges us to rethink how we respond to problematic student behavior. In January, we invited a local pediatric neuropsychologist to present to us on neurodiversity. And in late March, we will have a presentation on antisemitism by a representative from the ADL.

Recruitment and Retention Momentum

As we enter teacher recruitment season, we will be attending several events. As always, we look to attract the best teachers with an eye to expanding the diversity of our faculty. We know that prospective teachers are interested in the culture of Glastonbury Public Schools, including our commitment to equity and inclusion. We are confident that the next class of new faculty will be impressed with our practices and our growth in this area. The Director of EDI checks in regularly with our faculty of color to assess their experiences in the district and learn about our strengths and areas needing growth. This year’s school district theme (*Be Kind. Be Curious. Be Well.*) grounded our staff retention efforts. We recently applied for and received a small grant from Connecticut Alliance of Regional Educational Service Centers (RESC Alliance) to help support our faculty and staff recruitment and retention efforts via the purchase of marketing materials. We look forward to continuing this positive momentum.

Professional Development Assistance

The EDI Director presented to all new faculty on “Culture Cultivators” during our teacher orientation day. This presentation aimed to ensure that educators meet and engage every individual. We worked with faculty on modes of communication during conflict to build relationships and support family engagement across cultures. Administrators received ongoing professional development on a variety of topics grounded in the book *Think Again*, by Adam Grant. They learned about the importance of rethinking beliefs and keeping an open mind and how those actions impact our practices.

Individual Student/Family/Staff Support

When needed, the EDI Director meets individually with students, families, and staff to work through issues of equity and inclusion. These could include inappropriate or culturally insensitive remarks, actions, or activities.

Our EDI work this year has been well received. Community members have phoned and sent emails to share their appreciation for our commitment to an equitable and inclusive school system. Students are speaking up and advocating for themselves and for others. The number of school personnel who want to become actively involved in the work has also increased. We look forward to continued progress in the future.

Submitted By: Dr. Tonya Claiborne

Reviewed By: Alan Bookman

Regular Board of Education Meeting

Monday, March 13, 2023, 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Alison Couture:	Present
Dr. Douglas Foyle:	Present
Mr. Thomas Gorman:	Present
Ms. Jenn Jennings:	Present
Mr. Ray McFall:	Present
Mr. David Peniston, Jr.:	Absent
Mr. Matthew Saunig:	Present
Ms. Julie Thompson:	Present

Also Present:

Alan B. Bookman, 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 7:00PM.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Glastonbury High School Girls' Indoor Track and Field 2023 CIAC Class LL Champions
Trish Witkins, Athletics Director, recognized the Glastonbury High School Girls Indoor Track and Field for winning the 2023 CIAC Class LL Champions and recognized Brian Collins, Head Coach, for being named Coach of the Year by the US Track & Field & Cross-Country Coach's Association.

3.B. Glastonbury Public Schools and Glastonbury Youth and Family Student Support Center Clinicians and Social Workers

Kimberly Brown, Administrator of Pupil Services and Ted Gregorski recognized and awarded the following:

- Lori LaCapra - Glastonbury Youth and Family Services
- Mike Fahey - Glastonbury High School
- Ashley Macrina - Smith Middle School
- Amy LeMay - Gideon Welles Middle School
- Kelli Buggie - LINKS

3.C. CABE 2022 Bonnie B. Carney Awards of Excellence for Educational Communication
Mr. Nick Caruso, CABE's Senior Staff Associate for Field Services and Coordinator of Technology, presented Patti Renaud, Director of Communications for Glastonbury Public Schools, with three 2022 Bonnie B. Carney Awards of Excellence for Education Communication. Glastonbury Public Schools was recognized by CABE for 1) the Superintendent's 2022-2023 Budget Presentation, 2) the school year's theme and branding (Be Kind, Be Curious, and Be Well), and 3) the GHS STEAM Lab Website.

4. Student Representatives' Report

4.A. Jade Wong, Class of 2023

Student Representative, Jade Wong was not present but Student Representative, Haley Lemieux, provided the Board with an update on programs and activities at Glastonbury High School as a special guest trying out the role.

4.B. Jachimma Anaedo, Class of 2024

Student Representative, Jachimma Anaedo, provided the Board with an overview of programs and activities at Glastonbury High School.

5. Information Session for Public Comment

Pam Lucas, 145 Moseley Terrace, Glastonbury, thanked the Board for all that it has accomplished along with her support for Open Choice.

Ginny Kim, 169 Lakewood Drive, South Glastonbury, thanked the Board for all that it has accomplished along with her support for Open Choice.

David O'Connor, South Glastonbury, addressed the Board regarding Open Choice.

Anne Bowman, 62 Morgan Drive, Glastonbury, addressed the Board regarding Open Choice.

6. Business Requiring Action

Motion to enter into executive session to discuss matters related to a professional leave of absence request. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Thomas Gorman: Yea

Ms. Jenn Jennings: Yea

Mr. Ray McFall: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

The Board went into Executive Session beginning at 7:48PM and returned at 7:53PM.

6.A. Approval of Request for a Professional Leave of Absence for the 2023-2024 School Year

Board approves the request for a Professional Leave of Absence for the 2023-2024 school year. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Mr. Thomas Gorman: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.B. Approval of Submission of the 2024 Grant Solicitation, STARTALK Teacher-Trainee Program and Discover Chinese/Russian Program for Students July 2023-June 2025

Board approves the submission of the 2024 Grant Solicitation, STARTALK Teacher-Trainee Program and Discover Chinese/Russian Program for Students July 2023-June 2025. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Mr. Thomas Gorman: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.C. Approval of Glastonbury High School Student Trip to Orlando, Florida

Board approves the Glastonbury High School student trip to Orlando, Florida, reserving the right to cancel this trip if there are government advisories against travel to this destination or any other serious threat 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
Mr. Thomas Gorman: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.D. Acceptance of the Board of Education Planning Framework 2023-2024 for First Reading

Board accepts the Board of Education Planning Framework 2023-2024 for First Reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Mr. Thomas Gorman: Yea

Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.E. Approval of Tuition Based Summer 2023 Enrichment Camps

Board approves the following Summer Enrichment Camps for 2023: A Taste of Broadway, Arts and Emotion, Beginner Guitar Camp, Board Game Camp, Bringing Books to Life Through Play, Camp Culture Club, Coding with Robots, Coding Camp Summer 2023, College & Career Readiness, Courageous Speakers, Getting Silly with STEAM, Lights, Camera, ACTION!, Literacy Jumpstart, Mindful & Crafting, Nature's Wonders, Oodles of Noodles Camp, Playing with POETRY, The Glastonbury Training Camp, Upcycled Crafting & Engineering, Let's Talk Spanish/Virtual Program 2023, Multilingual Learner Camp 2023, French Summer Camp 2023, Spanish Summer Camp 2023, Discover Russian Camp 2023, and Discover Chinese Camp 2023. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Mr. Thomas Gorman: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

7. Reports and Discussion

7.A. School Reports

7.A.1. Naubuc School

Dr. Michael Litke, School Principal, updated the Board on programs and activities happening at Naubuc Elementary School.

7.A.2. Gideon Welles School

Kent Hurlburt, School Principal, updated the Board on programs and activities happening at Gideon Welles Middle School.

7.B. School Food Service Mid-Year Report

Jessica D'Agnese, Food Service Director, provided an overview to the Board based on her report.

7.C. Glastonbury Education Foundation

Julie Thompson shared with the Board that the 5K Education Foundation Run is scheduled for Saturday May 13th, 2023.

8. Approval of Minutes

8.A. Meeting Minutes of January 23, 2023

The Board moves to approve the minutes from the Board of Education meeting from January 23rd, 2023. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Mr. Thomas Gorman: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

9. Committee Reports

Alison Couture shared with the Board a Personnel Meeting scheduled to address public comments regarding teacher's evaluations scheduled for March 16th, 2023.

Matthew Saunig shared with the Board a Policy Meeting scheduled for March 23rd, 2023.

10. Chairman's Reports

Dr. Foyle shared the Town Council meeting scheduled for Tuesday March 14th, 2023.

11. Superintendent's Report

Dr. Bookman shared the Coast Guard's Band will be playing at Glastonbury High School on Tuesday March 14th, 2023.

11.A. Self-Insurance Reserve Update, January 2023

11.B. Self-Insurance Reserve Update, February 2023

11.C. Staff Appointments

11.C.1. Rebecca Layman, Eastbury School, Pre-K Special Education Teacher

11.D. School Enrollment Report, February 2023

11.E. School Enrollment Report, March 2023

11.F. Student Suspension Report, January 2023

11.G. Gideon Welles School Spring After School Activity Booklet

11.H. Dates to Remember

Motion to enter into executive session to discuss matters related to security. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Mr. Thomas Gorman: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

The Board went into Executive Session beginning at 9:24PM and returning at 9:48PM regarding matters of security.

12. Adjournment

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

Mr. Thomas Gorman: Yea

Ms. Jenn Jennings: Yea

Mr. Ray McFall: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

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

Respectfully Submitted,

Ray McFall, Secretary

Approved:

**Glastonbury Public Schools
Cumulative Summary of Suspensions**

School: Glastonbury High School

School Year: 2022-2023

Reason	Aug.	Sept.	Oct.	Nov	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
A. Alcohol Possession/Use/ Sale/Distribution/Manufacture			1		2						
B. Drugs Possession/Use/ Sale/Distribution/Manufacture		4	1	7	4		2				
C. Vandalism			1								
D. Fighting /Altercation		2		2	2		2				
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying			1								
H. Insubordination							2				
I. Cutting/Skipping Class			4	1	5	2	4				
J. Profanity					1						
K. Tardiness											
L. Harassment		3	2	6	1	2	2				
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution		2	4	2	2		1				
O. Theft											
P. Interference with school Safety/ Order/Discipline	1	1	3	2	3	1	1				
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention						1	2				

1. Total Number of Suspensions by Month	1	12	17	20	20	6	16					
In-School	1	12	17	20	20	6	15					
Out-of-School							1					
2. No. of 1 Day Suspensions	0	0	0	0	0	0	0					
3. No. of 2-4 Day Suspensions	1	7	10	11	13	5	10					
4. No. of 5-10 Day Suspensions	0	5	7	9	7	1	6					
5. * No. of Different Students Suspended for the Month	1	12	13	20	20	6	15					
6. * No. of Different Students Suspended this Year (Cumulative)	1	12	22	38	53	56	63					
7. * No. of Different Students Suspended More than Once this Month	0	0	4	0	0	0	2					
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0	4	6	8	9	13					

Revised 11.15.05

***See Reverse Side**

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

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

1. Total Number of Suspensions by Month	0	4	8	10	14	2	8					
In-School	0	2	6	8	12	1	6					
Out-of-School	0	2	2	2	2	1	2					
2. No. of 1 Day Suspensions	0	0	1	5	3	1	3					
3. No. of 2-4 Day Suspensions	0	4	6	5	10	1	3					
4. No. of 5-10 Day Suspensions	0	0	1	0	1	0	2					
5. * No. of Different Students Suspended for the Month	0	4	8	9	13	2	8					
6. * No. of Different Students Suspended this Year (Cumulative)	0	4	12	19	30	32	39					
7. * No. of Different Students Suspended More than Once this Month	0	0	0	1	1	0	0					
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0	0	3	4	4	5					

Revised 11.15.05

*See Reverse Side

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