



REGULAR BOARD OF EDUCATION MEETING

Monday, May 8, 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. Glastonbury Public Schools Retirees
 - B. Board of Education Student Representative, Jade Wong, Class of 2023
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 Open Choice Expenditures
 - B. Approval of Glastonbury Public Schools Communication Plan 2023-2026
 - C. Approval of Board of Education Policy #5141.3 - Student Health Services
 - D. Approval of Board of Education Policy #9330 - Board/School System Records
 - E. Approval of New Board of Education Policy #9327.1 - Board Member Use of Internet Social Networks
 - F. Approval of Final Construction Documents as Complete for Naubuc School Alterations and Code Compliance Project
 - G. Meeting Minutes of April 24, 2023
7. Reports and Discussion
 - A. Profile and Performance Report 2021-2022
 - B. 2023-2024 Glastonbury Public Schools Calendar
 - C. Glastonbury Education Foundation
8. Committee Reports
9. Chairman's Reports
 - A. Glastonbury Board of Education Letter Regarding Teacher Appreciation Week
10. Superintendent's Report
 - A. School Enrollment Report, May 2023
 - B. Staff Resignation

1. Susan Patton
- C. Dates to Remember
11. 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.
4/24/2023 13:52:16	Bruce Bowman	62 Morgan Drive	<p>Bruce Bowman 62 Morgan Dr.</p> <p>I have comments regarding two issues for the Board of Education to consider. The first of these items are related to Open Choice. There has recently been a greater degree of discussion by residents advocating increasing the number of Open Choice students that are accepted into the Glastonbury public schools. I want to state that I am in firm support of increasing the number of seats available to students, also including their siblings, adding multiple grade levels not just kindergarten and 1st grade for new students. I have heard in prior Board of Education meetings that part of the reason that we do not accept more open choice students as do comparable communities is that we do not have the 'Capacity' to enroll more. Please define what 'capacity' means, and what concrete steps can be taken to improve it.</p> <p>The process by which the school administration utilizes to identify the number of students that it takes in remains somewhat unclear to me, in addition to how the school administration chooses to utilize the state funding for these students currently enrolled. At the last Budget Committee Meeting it was said that the funding Glastonbury receives from the state recently increased from \$3000 per student to \$5000 per student and that we have currently approximately 60 students enrolled in the open choice program. This is a substantial amount of roughly \$300,000/year. I heard during that meeting that these funds are not utilized to support and enhance the students within the Glastonbury school system that are participating in the open choice program. I would like to know why are these funds not used solely for open choice students? This money is utilized as an income source to offset other expenses. How can we build capacity if the funding for Open Choice students is taken and spent elsewhere? Should it not be utilized in an effective way to support current Open Choice students and improve our capacity at many grade levels to enroll more students?</p>
4/24/2023 14:12:03	Bruce Bowmnan	Secondly, I remain conce	<p>Thank you</p> <p>I am concerned about artificial turf fields proposed for the high school. Earlier this year you heard comments from residents in Glastonbury expressing reservations regarding further expansion of artificial turf fields at Town council meetings and in the G.Citizen. The school system has a singular focus on how these fields offer enhancements to sports playing capacity. There seems to be absent recognition, or cognitive disconnect that artificial turf fields carry environmental consequences. Every day there is more news about scientific studies regarding the ubiquitous amount of plastic in the environment and its deleterious effects.</p> <p>Plastic breaks down into microplastic and nanoplastic particles. Each artificial turf field is approximately 40,000 pounds of polyethylene plastic with a useful lifespan of eight to ten years. Plastic pollution is pervasive around the world. Nanoplastic particles are known to circulate in our blood, cross the placenta and are found in the brain and in other organs. Nanoplastic is in the food and water that we eat and drink. Microplastic and nanoplastic particles contain endocrine disrupting chemicals (EDC's) that have numerous adverse health consequences including alterations in sperm quality and fertility, abnormalities in sex organs, endometriosis, early puberty, altered nervous system function, immune function, certain cancers, respiratory problems, metabolic issues, diabetes, obesity, cardiovascular problems, growth and neurological and learning disabilities and more.</p> <p>The children who play on these fields are in constant exposure to these EDC's at a critical stage of their physiologic development.</p> <p>The state of Connecticut mandates climate change be a curriculum item. Plastic has a PFAS component that our athletes are exposed to and washes off the fields and into our waterways. Plastic off gases methane as it breaks down.</p> <p>Plastic is ubiquitous, this is not an excuse to create more plastic. I implore you to be cognizant of the negative aspects of introducing 80,000 pounds of plastic for two fields under consideration. Take climate change seriously, know that you can have an impact today by taking these environmental consequences into consideration of your decision making.</p> <p>Let us see what we can do to improve the quality of the playing fields and increase playing time by other means.</p>



Office of the Superintendent

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May 8, 2023

TO: Board of Education

FROM: Alan B. Bookman, Superintendent

RE: Approval of Use of Open Choice Grant for the 2022-2023 School Year

This Open Choice state entitlement grant provides **\$5,000** for each out-of-district student enrolled through the Open Choice program. The 2022-2023 Open Choice Grant for the 2022-2023 school year is **\$321,881** (which includes an entitlement bonus) which is based on 62 enrolled students. The Open Choice grant monies must be expended by the end of this school year.

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

Proposed Expenditure Categories:

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

Program	Number of Students/ Per Student Cost	Payment
Academy of Aerospace and Engineering Elementary	4 students @ \$5,535	\$22,140
Academy of Aerospace and Engineering (Gr. 6-12)	12 students @ \$6,153	\$73,836
Anna Grace Academy of the Arts Elementary School	5 students @ \$5,535	\$27,675
Anna Grace Academy of the Arts Middle School	4 students @ \$6,153	\$24,612
Discovery Academy	3 students @ \$5,535	\$16,605
Greater Hartford Academy of the Arts (half day)	9 students @ \$6,153	\$55,377
Greater Hartford Academy of the Arts High School	9 students @ \$6,153	\$55,377
Reggio Magnet School of the Arts	1 student @ \$5,535	\$5,535
Sub Total		\$281,157
Parent Choice Schools		\$ 40,724
	Total	\$321,881

2022-2023
Magnet Schools Participation Tuitions Costs

MAGNET SCHOOLS	NUMBER of STUDENTS K-12	TUITION PER STUDENT	TOTAL GLASTONBURY TUITION COSTS
Academy of Aerospace & Engineering Elementary	4	\$5,535	\$22,140
Academy of Aerospace and Engineering (grades 6-12)	12	\$6,153	\$73,836
Academy of Computer Science & Engineering Middle School	1	\$6,153	\$6,153
Academy of Computer Science & Engineering High School	2	\$6,153	\$12,306
Academy of International Studies Elementary School	1	\$5,535	\$5,535
Academy of Science and Innovation	1	\$6,153	\$6,153
Anna Grace Academy of the Arts Elementary School	5	\$5,535	\$27,675
Anna Grace Academy of the Arts Middle School	4	\$6,153	\$24,612
Connecticut River Academy Middle School (LEARN)	3	\$6,068	\$18,204
Connecticut River Academy High School (LEARN)	3	\$6,068	\$18,204
Discovery Academy	3	\$5,535	\$16,605
Greater Hartford Academy Arts Half Day	9	\$6,153	\$55,377
Greater Hartford Academy of Arts High School	9	\$6,153	\$55,377
Glastonbury-East Hartford Elementary Magnet	47	\$5,535	\$260,145
Reggio Magnet School of the Arts	1	\$5,535	\$5,535
Riverside Magnet at Goodwin College Elementary (LEARN)	5	\$6,068	\$30,340
TOTAL	110		\$638,197



Glastonbury Public Schools
2023-2026 Communications Plan Working Doc



School District Communication

Effective school communication promotes student learning by engaging all Glastonbury Public School stakeholders. The district strives to provide accurate, timely, relevant, and understandable information. We look to build understanding and trust as we foster relationships within a supportive school community.

To share our story with stakeholders, we research, write, edit, design, and publish. We create videos, customize graphics, and share photographs with the school community. We meet with, talk with, and, most importantly, listen to our stakeholders.

Presented here are [draft] communication goals and objectives designed to improve the effectiveness of our communication with a variety of stakeholders over the next three years.

*Information is giving out;
communication is getting
through.*

—Sydney J. Harris



Glastonbury Public Schools
2023-2026 Communications Plan Working Doc

Communication Goals 2023-2026

1. To engage our target audience with quality communications regarding student learning and school operations.
2. To build stakeholder ownership in the District by promoting trust, goodwill, and a positive environment for teaching and learning.

Communication Strategies 2023-2026

Families: Improve school-to-home communications. (In progress)

- Research and consider a change to our current school communication/parent notification system (School Messenger) to improve two-way communication, translations for families that speak another language at home, ease of use for parents and staff, and overall engagement.
- Include stakeholders as part of the process.
- Implement platform/new features.

Community: Engage the Glastonbury community.

- Explore ways to engage the broader community via a new communication system and other platforms.
- Collaborate with Glastonbury Senior Services, senior living facilities, and community groups to invite the broader community to school events.
- Increase sharing of stories that celebrate students and staff in public media.

Staff: Support staff recruitment through communications. (In progress)

- Boost our recruitment efforts by expanding our HR/Employment webpage.
- Create engaging marketing materials for recruitment events.



Glastonbury Public Schools
2023-2026 Communications Plan Working Doc

Staff: Expand staff connections across the district.

- Improve internal communications to help staff understand and represent the district's vision, mission, and goals.
- Capitalize on staff energy and talents to support district initiatives.
- Provide staff with regular and timely information regarding district actions and initiatives impacting our school community.

Town Leadership: Engage and inform town leaders.

- Provide town leaders with targeted communications that include information on recent district achievements and initiatives.
- Inform town leaders of opportunities to attend school activities open to the public.

All Stakeholders: Create a new Glastonbury Public Schools logo/tagline.

- Replace the outdated seal with a new logo/tagline to represent our modern and forward-thinking district.



Glastonbury Public Schools 2023-2026 Communications Plan Working Doc

Recent School Communications Accomplishments

Communication Awards

Glastonbury Public Schools is regularly recognized by the Connecticut Association of Boards of Education for its communications. Most recently, the district received 2022 Awards of Excellence 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 district's [STEAM website](#).

Videos, graphics, and photography

The influence of creative visual media has skyrocketed in the last decade. People are bombarded with a communications overload day after day. Our videos, graphics, and photography capture the attention of our audiences with engaging and relevant information.

Pandemic communications

Internal and external pandemic communications have been a priority for over two years. This included regular emails, websites, booklets, numerous staff, and parent surveys, data collection, newspaper columns, newsletter articles, presentations, and speeches. We have responded to national, state, and local information during rapidly changing times. We strive to provide accurate, informative, and clear communications tailored to our different stakeholders.

Communications on controversial topics

Our district has recently navigated a number of controversial issues. In a time of local, state, and national political discord, our communications in the midst of controversy have helped inform stakeholders, dispel inaccuracies, and drive our district's goals forward.

Virtual events

Numerous in-person events in our district pivoted abruptly to virtual events during the pandemic. This included everything from graduation celebrations to student awards and curriculum events. Schools and curricular departments were supported to provide clear communications, quality videos, and an engaging website presence to help their virtual events succeed.

School newsletter platform

In 2021, our schools transitioned to a modern digital school newsletter platform for parents (SMORE). This was a well-received improvement from the Microsoft Word and Publisher documents schools had been creating. This platform supports well-designed, streamlined, relevant, accessible, and readable communications for families and staff.

Website accessibility

School districts nationwide have faced lawsuits over website accessibility ADA compliance. Many districts hire outside consultants and website vendors to ensure equal access to information and to avoid legal issues. We have avoided the added expense of consultants and vendors. We have also expanded our caption translations (when possible) to the most common world languages spoken by our parents.



Glastonbury Public Schools 2023-2026 Communications Plan Working Doc

Annual Safety and Security Plan

This extensive plan, required by the state, is handled within our district. We annually update, organize, and disseminate this plan, which is over 330 pages. Again, some districts hire vendors for this work.

Teachers of the Year

We assist our Glastonbury Public Schools Teachers of the Year with their state of CT Teacher of the Year applications, convocation speeches, and state interviews (if selected as state semifinalists). Six out of our last eight Teachers of the Year have become state semifinalists. One was also selected as a Finalist.

School Logos

Over the last year, we have upgraded every school's logo. We looked to incorporate similar concepts, fonts, and colors so our logos look more like a "family." Each school and the Eastbury Programs now have professional quality logo versions to serve various purposes. They have a branding guide to help keep their brand consistent and recognizable. And they have a set of vector-quality logos to be used for commercial printing (school spirit gear, banners, etc.).



Student Health Services

The Board of Education requires periodic physical examinations and school immunizations in accordance with state statutes.

School District Medical Advisor

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses. The school district medical advisor, in cooperation with the Board and the Board of Health/Health Department for the school district, shall:

1. Advise on the provision of school health services,
2. Provide consultation on the school health environment, and
3. Perform any other duties as agreed between the advisor and the appointing board of education.

School health efforts shall be directed toward detection and prevention of health problems, emergency treatment and modification or removal of health related barriers to learning.

Health Records

A health record for each student enrolled in the school district shall be maintained in the school nurse's office. For purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents/guardians that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

Physical Examinations

Physical examinations performed by a legally qualified practitioner of medicine, an advanced practice registered nurse, or a physician assistant are required prior to enrollment and prior to entering grades 7 and 11. Students enrolling from out of state must present a physical exam no more than one year old at the time of enrollment.

If parents/guardians meet the eligibility requirements for free and reduced lunch under the National School Lunch Program, the Board of Education will provide for required physical examinations, including those for participants in athletics.

Student Health Services

Parents/guardians of students entering kindergarten and of students in grades 5 and 6 and grades 9 and 10 will be given information about Public Act 07-58 relative to mandated physical examinations required for school entry and for entry into grades 7 and 11. Students who are not compliant will not be permitted to begin their grade 7 or grade 11 school years until this mandated requirement is met.

Immunizations

Students are required to be immunized according to State Statutes.

No student will be allowed to begin or continue in district schools unless physical examinations and immunizations are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations and physical examinations at enrollment and prior to school attendance.

~~Parents/guardians wanting their children excused from immunizations on religious grounds (prior to kindergarten entry and grade 7 entry) must request such exemption in writing to the Superintendent of Schools if such immunization is contrary to the religious beliefs of the student or of the parent/guardian of the student. The request must be officially acknowledged by a notary public or a judge, a clerk or deputy clerk of a court having a seal, a town clerk, a justice of the peace, a Connecticut licensed attorney or a school nurse.~~

Health Screenings

Parents/guardians will be given annual written notification in the school handbook and/or newsletter of all health screenings (vision, hearing, postural) to be conducted during the school year. Written notification will be sent for students who fail to meet the standards of screening tests and/or when a student appears to be in need of further medical evaluation.

Exemptions

Physical examinations, immunization requirements and health screening requirements are waived if the parent/guardian of the student, or emancipated minor, notifies school personnel in writing of their objection on ~~religious or~~ medical grounds. A medical exemption must be written and provided by a legally qualified practitioner of medicine.

Student Health Services

(cf. 5111 – Admission)

Legal Reference: Connecticut General Statutes
10-204c Immunity from liability
10-206a Free health assessments
10-208 Exemption from examination or treatment
10-209 Records not to be public
10-210 Notice of disease to be given parent or guardian
Vision, audiometric and postural screenings: when
required, notification of parents re defects; record of
results.
10-203 Sanitation.
10-204a Required immunizations (as amended by PA 15-174, **and**
PA 15-242, **and PA 21-6**).
10-205 Appointment of school medical advisors.
10-206 Health assessments, as amended by PA 07-58 and PA 11-179
10-207 Duties of medical advisers, (as amended by P.A. 12-198)
10-208a Physical activity of student restricted; Boards to honor notice.
10-212 School nurses and nurse practitioners.
10-212a Administration of medicines by school personnel.
Federal Family Educational Rights and Privacy Act of 1974 (section 438
of the General Education Provisions Act, as amended, added by section 513
of P.L. 93-568, codified at 20 U.S.C. 1232g)
42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and
Accountability Act of 1996 (HIPAA)

Policy

Adopted: March, 1982

Revised: February 28, 2005

Revised: May 12, 2008

Revised: May 23, 2011

Revised: February 11, 2013

Revised: December 15, 2015

Revised:

Student Health Services

Physical Examinations, Screenings and Immunizations

Each student, prior to being enrolled in a Connecticut public school must have a physical examination by a legally qualified practitioner of medicine, advanced practice registered nurse, or a physician assistant.

Parents/guardians are responsible for providing the documentation of required physical examination.

If parents/guardians meet the eligibility requirements for free and reduced lunch under the National School Lunch Program, the Board of Education will provide for required physical examinations, including those for participants in athletics.

A student will not be allowed to begin or continue in district schools unless physical examination requirements are met. Students transferring into the district must provide evidence of required Connecticut physical examination at enrollment and prior to school attendance.

a. Frequency

1. Physical examinations are required prior to initial enrollment in a Connecticut public school; (transfer students from one Connecticut school district to another are not required to have an additional physical examination prior to enrollment in the new school district).
2. For each student prior to entering Grade 7; and
3. For each student prior to entering Grade 11

b. Time Tables

Pre-Kindergarten physicals must be done no more than one year before school entry.

Grade 7 - Students must have a physical exam after June 30th of the fourth grade and prior to entering the 7th grade.

Grade 11 - Students must have a physical exam after June 30th of their 8th grade year and prior to entering the 11th grade.

Out of State – Students enrolling from out of state must present a physical exam no more than one year old at the time of enrollment.

Student Health Services (continued)Procedures

Parents/guardians of students entering kindergarten and of students in grades 5 and 6 and grades 9 and 10 will be given information about Public Act 07-58 relative to mandated physical examinations required for school entry and for grades 7 and 11. The information will explain that students who are not compliant will not be allowed to begin their grade 7 or grade 11 school years until this mandated requirement is met.

Students participating in athletic programs at Glastonbury High School must complete a sports permission authorization form within one year prior to the first practice session for the sport or sports. Forms completed after June 30th will cover the student for the next school year. Parents/guardians are responsible for obtaining any physical exams needed for completion of this form. Information on the sports forms is recorded and maintained by the athletic director's office. The form is filed in the student's health folder.

1. Scope of Physical Examination

Prior to enrollment and in grades 7 and 11: Physical examination shall include hematocrit or hemoglobin, weight, height and blood pressure, updating of immunizations; vision, hearing, postural, speech and gross dental screening; a chronic disease assessment; health and development history as appropriate; Tuberculin Risk, Sickle Cell Anemia, Cooley's Anemia screening and/or lead poisoning screening on recommendation of School District Medical Advisor and Town Health Director. A test for tuberculosis should be performed if any of the following risk factors prevail:

Birth, travel or residence for at least 1 month in a country with an elevated TB rate.

- Including any country other than the United States, Canada, Australia, New Zealand, or a country in western or northern Europe;
- If resources require prioritization within this group, prioritize patients with at least one medical risk for progressions (see the Connecticut Tuberculosis Risk Assessment User Guide for this list);
- IGRA is preferred over TST for non-U.S. born persons greater than 2 years old.

Immunosuppression, current or planned

- HIV infection, organ transplant recipient, treated with TNF alpha antagonist (e.g., infliximab, etanercept, others) steroids (equivalent of prednisone greater than 2mg/kg/day, or greater than 15mg/day for greater than 1 month) or other immunosuppressive medication.

Close contact to someone with infectious TB disease

- Should test if patient has never been tested for this exposure.

Any individual found to be positive shall have an appropriate medical management plan developed that includes a chest radiograph. Students not already known to have a positive test for tuberculosis shall be tested if they meet any of the risk factors for TB infection.

Student Health Services (continued)**2. Screenings**

Parents will be given annual written notification in the school handbook and/or newsletter of all health screenings (vision, hearing, postural) to be conducted during the school year. Written notification will be sent for students who fail to meet the standards of screening tests and/or when a student is in need of further medical evaluation. Parents/guardians need to notify the school nurse in writing if their student should be exempt from any of the above-mentioned screenings.

Type and Frequency

- | | |
|-----------------|---------------------------------------|
| 1. Vision: | Grades: K, 1, 3, 4, 5 |
| 2. Audiometric: | Grades K, 1, 3, 4, 5 |
| 3. Postural: | Females: Grades 5, 7
Male: Grade 9 |

3. Immunizations

Glastonbury Public Schools, in compliance with C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4 shall require each student to be adequately immunized against the following diseases: measles, rubella poliomyelitis, diphtheria, tetanus, pertussis, mumps, hemophilus influenza type B, hepatitis A, hepatitis B, varicella, pneumococcal, meningococcal, and any other vaccine required by the schedule for active immunization as determined by the Commissioner of Public Health pursuant to 19a-7f of Connecticut General Statutes, before being permitted to enroll in any program or school under its jurisdiction. In addition, pre-school students must be immunized for influenza.

Students shall be exempt for the appropriate provision of this regulation if such student:

1. presents a certificate from a physician or local health agency stating that initial immunizations have been given to such student and additional immunizations are in process under guidelines and schedules specified by the commissioner of Health Services; or
2. presents a certificate from a physician stating that in the opinion of such physician, such immunization is medically contraindicated because of the physical condition of such student; or
3. ~~presents a statement from the parents or guardian of such student that such immunization would be contrary to the religious beliefs of such student; or~~
4. in the case of measles, mumps and rubella, presents a certificate from a physician or from the Director of Health in such student's present or previous town of residence, stating that the student has had a confirmed case of such disease; or

Student Health Services *(continued)*

5. in the case of diphtheria, tetanus, and Pertussis, has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. 19a-7f); or

6. in the case of Hemophilis influenza B has passed his or her fifth birthday.

Prior to each January 1, children aged 24-59 months enrolled in the preschool program must show proof of receipt of at least one dose of influenza vaccine between August 1 and December 31 of the preceding year. All children aged 24-59 months who have not received vaccination against influenza previously must show proof of receipt of two doses of the vaccine the first influenza season that they are vaccinated. Children seeking to enroll in the preschool program between January 1 and March 31 are required to receive the influenza vaccine prior to being permitted to enter the program. Children who enroll in the preschool program after March 31 of any given year are not required to meet the influenza vaccine requirement until the following January.

A student will not be allowed to begin or continue in district schools unless immunization requirements are met. Students transferring into the district must provide evidence of required Connecticut immunizations at enrollment and prior to school attendance.

The Glastonbury Public Schools designates the Head Nurse as the representative for receipt of reports from health care providers concerning student immunizations.

In accordance with state law, the Board of Education/Glastonbury Public Schools shall not be liable for civil damages resulting from an adverse reaction to a vaccine required to be administered by state law.

4. Records

When a student transfers from the school system to another school within the state, the original records are sent to the new school system and copies of the records are kept in the district. When a student transfers out of state, original records are kept in the district and copies are sent to the new school.

5. Exemptions

Physical examinations, immunization requirements and health screening requirements are waived if the parent/guardian of the student, or emancipated minor, notifies school personnel in writing of their objection on ~~religious, or~~ medical grounds. A medical exemption must be written and provided by a legally qualified practitioner of medicine.

Student Health Services (continued)

(cf. 5111 – Admission)

Legal Reference: Connecticut General Statutes
10-204a Required immunizations, **as amended by PA 21-6**
10-204c. Immunity from liability
10-205 Health assessments, as amended by PA 07-58 and PA 11-179
10-206a Free health assessments
10-208 Exemption from examination or treatment
10-209 Records not to be public
10-210 Notice of disease to be given parent or guardian
10-214 Vision, audiometric and postural screenings: when required, notification of parents re defects; record of results.
10-203 Sanitation.
10-205 Appointment of school medical advisors.
10-207 Duties of medical advisers, (as amended by P.A. 12-198)
10-208a Physical activity of student restricted; Boards to honor notice.
10-212 School nurses and nurse practitioners.
10-212a Administration of medicines by school personnel.

CT Agency Regulations:

Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Regulation

Adopted: March, 1982

Revised: February 28, 2005

Revised: May 12, 2008

Revised: May 23, 2011

Revised: February 11, 2013

Revised: May 15, 2014

Revised: November 8, 2019

Revised:

Any recorded information or data relating to the conduct of the public's business prepared, owned, used, received or retained by the Board of Education or the school system, whether handwritten, typed, emailed, tape-recorded, printed, photostatted, photographed or recorded by any other method is by definition a "public record," and access thereto during normal hours of business may be granted to any citizen. All such records shall be maintained at the office of the superintendent of schools, who shall be the custodian for all public records of the school system.

Not included in the category of public records to which the privilege of access is given are the following:

1. Preliminary drafts or notes provided the custodian of records or the Board of Education has determined that the public interest in withholding such documents clearly outweighs the public interest in disclosure.
2. Personnel or medical files and similar files, the disclosure of which would constitute an invasion of personal privacy.
3. Records pertaining to strategy and negotiations with respect to pending claims and litigation to which the school system is a party until such litigation or claim has been adjudicated or otherwise settled.
4. Trade secrets, as defined in Connecticut General Statutes 1-213.
5. Test questions, scoring keys and other examination data used to administer a licensing examination, examination for employment or academic examination.
6. The content of real estate appraisals, engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property or to prospective public supply and construction contracts, until such time as all actions have been terminated (except that the law of public domain is not affected by this provision).
7. Records, reports and statements of strategy or negotiations with respect to collective bargaining.
8. Records, tax returns, reports and statements exempted by federal or state statutes or communications privileged by the attorney-client relationship.
9. Names or addresses of students enrolled in the public schools without the consent of each student whose name or address is to be disclosed who is eighteen or older and a parent or guardian of such minor student. (cf. 5125/5125.1 Confidentiality of Student Records)

10. Records including engineering and architectural drawings; security systems' operational specifications (except a general description, cost and quality of the system); training manuals that describe security procedures, emergency plans or security equipment; internal security audits; and logs and other documents containing information on security personnel movement or assignments if reasonable grounds exist to believe their release would pose a safety risk, including harm to anyone, a facility, or equipment.
11. Security manuals, emergency plans, emergency recovery or response plans and staff meeting minutes or records or portions of them that contain or reveal security information or otherwise exempt records.
12. Educational records not subject to disclosure under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 123g; as amended.
13. Records of standards, procedures, processes, software and codes not otherwise available to the public, the disclosure of which would compromise the security or integrity of an information technology system.

Availability of Records

Any person applying in writing shall receive promptly on request a plain or certified copy of any fifty cents per page. If any copy requested requires a printout or transcription of a public record, the fee shall not exceed the cost to the school system. The school system will require pre-payment of the fee. There will be no sales tax for this service. There will be no charge if the person requesting the record is an indigent, the record requested is exempt from disclosure, or if, in the judgment of the custodian of records, compliance with the request benefits the general welfare.

An additional charge may be made for certification of any records, or of any fact within the record, as permitted under Connecticut General Statute 1-212.

Disposition of Original Documents

Original documents, after having been reproduced on film, may be disposed of as permitted by law.

Legal reference: Connecticut General Statutes
1-15 Application for copies of public records
~~1-16 Photographic Reproduction of Documents~~
~~1-17 Reproductions to Serve Purpose of Originals~~
~~1-18 Disposition of Original Documents~~
1-200 Definitions
1-210-213 Access to Public Records, Exempt Records, Copies of
Public Records, Fees (as amended by PA 02-113)
1-211 Access to computer stored records
1-212(g) Copies and scanning of public records
1-214 Public Employment Contracts as Public Records
1-225-232; 1-240 Meetings of Public Agencies
Paulsen v. Superintendent of Schools, Bethel Public Schools, #FIC
2015-663 (June 8, 2016)
Federal Rules of Civil Procedure – 2006 Amendments

Policy

Adopted: October, 1981

Revised: May 24, 2004

Revised:

Board Member Use of Internet Social Networks

Board Member Use of Internet Social Networks

The Board of Education (Board) recognizes that reliance on social media as a means of communication is rapidly becoming the norm for school districts. Many school board members are active users of social media, including, but not limited to, such online platforms as Facebook and Twitter, as well as other media such as blogs and personal websites. The Board understands that social media can be a positive tool for fostering community engagement with the school district. However, Board members need to operate with appropriate guidelines when they are communicating online about school district business.

While social networking sites can be an effective and efficient means of communication, Board members need to be aware of the obligations and requirements that arise when using this form of communication. Board members' personal use of social networking sites may be limited or prohibited because of the need to comply with Connecticut statutes pertaining to public records and open meetings as described in the Freedom of Information Act.

Compliance with Public Records Law

Any recorded data or information relating to the conduct of public's business prepared, owned, received, or retained by the Board or the school district, whether handwritten, typed, tape-recorded, printed, photo-stated, photographed or recorded by any other method is by definition a "public record" and access thereto during normal hours of business shall be granted to any citizen. This includes communication that school board members and district employees send or receive relating to the affairs of the school district and the official acts of school officials and employees. Electronically stored information generally constitutes a "record" within the meaning of the public records law provided such recorded information is created or kept in connection with school business. The substance of the information, not the format, controls whether it is a public record. As an elected official, a school board member's information contained on a social networking site or a blog, which is created or kept by the Board member regarding the affairs of the district is likely to be considered a public record.

Compliance with the Freedom of Information Act

Board members must be mindful of the Connecticut Freedom of Information Act (FOIA) when using social networking sites. The FOIA defines a "meeting" as any hearing or other proceeding of a public agency, any convening or assembly of a quorum of a multimember public agency, and any communication by or to a quorum of a multimember public agency, whether in person or by means of electronic equipment, to

BYLAWS OF THE BOARD

Policy: 9327.1(a)

Board Member Use of Internet Social Networks

discuss or act upon a matter over which the public agency has supervision, control, jurisdiction, or advisory power (C.G.S. 1-200(2)).

Board members use of a social networking site may be susceptible to violations of the FOIA due to the ease with which Board members can discuss school business in a manner that may determine the Board's course of action. An online discussion by Board members can result in agreement, tacitly or explicitly to act in a certain manner in number sufficient to reach a quorum.

Code of Ethics

Use of social media sites by Board members shall be consistent with the Board's Code of Ethics (Policy #9270).

Board members will refrain from inappropriate conduct in making public statements on Facebook and other social networking sites, and will refrain from any disparagement of fellow Board members or other on a personal, social, racial, or religious basis. Board members shall not send messages that contain material that may be defined by a reasonable person as profane or obscene; messages that are racist, sexist or promote illicit, illegal or unethical activity.

Board members will recognize that authority rests with the Board of Education and will make no personal promises on social media sites nor take any private action which may compromise the Board.

Maintaining Confidentiality

Board members will exercise care not to divulge confidential information about students, school employees, or Board business on social media sites. Board members who have access to student information, like District employees, are prohibited from disclosing that information without the consent of the adult student or parent/guardian of a minor. In general, all records related to the individual student maintained by a school constitute confidential student records.

Board members are not to expect that their online conversations will remain private. Discussion of investigations into school issues will not be conducted online. Extreme care must be taken not to disclose confidential information related to students or employees while interacting online.

Board Member Use of Internet Social Networks

Social Media Guidelines for Board Members

The following guidelines are for Board members to consider when using social media in their role as public officials. In using social media to communicate about school district activities, a Board member shall:

1. Clarify that the communication is as an individual member of the Board and not in the role of an official District spokesperson.
2. Avoid deliberating school district business with a quorum of the Board.
3. Direct complaints or concerns presented online from other individuals to the appropriate administrator.
4. Avoid posting content that indicated the reaching of an opinion on pending matters.
5. Ask for community input through appropriate channels, but will not allow the social network site to direct decisions as a Board member.
6. Post only content that the District has already released to the public.
7. Clarify, when attempting to restate what happened at a previous Board meeting, that the posting on the social media site is not an official record of such meeting. Share information only from the open portions of the meeting.
8. Conduct himself/herself online in a matter that reflects well on the District; avoid posting information that has not been verified and made public by the District; and never post anonymously about school business.
9. Report immediately harassing or defamatory communications to the Superintendent if they involve school officials, staff, students or District business.
10. Retain electronic records, including Board member's own posts and content others post to the Board members account, when required to do so by the District's retention policy.
11. Report immediately to the District any potential security breaches if the Board member loses control or possession of a District-issued or personal electronic device on which confidential District records could be accessed.
12. Comply with the District's acceptable use policy when using District-issued devices or technology resources, including District Internet access on a personal device.

BYLAWS OF THE BOARD

Policy: 9327.1(c)

Board Member Use of Internet Social Networks

(cf. 1100 - Communications with the Public)
(cf. 4118.51/4218.51 - Social Networking)
(cf. 5125 - Student Records)
(cf. 6141.2 - Acceptable Computer Use)
(cf. 6141.3 - Websites and Social Media)
(cf. 9270 - Board Code of Ethics)
(cf. 9329 - Electronic Mail Communications)
(cf. 9330 - Board/School District Records)

Legal Reference: Connecticut General Statutes
The Freedom of Information Act
1-200 Definitions.
10-209 Records not to be public.
1-210 Access to public records. Exempt records.
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et.seq.
Federal Family Educational Rights and Privacy Act of 1974
Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802)
regs. implementing FERPA enacted as part of 438 of General
Education Provisions Act (20 U.S.C. 1232g) parent and student
privacy and other rights with respect to educational records, as
amended 11/21/96

Policy Adopted:

Policy
Adopted:

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

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Title of Report: School Construction Grant for Naubuc School

Board Meeting Date: May 8, 2023

Action: X

Report:

Information:

Discussion:

=====

The State School Construction Grant process involves many steps at appropriate stages as administered by the State Department of Administrative Services, Office of School Construction Grants (DAS/OSCG). These are requirements under the provisions of Chapter 173 of the C.G.S. Many initial steps have already been completed by the LEA, the Town Council and Town Code Officials.

At this time, the final design plans and specifications have gone through the “Local Plan Review” which involves a thorough code review by the Building Official and Fire Marshal Offices. The Code Officials have made comments and the Architect (Silver Petrucelli & Associates) has incorporated those comments into the construction documents. The documents provide a well detailed set of plans and specifications for contractors to bid on next month.

Next steps include:

1. Submitting the Final Construction Documents to the DAS/OSCG;
2. Review bids for the project and award the construction contract;
3. Renovations to begin on or about June 16, 2023.
4. Periodic submission of “progress payment requests” to OSCG of cumulative project expenses (33% reimbursement sent to Town)
5. Renovations completed on or about July 30, 2024.
6. Final Closeout of Project with Code Officials, Architect and Contractor.
7. BOE Accepts Project as Complete per OSCG.
8. Final Audit by OSCG of project costs and documentation.

Submitted By: Al Costa

Reviewed By: Alan Bookman

Regular Board of Education Meeting

Monday, April 24, 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.: Present

Mr. Matthew Saunig: Present

Ms. Julie Thompson: Present

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

1. Call to Order

Dr. Foyle called the meeting to order at 7:00PM

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Members of the Venezuelan Partnership

The Board recognizes Amanda Robustelli-Price, Director of World Languages, along with the teachers and students of the Venezuelan Exchange Program.

3.B. Mr. Edward Gregorki, Director of School Counseling

The Board recognizes Edward Gregorski, Director of Counseling, for being selected as the 2023 Connecticut Counselors Association Administrator of the Year.

3.C. West Point Appointments

The Board recognizes GHS senior students Jarrod Cosalan and Anna Morris for their appointments to the United States Military Academy at West Point.

3.C.1. Anna Morris

3.C.2. Jarrod Cosalan

4. Student Representatives' Report

4.A. Jade Wong, Class of 2023

Student Representative Jade Wong provides an update to the Board of events happening at GHS.

4.B. Jachimma Anaedo, Class of 2024

Student Representative Jachimma Anaedo provides an update to the Board at events happening at GHS.

5. Information Session for Public Comment

Anthony Bean, 366 Ash Swamp Road, Glastonbury, expressed his feelings with the Board regarding about the hot mic incident and his support of inclusion at GPS.

Jenn Jennings, 34 Cranesbill Drive, Glastonbury, expressed her feelings to the Board about the hot mic incident and her discontentment with the Board.

6. Business Requiring Action

6.A. Approval of April Budget Revisions to the Approved 2022-2023 Board of Education Budget
The Board approves the April budget revisions to the Board of Education Approved 2022-2023 Budget. 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. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.B. Approval of IDEA B Grant 2023-2025

Board approves the IDEA B Grant 2023-2025. 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. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.C. Acceptance of Glastonbury Public Schools Communication Plan 2023-2026 for First Reading
The board accepts the Glastonbury Public Schools Communication Plan 2023-2026 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. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.D. Leasing Space Temporarily to Expand Early Learning Center and LINKS

The Board accepts the leasing of space, temporarily, to expand the Early Learning Center and LINKS, subject to the Board's final approval. 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. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.E. Acceptance for First Reading Board of Education Policy #5141.3 - Student Health Services
Board accepts Board of Education Policy #5141.3 Student Health Services for first reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

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

6.F. Acceptance for First Reading Board of Education Policy #9330 - Board/School System
Records

Board accepts Board of Education Policy #9330 Board/School System Records 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. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.G. Acceptance for First Reading New Board of Education Policy #9327.1 - Board Member Use of Internet Social Networks

Board accepts New Board of Education Policy # 9327.1 Board Member Use of Internet Social Networks 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. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.H. Meeting Minutes of March 27, 2023

The Board moves to approve the minutes from the Board of Education meeting from March 27th, 2023. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

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

7. Reports and Discussion

7.A. School Reports

7.A.1. Nayaug School

Kristine Garofalo, School Principal, updated the Board on programs and activities happening at Nayaug Elementary School.

7.B. Sixth Generation Strategic Plan 2023-2028 Update

Cheri Burke, Assistant Superintendent, updated the Board with highlights from her report.

7.C. Spring Professional Development 2023

Cheri Burke, Assistant Superintendent, updated the Board with highlights from her report.

7.D. Glastonbury Education Foundation

Julie Thompson updated the Board regarding the 5K on May 13th, 2023.

8. Committee Reports

David Peniston, Jr updated the Board regarding the EDI Council and its past meetings.

9. Chairman's Reports

10. Superintendent's Report

Dr. Bookman shared the Kaleidoscope of Languages and Cultures at SMS on Wednesday, April 26th, 2023.

Dr. Bookman provided the Board with tickets to the Pops Concert at GHS.

10.A. Self-Insurance Reserve Update, March 2023

10.B. School Enrollment Report, April 2023

10.C. Student Suspension Report, March 2023

10.D. Staff Resignations

10.D.1. Christopher Balda

10.D.2. Howard Breinan

10.D.3. John Dickman

10.D.4. Veronica Hanlon

10.D.5. Jerome Maas

10.D.6. Craig Piskura

10.D.7. Karen Stearns

10.D.8. Kendra Veneziano

10.D.9. Deborah Viens

10.D.10. Ilene Viner

10.D.11. Tierney Zuba

10.E. Dates to Remember

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

The Board went into executive session beginning at 9:58PM regarding a legal matter

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

The Board returned from executive session at 10:10PM.

The board approves the request for a legal settlement. This motion, made by Ms. Julie Thompson and seconded by Ms. Jenn Jennings, Carried.

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

11. 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. 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:

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

Title of Report: 2021-2022 Profile and Performance Report

Board Meeting Date: May 8, 2023

Action:

Report: X

Information:

Discussion:

The Profile and Performance Report was developed in accordance with Connecticut General Statutes 10-220. Each year, the Connecticut State Department of Education publishes these reports for all public school districts in the state and their individual schools. Due to the COVID-19 pandemic, these reports were not published for the academic years 2019-2020 or 2020-2021. The Glastonbury Public Schools District Report for 2021-2022 is attached to this summary for your review.

The information provides a summary of enrollment, absenteeism, suspension/expulsion, expenditures, achievement, accountability, graduation, and other college readiness indicators. The district report and all individual school reports for Glastonbury Public Schools are available on our district website.

Submitted By: Cheri Burke

Reviewed By: Alan Bookman

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



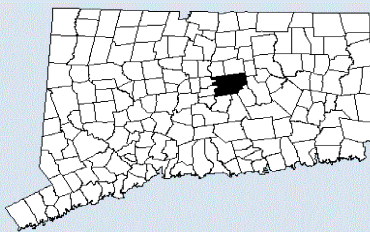
Glastonbury School District

Dr. Alan Bookman, Superintendent • 860-652-7951 • <http://www.glastonburyus.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	5,700
Per Pupil Expenditures ¹	\$19,354
Total Expenditures ¹	\$115,056,689

¹ Expenditure data reflect the 2020-21 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

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Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2021-22 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.5
Male	2,917	51.2	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	735	12.9	5.1
Black or African American	183	3.2	12.6
Hispanic or Latino of any race	656	11.5	29.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	314	5.5	4.3
White	3,805	66.8	48.6
English Learners/Multilingual Learners	148	2.6	8.8
Eligible for Free or Reduced-Price Meals	643	11.3	40.6
Students with Disabilities ³	664	11.6	16.7

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	62	2.2
Male	248	8.6	135	4.5
Non-Binary	*	*	0	*
Black or African American	35	19.4	17	8.9
Hispanic or Latino of any race	101	15.7	34	5.0
White	286	7.6	116	3.0
English Learners/Multilingual Learners	26	16.4	*	*
Eligible for Free or Reduced-Price Meals	102	23.2	61	8.7
Students with Disabilities	132	21.1	63	8.0
District	480	8.5	197	3.4
State		23.7		6.5

Number of students qualified as truant under state statute: 449

Number of school-based arrests: Fewer than 6

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2021-22

Glastonbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	378.7
Paraprofessional Instructional Assistants	47.8
Special Education	
Teachers and Instructors	49.0
Paraprofessional Instructional Assistants	109.2
Administrators, Coordinators and Department Chairs	
District Central Office	16.6
School Level	25.5
Library/Media	
Specialists (Certified)	7.0
Support Staff	11.5
Instructional Specialists Who Support Teachers	17.8
Counselors, Social Workers and School Psychologists	33.4
School Nurses	14.2
Other Staff Providing Non-Instructional Services/Support	337.1

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	6	1.1	1.3
Black or African American	10	1.9	4.3
Hispanic or Latino of any race	16	3.0	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	501	93.8	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	14	58.3	11	*
Hispanic or Latino of any race	14	34.1	27	71.1
White	198	58.6	287	76.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	20	51.3	31	72.1
Students with Disabilities	15	37.5	55	79.7
District	280	58.9	391	76.7
State		81.7		87.7

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	41	41.0
Emotional Disturbance	18	36.0
Intellectual Disability	*	*
Learning Disability	185	88.5
Other Health Impairment	119	82.6
Other Disabilities	*	*
Speech/Language Impairment	59	96.7
District	430	70.8
State		68.4

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2021-22

Glastonbury School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	103	1.8	2.3
Emotional Disturbance	50	0.9	1.1
Intellectual Disability	15	0.3	0.6
Learning Disability	209	3.7	6.1
Other Health Impairment	146	2.6	3.3
Other Disabilities	43	0.8	1.1
Speech/Language Impairment	71	1.2	1.9
All Disabilities	637	11.2	16.3

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	26	4.1	8.2
Private Schools or Other Settings	19	3.0	4.6

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$72,682,645	\$12,226	\$12,000
Support services - students	\$6,745,896	\$1,175	\$1,468
Support services - instruction	\$6,141,377	\$1,070	\$780
Support services - general administration	\$1,267,781	\$221	\$472
Support services - school based administration	\$5,007,541	\$872	\$1,103
Central and other support services	\$3,680,902	\$641	\$703
Operation and maintenance of plant	\$11,759,502	\$2,049	\$1,910
Student transportation services	\$5,219,760	\$937	\$1,287
Food services	\$587,892	\$102	\$28
Enterprise operations	\$1,963,392	\$342	\$170
Total	\$115,056,689	\$19,354	\$19,134

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,358,866	34.2	29.7
Instructional Aide Salaries	\$2,650,012	12.3	10.8
Other Salaries	\$4,385,999	20.4	9.8
Employee Benefits	\$2,047,490	9.5	13.8
Purchased Services Other Than Transportation	\$409,709	1.9	5.7
Special Education Tuition	\$4,274,458	19.9	22.6
Supplies	\$82,663	0.4	0.6
Property Services	\$157,136	0.7	0.4
Purchased Services For Transportation	\$122,190	0.6	6.3
Equipment	\$2,060	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$21,490,583	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.7	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	90.5
State	6.4
Federal	1.8
Tuition & Other	1.3

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2021-22

Glastonbury School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	377	85.4	377	87.9	160	84.4
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	335	67.0	334	62.6	125	63.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	166	77.9	165	74.7	72	74.3
White	1,970	76.9	1,970	74.0	900	73.7
English Learners/Multilingual Learners	144	66.7	144	68.4	40	64.9
Non-English Learners/Non-Multilingual Learners	2,799	77.0	2,797	74.3	1,261	73.7
Eligible for Free or Reduced-Price Meals	361	64.2	361	60.6	153	59.3
Not Eligible for Free or Reduced-Price Meals	2,582	78.2	2,580	75.9	1,148	75.3
Students with Disabilities	304	49.0	303	44.8	141	47.6
Students without Disabilities	2,639	79.6	2,638	77.4	1,160	76.5
High Needs	666	60.9	665	57.9	274	56.5
Non-High Needs	2,277	81.0	2,276	78.8	1,027	77.9
District	2,943	76.5	2,941	74.1	1,301	73.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	70.5	78.9	77.0	70.6	1,592	74.2
Curl Up	80.4	81.0	90.4	76.2	1,592	82.0
Push Up	58.1	67.6	77.3	77.4	1,592	70.3
Mile Run/PACER	73.6	81.0	84.9	57.7	1,592	74.2
All Tests - District	37.0	48.1	58.0	39.2	1,592	45.6
All Tests - State	48.9	46.7	44.3	43.3		45.8

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2021-22

Glastonbury School District

Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	15	*
Hispanic or Latino of any race	42	97.6
White	359	96.1
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	87	90.8
Students with Disabilities	70	80.0
District	492	96.7
State		89.6

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	324	63.8
Male	*	*	*
Non-Binary	*	*	*
Black or African American	94.6	*	*
Hispanic or Latino	97.5	31	39.2
White	97.9	475	66.4
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.6	29	35.4
Students with Disabilities	85.3	11	10.1
District	97.8	639	64.9
State	95.0		43.5

³ Students demonstrate postsecondary readiness through at least one of the following:

- SAT[®] - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT[®] - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP[®] - 3 or higher on any one AP[®] exam
- IB[®] - 4 or higher on any one IB[®] exam
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT[®] and AP[®] statistics derived from data provided by the College Board.

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ACT[®] statistics derived from data provided by ACT, Inc.

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IB[®] statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	88.1	95.7
Male	77.2	93.2
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	65.9	91.7
White	83.6	94.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	61.9	86.0
Students with Disabilities	59.7	79.4
District	82.9	94.5
State	66.1	84.9

⁵ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2021-22

Glastonbury School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.5	75	50.0	50	100.0	64.2
	High Needs Students	60.9	75	40.6	50	81.2	54.2
Math Performance Index	All Students	74.1	75	49.4	50	98.7	58.6
	High Needs Students	57.9	75	38.6	50	77.2	47.7
Science Performance Index	All Students	73.4	75	48.9	50	97.9	61.4
	High Needs Students	56.5	75	37.7	50	75.4	51.3
ELA Academic Growth	All Students	66.9%	100%	66.9	100	66.9	60.4%
	High Needs Students	56.2%	100%	56.2	100	56.2	56.2%
Math Academic Growth	All Students	74.1%	100%	74.1	100	74.1	65.2%
	High Needs Students	62.8%	100%	62.8	100	62.8	59.1%
Progress Toward English Proficiency	Literacy	77.9%	100%	38.9	50	77.9	64.9%
	Oral	75.7%	100%	37.8	50	75.7	57.4%
Chronic Absenteeism	All Students	8.5%	<=5%	42.9	50	85.9	23.7%
	High Needs Students	20.1%	<=5%	19.9	50	39.8	34.0%
Preparation for CCR	% Taking Courses	68.1%	75%	45.4	50	90.8	84.8%
	% Meeting Benchmark	64.9%	75%	43.2	50	86.5	43.5%
On-track to High School Graduation		92.9%	94%	49.4	50	98.8	82.7%
4-year Graduation All Students (2021 Cohort)		96.7%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		94.2%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		82.9%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		91.6% 45.6%	75%	30.4	50	60.8	94.0% 45.8%
Arts Access		52.6%	60%	43.8	50	87.6	52.4%
Accountability Index				1177.1	1450	81.2	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	60.9	14.1	16.6	
Math Performance Index Gap	75.0	57.9	17.1	18.2	
Science Performance Index Gap	75.0	56.5	18.5	17.4	
Graduation Rate Gap	94.0%	94.2%	-0.2%	10.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	96.0
Math	All Students	98.6
	High Needs Students	95.8
Science	All Students	99.0
	High Needs Students	96.6

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 53.3

State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2021-22

Glastonbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Our district strategic plan, developed by staff, parents, and community members, reflects expectations in learning, instruction, technology integration, 21st century skills, and post-secondary readiness. This plan drives all district and school initiatives. Glastonbury Public Schools continues to support the renewal and refinement of curriculum aligned with the CT Core State Standards, Next Generation Science Standards, and other national grade level expectations to meet the needs of our students K-12.

We continue to provide high quality professional development in the areas of social and emotional learning, purposeful technology integration, culturally responsive pedagogy, and accelerated learning to meet the demands of learning loss from the COVID19 Pandemic for all staff. Glastonbury Public Schools continues to refine early intervention and Student Intervention Team (SIT) processes to provide needed instructional support for all students under our Multi-Tiered System of Support model. Teachers are supported to offer high quality Tier One support as well as identify effective strategies for students that require differentiated instruction to master learning standards.

Our LINKS Academy continues to provide a small structured learning environment for students in grades K-12 as they access district curriculum. In addition, vocational opportunities have expanded within the community for students attending Post Grad and LINKS programs. Our Special Education Preschool teachers implement curriculum aligned with the Early Learning Development Standards (ELDS) and we provide ongoing professional learning for teachers in this area. This developmental approach is student centered and play based to ensure a strong start to a child's school experience.

Increased family engagement is a major indicator in our strategic plan. The district, schools and departments each set annual goals in this area to strengthen this partnership. All Glastonbury schools have active parent groups that are involved in the planning and improvement of school programs. In addition, there is a district-wide Parent Teacher Student Organization. Communications through technology plays a key role in our district; parents have the ability to log on a parent portal which allows them to work at home with their children, helping to connect the bridge between home and school. Both routine and emergency announcements are provided using our online messaging system. Our partnerships between students, parents, teachers, and community members continue to support educational excellence. This is a cornerstone of our school district with frequent communication and a user friendly and informative website that provides valuable information to parents, students and communities members.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Glastonbury Public Schools has a lengthy history of encouraging programs that promote and celebrate diversity. Diversity in our schools is celebrated in our K-12 curriculum and through intentional integration of Equity, Diversity, and Inclusion (EDI) concepts.

Glastonbury Public Schools participates in a number of programs with the Anti-Defamation League (ADL), including training for teachers and students at all grade levels. Elementary programs through the ADL included facilitated briefing and debriefing, role playing, and direct instruction designed to connect with daily interactions at school and beyond. Empower Programs in grades 6-8 help students identify inappropriate behaviors and demonstrate how to intervene appropriately to continue to foster a healthy safe learning community. The "Names" programs at Glastonbury High School help students learn about words that cause harm and how to frame conversations that can be helpful during conflict. In 2020, Gideon Welles School was named a "No Place for Hate" School. One of only 7 schools in the state of Connecticut to earn this distinction.

In 2021, Glastonbury Public Schools added a Director of Equity, Diversity, and Inclusion to our staff who supports administrators and teachers in promoting equity and elevate the experiences of all students. A district level committee, comprised of students, parents, teachers, administrators, and a Board of Education representative, work together to promote equity, diversity, and inclusion for all students in our community through an increased awareness of bias and culturally responsive practices.

The Glastonbury-East Hartford Magnet school opened in Glastonbury in 2012 and welcomes students from surrounding towns. In addition, over 300 students from Glastonbury participate in magnet schools throughout the Hartford region. Since 1974, Glastonbury has participated in A Better Change residential program and is a charter member of the Open Choice program. We are proud of our long history with these essential programs to reduce racial, ethnic and economic isolation.

District Profile and Performance Report for School Year 2021-22

Glastonbury School District

Equitable Allocation of Resources among District Schools

Glastonbury Public Schools ensures guaranteed learning experiences at all schools for all students through standard-based curriculum by grade level and content area with pacing guides used to monitor progression through units of study. We provide evidence-based instructional practices and assessments articulated in our curriculum. Instructional coaches in literacy and mathematics are provided at all elementary schools. Our curriculum directors oversee instruction at each school and across all content areas. A universal assessment calendar and data analysis system is used and Positive Behavioral Interventions and Supports are tailored for each school.

The Glastonbury Board of Education policy regarding distribution of district resources ensures that each school within the district receives an equitable level of material and financial resources to meet student needs. The level of support that each school receives is determined by the approved school board budget for the year and the student enrollment. The funds budgeted for instructions are distributed equitably among the elementary schools, the middle school and the high school.



Glastonbury Board of Education

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May 2023

Dear Glastonbury Teachers,

Happy Teacher Appreciation Week!!

We want to take this opportunity to thank you for everything you do to educate and support Glastonbury students. We know how challenging your jobs are. We appreciate your dedication to your students.

Thank you for weaving kindness into teaching and learning. It has such an immediate and profound impact in student lives today. These anchoring experiences will stay with them as they grow and mature.

Thank you for your continued efforts to spur curiosity in your students, your colleagues, and yourselves. The imagination and inspiration you spark in others makes all the difference.

Most of all, thank you for embracing the critical importance of wellness—for your students and for yourselves. When we are feeling our best and working together then students truly flourish.

The student-teacher connection is at the heart of our district's success. We deeply appreciate your commitment to creating a positive learning community in your classrooms. Your efforts have been critical in building our outstanding educational system recognized for its excellence locally, regionally, and nationally. Your teaching makes a Glastonbury public school education unrivaled in Connecticut.

We look forward to continuing to work with you to maintain and enhance Glastonbury's excellent public schools.

With our sincere thanks and best wishes,

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

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT May 1, 2023

<u>Elementary</u>	<u>Pre-K=93</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>
Buttonball		86	63	78	61	84	82		454
Hebron Ave.		75	83	70	77	80	81		466
Hopewell		86	76	107	110	89			468
Naubuc		61	70	69	81	78	72		431
Naugaug		110	72	89	80	82	89		522
Elementary Subtotal		418	364	413	409	413	324	0	2341
Gideon Welles							99	409	508
	K-6 Totals								2849
Elementary Total		418	364	413	409	413	423	409	2849
<u>Middle</u>		<u>7</u>	<u>8</u>						<u>Total</u>
Smith Middle	Middle Subtotal	429	439						868
Middle Total		429	439						868
<u>Secondary</u>		<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>				<u>Total</u>
Glastonbury High	Secondary Subtotal	434	463	445	461				1803
Secondary Total		434	463	445	461				1803
								TOTAL	5520
							Pre-K		93
	OUT OF DISTRICT (XX & GHS ALTERNATIVE PROGRAM (0))								32
							GRAND TOTAL		5645

RECAPITULATION

GRADE	5/1/2022	5/1/2023	Change Over Previous Years Enrollment All
	Enrollment All Without M	Enrollment All Without M	
Pre-K	77	93	16
K	364	418	54
1	401	364	-37
2	393	413	20
3	404	409	5
4	420	413	-7
5	413	423	10
6	420	409	-11
Subtotal Elementary	2892	2942	50
7	430	429	-1
8	431	439	8
9	467	434	-33
10	446	463	17
11	467	445	-22
12	481	461	-20
Subtotal Secondary	2722	2671	-51
TOTAL	5614	5613	-1
OUT OF DISTRICT & GHS ALTERNATE	41	32	-9
GRAND TOTAL	5655	5645	-10

School Enrollment by Class May 1, 2023

				GRADE K			TOTAL	
Buttonball	18	18	17	17	16	=	86	
Hebron	19	19	19	18		=	75	
Hopewell	18	17	17	17	17	=	86	
Naubuc	16	16	15	14		=	61	
Nayaug	19	19	18	18	18	18	=	<u>110</u>
							418	
				GRADE 1				
Buttonball	16	16	16	15		=	63	
Hebron	21	21	21	20		=	83	
Hopewell	20	19	19	18		=	76	
Naubuc	18	18	18	16		=	70	
Nayaug	19	19	18	16		=	<u>72</u>	
							364	
				GRADE 2				
Buttonball	20	20	19	19		=	78	
Hebron	18	18	17	17		=	70	
Hopewell	23	22	22	21	19	=	107	
Naubuc	18	18	17	16		=	69	
Nayaug	23	23	22	21		=	<u>89</u>	
							413	
				GRADE 3				
Buttonball	21	20	20			=	61	
Hebron	20	19	19	19		=	77	
Hopewell	22	22	22	22	22	=	110	
Naubuc	21	20	20	20		=	81	
Nayaug	21	21	20	18		=	<u>80</u>	
							409	
				GRADE 4				
Buttonball	22	22	21	19		=	84	
Hebron	20	20	20	20		=	80	
Hopewell	19	18	18	17	17	=	89	
Naubuc	20	20	20	18		=	78	
Nayaug	21	21	20	20		=	<u>82</u>	
							413	
				GRADE 5				
Buttonball	22	21	20	19		=	82	
Gideon Welles	21	20	20	20	18	=	99	
Hebron	21	20	20	20		=	81	
Naubuc	19	18	18	17		=	72	
Nayaug	23	22	22	22		=	<u>89</u>	
							423	