



REGULAR BOARD OF EDUCATION MEETING

Monday, June 26, 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. Information Session for Public Comment
4. Business Requiring Action
 - A. Acceptance of Glastonbury East Hartford Elementary Magnet School Budget 2023-2024
 - B. Approval of the Capitol Region Education Council (CREC) Agreement to Operate the Glastonbury-East Hartford Elementary Magnet School, from July 1, 2023 to June 30, 2028
 - C. Acceptance of Glastonbury Public Schools Strategic Plan 2023-2028
 - D. Approval of Elementary Staffing Adjustments for the 2023-2024 School Year
 - E. Approval of Regular Board of Education Meeting Minutes of May 22, 2023
 - F. Approval of Special Board of Education Meeting Minutes of May 22, 2023
 - G. Approval of Special Board of Education Meeting Minutes of May 31, 2023
5. Reports and Discussion
 - A. Early Learning Center (ELC) Update
 - B. Summer Professional Development 2023
 - C. Glastonbury Education Foundation
6. Committee Reports
7. Chairman's Reports
8. Superintendent's Report
 - A. Self-Insurance Reserve Update, May 2023
 - B. Staff Appointments
 1. Brendan Callahan - Director of History/Social Science
 2. Jillian Constantine - Hebron Avenue School, Special Education Teacher
 3. Julie Dumeer - Glastonbury High School, Science Teacher
 4. Jeremy Gervais - Glastonbury High School, Assistant Principal
 5. Christine Hupfer - Glastonbury High School, Mathematics Teacher
 6. Dana Kinel - Smith Middle School, Career/Technical Education STEAM Teacher

7. Erik Kolodziej - Glastonbury High School, Science Teacher
 8. Stuart Linke - Smith Middle School, Student Support Center Clinician
 9. Lauren Rodrigues - Smith Middle School, Grade 8 English/Language Arts Teacher
 10. Sierra Trudel - Eastbury, School Psychologist
- C. Staff Resignation
 1. Philip Gillett
 - D. School Enrollment Report, June 2023
 - E. Student Suspension Report, May 2023
 - F. Student Suspension Report, June 2023
 - G. Dates to Remember
9. 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.
5/22/2023 12:12:10	Sylena Edlund	68 Douglas Road	Hello, I've expressed my concern over school lunches. Food wrapped in plastic (covid is over) plastic is horrible for the environment and Glastonbury preaches sustainability this isn't the case here. Better, healthier options and better servings for our high school kids. I hope this is discussed during this meeting.
6/26/2023 8:53:19	Sarah Dzialo	363 Main St, South Glastonbury, CT, 06073	<p>First off, thank you all for your service to our town.</p> <p>I hope you can bear with me, as I don't mean to beat a dead horse, but I'd like to express concern over an "old" BOE issue that recently made its way over to Town Council with much publicity, regarding a bit of controversial material that is still present in our school library. I understand that this is "old news", that I'm a bit "late to the game" on this, and that the book from which John Cavanna recently read at the Town Council meeting (titled This Book Is Gay) was brought up quite a bit at BOE meetings last year, reviewed by the school, determined to be appropriate for high schoolers and kept in the school library.</p> <p>Today, I don't want to focus my comments to a few library books that the vast majority of students will likely never come across. Instead, I'd like to in a very general sense implore the BOE to in the future please continue to keep in mind what *style* of language is present in both our school library AND academic curriculum materials.</p> <p>It seems to me that the books from which Glastonbury citizens read last year at these meetings were controversial because they did not "speak" in a careful, measured, sensitive, and purely factual, scientific, academic, objective, anatomical and/or educational way. I understand the argument that beauty is in the eye of the beholder, but in my view, the language in, for example, This Book Is Gay, is quite crude, vulgar, callous, insensitive, and careless. (I'm not objecting to the fact that the book discusses homosexuality or sex; I'm concerned with the MANNER in which the book discusses these topics.) The book is also excessively graphic in its use of unnecessary amounts of detail and imagery to form visuals in the mind of the reader.</p> <p>No physical library OR academic curriculum on Earth can hold every book or address every topic on the planet. Therefore, every academic curriculum or physical library is inherently a curated, filtered experience. Are curriculum planners and library specialists "banning" or "censoring" every other piece of material in the world that didn't make it into the curriculum or library? Of course not.</p> <p>We are all what we consume. If we want our town's teenagers to grow into adults who speak in a careful, sophisticated and measured way, then we should promote that style of language in the school libraries AND throughout the school curriculum.</p>
6/26/2023 8:53:39	Sarah Dzialo	363 Main St, South Glastonbury, CT, 06073	I'm aware that there are many other issues in the school that need addressing, but I hope that the BOE can continue to keep in mind these concerns about the style and level of language of ALL school materials. Thank you so much for your time and patience.

Capitol Region Education Council
Glastonbury-East Hartford Magnet School
2023-2024 Budget Proposal



Submitted by Kristi Hummel
Principal
June 2023

GEHMS Student Enrollment 2022-2023 and 2023-2024

GEHMS Enrollment as of October 1, 2022					
Grade	East Hartford	Glastonbury	Hartford	Other	Total
PreK 3	3	3	19	4	29
PreK 4	6	8	7	10	31
K	10	6	27	21	64
1	15	11	28	10	64
2	15	9	21	19	64
3	12	6	22	25	65
4	13	14	21	17	65
5	8	6	37	12	63
Total	82	63	182	118	445
% of Total	18%	14%	41%	27%	100%

GEHMS Anticipated Enrollment 2023-2024					
Grade	East Hartford	Glastonbury	Hartford	Other	Total
PreK 3	3	3	19	5	30
PreK 4	3	3	19	5	30
K	10	12	25	19	66
1	10	8	27	21	66
2	15	11	28	12	66
3	15	9	21	21	66
4	12	6	22	26	66
5	13	14	21	18	66
Total	81	66	182	127	456
% of Total	18%	14%	40%	28%	100%

GEHMS Revenue Projections

- GEHMS receives revenue from the State of Connecticut Department of Education and the Boards of Education of the sending districts, as well as other small amounts from various grants. We also operate a Before and After Care program that brings in revenue sufficient to cover the expenses of the program.
- The State Department of Education and the State Legislature paid the Interdistrict Magnet School Grant at the statutory level of \$10,443 per student from 2010-2011 through 2015-2016. The grant was reduced by approximately 5% to \$9,921 for 2016-2017 and 2017-2018, then returned to \$10,443 for 2018-2019. The grant amount included in the 2019-2020 through 2023-2024 State budgets is \$10,652. Despite the statutory per pupil amount of \$10,652, “within available appropriations” language in the statute allows the State to reduce the grant amount after our fiscal year starts based on overall budgetary conditions. Tuition charged to the sending districts for GEHMS was held flat for 2020-2021 and 2021-2022, but for 2023-2024 will be \$6,335 per student (14% increase).
- We anticipate a student population of 456 students during the 2023-2024 school year resulting in total projected revenue of \$9,027,563.

GEHMS Budget Highlights

- The proposed 2023-2024 expenses reflect an increase of \$393,019 (4.6%) over the previous year budget; increases to Health Insurance, Safety & Security, and Other Property Services are the largest part of the increase. Salary increases were budgeted at 4.21% for teachers per contract, 4.1% for administrators per contract, and 2.5% for other positions.
- For 2023-2024, salaries and benefits were added for 2.0 FTE SPED Certified positions, 1.0 FTE SPED Paraprofessional position, and 1.0 FTE Multi-language Learner Support Staff position.
- Lines 210-270 Benefits reflect an increase of \$1,000 per FTE for Health Insurance.
- Lines 341 External Staffing and 139 Temporary Employees show a combined increase of \$65,000. These lines reflect the use of either external consultants or temporary staff on payroll.
- Line 423 Custodial Services, provided by Glastonbury Public Schools, is budgeted at \$350,000; no increase over the current year.
- Lines 51901 Field Trips is budgeted at \$20,000 to reflect a return to normal (post-pandemic) activities.

- Line 611 Instructional Supplies reflects a reduction of \$57,466.
- Line 620 Utilities/Energy is budgeted at \$240,000, a \$25,000 increase over current year.

CREC's Allocation of its Indirect Costs

- CREC's indirect costs are allocated at \$428,598 in line item "311/312 CREC Admin in the 2023-2024 GEHMS budget.
- CREC's indirect costs are organizational costs that are not attributable to a single program or type of program. They are the total cost of our divisions of business services (accounting, contract and insurance administration, and payroll), human resources, communications, grants and development, and CREC's central office facilities.
- The extent to which CREC's indirect costs are charged to its state grants is strictly governed by SDE regulations. The \$428,598 charge to this budget is 5.00% of program expenses. CREC's indirect rate is the lowest of Connecticut's six regional education service centers.

CREC's Allocation of its Magnet School Management Services Costs

- CREC magnet school central office management services costs of \$356,096 for 2023-2024 are on line item "315 Management Services". This is a decrease of \$65,668 over the 2022-2023 budget.
- CREC's magnet school management services costs consists of the CREC Council-approved Magnet School Office budget.
- The Management Services on line 315 represents the *direct* supervisory, administrative and professional support costs exclusively associated with CREC's 17 magnet schools and programs. It includes the personnel and non-personnel costs attributable to our superintendent of magnet schools; assistant superintendents of magnet schools; business manager; intervention teams and district Special Education staff; curriculum directors and science, math and reading coaches.
- The extent to which CREC's magnet school management services costs are charged to each magnet school is approved by SDE as part of its review of each school's annual budget. These costs are assigned to all CREC magnet schools on a per student basis. In 2023-2024, the costs are budgeted at \$829 per student.

GEHMS Budget Summary

The table below shows the past two years of GEHMS budgets, and the proposed 2023-2024 budget.

	2021-2022 Budget	2022-2023 Budget	2023-2024 Proposed Budget	Increase (Decrease) from 2022- 2023 Budget
Salaries				
101/102 Certified Salaries	\$3,938,038	\$4,011,192	\$4,158,342	\$147,150
122 Paraprofessionals	640,216	564,946	606,801	\$41,855
123 Support Staff	314,528	328,582	416,244	\$87,662
129 Other Non-certified	259,844	155,074	114,077	(\$40,997)
139 Temporary	28,150	15,000	45,000	\$30,000
Benefits				
210 Health Insurance	1,037,070	1,153,740	1,293,760	\$140,020
220 FICA	152,158	139,528	150,963	\$11,435
250 Unemployment Ins	20,720	20,218	15,886	(\$4,332)
260 Workers Comp	67,338	65,709	63,546	(\$2,163)
270 Retirement Insurance	44,940	38,418	42,074	\$3,655
Prof/Tech. Services				
311/312 CREC Admin	403,510	411,130	428,598	\$17,468
314 Computer Services	145,933	144,636	129,330	(\$15,306)
315 Management Serv.	391,544	421,764	356,096	(\$65,668)
320 Prof. Consulting	15,450	0	0	\$0
32210 CREC Staff Dvlpmnt	9,603	14,557	19,074	\$4,517
333 Other consultants	30,000	36,000	21,420	(\$14,580)
341 External Staffing	120,000	115,000	150,000	\$35,000
Property Services				
411 Safety & Security	56,192	90,000	96,000	\$6,000
423 Custodial	316,210	350,000	350,000	\$0
430 Maintenance & Repairs	11,500	25,000	30,000	\$5,000
442 Equipment Rental	6,000	12,000	12,000	\$0
490 Other Property Services	0	0	5,000	\$5,000

	2021-2022 Budget	2022-2023 Budget	2023-2024 Proposed Budget	Increase (Decrease) from 2022- 2023 Budget
Other Services				
51901 Field Trips	3,500	20,000	20,000	\$0
521 Property Insurance	65	350	2,500	\$2,150
522 Liability Insurance	12,665	18,233	27,002	\$8,769
531 Postage	1,500	2,500	2,500	\$0
532 Telephone	8,500	9,000	9,500	\$500
540 Advertising	0	0	10,000	\$10,000
550 Printing	2,000	3,000	3,000	\$0
581 Travel	2,500	2,000	2,500	\$500
591 Workshop Expenses	5,600	5,000	5,000	\$0
592 Other Purchased Serv	7,700	13,000	8,350	(\$4,650)
Supplies				
611 Instructional Supplies	236,425	199,466	142,000	(\$57,466)
613 Maintenance Supplies	0	2,000	3,500	\$1,500
614 Other Materials & Supplies	3,800	12,000	20,500	\$8,500
615 Medical Supplies	2,200	2,000	2,500	\$500
616 Office Supplies	2,500	3,000	3,500	\$500
617 Pupil Incentives	2,000	2,500	2,500	\$0
620 Utilities	224,400	215,000	240,000	\$25,000
641 Textbooks	5,000	3,500	2,500	(\$1,000)
642 Library Books	6,000	4,000	5,000	\$1,000
Equipment				
733 Equipment (\$5000+)	3,000	5,000	10,000	\$5,000
Other Objects				
810 Dues & Fees	500	500	1,000	\$500
Totals	\$8,538,799	\$8,634,544	\$9,027,563	\$393,019

AGREEMENT BETWEEN

THE GLASTONBURY AND EAST HARTFORD BOARDS OF EDUCATION (THE BOARDS) AND THE

CAPITOL REGION EDUCATION COUNCIL (CREC)

GLASTONBURY-EAST HARTFORD ELEMENTARY MAGNET SCHOOL (GEHMS)

FROM July 1, 2023 TO June 30, 2028

PREAMBLE

To provide high quality, diverse, and unique public school educational choices to our students, and to provide opportunities for our students to participate in public educational programs of choice, the Glastonbury and East Hartford Boards of Education agree to provide support and to encourage enrollment in the Glastonbury-East Hartford Elementary Magnet School (GEHMS). To fulfill its mission in increasing the quality of public education in the Capitol Region, and in assisting its member school districts to voluntarily cooperate to provide and to benefit from educational programs, CREC agrees to operate and provide all program management for GEHMS under the direction and approval of the Glastonbury and East Hartford Boards of Education. The CREC Council shall be responsible for oversight of the programmatic, fiscal, and personnel functions of GEHMS in keeping with CREC Policies. The CREC Council shall exercise these responsibilities with the advice and assistance of the Glastonbury and East Hartford Boards of Education. All final decisions shall be made by the Glastonbury and East Hartford Boards of Education. Glastonbury and East Hartford Boards of Education agree to enter into this contract with the Capitol Region Education Council (CREC), through June 30, 2028.

RESPONSIBILITIES

A. PROGRAM

1. CREC shall ensure that program implementation is in alignment with the State Department of Education's approved plan of operations for the Glastonbury-East Hartford Elementary Magnet School.
2. In collaboration with the curriculum personnel of Glastonbury and East Hartford Boards of Education, CREC shall: (1) seek to ensure that the curriculum is designed to meet and/or exceed the standards and content of Connecticut's Curriculum Frameworks and national standards; (2) seek to ensure curriculum alignment and coordination with the Glastonbury Board of Education's offerings and; (3) develop specific curriculum to meet the unique focus of GEHMS.
3. CREC shall select and fund the purchase of instructional materials (texts, audio/visual, computer software, etc.) to support the curriculum and student learning, and it shall be approved by the CREC Council as required by Connecticut statutes.
4. CREC shall assess student progress and, upon request, report the overall results to all participating school districts with individual student reports to their respective school districts. Assessment tools will include, but not be limited to, required State and Federal instruments and any student progress reporting designed specifically for GEHMS' special focus.
5. Within the GEHMS's approved budget, CREC shall oversee the implementation of staff training and development in keeping with the GEHMS program and staff needs. As appropriate, CREC shall make such professional development available to Glastonbury and East Hartford Boards of Educations' staff.

B. PERSONNEL

CREC shall fill staff positions in keeping with GEHMS estimated operating budget.

1. GEHMS staff shall be recruited, selected, hired, and evaluated and, if need be, terminated by CREC in keeping with its policies and procedures and Connecticut statutes and regulations.
2. The Principal of GEHMS will supervise and evaluate the instructional and non-instructional staff employed at GEHMS in keeping with CREC's policies, procedures and supervision/evaluation process, with the exception of personnel listed in C2, who will be supervised and evaluated by the Glastonbury Public School System (GPS).
3. Instructional and non-instructional staff employed at GEHMS will be CREC employees and subject to CREC contracts, salary scales, benefit packages, personnel policies and procedures, and organizational expectation.
4. CREC shall be responsible for hiring and managing security staff at GEHMS.

C. FISCAL

1. The CREC administration will develop the annual operating budget for the following fiscal year adhering to CREC's policies and timelines. CREC shall be entitled to (1) reimbursement up to its approved SDE indirect rate for its indirect expenses and (2) reimbursement of its CREC Council- approved magnet school management services expenses, allocated on a per student basis. CREC will submit copies of the proposed budget to the Glastonbury Board of Education for approval prior to June 30 of each year. The CREC Council shall adopt the estimated operating budget annually prior to June 30.
2. The Glastonbury Public Schools will provide the following four (4) services: food services, custodial with four and a half (4.5) custodians, maintenance, and the

upkeep of grounds managed by the Glastonbury Town Parks Department. For the following two (2) services, custodial and maintenance, a tuition offset will be provided to the Glastonbury Public Schools. The custodial services will be determined by the cost of the salaries and benefits for the custodians and the supplies used at GEHMS. By (May 1) prior to the start of each school year, Glastonbury Public Schools will provide CREC with the cost associated with GEHMS maintenance services. The cost will be arrived at by utilizing the Glastonbury Public Schools per square foot cost for similar services provided for their schools. In lieu of no offset for food services and upkeep of grounds provided by the Glastonbury Public Schools, Glastonbury will have first use of the magnet school and the planetarium when not used by the students and staff of GEHMS. CREC and the Glastonbury and East Hartford Boards of Education shall work together to identify funds for the payment of the costs and expenses of the Magnet School and Planetarium Capital Expenses. Notwithstanding the foregoing, if funds allocated to the operation of GEHMS or to the reimbursement or payment of expenses to CREC under this Agreement are to be used to pay Magnet School and Planetarium Capital Expenses, such use of said allocated funds shall be subject to the approval of CREC.

- 3.** Glastonbury and GEHMS will share all costs associated with personnel and the operations of the GEHMS planetarium. Any revenue generated from the planetarium will go to Glastonbury Public Schools.
- 4.** During school hours, access to the planetarium will be scheduled in the following order:
 - i. Students attending GEHMS
 - ii. Students attending Glastonbury Public Schools

- iii. Students attending East Hartford Public Schools
 - iv. Students attending CREC Schools
 - v. Other use as determined by Glastonbury Public Schools
5. During non-school hours, all groups (with exception of students attending GEHMS) will be charged a facilities usage fee in order to access the magnet school and the planetarium.
 6. Glastonbury Public Schools, in coordination with CREC, may also apply for grants for GEHMS. Glastonbury Public Schools will work with CREC and its lobbyists in the efforts of obtaining state school construction grants for the purpose of funding Magnet School and Planetarium Capital Expenses.
 7. CREC and Glastonbury and East Hartford Boards of Education are responsible to annually raise the funds necessary to meet the adopted estimated operating budget or to support the reductions required to keep expenditures within revenue annually.
 8. GEHMS fiscal records, financial reports, and outside audits will follow CREC policies, procedures, and practices, and all will be available to the Glastonbury and East Hartford Boards of Education.
 9. The Glastonbury and East Hartford Boards of Education shall make payment thirty (30) days after receiving the invoice.
 10. Unless services are directly provided by the sending districts, special education costs not included in the estimated operating budget and attributable to a specific student, shall be paid by the student's school district to CREC.
 11. With agreement by the Glastonbury Board of Education and CREC, a Glastonbury Public Schools may make "in-kind" contributions for specific items included in the estimated operations budget and therefore reduce tuition payment commensurate

with in-kind services.

D. Communications

CREC, through the principal, will report upon request, to the GEHMS Advisory Committee and/or Glastonbury and East Hartford Boards of Education. Communication will include, but not be limited to: financial reports, staffing information, program reports, and student progress reports. Additional topics can, or will include those identified by Advisory Committee members, Glastonbury and East Hartford Boards of Education and/or CREC based upon issues associated with changes in legislation and possible modifications to the stipulated agreement.

E. Lottery

CREC on behalf of the Glastonbury and East Hartford Boards of Education shall participate in the annual lottery for student admittance that meets State Department of Education's and GEHMS requirements.

F. Indemnity and Insurance

1. CREC shall indemnify, defend and hold harmless the Glastonbury and East Hartford Boards of Education, their agents and employees from and against any and all liability (statutory or otherwise), claims, suits, demands, judgments, costs, interest and expense (including, but not limited to, attorneys' fees and disbursements) arising from any injury to, or death of, any person or persons or damage to property (including loss of use thereof) related to (i) CREC's use of the GEHMS or conduct of business therein, (ii) any work or thing whatsoever done, or any condition created (other than by the Boards, its employees, agents or contractors) by or on behalf of CREC in or about the GEHMS, (iii) any condition of the GEHMS due to or resulting from any default by CREC in the performance of CREC's obligations under this Agreement, or (iv) any act, omission or negligence of CREC or its agents, contractors,

employees, licensees or invitees. Notwithstanding the foregoing, this indemnity shall not apply to consequential damages which may arise. In no event should CREC be obligated to indemnify, defend or hold harmless Glastonbury and East Hartford Boards of Education, their agents and employees from any liability arising from acts or omissions of Glastonbury and East Hartford Boards of Education, their employees, agents or contractors.

2. The Glastonbury and East Hartford Boards of Education shall indemnify, defend and hold harmless CREC, its agents and employees from and against any and all liability (statutory or otherwise), claims, suits, demands, judgments, costs, interest and expense (including, but not limited to, attorneys' fees and disbursements) arising from any injury to, or death of, any person or persons or damage to property (including loss of use thereof) related to (i) the Glastonbury and East Hartford Boards of Education use of the GEHMS or the land or conduct of business therein, (ii) any work or thing whatsoever done, or any condition created (other than by CREC, its employees, agents or contractors) by or on behalf of the Glastonbury and East Hartford Boards of Education in or about the GEHMS, (iii) any condition of the GEHMS building or land due to or resulting from any default by the Glastonbury and East Hartford Boards of Education in the performance of the Glastonbury and East Hartford Boards of Education obligations under this Agreement, or (iv) any act, omission or negligence of the Glastonbury and East Hartford Boards of Education or their agents, contractors, employees, licensees or invitees. Notwithstanding the foregoing, this indemnity shall not apply to consequential damages which may arise.

3. CREC and the Glastonbury and East Hartford Boards of Education shall each at their own expense, obtain and keep in force at all times during the term of this Agreement, Commercial General Liability Insurance including contractual liability on an occurrence basis and comprehensive auto liability, including owned, non-owned and hired vehicles with limits of not less than Five Million and 00/100 Dollars (\$5,000,000.00) combined single limit insuring

CREC and the Glastonbury and East Hartford Boards of Education respectively against any liability arising out of the use, occupancy or maintenance of the GEHMS building, the land and all areas appurtenant thereto. The limit of said insurance shall not, however, limit the liability of CREC or the Glastonbury and East Hartford Boards of Education hereunder. CREC and the Glastonbury and East Hartford Boards of Education may carry said insurance under a blanket policy as long as any policy aggregate limit applies separately to the GEHMS. CREC and Glastonbury and East Hartford Boards of Education shall each cause each other to be named as an additional insured on their respective General Liability policies; and;

CREC shall maintain worker's compensation insurance in statutory limits; and;

The Glastonbury Board of Education shall at all times maintain in effect a policy or policies of insurance covering the GEHMS building in an amount not less than the full replacement cost (exclusive of the cost of excavations, foundations and footings), providing protection against any peril generally included within the classification "Special Perils", also known as "all risk". CREC shall at all times maintain in effect a policy or policies of insurance covering CREC's property in an amount not less than the full replacement cost. All property insurance maintained by the Glastonbury Board of Education and CREC on the GEHMS the building and its appurtenances, and the property therein, shall include a waiver of all right of recovery against the Glastonbury Board of Education or CREC respectively in connection with any loss or damage by any covered peril and neither party shall be liable to the other for loss or damage resulting from such included peril and further, the Glastonbury Board of Education and CREC each release the other from any and all claims with respect to any such loss to the extent of the insurance proceeds paid with respect thereto.

4. Insurance required hereunder shall be in companies licensed in the State of Connecticut and have a "Bests' Insurance Guide" rating of "A-VII" or better. All policies of

insurance maintained by CREC shall be in form acceptable to the Glastonbury and East Hartford Boards of Education with satisfactory evidence that all premiums have been paid. CREC agrees not to knowingly violate or permit to be violated any of the conditions or provisions of the insurance policies required to be furnished hereunder, and agrees to promptly notify the Glastonbury and East Hartford Boards of Education of any fire or other casualty.

TERMS OF AGREEMENT

This Agreement shall be reviewed and amended in writing periodically by mutual agreement. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original (including copies sent to a party by facsimile transmission or e-mail) as against the party signing such counterpart, but which together shall constitute one and the same instrument. Signatures transmitted via facsimile or e-mail shall be considered authentic and binding.

[end of page; signature page follows]

**[SIGNATURE PAGE TO AGREEMENT BETWEEN THE GLASTONBURY AND EAST HARTFORD
BOARDS OF EDUCATION (THE BOARDS) AND THE CAPITOL REGION EDUCATION COUNCIL
(CREC) GLASTONBURY-EAST HARTFORD ELEMENTARY MAGNET SCHOOL (GEHMS)]**

THE GLASTONBURY BOARD OF EDUCATION

By: _____
Name:
Title:

THE EAST HARTFORD BOARD OF EDUCATION

By: _____
Name:
Title:

CAPITOL REGION EDUCATION COUNCIL

By: _____
Name:
Title:

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

Title of Report: Glastonbury Public Schools Sixth Generation Strategic Plan 2023-2028

Board Meeting Date: June 26, 2023

Action:

Report: X

Information:

Discussion:

The strategic planning process is essential to our district's commitment to continuous improvement. During this process we are revising the district's mission, goals, and indicators of success. We engaged a group of more than 30 administrators, faculty, and staff to develop the Sixth Generation Strategic Plan. Committee members reflected deeply on current district practices and what is worth teaching and learning in today's world. They focused on a forward thinking approach to grow the district with a practical and aspirational plan for the coming years.

The Strategic Plan aligns with our core values of *Be Kind. Be Curious. Be Well.* This was our theme for last school year. It resonated with students, staff, administrators, and the Glastonbury community. The strategic planning committee felt strongly that we continue to foster this message as a part of our core values.

- **Be Kind.** *We value and develop respectful, caring relationships within an inclusive school environment. We are committed to ensuring that every student feels that they belong, are understood, and are valued.*
- **Be Curious.** *Curiosity is at the heart of learning. By nurturing students to be curious about others and the world around them, we lay the foundation for students to be active learners who pursue their individual goals, passions, and interests.*
- **Be Well.** *We support our school community by being role models of healthy behavior and good decision-making. Social, emotional, and physical well-being are all important components of educating the whole child.*

In addition to the core values, this plan voices our mission, beliefs about learning, and vision of the graduate. Working in concert, these components illustrate the *why* of the plan, serving to provide purpose and vision for the students we serve.

The district's mission is reminiscent of our previous mission statement. The new mission is a powerful statement that can be easily remembered and referred to by all members of the Glastonbury school community. ***"Glastonbury Public Schools empowers all students to be active learners and compassionate individuals who thrive in our global community."***

The beliefs about learning and vision of the graduate anticipate the impact of new trends and other emerging factors on our students' lives and well-being. Student success is the essence of our work. As a preK-12 learning community, our vision of the graduate identifies a set of four skills that will help students to be successful now and in the future. Across grades, we will develop students to be active learners, curious thinkers, resilient individuals, and compassionate citizens.

Our three strategic goals embody the *what* of the plan. These three goals are the charge of the Board of Education. The goals are accompanied by a clear theory of action to identify the intended impact of each goal:

- Goal 1: Promote active learning and high expectations for all students.
 - *Theory of Action: If we thoughtfully design instruction that is responsive and student-centered, all students will be active participants who own their learning and are able to achieve their personal goals.*
- Goal 2: Provide safe, supportive, and inclusive learning environments.
 - *Theory of Action: If we create and maintain learning environments in which each member of the community is safe, supported, and included, all students and staff will be able to achieve at high levels.*
- Goal 3: Prioritize the health and well-being of students and staff.
 - *Theory of Action: If we provide robust opportunities to develop the health and well-being of each individual, all members of the school community will thrive.*

The Sixth Generation Strategic Plan will provide a shared understanding for our community to support educational practices within Glastonbury Public Schools. It will serve as a guiding document for decision-making, resource allocation, and continuous improvement efforts. Over the next five years, we will actively monitor and measure our progress in

achieving the outlined goals, ensuring that our actions are aligned with the desired outcomes. Reports to the Board of Education for monitoring and approval of key actions will take place regularly.

We extend our sincere appreciation to the dedicated educators who passionately contributed to the development of this plan. Their commitment and expertise have been instrumental in shaping a document that reflects the best interests of our students and our school community as a whole.

The Sixth Generation Strategic Plan reaffirms Glastonbury Public Schools' commitment to student success, active learning, safe environments, and the overall well-being of our students and staff. Through collective efforts and ongoing evaluation, we are confident that this plan will lead us toward a future where our graduates thrive as curious, compassionate, and resilient individuals in a global society.

Submitted By: Cheri Burke

Reviewed By: Alan Bookman



GLASTONBURY PUBLIC SCHOOLS
6th Generation Strategic Plan
2023-2028

Be Kind ❤️ **Be Curious** ☁️ **Be Well** ✨



GLASTONBURY BOARD OF EDUCATION

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

CENTRAL OFFICE ADMINISTRATION

Alan B. Bookman, Ph.D., Superintendent
Cheri Burke, Assistant Superintendent
Matthew H. Dunbar, Assistant Superintendent
Kimberly Brown, Administrator for Pupil Services
Karen Bonfiglio, Business Manager

SIXTH GENERATION STRATEGIC PLANNING COMMITTEE

Rebecca Azia, Teacher

Janet Balthazar, Buttonball Lane School Principal

Julie Brennan, Reading Teacher

Tonya Claiborne, Ed.D., Director of Equity, Diversity & Inclusion

Elizabeth Cole, Director of Career & Technology Education

Rebecca Comenale, Glastonbury High School Assistant Principal

Holly Constantine, Director of Art

Kristine Garofalo, Nayaug School Principal

Brenda Gregorski, Director of Mathematics

Jay Gregorski, Smith Middle School Principal

Ted Gregorski, Director of School Counseling

Kent Hurlburt, Gideon Welles School Principal

Michael Litke, Ed.D., Naubuc School Principal

Leslie Lopez, Director of Music

Kate Lund, Director of English Language Arts & Library Media 6-12

Chris Macca, Chief Technology Officer

Isabel Meagher, Library Media Specialist

Annie Morissette, Math Teacher

Laura Norbut, Ed.D., Smith Middle School Assistant Principal

Jolene Piscetello, Director of Special Education

Mary Poisson, Director of English Language Arts & Library Media K-5

Linda Provost, Ed.D., Hebron Avenue School Principal

Patti Renaud, Director of Communications

Shannon Rinaudo, Music Teacher

Amanda Robustelli-Price, Director of World Languages / ML

Twana Shirden, Hopewell School Principal

Jennifer Spring, Director of Health and Physical Education

Christine Tedisky, Director of Science

Megan Villanueva, Spanish Teacher

Ilene Viner, Director of History and Social Sciences

INTRODUCTION



Be Kind. Be Curious. Be Well. Our district tagline captures the focus and direction of the Glastonbury Public Schools Sixth Generation Strategic Plan. The plan voices the district mission, core values, beliefs about learning, and vision of the graduate (the “why”), our strategic goals (the “what”), and our action plan (the “how”).

Student success is the essence of our work. As a preK-12 learning community, our goal is for every graduate to develop important skills that will help them to be successful now and in the future. We will empower students to be active learners, curious thinkers, resilient individuals, and compassionate citizens.

The Board of Education lists our specific powers and duties in our bylaws. First on that list is the responsibility to set goals and objectives for the district and to annually review progress toward meeting those goals and objectives. In addition, the Board is responsible for adopting revisions in the curriculum upon the recommendation of the superintendent of schools. Thus, over the next five years, many of the actions and strategies identified herein will come to the Board for review and approval. We will see program and school reports, curricular and policy changes, new course proposals, and budget requests.

The strategic plan sets forth a shared understanding for our community to support the educational practices of Glastonbury Public Schools. We offer sincere thanks to the educators who worked passionately to develop this plan.

The Glastonbury Board of Education

July 10, 2023

THE WHY

MISSION

Glastonbury Public Schools empowers all students to be active learners and compassionate individuals who thrive in our global community.

CORE VALUES

Be Kind. *We value and develop respectful, caring relationships within an inclusive school environment. We are committed to ensuring that every student feels that they belong, are understood, and are valued.*

Be Curious. *Curiosity is at the heart of learning. By nurturing students to be curious about others and the world around them, we lay the foundation for students to be active learners who pursue their individual goals, passions, and interests.*

Be Well. *We support our school community by being role models of healthy behavior and good decision-making. Social, emotional, and physical well-being are all important components of educating the whole child.*

BELIEFS ABOUT LEARNING

We believe that:

- All students learn when they feel safe, included, respected, and valued by their community.
- All students need to feel challenged and supported to learn at high levels.
- Successful educators cultivate curiosity and joy in learning.
- Learning takes place in a cycle that includes goal setting, assessment, reflection, and feedback.
- Learning is most effective when there are multiple access points and opportunities for students to be advocates of their own learning.
- Students are engaged and empowered by choice and authentic learning experiences.

VISION OF THE GRADUATE

As a learning community, our goal is for every graduate to develop important transferable skills that will help them to be successful now and in the future. Through implementation of our curriculum and other learning experiences, we will ensure that:

Glastonbury students are ACTIVE LEARNERS who...

- a. Seek innovative solutions to problems through critical and creative thinking.
- b. Collaborate towards a common goal.
- c. Communicate with diverse audiences.
- d. Monitor their progress and growth towards personal goals and achievement.

Glastonbury students are CURIOUS THINKERS who...

- a. Ask questions and take risks in pursuit of knowledge and new ideas.
- b. Learn through inquiry, discovery, and practice.
- c. Apply logic and critical thinking skills to learning.
- d. Broaden and challenge their understanding using a variety of credible resources.

Glastonbury students are RESILIENT INDIVIDUALS who...

- a. Exhibit academic responsibility through perseverance in learning.
- b. Demonstrate flexibility in thoughts and actions when faced with change and challenge.
- c. Demonstrate commitment to well-being through responsible decision-making and social and self-awareness.

Glastonbury students are COMPASSIONATE CITIZENS who...

- a. Demonstrate empathetic and ethical behaviors and choices.
- b. Contribute to a safe, supportive, and inclusive environment.
- c. **Serve the community through active participation and civic engagement.**
- d. ~~Exhibit citizenship, integrity, and respect for others.~~
- e. Value differences.

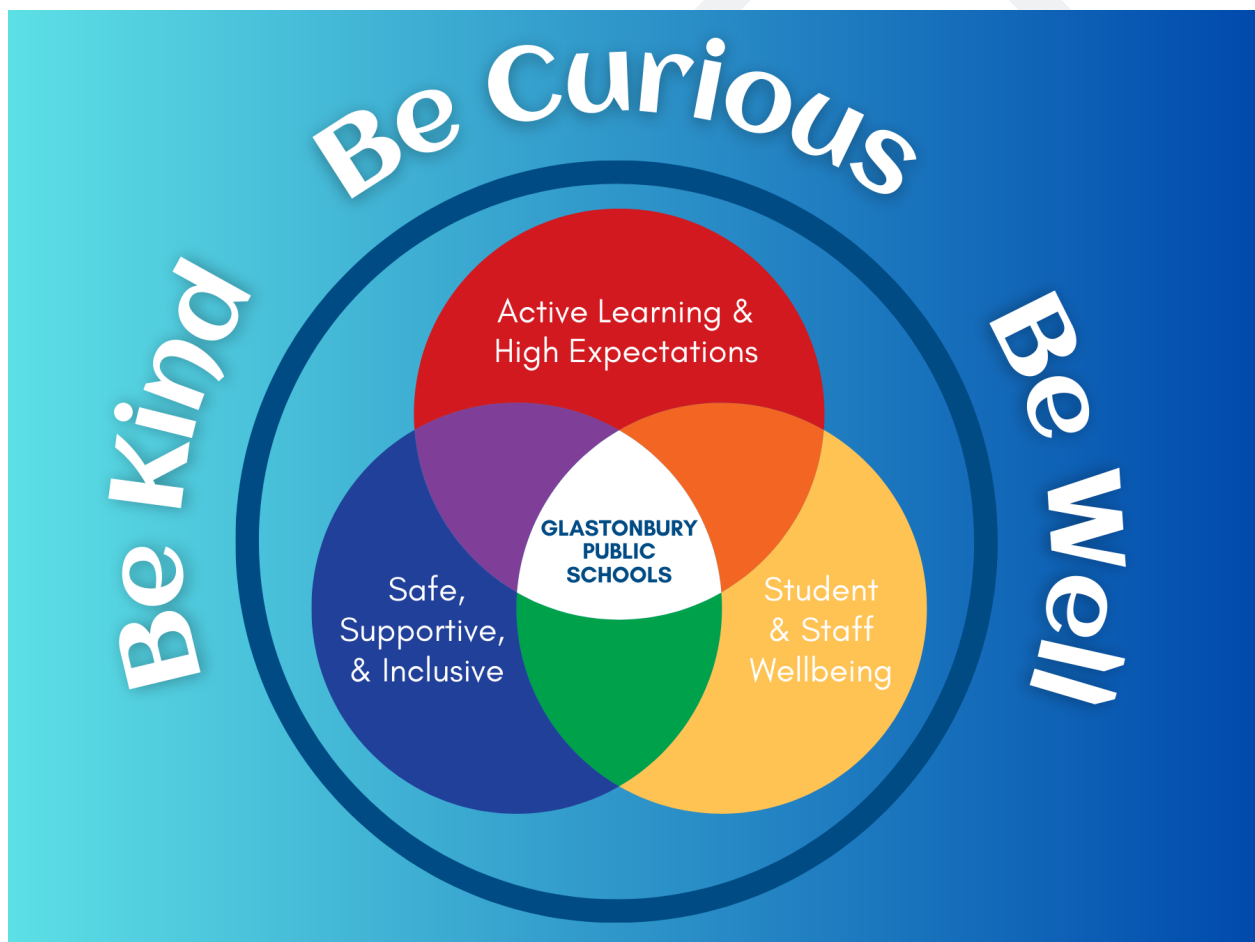
THE WHAT

STRATEGIC GOALS

Goal 1: Promote active learning and high expectations for all students.

Goal 2: Provide safe, supportive, and inclusive learning environments.

Goal 3: Prioritize the health and well-being of students and staff.



THE HOW

Goal 1: Promote active learning and high expectations for all students.

Theory of Action: If we thoughtfully design instruction that is responsive and student-centered, all students will be active participants who own their learning and are able to achieve their personal goals.

Actions/Strategies	Results Indicators (Timeline)	Implementers
1. Create and communicate a shared vision of high-quality, student-centered instruction.	<input type="checkbox"/> Published high-quality instructional “look-fors” (Fall 2023) <input type="checkbox"/> Published vision shared across school community (Jan 2024)	★ All Administrators
2. Collect, analyze, and reflect on student data to drive revisions to curriculum and instructional practices.	<input type="checkbox"/> Published protocols for data review (Fall 2024) <input type="checkbox"/> Revised curriculum documents (Ongoing) <input type="checkbox"/> Revised templates for educator reflections and classroom observations (Spring 2024)	★ All Administrators
3. Align educator evaluation process and expectations to shared vision of high-quality instruction.	<input type="checkbox"/> Implementation of revised evaluation plan (Fall 2024)	★ Assistant Superintendent of Administration and Personnel ★ Teacher Evaluation Committee
4. Implement an updated process for district curriculum development and revision.	<input type="checkbox"/> Creation of new curriculum documents with curriculum templates, including the At-a-Glance documents and the vertical alignment K-12 documents (Spring 2024) <input type="checkbox"/> Development of internal curriculum website (Spring 2024)	★ Curriculum Directors ★ Director of Communications

Goal 1: Promote active learning and high expectations for all students.

Theory of Action: If we thoughtfully design instruction that is responsive and student-centered, all students will be active participants who own their learning and are able to achieve their personal goals.

Actions/Strategies	Results Indicators (Timeline)	Implementers
<p>5. Review and revise curriculum documents to ensure opportunities for active learning across all subject areas and grade levels.</p>	<p><input type="checkbox"/> Inclusion of strategies to promote student voice and choice in all curriculum documents (Ongoing)</p>	<p>★ Curriculum Directors ★ Director of EDI</p>
<p>6. Provide opportunities across preK-12 for students to learn, practice, and get feedback on the transferable skills in the Vision of the Graduate.</p>	<p><input type="checkbox"/> Published preK-12 continuum of expectations to support Vision of the Graduate expectations (June 2024) <input type="checkbox"/> Integration of skills with curriculum and learning experiences (June 2025) <input type="checkbox"/> Include skill-development in rubrics for evaluation (June 2026)</p>	<p>★ All Administrators ★ All Certified Staff</p>
<p>7. Guarantee high-quality, personalized professional learning opportunities tailored to meet the specific needs of staff.</p>	<p><input type="checkbox"/> Feedback from staff (Ongoing) <input type="checkbox"/> Calendar reflective of professional learning topics across buildings and departments (Annually) <input type="checkbox"/> Inclusion of non-certified staff/classified staff in professional learning opportunities (Ongoing)</p>	<p>★ All Administrators ★ All Certified Staff ★ All Classified Staff</p>
<p>8. Ensure teachers and students have resources to support high-quality instruction, including tools, technology, equipment, and materials.</p>	<p><input type="checkbox"/> Supplies orders/inventory (Ongoing) <input type="checkbox"/> Annual technology report (Ongoing)</p>	<p>★ All Administrators ★ Chief Technology Officer</p>

Goal 2: Provide safe, supportive, and inclusive learning environments.

Theory of Action: If we create and maintain learning environments in which each member of the community is safe, supported, and included, all students and staff will be able to achieve at high levels.

Actions/Strategies	Results Indicators (Timeline)	Implementers
<p>1. Maintain physical environments that are physically safe and accessible.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Facilities plan (Annually) <input type="checkbox"/> Examples of adaptive learning spaces, including flexible seating options (Ongoing) <input type="checkbox"/> Equipment purchases (Ongoing) 	<ul style="list-style-type: none"> ★ All Administration ★ All Certified Staff ★ All Classified Staff
<p>2. Provide professional learning opportunities around inclusive practices, including Universal Design for Learning, differentiated instruction, and other strategies to accommodate diverse learning needs.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning agendas (Ongoing) <input type="checkbox"/> Feedback from staff (Ongoing) <input type="checkbox"/> Inclusion of non-certified staff/classified staff in professional learning opportunities (Ongoing) 	<ul style="list-style-type: none"> ★ All Administration ★ Director of EDI
<p>3. Establish essential committees and councils at each building and increase collaboration across schools.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Calendar of committee meeting schedules (Annually) <input type="checkbox"/> District Administrative meetings (Ongoing) 	<ul style="list-style-type: none"> ★ All Administrators ★ All Certified Staff
<p>4. Ensure that all students have access to multi-tiered systems of support (MTSS) for academic and social-emotional growth.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop districtwide MTSS committee (Fall 2023) <input type="checkbox"/> Establish structure to document MTSS (June 2024) <input type="checkbox"/> Create a universal MTSS to reflect SRBI and PBIS practices (June 2025) 	<ul style="list-style-type: none"> ★ All Administrators ★ All Certified Staff ★ All Classified Staff
<p>5. Revise curricula to reflect the diverse needs and interests of students and their changing world.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum template (June 2024) <input type="checkbox"/> Curriculum review documents (June 2025) 	<ul style="list-style-type: none"> ★ Curriculum Directors ★ Director of EDI

Goal 2: Provide safe, supportive, and inclusive learning environments.

Theory of Action: If we create and maintain learning environments in which each member of the community is safe, supported, and included, all students and staff will be able to achieve at high levels.

Actions/Strategies	Results Indicators (Timeline)	Implementers
6. Grow partnerships with families to support student learning.	<input type="checkbox"/> Feedback from students and families (Ongoing) <input type="checkbox"/> Materials are available in multiple languages (Ongoing) <input type="checkbox"/> Parent communication system (Fall 2023)	★ All Administrators ★ All Certified Staff ★ All Classified Staff
7. Engage all staff in professional learning opportunities around collaborative problem solving and restorative practices.	<input type="checkbox"/> Professional learning agendas (Ongoing) <input type="checkbox"/> Staff Survey results/feedback (Ongoing)	★ All Administrators ★ All Certified Staff ★ All Classified Staff

Goal 3: Prioritize the health and well-being of students and staff.

Theory of Action: If we provide robust opportunities to develop the health and well-being of each individual, all members of the school community will thrive.

Actions/Strategies	Results Indicators (Timeline)	Implementers
<p>1. Provide appropriate resources and support for learners who require additional opportunities for social emotional learning and mental health support.</p>	<p><input type="checkbox"/> Analysis of student data to identify needs and impact of supports and resources provided (e.g. attendance, behavior referrals, Student Support Center use, etc.) (Ongoing)</p>	<ul style="list-style-type: none"> ★ Administrator for Pupil Services ★ Building Administrators ★ Director of School Counseling ★ Mental Health Professionals ★ Nurses
<p>2. Implement consistent, equitable wellness initiatives for staff across buildings.</p>	<p><input type="checkbox"/> Establish building-based wellness committees (June 2024)</p> <p><input type="checkbox"/> Incorporate choice and self-guided wellness opportunities through professional learning offerings (Ongoing)</p>	<ul style="list-style-type: none"> ★ All Administrators ★ All Certified Staff ★ All Classified Staff
<p>3. Build capacity of students and staff to develop and practice skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p>	<p><input type="checkbox"/> Incorporate Collaborative for Academic Social and Emotional Learning (CASEL) standards in curriculum documents, advisory agendas, and professional learning opportunities (Ongoing)</p>	<ul style="list-style-type: none"> ★ All Administrators ★ All Certified Staff ★ All Classified Staff

Goal 3: Prioritize the health and well-being of students and staff.

Theory of Action: If we provide robust opportunities to develop the health and well-being of each individual, all members of the school community will thrive.

Actions/Strategies	Results Indicators (Timeline)	Implementers
4. Maintain relationships with community partners such as Youth and Family Services and Parks and Recreation.	<input type="checkbox"/> Resource guide of community partnerships (June 2025)	★ All Administrators ★ All Certified Staff ★ All Classified Staff
5. Support physical well-being of all students and staff.	<input type="checkbox"/> Wellness clinics for staff (Annually) <input type="checkbox"/> School/classroom schedules reflect movement breaks and brain breaks for students (Ongoing) <input type="checkbox"/> As appropriate use of outdoor learning spaces <input type="checkbox"/> Regular PE and Health experiences for all students	★ All Administrators ★ All Certified Staff ★ All Classified Staff ★ Nurses
6. Create guidelines for the safe, effective use of technology by students and staff.	<input type="checkbox"/> Published recommendations for best practice in the use of technology (Spring 2024) <input type="checkbox"/> Cybersecurity measures in place (Ongoing) <input type="checkbox"/> Integrated digital citizenship and information literacy lessons K-12 (2024-2025)	★ Assistant Superintendent of Curriculum & Instruction ★ Chief Technology Officer ★ Library Media Specialists
7. Work with the community to ensure continuation/expansion of resource assistance programs for students and families in need.	<input type="checkbox"/> Gather information to identify family resources needed <input type="checkbox"/> Documentation of students/families served through resource assistance programs (Ongoing) <input type="checkbox"/> Partnership with Parks and Rec and Youth Services	★ Administrator for Pupil Services ★ Building Administrators ★ Director of School Counseling ★ Mental Health Professionals ★ Nurses



The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its education programs or activities because of race, creed, color, national origin, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability, subject to the conditions and limitations established by law.

Compliance Officers for the Glastonbury Board of Education have the responsibility to monitor the compliance of these policies. The names and locations are provided to staff annually and are also included on the district website and in the school calendar.

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

Title of Report: Elementary Staffing

Board Meeting Date: June 26, 2023

Action: X

Report:

Information:

Discussion:

Overview:

Throughout the spring and summer, we closely monitor enrollment across all schools and grade levels to ensure the projected staffing levels approved for the 2023-2024 budget are appropriate. As we review elementary sections with our school principals, both the number of students in each class and student needs in each cohort are considered.

The attached document details K-5 class sizes for the coming school year given the most recent enrollment update. Based on expected enrollment and student needs we recommend the following changes to elementary staffing approved in the 2023-2024 budget:

Buttonball Lane School - We recommend adding one section (from four to five) of grade 1 due to higher-than-expected enrollment and cohort needs.

Buttonball Lane School - We recommend decreasing one section (from five to four) of kindergarten due to lower-than-expected enrollment.

Buttonball Lane School - We recommend increasing one section (from three to four) of grade 2 due to higher-than-expected enrollment.

These adjustments would result in an overall increase of one (1.0) FTE at the elementary level. While we don't anticipate any further staffing changes, we will continue to review enrollment throughout the summer.

Submitted By: Matthew Dunbar

Reviewed By: Alan B. Bookman

Glastonbury Public Schools 2023-2024 Enrollment Summary

	School	22/23 Sections	23/24 Budget Proj.	23/24 Sections	Expected Enrollment as of 6/16/23	Class Sizes based on Expected Enrollment for 2023-2024				
K	Buttonball	5	84	5 4	65	13-16	13-16	13-16	13-17	13
	Hebron Ave	4	74	4	61	15	15	15	16	
	Hopewell	5	93	5	82	16	16	16	17	17
	Naubuc	4	73	4	62	15	15	16	16	
	Nayaug	6	93	5	86	17	17	17	17	18
Grade 1	Buttonball	4	84	4 5	89	22-17	22-18	22-18	23-18	18
	Hebron Ave	4	78	4	76	19	19	19	19	
	Hopewell	4	89	5	86	17	17	17	17	18
	Naubuc	4	63	3	58	19	19	20		
	Nayaug	4	113	6	119	19	20	20	20	20
Grade 2	Buttonball	4	62	3 4	68	22-17	23-17	23-17	17	
	Hebron Ave	4	82	4	85	21	21	21	22	
	Hopewell	5	84	4	77	19	19	19	20	
	Naubuc	4	74	4	66	16	16	17	17	
	Nayaug	4	72	4	74	18	18	19	19	
Grade 3	Buttonball	3	71	4	77	19	19	19	20	
	Hebron Ave	4	75	4	72	18	18	18	18	
	Hopewell	5	113	5	107	21	21	21	22	22
	Naubuc	4	72	4	74	18	18	19	19	
	Nayaug	4	91	4	81	20	20	20	21	
Grade 4	Buttonball	4	61	3	65	21	22	22		
	Hebron Ave	4	80	4	77	19	19	19	20	
	Hopewell	5	112	5	103	20	20	21	21	21
	Naubuc	4	80	4	79	19	20	20	20	
	Nayaug	4	75	4	82	20	20	21	21	
Grade 5	Buttonball	4	85	4	87	21	22	22	22	
	Hebron Ave	4	82	4	81	20	20	20	21	
	Gideon Welles (HO)	5	91	4	86	21	21	22	22	
	Naubuc (at GW)	4	83	4	77	19	19	19	20	
	Nayaug	4	81	4	85	21	21	21	22	

Regular Board of Education Meeting

Monday, May 22, 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. CABE Student Leadership Awards

Board Member Julie Thompson awarded the CABE Student Leadership Awards to the following students: Jonathan Owens (GHS), Jess Thompson (GHS), Jay Biswas (SMS) and Sienna Floyd (SMS).

3.A.1. Jonathan Owens - Glastonbury High School

3.A.2. Jess Thompson - Glastonbury High School

3.A.3. Jay Biswas - Smith Middle School

3.A.4. Sienna Floyd - Smith Middle School

3.B. Alexandra Xu, 2023 Congressional Arts Competition Winner

Board Member Dr. Doug Foyle recognized Alexandra Xu for being awarded the 2023 Congressional Arts Competition Winner.

3.C. Suzie Hoyt

Board Member Dr. Doug Foyle recognized GHS Swimming and Diving Head Coach, Suzie Hoyt for being inducted into the Connecticut Coach's Hall of Fame.

4. Student Representatives' Report

4.A. Jachimma Anaedo, Class of 2024

Student Representative Jachimma Anaedo updated the Board on events happening at GHS.

4.B. Hayley Lemieux, Class of 2025

Student Representative Hayley Lemieux updated the Board on events happening at GHS.

5. Information Session for Public Comment

Mr. Nicholas Corns, 73 Shagbar Road, Glastonbury, addressed the Board regarding his feelings towards the proposed salary increase of non-affiliated staff and the GPS EDI program.

Mr. Igor Furksman, 134 High Wood Drive, South Glastonbury, addressed the Board regarding his feelings towards the hot mic incident, the GPS EDI program and Health Education at SMS.

6. Business Requiring Action

6.A. Approval to Participate in the Healthy Food Certification Standard (Under Section 10-215f of the Connecticut General Statutes)

Pursuant to C.G.S. Section 10-215f, the Glastonbury Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2023 through June 30, 2024. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups. 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

The Glastonbury Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events, but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to

30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food sales. 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

The Glastonbury Board of Education will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held, and must be the same place as the beverage sales. 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 Children of Out-of-Town Board for Education Employees to Attend Glastonbury Schools 2023-2024

Board approves the children of out-of-town employees to attend the Glastonbury Public Schools 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. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.C. Approval of Glastonbury Public School Position Changes

Board moves to replace the Special Education Supervisor position at LINKS with Principal at LINKS Academy. 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

Board moves to add the position Director of Nursing and not fill the Head Nurse position. 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

Board moves to include the position of Director of Equity, Diversity, and Inclusion in the Glastonbury School Administrator's (GSAA) bargaining unit. 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.D. Approval of Compensation for Non-Affiliated Employees

Board moves to approve the proposed salary increases for the non-affiliated staff. 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.E. Approval to Combine the Regular Board of Education Meeting of June 12, 2023 and June 26, 2023, to be held on June 26, 2023, at 7:00 pm, in Town Council Chambers, at Town Hall
Board approves the combining of the Regular Board of Education meeting of June 12, 2023 and June 26, 2023, to be held on June 26, 2023, at 7:00 pm, in Town Council Chambers, at Town Hall. 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.F. Meeting Minutes of May 8, 2023

The Board approves the meeting minutes of the Board of Education meeting held on Monday, May 8, 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. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.G. Special Meeting Minutes of May 15, 2023

Board approves the meeting minutes of the Special Board of Education meeting held on Monday, May 15, 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. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

7. Reports and Discussion

7.A. School Report

7.A.1. Smith Middle School

James Gregorski, Principal at SMS, shares highlights of his report with the Board.

7.B. Glastonbury Education Foundation

Board Member Julie Thompson shared that the 5K this past Saturday was successful and Hopewell Elementary School had the most participants.

8. Committee Reports

9. Chairman's Reports

Board Chair, Dr. Doug Foyle, shared that there would be a special meeting TBD via ZOOM to discuss several CIP items. Dr. Foyle discussed the fall-themed curriculum along with Scholarship Night this Thursday.

10. Superintendent's Report

Dr. Alan Bookman, Superintendent of GPS, addressed questions regarding the administrative hiring process, and conditions of several of our fields. Dr. Bookman also invited the Board to join the GPS Administrators at the Bus Yard this Wednesday at 9AM to celebrate the bus drivers. The 50th Reunion Breakfast is this Friday.

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

10.B. Staff Resignations

10.B.1. Cheri Burke, Assistant Superintendent of Curriculum & Instruction

10.C. Student Suspension Report, April 2023

10.D. Dates to Remember

11. Adjournment

Motion to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried. The meeting adjourned at 8:36PM.

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:

Special Board of Education Meeting

Monday, May 22, 2023 8:30 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

1. Call to Order

Dr. Foyle called the meeting to order at 8:44PM.

2. Pledge of Allegiance

3. Reports and Discussion

3.A. Board of Education Self-Evaluation

The Board performed its annual self-evaluation. They evaluated themselves on the four components of Vision, Operations, Ethics, and Superintendent’s Relationship, allowing each Board member to have the opportunity to share their thoughts on each topic.

4. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried. The meeting adjourned at 9:56PM.

- 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

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

Respectfully Submitted,

Ray McFall, Secretary

Approved:

Special Board of Education Meeting

Wednesday, May 31, 2023 6:00 PM

MEETING ONLINE-ZOOM Please use the link below to join the webinar: <https://glastonburyus-org.zoom.us/j/86906828095?pwd=SWt6dTF0eE14SjBxTU5UWkRvSzVDUT09> Passcode: 621801, Or Telephone: US: +1 929 205 6099 or +1 301 715 8592 or +1 312 626 6799 or +1 669 900 6833 , or +1 253 215 8782 or +1 346 248 7799 Webinar ID: 869 0682 8095

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

Board Member Mr. Matthew Saunig joined at 6:06PM.

Also Present: Alan B. Bookman, Superintendent
Citizens and Staff Members

1. Call to Order

Dr. Foyle called the meeting to order at 6:00PM.

2. Information Session for Public Comment on Items Pertaining to the Call

There were no public comments for tonight's meeting.

3. Business Requiring Action

3.A. Approval of Supplemental Funding for Naubuc Second Floor Project
Board approves the supplemental funding for the Naubuc Second Floor Project. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Dr. Alan Bookman, Superintendent of Schools, shared with the Board the bids that were received. BRD Builders submitted a bid slightly higher than the \$3.2 million at \$3,211,800. There was also a request for approval to add alternates of \$685, 000; \$230,000 for custom cabinets, \$210,000 for replacement of elevator, \$85,000 for interactive monitors in every room, and \$160,000 for contingencies.

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

3.B. Approval of Funding for Strength and Conditioning Facility

Board approves the funding for the Strength and Conditioning Facility. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Dr. Alan Bookman, Superintendent of Schools, presented the Board with the request for funding for the Strength and Conditioning Facility of \$1,200,000. There is an additional request for \$50,000 for the design and \$60,000 for contingencies. The facility will be a stand-alone structure where the GHS practice football field is located. Dr. Bookman also informed the Board there will be an add alternate for athletic storage attached to the Strength and Conditioning Facility. The Board will decide to accept or reject this add alternate once the bids come in.

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

4. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried. The meeting adjourned at 6:57PM.

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

4.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: Early Learning Center Update

Board Meeting Date: June 26, 2023

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

The Early Learning Center (ELC) enjoyed another successful year thanks to the efforts of our staff and the support of the Board of Education. Having just concluded its third year of existence, the program continues to provide wonderful care for children while supporting the recruitment and retention of staff in our schools. This year, a staff of 15 teachers, along with the program coordinator and assistant coordinator, worked with a total of 63 children (8 infants, 28 toddlers, 27 Pre-K).

Approximately 70 percent of ELC attendees were the children of GPS staff. We expect that number to be over 80 percent for the 2023-2024 school year. The long wait list of families hoping to join the program includes 26 staff members. While priority is always given to Glastonbury staff, we unfortunately will not be able to accommodate many requests given limited space. In the future, we will continue to keep an eye on possibilities for expansion in order to accommodate staff demand for this wonderful program.

We expect to start next school year with 8 infants, 28 toddlers and 34 Pre-K children for a beginning enrollment of 70 children. These numbers will fluctuate as children reach new stages of development. We plan to add a small number of part-time staff to support enrollment and provide additional flexibility in our classrooms. We are also excited that students in the Glastonbury High School Child Development class plan to visit the ELC weekly as part of their course curriculum.

For the first time since the inception of the ELC, tuition rates will increase. Weekly rates will rise by \$25 (\$350/infant, \$325/toddler, and \$300/Pre-K) for the upcoming year. This tuition increase will ensure that the program continues to be self-supporting with no cost to taxpayers. We will continue to revisit tuition each year with the goal of providing outstanding care at a reasonable cost for our employees and families.



ELC 2023 Pre-K Graduation

Staff and families enjoyed a wonderful graduation ceremony for students moving on to Kindergarten. We are very proud of the growth of children at the ELC. The fact that 100 percent of the families that are eligible to return to the ELC intend to do so next year is a testament to the success of our program.

Submitted By: Matthew Dunbar

Reviewed By: Alan Bookman

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

Title of Report: Summer 2023 Professional Learning

Board Meeting Date: June 26, 2023

Action:

Report: X

Information:

Discussion:

This year, more than 50 workshops span across the weeks of June, July, and early August to provide professional growth experiences for our staff. Our summer programs offer the following:

- All the topics offered reflect the needs and interest of our educators K-12.
- Several sessions reflect the science of reading research and effective early reading strategies.
- Sessions are being offered both in person and virtually to provide flexibility for all staff to participate with ease.
- All sessions are developed and presented by GPS faculty.
- Several workshops address wellness initiatives for staff and students.
- Sessions provide tips and strategies for purposeful technology integration and hot topics such as Artificial Intelligence and ChatGPT.
- Workshops on topics related to special education, equity and inclusion, STEAM and arts and culture, are being offered, for all grade levels and content areas.

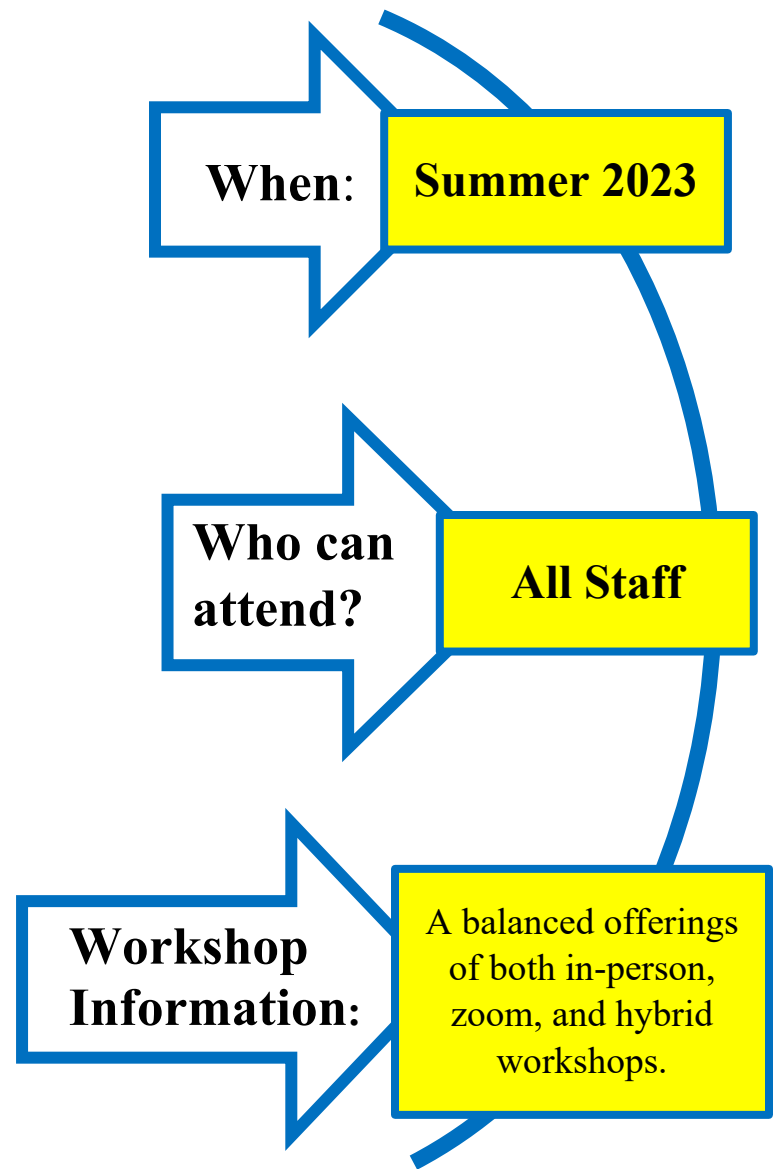
Other summer activities play a vital role in the ongoing growth and improvement of our district. Teachers and directors from all departments are actively involved in developing and enhancing curriculum, assessments, and other learning activities that align with our rigorous and standards-based programs. In preparation for the upcoming school year, Glastonbury faculty and staff engage in summer reading of professional texts, participate in virtual and in-person workshops, and maintain continuous professional dialogue.

The availability of summer professional learning opportunities is made possible by the talented and generous instructors who design sessions that are valuable and relevant to all staff members. We are grateful for the support of the Board of Education in facilitating the summer learning program. Kindly find the attached 2023 Summer Professional Learning Brochure for more information.

Submitted By: Cheri Burke

Reviewed By: Alan Bookman

Summer Professional Learning Brochure



All workshops are presented by colleagues who are willing to share a passion, teaching tool or instructional method. Workshops allow you the opportunity to learn from colleagues, explore a new skill, or discover a new resource for your classroom.

*Thank you for support the
Summer 2023 Professional Learning Workshops*

Summer Professional Learning Workshops

At -A-Glance

Workshops are listed alphabetically

WORKSHOP	6/9-16	6/19-23	6/26-6/30	7/3-7/7	7/10-14	7/17-21	7/24-28	7/31-8/4	8/7-11
AI in Education					7/11 10:00 am – Noon		7/25 10:00 am - Noon		
AI: It's your friend, not your foe!						7/17 3:00 pm- 4:00 pm	7/24 3:00 pm- 4:00 pm		
Actively Learn for Beginners						7/17 11:00am - Noon	7/24 11:00am -Noon		
Actively Learn for Intermediate Users						7/17 1:00 pm - 2:00 pm	7/24 1:00 pm - 2:00 pm		
Advocacy as an Act of Interpretive Communication: Language at the Intersection of Healthcare and Science									8/8 10:00am -11:00 am
Art (and Science) of Journaling	6/15 9:00 am- 10:00 am								
Blooket		6/20 1:00 pm - 2:30 pm & 6/23 9:00 am - 10:30 am							
Building Better Work-Life Harmony	6/14 OR 6/15 10:30 Noon								
Canva for Education						7/18 10:00 - Noon		8/1 10:00 - Noon	
Collaborative Problem-Solving with Students (CPS): A Step By Step Process That Will Change the Way You Approach Problem Behaviors in Your Classroom							7/24 1:00 pm - 2:00 pm	7/31 1:00 pm – 2:00 pm	8/7 1:00 pm - 2:00 pm

WORKSHOP	6/9-16	6/19-23	6/26-6/30	7/3-7/7	7/10-14	7/17-21	7/24-28	7/31-8/4	8/7-11
Create Engaging Digital Interactive Notebooks with Google Slides!				7/5 & 7/6 10:00am- Noon	7/12 & 7/13 10:00am- Noon				
Decodable or Leveled Text? Matching Text Selection to the Readers In Your Room	6/12 9:00am- 11:00am								
Embracing the Power of Formative.com						7/18 1:00 pm - 2:30 pm			
Intro to AI/Chat GPT: What Is It and How Can I Use It in the Elementary Classroom?					7/11 11:00 am - Noon				
Intro to iPadOS 16 and MacOS Ventura		6/21 9:00am - 11:00am							
Intro to Apple Clips		6/20 10:00am - 11:00 am							
Making Connections: Focus on Cultural Comparison Activities							7/28 11:00am - Noon		
Making SEL Relatable (Culture and Climate)							7/24 4:00 pm - 6:00 pm		
Managing Classes using MS Excel						7/17 9:00 am - 10:30 am			
NEW Certified Staff Workshop: Google Sites and Staff Resources						7/20 9:00 am - Noon			
Password Bootcamp		6/20 10:00 am- 11:00 am			7/11 10:00 am- 11:00 am			8/1 10:00 am- 11:00 am	
Productivity Chat: Confessions of a Tired Teacher – Take Two							7/24 9:30 am - 11:00 am		

WORKSHOP	6/9-16	6/19-23	6/26-6/30	7/3-7/7	7/10-14	7/17-21	7/24-28	7/31-8/4	8/7-11
Quick & Easy STEAM Activities for the Elementary Classroom		6/20 9:30 am – 11:00 am	6/28 9:30 am – 11:00 am		7/13 9:30 am – 11:00 am	7/18 9:30 am – 11:00 am	7/26 9:30 am – 11:00 am		
Quick Tips to Keep your Mac Healthy		6/22 10:00 am - 11:00 am	6/26 10:00 am - 11:00 am						
Quick Tips to Keep your Windows PC Healthy			6/27 10:00 am - 11:00 am						
Science of Reading In a Workshop Classroom – A ‘Students-First’ Balancing Act	6/9 Noon – 2:00 pm								
Self-Care Strategies for Teachers		6/21 OR 6/22 10:30 am - Noon							
The 3 Types of Emergent Readers – Identifying & Coaching toward Independence	6/12 Noon – 2:00 pm								
The Art and Science of a Darn Good Lesson		6/18 10:00 am 11:30 am							
Top EdTech Tips of 2022-2023						7/20 10:00 am - Noon		8/3 10:00 am - Noon	
Understanding and Coaching Multisyllabic Word Solving as Readers and Writers	6/9 9:00 am - Noon								
Wakelet Curation Space for Inspiration and Connection							7/24 Noon - 1:30 pm		
Writing for Professional Publication							7/24 1:00 pm - 4:00 pm		

Actively Learn for Beginners

Presenter: Laura Haddad

This session will cover the basics of Actively Learn. What does it look like?
How can teachers access provided texts?
How can teachers add their own content?
How can teachers track their students to gather data?

WHEN:

**Monday, July 17, 2023
&
Monday, July 24, 2023
11:00 am - Noon**

WHO:

Grade 7-12 Staff

LEARNING OUTCOMES:

Attendees will:

- ❖ Learn the benefits of Actively Learn, a web-based reading platform
- ❖ Understand how to use Actively Learn with students, to benefit their reading comprehension skills
- ❖ Understand how to use Actively Learn as a more engaging and relevant reading application
- ❖ Understand how to use Actively Learn to gather important data on student performance and for goal-setting purposes

ZOOM INFORMATION:

[Zoom Link](#)

Participants will need have either their laptop or iPad for this workshop.

Actively Learn for Intermediate Users

Presenter: Laura Haddad

This session will take fans of Actively learn to the next level. Now that you are used to working with the application, we can take the time to delve into how it can be used between two teachers or even amount an entire department. How do we collaborate? How do we add assignment for special education teachers to access? How can we embed larger assignments into the application?

WHEN:

Monday, July 17, 2023
&
Monday, July 24, 2023
1:00 pm - 2:00 pm

WHO:

Grade 7-12 Staff

LEARNING OUTCOMES:

Attendees will:

- ❖ Learn how to collaborate with other teachers on Actively Learn
- ❖ Understand how to co-teach using Actively Learn with students, to benefit their reading comprehension skills
- ❖ Understand how to use Actively Learn as a means of assessing reading in real-time
- ❖ Understand how to embed larger assignments into Actively Learn to marry the skills of both reading and writing

ZOOM INFORMATION:

[Zoom Link](#)

Participants will need to have either their laptop or iPad for this workshop.

Advocacy as an Act of Interpretive Communication: Language at the Intersection of Healthcare and Science
Presenter: Bonnie Nietupski

Participants will access authentic resources in a variety of target languages to instruct healthcare related topics with cultural competence in simulated healthcare situations, through interpretive reading the listening tasks. Resources from the Red Cross, Pan American Health Organization, United Nations, and World Health Organization will be shared, with materials appropriate for learners of all ages. Additional interpersonal and presentational tasks relating to healthcare and emergency management will also be shared. These materials were presented as part of the Articulating Change webinar series.

WHEN:

**Tuesday, August 8, 2023
10:00 am - 11:00 am**

WHO:

World Languages 1-12; Multilingual Learners; Science; Guidance; Health/PE

LEARNING OUTCOMES:

Teachers will explore healthcare resources in a variety of languages from local, national, and international organizations that can be used for interpretive assessments so that students may be able to improve healthcare outcomes in professional settings in the future.

ZOOM INFORMATION:

[Zoom Link](#)

Participants will need to bring either their laptop or iPad to this workshop.

AI in Education

Presenter: Timothy Neville

Artificial Intelligence (AI) is impacting many aspects of our modern day lives including education. Participants in this session will first define AI and discuss its current impact on children. They will then learn how to use two popular AI platforms, ChatGPT and Dall E-2. Participants will also learn various strategies and approaches for using ChatGPT and other AI tools/platforms in their classrooms including how to use tools to detect content created by AI. Finally, they will learn about and discuss the future impact of AI on education.

WHEN:

**Tuesday, July 11, 2023
&
Tuesday, July 25, 2023
10:00 am - 12:00 pm**

WHO:

Grade K-12 Staff

LEARNING OUTCOMES:

Participants will be able to:

- ❖ Define AI and describe its current impact on education
- ❖ Use ChatGPT and Dall-E-2
- ❖ Learn Strategies and approaches for using ChatGPT and other AI tools/platforms to support student learning
- ❖ Learn how to use tools to detect content created by AI
- ❖ Learn about the future impact of AI on education

ZOOM OR IN PERSON INFORMATION:

In Person at Central Office
Conference Rooms A & B
OR
[Zoom Link](#)

Participants will need to have either their laptop or iPad for this workshop.

AI: It's your friend, not your foe!

Presenter: Laura Haddad

This session will hopefully take the initial fear away from ChatGPT and the other AI platforms that are infiltrating our classrooms. Participants will explore the ways that both teachers *and* students could use ChatGPT to actually help in the classroom and in their daily lives.

WHEN:

Monday, July 17, 2023
&
Monday, July 24, 2023
3:00 pm - 4:00 pm

WHO:

Grade K-12 Staff

LEARNING OUTCOMES:

Attendees will:

- ❖ Express concerns with ChatGPT and other AI platforms
- ❖ Understand how the benefits of ChatGPT and other AI platforms for teachers
- ❖ Understand the benefits of ChatGPT and other AI platforms for students

ZOOM INFORMATION:

[Zoom Link](#)

Participants will need to have either their laptop or iPad for this workshop.

Art (and Science) of Journaling

Presenter: Mark Dursin

“How do I start?” is the question I have heard most often over the 25+ years I have been teaching writing. The main problem: students want to start with the first line. The purpose of this hour-long workshop is to give teachers journaling strategies to help students get started. The class would explain the philosophy behind “freewriting” – a timed writing exercise with no objective other than to dump out all your ideas; almost without fail, students who start a project by writing quick journals will stumble into an inspired gem of an idea that they can develop into something larger. I will give teachers different strategies/prompts for students to use to kickstart their freewrites. Writing is a process – of prewriting, writing, and rewriting – and this workshop emphasizes the critical importance of pre-writing.

WHEN:

**Thursday, June 15, 2023
9:00 am - 10:00 am**

WHO:

**Middle or High
School Teachers**

**LEARNING
OUTCOMES:**

How teachers can use journaling to help students (and themselves) jumpstart their writing and unlock their creativity.

**ZOOM
INFORMATION:**

[Zoom Link](#)

The instructor has asked that you have access to paper and pencil during the workshop.

Blooket

Presenter: Adam Lefkowitz

This workshop is designed to help teachers utilize Blooket, a learning trivia/review game designed to increase classroom engagement. Blooket provides a variety of different game styles that can be played in class or for homework.

WHEN:

Tuesday, June 20, 2023
1:00 pm - 2:30 pm
&
Friday, June 23, 2023
9:00 am - 10:30 am

WHO:

All Grade Levels

LEARNING OUTCOMES:

Learning Outcomes:

- ❖ Understand the basic uses of Blooket
- ❖ Create an account
- ❖ Learn to create Blooket sets using vocabulary from scratch and/or importing from Quizlet
- ❖ Learn to host the many styles of Blooket games in class
- ❖ Learn to assign Blookets for homework

ZOOM INFORMATION:

[Zoom Link](#)

Participants will need to bring either their laptop or iPad to this workshop.

Building Better Work-Life Harmony

Presenter: Stacey Stone

Learn how to assess our physical, emotional, and mental drains on our energy, as well as what sustains us and fills us up. Build a plan to achieve better work-life harmony to help prevent burnout. Peace is possible!

WHEN:

Wednesday, June 14, 2023
Or
Thursday, June 15, 2023
10:30 am - Noon

WHO:

All Grade Levels

LEARNING OUTCOMES:

Learn how to design a plan to develop work-harmony in your own life.

ZOOM INFORMATION:

Zoom Link

Participants will need to have either their laptop or iPad to zoom with.

**Collaborative Problem-Solving with Students (CPS):
A Step By Step Process That
Will Change the Way You
Approach Problem
Behaviors in Your
Classroom**

Presenter: Adele Lanza

Collaborative Problem Solving (CPS) is an evidenced-based model that can be used to work through problem behaviors that occur in your classroom. This model is an alternative to the reward/punishment way of dealing with behaviors and can serve as a proactive way to solve problems, build relationships, and establish trust among adults and students in school.

WHEN:

**Monday, July 24, 2023
&
Monday, July 31, 2023
&
Monday, August 7, 2023
1:00 pm - 2:00 pm**

WHO:

**Elementary Special
Education, General
Education Teachers,
Specialists,
Paraprofessionals**

**LEARNING
OUTCOMES:**

By the end of this workshop, attendees will be able to:

- ❖ Define CPS
- ❖ Understand the CPS Process
- ❖ Implement strategies that will help work through problems in the classroom as they arise

**ZOOM
INFORMATION:**

[Zoom Link](#)

Participants should have either their iPad or Laptop to be able to zoom with.

Create Engaging Digital Interactive Notebooks with Google Slides!

Presenter: Marquis Johnson

Attendees will have a chance to explore an already made digital interactive notebook. We will discuss the needs of our students and how a digital interactive notebook could meet those needs by supporting students through the process of gathering, interpreting, and applying information using an engaging format. Attendees will then be walked through the process of making a notebook that meets the specific needs of their classroom and student populations. There will also be time for attendees to make their own notebook.

WHEN:

Wednesday, July 5, 2023
Or
Thursday, July 6, 2023
Or
Wednesday, July 12, 2023
Or
Thursday, July 13, 2023
10:00 am - Noon

WHO:

Teachers of any content area and level

LEARNING OUTCOMES:

Attendees will learn how to create advanced digital interactive notebooks through Google Slides in order to increase student engagement and achievement. Attendees will also leave with their own template to make their own digital interactive notebooks.

ZOOM INFORMATION:

[Zoom Link](#)

Participants should have either their iPad or Laptop to be able to zoom with.

Decodable or Leveled Text? Matching Text Selection to the Readers in Your Room

Presenter: Jen Barone

Components of the Workshop Include:

- ❖ Examination of oral reading behaviors (videos and running record samples)
- ❖ Comparisons of Text features and complexity
- ❖ Assessment tools for any text

WHEN:

Monday, June 12, 2023
9:00 am - 11:00 am

WHO:

Grades K-1 teachers
and support staff

LEARNING OUTCOMES:

Participants will be able to determine key reading behaviors that determine text selection and instructional moves for decodable and leveled text.

ZOOM INFORMATION:

[Zoom Link](#)

Participants will need to bring either their laptop or iPad to zoom with.

Embracing the Power of Formative.com

Presenter: Marta Krzemien

This session will help participants use their district Formative account to maximize the assessment and feedback cycle. Helpful shortcuts and tips will be shared. Participants will have time to explore, create and ask questions.

WHEN:

**Tuesday, July 18, 2023
1:00 pm – 2:30 pm**

WHO:

Grades 6-12 Staff

LEARNING OUTCOMES:

Participants will learn about the features available in Formative.com; creating, assigning and scoring the assessments. Participants will be able to create an activity and get feedback.

ZOOM INFORMATION:

[Zoom Link](#)

Participants will need to bring either their laptop or iPad and have access to a second device for easy browsing while on Zoom.

Intro to AI/Chat GPT: What Is It and How Can I Use It in the Elementary Classroom?

Presenter: Meghan Gagne

Learning Outcomes:

- ❖ Brief introduction and demonstration of ChatGPT
- ❖ Time to practice using the program to explore possibilities
- ❖ Brainstorm/share ways to utilize in the classroom

WHEN:

Tuesday, July 11, 2023
11:00 am – Noon

WHO:

Elementary Staff

**LEARNING
OUTCOMES:**

Participants will learn what Chat AI can do, and how to apply it in the elementary classroom to help with lesson planning, parent communications, etc.

**ZOOM
INFORMATION:**

Zoom Link

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown.

Intro to Apple Clips

Presenter: Meghan Sanderson

Instructor will demonstrate how to create posters, photos and videos using Apple Clips. Participants will learn how to use Apple Clips to show learning in all content areas and will be shown example projects by the instructors to spark their creativity.

WHEN:

Tuesday, June 20, 2023
10:00 am – 11:00 am

WHO:

K-6 Staff

**LEARNING
OUTCOMES:**

Participants will be familiar with Apple Clips, a fun and simple video editing app. Participants will be able to create content that is usable in other apps, such as Seesaw.

**ZOOM
INFORMATION:**

Zoom Link

Participants will need to bring their School-issues iPad for this workshop.

Intro to iPadOS 16 and MacOS Ventura

Presenter: Meghan Sanderson

Instructor will demonstrate new features included in iPad Operating System 16 and Mac Operating System Ventura. Participants will learn about new features to use in instruction and which features to be aware of when managing student iPads in the classroom.

WHEN:

Wednesday, June 21, 2023
9:00 am – 10:00 am

WHO:

K-12 Staff, Mac Users

LEARNING OUTCOMES:

Attendees will learn about the new features that are introduced with iPadOS 16 and MacOS Ventura.

ZOOM INFORMATION:

[Zoom Link](#)

Participants will need to bring their School-issues iPad/Mac for this workshop.

**Making
Connections:
Focus on Cultural
Comparison
Activities**

Presenter: Gina Rodriguez

This session will help participants to develop multiple strategies and resources to engage students in cultural comparison tasks. They will explore a variety of assessments, interpersonal communication activities, projects, and reflection ideas.

WHEN:

**Friday, July 28, 2023
11:00 am - Noon**

WHO:

**Grade 7-12 World
Language
Department**

**LEARNING
OUTCOMES:**

Participants will learn to design activities targeting intercultural communicative competence in students.

**ZOOM
INFORMATION:**

**Glastonbury High School
Room B208**

Participants should bring their iPad and/or laptop to this workshop.

**Making SEL Relatable
(Culture and Climate)**
Presenter: Marisha Davis

Educators learn tips and strategies to fold SEL lessons into their classrooms and school environment.

WHEN:

**Monday, July 24, 2023
4:00 pm - 6:00 pm**

WHO:

**1st and 2nd Year
Teachers**

**LEARNING
OUTCOMES:**

Participants will learn actionable steps to implement in school to seamlessly include SEL lessons throughout the day.

**ZOOM
INFORMATION:**

[Zoom Link](#)

Participants should bring either their iPad or laptop to this workshop to zoom with.

Managing Classes using MS Excel

Presenter: Roman Mouradov

After creating rosters in Excel we can use the rosters to create random teams, calculate weighted grades, group by characteristics and any custom task they would like.

WHEN:

Monday, July 17, 2023
9:00 am - 10:30 am

WHO:

Teachers interested in upgrading the way they manage classes.

LEARNING OUTCOMES:

Participants will be able to create rosters using data from power school and organize it for ease of use for a variety of common tasks.

ZOOM INFORMATION:

Glastonbury High School
Computer Lab

Participants should bring their iPads or laptops to this workshop.

**NEW Certified Staff
Workshop: Google
Sites and Staff
Resources**

Presenter: Patti Renaud

Certified staff members who are *new to the district* will learn how to access district internal resources. They will also learn how to edit teacher websites. This workshop will be offered via Zoom. The recording will be available for those unable to attend at the date/time offered.

WHEN:

**Thursday, July 20, 2023
9:00 am - Noon**

WHO:

**Certified Staff NEW
to Glastonbury
Public Schools**

**LEARNING
OUTCOMES:**

New certified staff will know how to access internal staff resources. They will learn how to update their websites.

**ZOOM
INFORMATION:**

[Zoom Link](#)

Participants should bring their iPad or laptops to zoom with.

Password Bootcamp

Presenter: Cathy Hallowell

We all “know” that the list of passwords hiding under our desk or the note on our cell phone is a bad idea. But with so many logins how is one expected to keep each specific password straight?! With our time today, our goal is to briefly remind ourselves of the utmost importance of password security but more importantly learn some techniques to create passwords that are easy to remember (and still meet all the website criteria) but are still strong and secure passwords.

WHEN:

Tuesday, June 20, 2023
10:00 am – 11:00 am
Or
Tuesday, July 11, 2023
10:00 am – 11:00 am
Or
Tuesday, August 1, 2023
10:00 am – 11:00 am

WHO:

All District Staff
and Faculty

**LEARNING
OUTCOMES:**

Understand the importance of password security and learn strategies to balance personal usability with strong security

**ZOOM
INFORMATION:**

Zoom Link

Participants should bring either their iPad or laptop to zoom with.

**Productivity Chat:
Confessions of a Tired
Teacher – Take Two**
Presenter: Marta Krzemien

This session will help participants reflect on their practices connected to balancing the “art of” teaching and living. In this interactive session, we will engage in a conversation about practices that have the greatest potential to make a difference, for students and teachers. We will examine Planning and Grading Practices, Feedback and we will finish our discussion with a look into setting healthy and sustainable boundaries. Participants are encouraged to bring their experiences and ideas to share.

WHEN:

**Monday, July 24, 2023
9:30 am – 11:00 am**

WHO:

K-12 Staff

**LEARNING
OUTCOMES:**

Participants will examine their own time management struggles and victories. Strategies for productivity and life/work balance will be discussed. Participants will have time to formulate some concrete productivity goals for the upcoming year.

**ZOOM
INFORMATION:**

[Zoom Link](#)

Participants should bring either their iPad or laptops to zoom with.

Quick & Easy STEAM Activities for the Elementary Classroom

Presenter: Jennifer Overstreet

Interested in incorporating STEAM activities into your classroom but it seems too overwhelming to take on something new? Not sure how to fit it into the schedule? Wondering how to get materials and keep it organized? Well, you can do it fast the make it purposeful! Start These Engaging Activities in Minutes. Learn how now!

WHEN:

Tuesday, June 20, 2023
Or
Wednesday, June 28, 2023
Or
Thursday, July 13, 2023
Or
Tuesday, July 18, 2023
Or
Wednesday, July 26, 2023

All sessions are from
9:30 am – 11:00 am

WHO:

K-5 Staff

LEARNING OUTCOMES:

Participants will learn how to create a simple STEAM activity station in their classroom and develop ways to incorporate purposeful learning activities into the curriculum and other various times throughout their daily/weekly schedules.

ZOOM INFORMATION:

Nayaug Elementary School
Room 28

Participants should bring either their laptop or iPad to this workshop.

Quick Tips to keep your Mac Healthy

Presenter: Megan Sanderson

Instructor will demonstrate how to properly close and quit programs/applications, prolong the Mac's battery life, update Chrome, etc. Participants will learn positive technology habits that will keep their Windows PC running smoothly.

WHEN:

**Thursday, June 22, 2023
10:00 am – 11:00 am
&
Monday, June 26, 2023
10:00 am – 11:00 am**

WHO:

**K-5 Staff
Mac Users**

**LEARNING
OUTCOMES:**

Attendees will learn quick, easy tips that will help improve the performance of their Mac.

**ZOOM
INFORMATION:**

[Zoom Link](#)

Participants should have their school issued Mac to zoom with.

Quick Tips to keep your Windows PC Healthy

Presenter: Megan Sanderson

Instructor will demonstrate how to perform important updates, change energy-saving settings, clear out unused files, etc. Participants will learn positive technology habits that will keep their Windows PC running smoothly.

WHEN:

Tuesday, June 27, 2023
10:00 am – 11:00 am

WHO:

**K-12 Staff
Windows Users**

**LEARNING
OUTCOMES:**

Attendees will learn quick, easy tips that will help improve the performance of their Windows PC.

**ZOOM
INFORMATION:**

[Zoom Link](#)

Participants should have their school issued Windows PC to zoom with.

Science of Reading
In a Workshop
Classroom – A
'Students-First'
Balancing Act
Presenter: Jen Barone

Course Components Include:

- ❖ Research/history around science of reading and balanced literacy instruction and outcomes
- ❖ 6 minor shifts in best practice to coach towards explicit phonics (Professional Text: [Shifting the Balance](#))
- ❖ Examining student work samples to determine teaching points and prompting language necessary to move students toward independence of our Tier 1 TC Phonics/Heggerty instruction in a workshop classroom

WHEN:

Friday, June 9, 2023
Noon – 2:00 pm

WHO:

Teachers K-2 Staff

**LEARNING
OUTCOMES:**

Participants will examine six shifts in balanced literacy classroom practice that promote crucial tenets of the 'science of reading'

**ZOOM
INFORMATION:**

Zoom Link

Participants should have either their iPad or laptop to zoom with.

Self-Care Strategies for Teachers

Presenter: Stacey Stone

Self-care is a necessity if we are to prevent burnout and be the best version of ourselves both at home and in our professional life. Create a wellness plan, and learn some practical ways to build self-care into your daily life!

WHEN:

Wednesday, June 21, 2023
10:30 am – Noon
Or
Thursday, June 22, 2023
10:30 am - Noon

WHO:

All Staff

LEARNING OUTCOMES:

Establish strategies for implementing foundations of self-care

ZOOM INFORMATION:

Zoom Link

Participants should have either their iPad or laptop to zoom with.

The 3 Types of Emergent Readers – Identifying & Coaching toward Independence

Presenter: Jen Barone

WHEN:

**Monday, June 12, 2023
Noon - 2:00 pm**

WHO:

K-1 Teachers and Support Staff

LEARNING OUTCOMES:

Participants will be able to notice and name 3 reading behaviors/buckets typical of emergent readers and develop a plan for prompting and coaching to support independence in pre-emergent through Level D text.

ZOOM INFORMATION:

[Zoom Link](#)

Components of the Workshop Include:

- ❖ Examination of oral reading behaviors (videos and running record samples)
- ❖ Designated coaching/prompting to promote independence matching each level of text complexity
- ❖ Student-facing and parent-facing goal setting for continued support and transfer

Participants should have either their iPad or laptop to zoom with.

The Art and Science of a Darn Good Lesson

Presenter: Marta Krzemien

This session will help participants reflect on their past and current practices connected to planning lessons. Student and teacher feedback/reflections will be shared. Participants will have time to explore, create and ask questions.

WHEN:

Tuesday, July 18, 2023
10:00 am – 11:30 am

WHO:

Grades 6-12 Staff

LEARNING OUTCOMES:

Participants will explore and evaluate their own practices for planning instruction in general terms. Key strategies for successful lesson design will be discussed in order to design (or redesign) lesson(s) for the upcoming school year.

ZOOM INFORMATION:

[Zoom Link](#)

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown.

Top EdTech Tips of 2022-2023

Presenter: TJ Neville

During this session, teacher will explore a variety of EdTech tips that can be used in their classrooms to improve teacher workflow and support student learning. Participants will gain access to a curated list of top EdTech tips from the past academic year, along with resources to help them learn how to leverage them in their classrooms. They will also have an opportunity to explore each tip, online tool, and resource.

WHEN:

**Thursday, July 20, 2023
10:00 am – Noon
&
Thursday, August 3, 2023
10:00 am - Noon**

WHO:

**Grades 6-12
Certified Staff**

**LEARNING
OUTCOMES:**

Participants will be able to:

- ❖ Learn strategies and approaches for using some of the top EdTech tips of the past academic year to improve teacher workflow and support student learning in their classrooms

**ZOOM
INFORMATION:**

In Person at Central Office
Conference Room A&B or
via zoom at following link:
Zoom Link

Participants should have either their laptop or iPad.

Understanding and Coaching Multisyllabic Word Solving as Readers and Writers

Presenter: Jen Barone

Course Components Include:

- ❖ Foundational Vocabulary overview (If phonemes, graphemes, phonics, phonemic awareness, etc. makes your head spin – join us!)
- ❖ Overview of the 6 syllable types
- ❖ Easy tips to add into reading and writing conference to support transfer of word solving to multisyllabic words

WHEN:

Friday, June 9, 2023
9:00 am – 11:00 am

WHO:

Grades K-3 Staff

LEARNING OUTCOMES:

Participants will examine six syllable types and syllabication strategy (spot and dot) to support decoding and encoding

ZOOM INFORMATION:

[Zoom Link](#)

Participants should have either their iPad or laptop to zoom with.

Wakelet Curation Space for Inspiration and Connection

Presenter: Marta Krzemien

This session will help participants use Wakelet (a FREE curation platform) to connect with students, as well as colleagues. Helpful shortcuts and tips will be shared. Participants will have time to explore, create and ask questions.

WHEN:

Monday, July 24, 2023
Noon – 1:30 pm

WHO:

Grades K-12 Staff

LEARNING OUTCOMES:

Participants will explore examples of spaces and collections within Wakelet in order to envision the possibilities of this platform in their classroom and other educational endeavors.

ZOOM INFORMATION:

[Zoom Link](#)

Participants should have two devices for this workshop. One device to watch the instruction and another to complete the task being shown.

Writing for Professional Publication

Presenter: David Polochanin

Many publishing markets exist for educators to express their ideas and share instructional strategies. Some include *Education Week*, *Educational Leadership*, *English Journal*, *Phi Delta Kappan*, *Journal of Mathematics Education*, *Middle School Journal*, *the Hartford Courant*, and many others. In this workshop, participants will review print and online platforms of academic-oriented journals and less informal publications. We will also spend time discussing specific angles to potential articles, essays, or creative writing. Writing for publication is an excellent form of professional development and showcases the outstanding talent of our school district. If there is interest, this group may arrange to meet during the school year to share work in progress and offer feedback.

WHEN:

Monday, July 24, 2023
1:00 pm – 4:00 pm

WHO:

All Teachers
PreK-12 Staff

LEARNING OUTCOMES:

Participants will explore publishing markets aligned with their curricular interests and receive a framework for developing a plan and drafting a professional article.

ZOOM INFORMATION:

Smith Middle School
Library Media Center

Participants should bring their laptop/iPad for note taking.

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

TO: Board of Finance
Jonathan Luiz, Town Manager

FROM: Keri Rowley, Director of Finance & Administrative Services *KWR*

DATE: June 9, 2023

SUBJECT: Self Insurance Reserve Update May 2023

The attached report summarizes the Self Insurance Reserve fund through May 31, 2023. The total reserve is \$15,951,432 allocated \$5,077,322 and \$10,874,110 between Town and Board of Education, respectively. As of May the fund is experiencing a \$116,645 loss for the fiscal year.

There are 22 large loss claims which are defined as any claims that exceed \$50,000. BOE has 14 while the Town has 8 large loss claims. There are 4, 3 for the BOE and 1 for the Town, that have exceeded the individual Stop Loss limit. The Individual Stop Loss limit is \$200,000 for BOE and \$150,000 for the Town.

Enc.

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

SELF INSURANCE RESERVE FUND

YTD Balances As of: May 31, 2023

	Town	Education	Total
Contributions			
Employer	\$4,053,380	\$11,629,270	\$15,682,651
Employee	1,195,905	3,242,430	4,438,335
Stop Loss Reimbursement	76,207	872,302	948,509
Total Revenues	\$5,325,493	\$15,744,001	\$21,069,495
Expenditures			
Anthem			
ASO Fees	\$112,893	\$430,069	\$542,962
Claims	3,393,416	15,017,093	18,410,509
	\$3,506,308	\$15,447,162	\$18,953,470
Delta Dental			
ASO Fees	\$15,482	-	\$15,482
Claims	174,928	-	174,928
	\$190,410	-	\$190,410
Bank Fees/PCORI Fee	\$1,146	\$4,014	\$5,160
CT Prime	521,810	1,425,289	\$1,947,099
OneDigital Consultant Fees	18,000	72,000	90,000
	\$540,956	\$1,501,303	\$2,042,259
Total Expenditures	\$4,237,674	\$16,948,465	\$21,186,139
Current Year Revenues Less Expenses	\$1,087,819	(\$1,204,463)	(\$116,645)
Reserve July 1, 2022	\$3,989,503	\$12,078,573	\$16,068,076
Reserve at end of month	\$5,077,322	\$10,874,110	\$15,951,432

	Town		BOE		Total
Reserve at end of month	\$ 5,077,322	\$	10,874,110	\$	15,951,432
Recommended Minimum Reserve ^A	\$ 1,197,126	\$	3,693,727	\$	4,890,853
Variance Over/(Under) Reserved	\$ 3,880,196	\$	7,180,383	\$	11,060,579

A. As of March 2023. The next update will be provided in August 2023.

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT June 1, 2023

Elementary	Pre-K = 100	K	1	2	3	4	5	6	Total
Buttonball		87	64	78	62	85	82		458
Hebron Ave.		75	83	70	77	80	81		466
Hopewell		86	76	107	109	88			466
Naubuc		62	70	70	82	77	72		433
Naugaug		110	72	89	80	82	89		522
Elementary Subtotal		420	365	414	410	412	324	0	2345
Gideon Welles							99	409	508
	K-6 Totals								2853
Elementary Total		420	365	414	410	412	423	409	2853
Middle		7	8						Total
Smith Middle	Middle Subtotal	425	438						863
Middle Total		425	438						863
Secondary		9	10	11	12				Total
Glastonbury High	Secondary Subtotal	434	463	445	461				1803
Secondary Total		434	463	445	461				1803
								TOTAL	5519
								Pre-K	100
	OUT OF DISTRICT (31 & GHS ALTERNATIVE PROGRAM (0))								31
								GRAND TOTAL	5650

RECAPITULATION

GRADE	6/1/2022	6/1/2023	Change Over Previous Years Enrollment All
	Enrollment	Enrollment	
	All Without M	All Without M	
Pre-K	80	100	20
K	365	420	55
1	401	365	-36
2	393	414	21
3	403	410	7
4	420	412	-8
5	413	423	10
6	421	409	-12
Subtotal Elementary	2896	2953	57
7	430	425	-5
8	431	438	7
9	467	434	-33
10	446	463	17
11	465	445	-20
12	481	461	-20
Subtotal Secondary	2720	2666	-54
TOTAL	5616	5619	3
OUT OF DISTRICT & GHS ALTERNATE	41	31	-10
GRAND TOTAL	5657	5650	-7

School Enrollment by Class June 1, 2023

				GRADE K			TOTAL	
Buttonball	18	18	18	17	16	=	87	
Hebron	19	19	19	18		=	75	
Hopewell	18	17	17	17	17	=	86	
Naubuc	16	16	15	15		=	62	
Nayaug	19	19	18	18	18	18	=	110
							420	
				GRADE 1				
Buttonball	16	16	16	16		=	64	
Hebron	21	21	21	20		=	83	
Hopewell	20	19	19	18		=	76	
Naubuc	18	18	18	16		=	70	
Nayaug	19	19	18	16		=	72	
							365	
				GRADE 2				
Buttonball	20	20	19	19		=	78	
Hebron	18	18	17	17		=	70	
Hopewell	23	22	22	21	19	=	107	
Naubuc	18	18	18	16		=	70	
Nayaug	23	23	22	21		=	89	
							414	
				GRADE 3				
Buttonball	21	21	20			=	62	
Hebron	20	19	19	19		=	77	
Hopewell	22	22	22	22	21	=	109	
Naubuc	21	21	20	20		=	82	
Nayaug	21	21	20	18		=	80	
							410	
				GRADE 4				
Buttonball	22	22	21	20		=	85	
Hebron	20	20	20	20		=	80	
Hopewell	19	18	17	17	17	=	88	
Naubuc	20	20	19	18		=	77	
Nayaug	21	21	20	20		=	82	
							412	
				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		=	89	
							423	

**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			3		14	
B. Drugs Possession/Use/ Sale/Distribution/Manufacture		4	1	7	4		2		1		
C. Vandalism			1								
D. Fighting /Altercation		2		2	2		2	2	1	3	
E. Physical Attack on Student										1	
F. Physical Attack on Staff											
G. Threatening/Bullying			1						1		
H. Insubordination							2	2	2	1	
I. Cutting/Skipping Class			4	1	5	2	4	4	2	5	
J. Profanity					1			1		1	
K. Tardiness											
L. Harassment		3	2	6	1	2	2	2	2	3	
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution		2	4	2	2		1		1	2	
O. Theft											
P. Interference with school Safety/ Order/Discipline	1	1	3	2	3	1	1	7	1	5	
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention						1	2	1	2	6	

1. Total Number of Suspensions by Month	1	12	17	20	20	6	16	22	13	41		
In-School	1	12	17	20	20	6	15	22	12	41		
Out-of-School							1		1	0		
2. No. of 1 Day Suspensions	0	0	0	0	0	0	0	0	0	0		
3. No. of 2-4 Day Suspensions	1	7	10	11	13	5	10	17	12	15		
4. No. of 5-10 Day Suspensions	0	5	7	9	7	1	6	5	1	26		
5. * No. of Different Students Suspended for the Month	1	12	13	20	20	6	15	21	12	36		
6. * No. of Different Students Suspended this Year (Cumulative)	1	12	22	38	53	56	63	80	86	111		
7. * No. of Different Students Suspended More than Once this Month	0	0	4	0	0	0	2	1	1	5		
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0	4	6	8	9	13	14	18	26		

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	11	6	19		
In-School	0	2	6	8	12	1	6	8	2	13		
Out-of-School	0	2	2	2	2	1	2	3	4	6		
2. No. of 1 Day Suspensions	0	0	1	5	3	1	3	6	2	7		
3. No. of 2-4 Day Suspensions	0	4	6	5	10	1	3	4	4	9		
4. No. of 5-10 Day Suspensions	0	0	1	0	1	0	2	1	0	3		
5. * No. of Different Students Suspended for the Month	0	4	8	9	13	2	8	10	6	18		
6. * No. of Different Students Suspended this Year (Cumulative)	0	4	12	19	30	32	39	46	49	64		
7. * No. of Different Students Suspended More than Once this Month	0	0	0	1	1	0	0	0	0	1		
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0	0	3	4	4	5	7	9	14		

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.

**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			3		14	
B. Drugs Possession/Use/ Sale/Distribution/Manufacture		4	1	7	4		2		1		
C. Vandalism			1								
D. Fighting /Altercation		2		2	2		2	2	1	3	
E. Physical Attack on Student										1	
F. Physical Attack on Staff											
G. Threatening/Bullying			1						1		
H. Insubordination							2	2	2	1	
I. Cutting/Skipping Class			4	1	5	2	4	4	2	5	
J. Profanity					1			1		1	1
K. Tardiness											
L. Harassment		3	2	6	1	2	2	2	2	3	
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution		2	4	2	2		1		1	2	
O. Theft											
P. Interference with school Safety/ Order/Discipline	1	1	3	2	3	1	1	7	1	5	
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention						1	2	1	2	6	

1. Total Number of Suspensions by Month	1	12	17	20	20	6	16	22	13	41	1
In-School	1	12	17	20	20	6	15	22	12	41	1
Out-of-School							1		1	0	0
2. No. of 1 Day Suspensions	0	0	0	0	0	0	0	0	0	0	0
3. No. of 2-4 Day Suspensions	1	7	10	11	13	5	10	17	12	15	1
4. No. of 5-10 Day Suspensions	0	5	7	9	7	1	6	5	1	26	0
5. * No. of Different Students Suspended for the Month	1	12	13	20	20	6	15	21	12	36	1
6. * No. of Different Students Suspended this Year (Cumulative)	1	12	22	38	53	56	63	80	86	111	112
7. * No. of Different Students Suspended More than Once this Month	0	0	4	0	0	0	2	1	1	5	0
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0	4	6	8	9	13	14	18	26	26

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	11	6	19	0
In-School	0	2	6	8	12	1	6	8	2	13	0
Out-of-School	0	2	2	2	2	1	2	3	4	6	0
2. No. of 1 Day Suspensions	0	0	1	5	3	1	3	6	2	7	0
3. No. of 2-4 Day Suspensions	0	4	6	5	10	1	3	4	4	9	0
4. No. of 5-10 Day Suspensions	0	0	1	0	1	0	2	1	0	3	0
5. * No. of Different Students Suspended for the Month	0	4	8	9	13	2	8	10	6	18	0
6. * No. of Different Students Suspended this Year (Cumulative)	0	4	12	19	30	32	39	46	49	64	0
7. * No. of Different Students Suspended More than Once this Month	0	0	0	1	1	0	0	0	0	1	0
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0	0	3	4	4	5	7	9	14	0

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.