



## REGULAR BOARD OF EDUCATION MEETING

Monday, September 11, 2023 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
  - A. Teacher of the Year - Timothy Sanderson
4. Student Representatives' Report
  - A. Jachimma Anaedo, Class of 2024
  - B. Hayley Lemieux, Class of 2025
5. Information Session for Public Comment
6. Business Requiring Action
  - A. Establish Date for Graduation, Class of 2024
  - B. Approval of Revisions to the 2023-2024, 2024-2025, and 2025-2026 School Calendars
  - C. Approval of Submission of the District Consolidated Application for Federal Grants
  - D. Approval of Submission of the Multilingual Learner Title III Grant
  - E. Approval of Submission of the CAFE Board of Education Recognition Award Application
  - F. Approval of the August 28, 2023 Meeting Minutes
7. Reports and Discussion
  - A. Program Reports
    1. Equity, Diversity, and Inclusion Program Report
    2. School Counseling Curriculum Review Report
    3. School Counseling Program Report
  - B. Post-Secondary Plan Report Class of 2023
  - C. Scholastic Aptitude Test (SAT) and Advanced Placement (AP) Report
  - D. Opening Day Professional Development
  - E. Glastonbury Education Foundation
8. Committee Reports
9. Chairman's Reports
10. Superintendent's Report

- A. Self-Insurance Reserve Update, August 2023
  - B. School Enrollment Report, September 2023
  - C. Student Suspension Report, August 2023
  - D. Dates to Remember
11. Adjournment
- A. Please note: It is possible that the Board of Education may go into Executive Session

## **How to Participate in Board of Education Meeting Public Comments**

At this time, there are two options for participating in public comment during Board of Education meetings.:

### **1) In-Person Comment.**

The Board sets aside thirty (30) minutes for public comments. Comments are limited to 3 minutes per speaker and a person may speak only once. Each speaker must start by stating their name and address. There will be a sign-up sheet in the back of the room. In-person meetings are held in the Town Hall Town Council Chambers, 2155 Main Street, Glastonbury, unless otherwise noted on the [Board of Education Meeting webpage](#) and the Board Meeting agenda.

### **2) Written Comment.**

Use the form below to submit a written comment before 12 noon on the meeting day. Written comments are attached to the BOE Meeting Agenda.

**[Public Comments for Glastonbury Board of Education Meeting](#)**

Public Comments for BOE Meeting (Responses) 2023

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
9/10/2023 16:16:06	Nicholas Korns	73 Shagbark Road	<p>To:Glastonbury Board of Education            From: Nicholas Korns, 73 Shagbark Road            Re: Meeting agenda of 9/11/2023            Date: 9/10/2023</p> <p>PART 1/2</p> <p>I wish to offer public comment in writing as I am unable to attend your meeting on Monday 9/11/2023. I am going to focus on one agenda item: "School Counseling Department Curriculum Review Report".</p> <p>Under "Purpose of the Review", bullet item #3 states goal to "Align program with the expectations and standards of the American School Counseling Association" (ASCA), and their "National Model". As I have researched this organization (in the past, and now again), I am very concerned that it provides a template for an ideological (a.k.a. woke) agenda being promoted under the guise of "social/emotional learning" (SEL). Why do I say this? I will give you a few examples from their own documents and recordings of their conferences.</p> <p>First is the overarching statement that "Equity is woven into the ASCA National Model". As we know from when it first came onto the educational scene, the term "equity" (of "equity, diversity and inclusion"), is not the same as "equality", which has always meant in our society "equality of opportunity". "Equity" is code for equal outcomes, in the name of "social justice" The term is found throughout their documents.</p> <p>Under the Board of Directors section, the very first point stated is "Advocate for all students through an equity lens". Point #4 is "Use data to identify equity gaps and create systemic change". Sounds like the "equity audit". ASCA's self-identification as an advocacy group for woke ideological positions appears throughout their materials. That is the role its members are expected to fulfill.</p> <p>Of their 52 published position papers, several concern topics such as gender, gender equity, anti-racism (which is actually reverse discrimination), social justice advocacy, LGBTQ, school resource officers, etc. I reviewed many of these position statements. The ones concerning the more ideological subjects were clearly slanted, based more on subjective opinion than legitimate studies. The studies that were cited were often from allied advocacy groups.</p>
9/10/2023 16:17:05	Nicholas Korns	73 Shagbark Road	<p>PART 2/2</p> <p>I will highlight one of these position papers that is of particular concern, the one on Gender Identity. Their position fully supports unqualified affirmation of the student's self-chosen gender identity, in terms of names, pronouns, use of bathrooms, locker rooms, sports participation, alteration of school records and secrecy from parents. There is no mention of gender dysphoria, or the common co-morbidities of ASD, anxiety, depression, eating disorders, etc. Therefore, there is no mention of the need for indicated referral for psychological evaluation. There is also no mention of the fact that most young people lose the gender dysphoria as they mature. But that is less likely to happen if affirmation occurs, even simply "social" affirmation, not to mention medical/surgical interventions.</p> <p>The SEL platform has clearly been modified over the years to be a vehicle for pushing the woke agenda in our schools, which includes teaching children to become activists. The fact that the ASCA is being used as a propagator of CRT and gender ideology is disgraceful. The cover of the Counseling Department's report uses the same graphic that is used on the "ASCA National Model, Fourth Edition", albeit with modifications. Notable is the addition of some border text, including "systemic change" and "advocacy". This does not sound like "counseling", but more like political activism.</p> <p>Even aside from the objectionable ideological agenda, any focus on these issues is going to detract from the pursuit of academic excellence. That should be the primary objective of GPS. The current slogan of GPS is: "Be Kind, Be Curious, Be Well". No mention of academic excellence. I find this to be almost embarrassing. It could be the motto of my granddaughter's pre-school. Leave genuine social and emotional learning responsibility to the parents.</p> <p>I urge you to abandon any association with ASCA. It has an agenda of indoctrinating America's youth with radical social justice and transgender ideology, cloaked in harmless-sounding SEL. This will not only degrade GPS academic quality, but will be personally harmful to many students.</p> <p>Thank you for your consideration of my comments.</p>

# GLASTONBURY HIGH SCHOOL

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## **Dr. Nancy E. Bean, Principal**

*Assistant Principals: Mrs. Rebecca M. Comenale, Mr. Jeremy D. Gervais, Mr. James J. Gregorski, Dr. Thomas H. Neagle  
Mr. Edward D. Gregorski, Director of School Counseling*

August 28, 2023

**TO:** Alan B. Bookman

**FROM:** Nancy Bean

**RE:** Graduation Date

I am requesting the graduation date be set by the Board of Education for Friday, May 31, 2024 regardless of cancelled days for snow or any other reason.

# SCHOOL YEAR AT A GLANCE



2023

2024

SCHOOL BEGINS: AUG 23 Gr.7-12

SCHOOL BEGINS: AUG 24 Gr.K-6

GHS Graduation- May 31, 2024

Projected Last Day Grades K-11 May 31, 2024

M	T	W	TH	F
<b>AUGUST 2023</b>				
				7 Days Gr. 7-12 6 Days Gr.K-6
1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

<b>SEPTEMBER 2023</b>					19 DAYS
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

<b>OCTOBER 2023</b>					21 DAYS
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

<b>NOVEMBER 2023</b>					19 DAYS
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

<b>DECEMBER 2023</b>					16 DAYS
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

<b>JANUARY 2024</b>					Gr 7-12 20 DAYS Gr. K-6 21 DAYS
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

AUG 21	Teacher Work Day-Convocation
AUG 22	Teacher Professional Development
AUG 23	<b>FIRST DAY OF SCHOOL, GRADES 7-12</b> Teacher Work Day, Grades K-6
AUG 24	<b>FIRST DAY OF SCHOOL, GRADES K-6</b> FULL DAY
SEPT 4	Labor Day
SEPT 25	Yom Kippur
OCT 9	Columbus Day
NOV 7	Election Day - No School for Students
NOV 22	Early Dismissal
NOV 23-24	Thanksgiving Recess
DEC 25- JAN 1	Holiday Recess (Includes New Year's Day)
JAN 15	Martin Luther King Day
JAN 11-17	Grades 7-12: Mid-Term Exams (Early Dismissal Grades 9-12 only)
JAN 18	Gr. 7-12 No School for Students Teacher Work Day, Grades 7-12
FEB 19-20	Winter Recess (includes Presidents' Day)
March 29	Good Friday
APR 8-12	Spring Recess
May 23-29	Grade 12 ONLY-Final Exams (Early Dismissal)
MAY 27	Memorial Day
Last 4 Days	Final Exams, Grades 7-11 (Early Dismissal Grades 7-11)
May 31	<b>GHS Graduation</b>
	<b>Projected Last Day –May 31</b> Early Dismissal Grades K-11
	<b>Projected Teacher Work Day – June 3</b> Teacher Work Day will be the first work day following the last day for students grades K-11.

M	T	W	TH	F
<b>19 DAYS FEBRUARY 2024</b>				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

<b>20 DAYS MARCH 2024</b>				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

<b>17 DAYS APRIL 2024</b>				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

<b>22 DAYS MAY 2024</b>				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

<b>DAYS JUNE 2024</b>				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

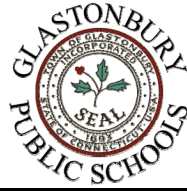
**\*SCHOOL ENDS May 31**  
**Grades K-11**  
\*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June up to 15 days.  
If additional days are needed, they will be taken from the Spring Recess, beginning April 8.

Approved: 02.08.2021

REVISED:

SCHOOL CLOSED

# SCHOOL YEAR AT A GLANCE



2024

2025

SCHOOL BEGINS: AUG 28 Gr. 7-12  
SCHOOL BEGINS: AUG 29 Gr. K-6

M	T	W	TH	F
<b>AUGUST 2024</b>				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Gr. 7-12 3 Days  
Gr. K-6 2 Days

<b>SEPTEMBER 2024</b>					20 DAYS
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

<b>OCTOBER 2024</b>					21 DAYS
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

<b>NOVEMBER 2024</b>					17 DAYS
			1		
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

<b>DECEMBER 2024</b>					15 DAYS
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

<b>JANUARY 2025</b>					<small>Gr. 7-12 20 Days Gr. K-6 21 Days</small>
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

- AUG 26 Teacher Work Day-Convocation
- AUG 27 Teacher Professional Development
- AUG 28 **FIRST DAY OF SCHOOL, GRADES 7-12**  
Teacher Work Day, Grades K-6
- AUG 29 **FIRST DAY OF SCHOOL, GRADES K-6 FULL DAY**
- SEPT 2 Labor Day
- OCT 3 Rosh Hashanah
- OCT 14 Columbus Day
- NOV 1 Diwali
- NOV 5 Election Day - No School for Students
- NOV 27 Early Dismissal
- NOV 28-29 Thanksgiving Recess
- DEC 23- JAN 1 Holiday Recess  
(Includes New Year's Day)
- JAN 20 Martin Luther King Day
- JAN 16-22 Grades 7-12: Mid-Term Exams  
(Early Dismissal Grades 9-12 only)
- JAN 23 Gr. 7-12 No School for Students  
Teacher Work Day, Grades 7-12
- FEB 17-18 Winter Recess (includes Presidents' Day)
- APR 14-18 Spring Recess (includes Good Friday)
- MAY 26 Memorial Day
- JUNE 3-6 Grade 12 ONLY -Final Exams (Early Dismissal)  
*(Projected)*
- JUNE 10 GHS Graduation *(Projected)*
- Last 4 Days Final Exams, Grades 7-11  
(Early Dismissal Grades 7-11)

■ **SCHOOL CLOSED**

**Projected Teacher Work Day – June 11**  
Teacher Work Day will be the first work day following the last day for students in grades K-11.

**Projected Last Day – June 10**  
(Early Dismissal Grades K-11)

Projected Last Day - June 10, 2025  
**Projected** GHS Graduation - June 10, 2025

M	T	W	TH	F
<b>18 DAYS FEBRUARY 2025</b>				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

<b>21 DAYS MARCH 2025</b>				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

<b>17 DAYS APRIL 2025</b>				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

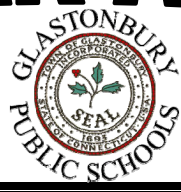
<b>21 DAYS MAY 2025</b>				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

<b>7 DAYS JUNE 2025</b>				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**\*SCHOOL ENDS JUNE 10**

\*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June up to 6 days.  
If additional days are needed, they will be taken from the Spring Recess, beginning April 14.

# SCHOOL YEAR AT A GLANCE



2025 2026

SCHOOL BEGINS: AUG 27 Gr. 7-12  
SCHOOL BEGINS: AUG 28 Gr. K-6

M	T	W	TH	F
<b>AUGUST 2025</b>				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

20 DAYS				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

20 DAYS				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

17 DAYS				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

17 DAYS				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

18 DAYS				
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- AUG 25 Teacher Work Day-Convocation
- AUG 26 Teacher Professional Development
- AUG 27 **FIRST DAY OF SCHOOL, GRADES 7-12**  
Teacher Work Day, Grades K-6
- AUG 28 **FIRST DAY OF SCHOOL, GRADES K-6 FULL DAY**
- SEPT 1 Labor Day
- SEPT 23 Rosh Hashanah
- OCT 2 Yom Kippur
- OCT 13 Columbus Day
- Oct 21 Diwali
- NOV 4 Election Day - No School for Students
- NOV 26 Early Dismissal
- NOV 27-28 Thanksgiving Recess
- DEC 24-25 Holiday Recess  
(Includes New Year's Day)
- JAN 19 Martin Luther King Day
- JAN 15-21 Grades 7-12: Mid-Term Exams  
(Early Dismissal Grades 9-12 only)
- JAN 22 Gr. 7-12 No School for Students  
Teacher Work Day, Grades 7-12
- FEB 16-17 Winter Recess (includes Presidents' Day)
- APRIL 3 Good Friday
- APR 13-17 Spring Recess
- MAY 25 Memorial Day
- JUNE 4-9 Grade 12 ONLY - Final Exams (Early Dismissal)  
(Projected)
- JUNE 11 GHS Graduation (Projected)
- Last 4 Days Final Exams, Grades 7-11  
(Early Dismissal Grades 7-11)

**Projected Last Day – June 11**  
(Early Dismissal Grades K-11)

**Projected Teacher Work Day – June 12**  
Teacher Work Day will be the first work day following the last day for students in grades K-11.

■ **SCHOOL CLOSED**

Projected Last Day - June 11, 2026  
Projected GHS Graduation - June 11, 2026

M	T	W	TH	F
<b>18 DAYS FEBRUARY 2026</b>				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

22 DAYS				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

16 DAYS				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

20 DAYS				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

9 DAYS				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

**\*SCHOOL ENDS JUNE 11**

\*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June up to 4 days.  
If additional days are needed, they will be taken from the Spring Recess, beginning April 13.



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

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**Title of Report:** Title III Grant

**Board Meeting Date:** September 11, 2023

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

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**Overview:** Federal funds from the Title III Grant, *English Language Acquisition and Enhancement*, must be used to reach the following federal goal: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics. The Title III grant is meant to supplement, not supplant, district funds for multilingual learning (ML) programs. There are two required uses of the funds: developing and conducting language instruction educational programs and providing professional development opportunities. In addition, Title III requires that the LEA will promote parental and community participation in programs for multilingual learning (ML) students.

The grant amount of \$25,366.00 is based on student enrollment on October 1, 2022. Glastonbury will use this year's Title III funds for the following programs:

- To fund the instructor for our Parents as Educational Partners (PEP) program that provides English language instruction for parents through a school-based curriculum. Classes are held October through May with two, two-hour classes in the morning at Welles Turner Village Community Center.
- To fund the instructor for our Multilingual Preschool Story Time which provides English language instruction and school-readiness skills for three and four-year-olds who speak a language other than English. We also provide information to parents regarding how to prepare their children for kindergarten. This program will be held from November through May.
- To fund instructors for five ML summer camps. The camps will be held at Glastonbury High School and will begin in June. The camps run daily from 9-12 for three weeks. Students in grades K-12 are eligible to participate.
- To fund expenses to allow the ML Program Coordinator to attend the National Teachers of English to Speakers of Other Languages (TESOL) or National Association of Bilingual Education (NABE) conference.

**Submitted By:** Amanda Robustelli-Price

**Reviewed By:** Alan B. Bookman



# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as “teams.” The **CABE Board Recognition Awards** are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 34 Level One criteria, including a minimum of three in each area, will earn the Level One **CABE Board Leadership Award**.

In order to appropriately recognize those Boards which are truly exemplary, CABE has now established a second level of awards, the **Board of Distinction Award**. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the **Board of Distinction Award**.

Please respond to the criteria requested on this form and send your information, with supporting data, to CABE when you believe your Board has earned a Leadership Award or a Board of Distinction Award. If you have any questions, need further information, or require help in satisfying any of the criteria, please contact us for assistance.

Deadline for submission is: **Friday, October 6, 2023**

### REQUIRED CRITERIA

#### 1. Board Leadership/Student Achievement

##### Level One (minimum of three)

- A. The Board has developed district goals for this year. *(provide copy of goals)*
- B. The Board has conducted a self-evaluation and developed a plan for improvement in the past 12 months. *(provide copy of plan or descriptive narrative)*
- C. The Board has conducted a superintendent evaluation in past 12 months.
- D. The Board monitors its performance against a Board of Education code of conduct. *(provide copy of code)*
- E. The Board has conducted meetings pursuant to Board policy.
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. *(provide copy of meeting calendar)*
- G. The Board ensures that student voice is part of its decision-making process. *(provide bylaws that allow for student voice)*
- H. The Board models civil discourse while conducting Board business. *(provide examples)*
- I. The Board conducts orientation for new Board members. *(provide agenda or bylaws)*
- C. The Board supports the appropriate use of technology in educational programming. *(provide examples)*
- D. The Board uses data to make informed decisions regarding student achievement. *(provide examples)*
- E. The Board addresses issues of diversity, equity, and inclusion. *(provide examples)*

##### Level Two (minimum of three)

- A. The Board of Education works to improve student achievement. *(provide description)*
- B. The Board relates the mission statement and goals to agenda items. *(provide examples)*
- 2. Board Member Professional Development
- ##### Level One (minimum of three)
- A. A majority of Board members have taken part in workshops or other in-service training during the last year. *(provide list of workshops and/or in-service training)*
- B. The Board provides adequate funds to permit Board members to take part in training. *(provide budget or listing for Board professional development)*
- C. A majority of the Board attended the CABE/CAPSS Convention in the last 12 months. *(provide list of Convention participants)*
- D. A majority of the Board participated in the CABE Board Member Academy in the last 12 months. *(provide list of programs and board members who attended)*
- E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months. *(provide agenda)*
- F. New Board members are provided orientation, including attending CABE New Board Member Orientation. *(provide list of 2022-2023 participants)*



# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

- G. At least one Board member has participated in the CABE Leadership Institute (*provide names of participants*)
- H. The Board has participated in professional development about issues of diversity, equity and inclusion. (*provide a list of workshops and provider*)
- A. The Board has developed district goals and reviews them on a regular basis. (*provide examples*)
- B. At least 2 members of the Board have participated in the CABE Leadership Institute. (*provide names of participants*)
- C. The Board has incorporated Board professional development into policy. (*provide examples*)
- D. The Board holds a retreat outside of a regular meeting with a component offering professional development. (*provide copy of agendas*)
- B. The Board provides opportunities for appropriate participation at meetings by members of the community. (*provide copies of two recent agendas*)
- C. The Board seeks active community involvement with the schools. (*provide examples*)
- D. The Board demonstrates cooperation with news media. (*describe*)
- E. The Board promotes the school system to the public. (*provide copies of information disseminated*)
- F. The Board disseminates information to the public on its decisions in a unified, timely manner. (*provide copy of information provided*)

### Level Two (minimum of two)

- A. The Board has developed district goals and reviews them on a regular basis. (*provide examples*)
- B. At least 2 members of the Board have participated in the CABE Leadership Institute. (*provide names of participants*)
- C. The Board has incorporated Board professional development into policy. (*provide examples*)
- D. The Board holds a retreat outside of a regular meeting with a component offering professional development. (*provide copy of agendas*)

### Level Two (minimum of two)

- A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, CABE Equity Toolkit, etc.) during the past year. (*provide agenda and report the end results of the program*)
- B. The Board has successfully worked with other community leaders. (*provide description and/or supporting documentation*)
- C. The Board works with the community's local cable access channel. (*provide description*)
- D. The Board works with other Boards of Education. (*provide description*)

### 3. Policy

#### Level One (minimum of three)

- A. The Board has developed and adhered to procedure for policy review. (*provide procedure*)
- B. The Board has a regular process for reviewing policies every three years.
- C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- D. The Board has adopted all required policies.
- E. The Board has reviewed appropriate policies as law and regulations have changed.
- F. The Board relies on policies as "living documents," by referring to them at Board meetings or in Board agendas.
- G. The Board provides the district policy manual in a searchable online version. (*provide URL*)
- H. The Board has a Code of Ethics. (*provide Code of Ethics*)

#### Level Two (minimum of three)

- A. The Board relates applicable agenda items to appropriate policies. (*provide sample agendas that show this practice*)
- B. Policy discussions are a regular part of Board meetings. (*provide agendas where this takes place*)
- C. The Board has adopted a policy addressing diversity equity, and inclusion. (*provide policy*)
- D. The Board has adopted a policy on civility. (*provide policy*)

### 4. Community Relations

#### Level One (minimum of three)

- A. The Board has clear, written policies on Community-Board Relations. (*provide copy*)

### 5. Related Organizational Leadership

#### Level One (minimum of three)

- A. A Board member serves on the CABE Board of Directors. (*provide name*)
- B. One or more Board members are active participants in the Convention Committee, CABE Government Relations Committee, Resolutions Committee or Federal Relations Network. (*provide name(s)*)
- C. One or more Board members actively serve on a RESC Board. (*provide name(s) and RESC*)
- D. One or more Board members participated in the NSBA Convention, CUBE or other NSBA-sponsored activity in the last 12 months. (*provide name(s)*)
- E. One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in last 12 months. (*provide name(s)*)
- F. The Board has submitted a resolution to CABE for consideration by the CABE Delegate Assembly in last two years. (*provide resolution(s)*)
- G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CABE's Negotiations Service. (*provide date information sent*)





# CABE Board Recognition Awards

## Board of Distinction Award (Level Two)

---

To be eligible for the Board of Distinction Award, a motion must be made at a board meeting to approve the application. If the majority votes in favor, the Board Chair and Superintendent should sign below (*please attach minutes*).

_____	_____
Board Chair	Date
_____	_____
Superintendent	Date





## ***Glastonbury Board of Education***

*628 Hebron Avenue, P.O. Box 191  
Glastonbury, CT 06033  
Tel: (860) 652-7951 ♦ Fax: (860) 652-7982  
www.glastonburyus.org*

September 13, 2023

Connecticut Association of Boards of Education  
81 Wolcott Hill Road  
Wethersfield, CT 06109

CABE Board Recognition Awards Required Criteria (level one and level two) attached:

### **1. Board Leadership/Student Achievement**

#### **Level One**

- A. The Board has developed district goals for this year.
  - Board of Education Policy 9010 and BOE Planning Framework.
- B. The Board has conducted a self-evaluation and developed plan for improvement in the past 12 months.
  - Board of Education Policy 9020
  - Board of Education Meeting Agenda, May 22, 2023
  - Board of Education Planning Framework
- C. The Board has conducted a superintendent evaluation in past 12 months.
  - Board of Education June 26, 2023 Meeting Minutes
- D. The Board monitors its performance against a Board of Education code of conduct.
  - Board of Education Policy 9270
  - Board of Education Policy 9271
  - Glastonbury Code of Ethics
- E. The Board has conducted meeting pursuant to Board policy.
  - Board of Education Policy 9321, Policy 9322, and Policy 9323
  - Example Board of Education Meeting Agenda, April 24, 2023
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner.
  - Board of Education Policy 9321
  - Board of Education meeting calendars January 2022-January 2023 and January 2023-January 2024
  - Board Planning Framework 2022-2023 school year and 2023-2024 school year
- I. The Board conducts orientation for new Board members.
  - Board of Education Policy 9230
  - Board Chair and Superintendent Orientation Meeting - November 28, 2022

## Level Two

- B. The Board relates the mission statement and goals to agenda items.
  - Board of Education Mission and Strategic Plan 2023-2028
  - Board of Education Meeting Agenda, July 10, 2023
- C. The Board supports the appropriate use of technology in educational programming.
  - 2023 Annual Technology Report, Executive Summary July 10, 2023
  - Board of Education Meeting Agenda, July 10, 2023
  - Board of Education Policy/Regulation 6141.2
  - Board of Education Planning Framework - Each July Technology Annual Report
- D. The Board uses data to make informed decisions regarding student achievement.
  - Board of Education Meeting Agenda, September 11, 2023. Scholastic Aptitude Test (SAT) and Advance Placement (AP) Report
  - Board of Education Meeting Agenda, March 14, 2022. State Mandated Testing 2022 Update
  - Board of Education Policy 6140 (Assessment of Student Performance)
- E. The Board addresses issues of diversity, equity, and inclusion.
  - Board of Education Meeting Agenda, May 10, 2021 – Appointing a Director of Equity, Diversity and Inclusion.
  - Board of Education Meeting Agenda, March 27, 2023. Equity, Diversity, and Inclusion Update Executive Summary
  - Board of Education Meeting Agenda, September 11, 2023. Equity, Diversity, and Inclusion Program Report

## 2. Board Member Professional Development

### Level One

- A. A majority of Board members have taken part in workshops or other in-service training during the last year.
  - Board of Education Budget Workshops Dates - Board of Education Meeting Agenda, November 14, 2022
  - Board of Education Budget Workshop Agendas and Minutes, January 2023
  - Board of Finance Special Meeting Workshop Minutes, February 10, 2023
- B. The Board provides adequate funds to permit Board members to take part in training.
  - Board of Education Budget Program 3300 - Board of Education Expenses
  - Board of Education Policy 9250
- C. A majority of the Board attended the CABE/CAPSS Convention in last 12 months.
  - CABE Conference, November 2022
  - Purchase Order #230843
- F. New Board Members are provided orientation, including attending CABE New Board Member Orientation.
  - New Board Member Packet
  - Purchase Order #232243
  - Board Chair and Superintendent Orientation Meeting - November 28, 2022

### Level Two

- A. The Board has developed district goals and reviews them on a regular basis.
  - Board of Education Planning Framework 2023-2024
  - Board of Education Policy 9010

- C. The Board has incorporated Board professional development into policy.
  - Board of Education Policy #4131 (Staff Development)
  - Summer 2023 Professional Development Executive Summary, June 26, 2023
  - Opening Day Professional Development Executive Summary, September 11, 2023
  - Election Day Professional Development Executive Summary, November 14, 2022

### 3. Policy

#### Level One

- A. The Board has developed and adhered to procedure for policy review.
  - Board of Education Policy 9131
  - Board of Education Policy Committee Meeting Agenda, March 23, 2023
- C. The Board uses CAFE or a similar policy update service to ensure that policies remain current.
  - Glastonbury policy update services-CAFE
  - Purchase Order #240364
  - Education Legislation Summary-CAFE
- E. The Board has reviewed appropriate policies as law and regulations have changes.
  - Example Board of Education Meeting Agenda, August 29, 2022
  - Example Board of Education Meeting Agenda, April 24, 2023
  - Board of Education Policy Committee Meeting, August 10, 2022
  - Board of Education Policy Committee Meeting Minutes, March 2023
- F. The Board relies on policies as “Living Documents,” by referring to them at Board meeting.
  - Board of Education Policy 3160 (Transfer of Funds between Categories; Amendments).
  - Example Board of Education Meeting Agenda, August 14, 2023
  - Example Board of Education Meeting Agenda, April 24, 2023
- G. The Board provides the district policy manual in a searchable online version.
  - Glastonbury Board of Education Policies and Regulations Website (<https://sites.google.com/a/glastonburyus.org/boe-policies/>)

#### Level Two

- A. The Board relates applicable agenda items to appropriate policies.
  - Board of Education Policy #9000 (Role of Board of Education Members)
  - Board of Education Policy #9323 (Construction of Agenda)
- B. Policy discussions are a regular part of Board meetings.
  - Example Board of Education Meeting Agenda, September 12, 2022
  - Example Board of Education Meeting Agenda, May 8, 2023
  - Board of Education Planning Framework 2023-2024

### 4. Community Relations

#### Level One

- A. The Board has clear, written policies on Community-Board Relations.
  - Board of Education Policy 1000 Series (<https://sites.google.com/a/glastonburyus.org/boe-policies/home/1000>)
  - Board of Education Policy 1110

- B. The Board provides opportunities for appropriate participation at meetings by member of the community.
  - Board of Education Policy 1110 (Communications with Public)
  - Example Board of Education Meeting Minutes, March 27, 2023
  - Example Board of Education Meeting Minutes, August 14, 2023
- C. The Board seeks active community involvement with the schools.
  - Board of Education Policy 1210 (School/Community Organizations)
  - Board of Education Policy 1212 (School Volunteers)
- D. The Board demonstrates cooperation with news media.
  - Board of Education Policy 1112 (News Media Relationships)
- E. The Board promotes the school system to the public.
  - Board of Education School Report (mailing 4 times a year to all homes in Glastonbury – Summer 2023 attached)
  - Back to school letter from Superintendent, Board of Education Chairman, and Glastonbury High School Principal, published in the Glastonbury Citizen
  - School Calendar mail to all GPS parents
- F. The Board disseminates information to the public on its decisions in unified, timely manner.
  - Board of Education Policy 9322 (Meetings)
  - Board of Education agenda's and minutes are available on the district website (<https://www.glastonburyus.org/BOE/calendar-agenda-minutes>)
  - Board of Education Meeting Calendars, Agenda's and Minutes available on homepage website. (<https://www.glastonburyus.org/BOE/calendar-agenda-minutes>)

## Level Two

- B. The Board has successfully worked with other community leaders.
  - Board of Education met with Board of Finance and Town Council to preview and review budget items. Special Meeting Agenda and Minutes, Glastonbury Board of Finance, Friday, February 10, 2023.
- C. The Board works with the community's local Cable access channel.
  - Glastonbury Board of Education Meetings are live streamed on Public Access, Channel 16; also available online at Glastonbury, CT Public Broadcast Video on Demand on our website. (<https://vod.glastonbury-ct.gov/CablecastPublicSite/?channel=1>)

## 5. Related Organizational Leadership

### Level One

- A. A Board member serves on the CAFE Board of Directors.
  - Douglas C. Foyle, Ph.D., Chair Glastonbury Board of Education, CAFE Area 2 Director
- G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CAFE's Negotiations Service.
  - Board of Education posts employment contracts on district websites. (<https://www.glastonburyus.org/district-info/employment>)

### Level Two

- B. The Board has sponsored a Legislative Breakfast or some other legislative event.

The Board of Education works very closely with our legislative team on all issues that impact our students, our educators, our grant funding and our community. While we confer at the

beginning of the session to discuss priorities, the continued communication throughout the session and over the summer have kept us informed and given our legislators insight into the impact of their decisions.

C. The Board works closely with its local legislative delegation to improve the school.

We have provided our local decision makers with comprehensive information regarding the challenges that remain in schools today. We continue to advocate for best learning environment while working collaboratively. As a community, we celebrate the successes of our students and educators.

## **CABE Board Recognition Awards Board Leadership Award and Board of Distinction Award**

Questions:

### **Level One**

Please tell us what, in your opinion, makes your Board's leadership especially effective.

The Glastonbury BOE strives to be inclusive, collaborative, and effectively engage with all stakeholders. We believe that our leadership is effective because we thoroughly present issues, welcome comments from all concerned, and carefully consider all feedback. We take the time to respectfully respond and make sure the community is part of the decision making. We have made extensive use of electronic communications to keep all stakeholders informed of school system developments. While we always advocate for the best education for our students, we know that our decisions have far-reaching impact and it is our job to build support and understanding.

Our Board of Education shows respect for all opinions, considers all options, keeps our community well informed and provides explanations for our actions. We welcome the knowledgeable input of our administrative team and staff while working together to always prioritize student learning. Most importantly our decisions support our overall mission and goals while providing the best education now and in the future.

### **Level Two**

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

We are proud of the administrative structure, public presentations, and careful budgeting that lead to the highest student achievement. Each fall, we listen to the successes, challenges, and future needs of our students in every discipline as we work toward developing a budget that will support our goals and be approved. The shared vision for career and college readiness guide all of our decisions in the context of our Strategic Plan. We are proud of our outstanding educators who embrace innovation and provide the best learning opportunities for our students while utilizing effective curriculum, interdisciplinary projects and focused professional development. Most importantly, we concentrate on educating the whole child, providing academic challenge, social and emotional support, extracurricular opportunities, and community involvement. Especially since the beginning of the pandemic, we have worked to continue to meet each student's academic and social, and emotional needs.

## **Regular Board of Education Meeting**

Monday, August 28, 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:	Absent
Ms. Julie Thompson:	Present

Also Present: Alan B. Bookman, Superintendent  
Matthew Dunbar, Assistant Superintendent  
Kate Lund, 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. Student Representatives' Report**

3.A. Jachimma Anaedo, Class of 2024

Student Representative, Jachima Anaedo, Class of 2024 provided the Board with events occurring at GHS.

3.B. Hayley Lemieux, Class of 2025

Student Representative, Hayley Lemieux, Class of 2025 provided the Board with events occurring at GHS.

#### **4. Information Session for Public Comment**

Shawnee Baldwin, 57 Nuthatch Knob, Glastonbury, CT, addressed the Board about her feelings regarding composting.

Nick Korns, 73 Shagbark Road, Glastonbury, CT, addressed the Board about his feelings regarding the Assessment Performance Executive Summary, on the Board agenda.

#### **5. Business Requiring Action**

5.A. Approval of Glastonbury Public Schools Calendars 2024-2025, 2025-2026, and 2026-2027  
Board approves the Glastonbury Public Schools calendars for the 2024-2025, 2025-2026, and 2026-2027 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  
Ms. Julie Thompson: Yea

5.B. Approval of the Smith Middle School Student Trip to Salamanca, Spain

Board approves the Smith Middle School student trip to Salamanca, Spain, reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

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

5.C. Approval of the Glastonbury High School Student Trip to Paris and Dinard, France

Board approves the Glastonbury High School student trip to Paris and Dinard, France, reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

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

5.D. Approval of the Glastonbury High School Student Trip to Italy

Board approves the Glastonbury High School Student Trip to Italy, reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea

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

5.E. Approval of August 14, 2023, Board of Education Meeting Minutes  
Board approves meeting minutes of August 14, 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  
Ms. Julie Thompson: Yea

## **6. Reports and Discussion**

The Board requested the reorganization of the reports being presented.

6.B. Capital Improvement and Other Maintenance Projects Update  
Al Costa provided the Board with status updates CIP & Other Projects Executive Summary Report.

6.A. Status Enrollment Report  
Matt Dunbar, Assistant Superintendent, highlighted an overview of the Enrollment Update Executive Summary to the Board.

6.C. 2022-2023 Assessment Performance  
Kate Lund, Assistant Superintendent, provided the Board with an overview of the 2022-2023 State Assessment Results Executive Summary.

6.D. Glastonbury Education Foundation  
Julie Thompson, Vice Chair, shared with the Board that the Fall Gala has been scheduled for November 17, 2023.

## **7. Committee Reports**

### **8. Chairman's Reports**

Julie Thompson, Vice Chair, expressed her appreciation on being able to attend several of the Opening Day Ceremonies at the elementary schools. She shared with the Board that the positivity and excitement that the administration, staff and students were feeling was overwhelming.

**9. Superintendent's Report**

Dr. Alan Bookman, Superintendent of Schools, provide the Board with invitations to visit the GPS Art Department Tent at the Glastonbury Arts "On the Green" Fine Art & Craft Show being held on September 9 and September 10, 2023. Glastonbury Public Schools K-12 artists will be exhibited.

9.A. Self-Insurance Reserve Update, July 2023

9.B. Staff Appointments

9.B.1. Paola Maina, Gideon Welles School, English Language Arts Teacher

9.B.2. Anna Minton, Naubuc School, Grade 2 Elementary Teacher

9.C. Staff Resignations

9.C.1. Carla LeMay

9.D. Dates to Remember

**10. Adjournment**

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Thomas Gorman: Yea

Ms. Jenn Jennings: Yea

Mr. Ray McFall: Yea

Mr. David Peniston, Jr.: Yea

Ms. Julie Thompson: Yea

The meeting adjourned at 8:56PM.

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

Respectfully Submitted,

Ray McFall, Secretary

Approved:



*Report to Glastonbury Board of Education*  
*Be Kind, Be Curious, Be Well*

**Director:** Dr. Tonya Claiborne, Director of Equity, Diversity, and Inclusion  
**Date:** September 11, 2023

1. Please share any district advancements in equity, diversity, and inclusion from this past year.
  - Conducted a professional learning workshop for K–5 teachers on the use of inclusive language to engage families and build relationships.
  - Conducted a professional learning session for new certified staff on creating an inclusive classroom culture.
  - Increased collaboration and partnership with CREC as the Open Choice Coordinator for Glastonbury Public Schools.
  - Joined school-based meetings to support educators and families with communication and partnership.
  - Received a small grant from the Connecticut Alliance of Regional Educational Service Centers (RESC Alliance) for our efforts in attracting and retaining a diverse staff.
  - Expanded EDI Council representation to include parents, students, staff, and the Board of Education.
  - Hosted nine families at the Nayaug School annual Open Choice Welcoming Day.
  - Initiated Community Connectors program to build relationships between Open Choice families and other Nayaug families.
  - Supported the School Counseling, Mathematics, and Music Departments as they underwent the curriculum review process in 2022-2023.
  - Collaborated with the World Languages Department and Multilingual Learners Program to enhance the Kaleidoscopes of Languages and Cultures event held in the spring of 2023.
  - Served as a panelist for the NEA's 2023 Diversity in Education: Elevating Our Voices Conference.
  
2. What are your goals for change and direction in accordance with the 6th Generation Strategic Plan? Please provide examples of specific initiatives or strategies you plan to implement to ensure safe, supportive, and inclusive learning environments for students and staff.

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

- **Support the development and revision of curricula**
  - Participate in the formal Curriculum Review process for those programs under review for the 2023-2024 school year: Health/Physical Education, Science, Agricultural Science and Technology.

- Consult with Curriculum Directors on culturally responsive instructional practices and resources.
- Review instructional resources to ensure “windows and mirrors” for all students.

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

- **Deliver professional learning experiences to certified and classified staff**
  - Design and facilitate sessions for teachers and administrators to improve classroom climate and culture and build and restore relationships in the school community.
  - Facilitate professional learning sessions for Security/Greeters, in collaboration with the Director of WL, on the topic of effective inclusive practices to welcome and support all families.
  - Train administrators on restorative practices that foster community and build and repair relationships.
- **Support recruitment and retention of staff**
  - Present annually to new educators New Teacher Orientation.
  - Support monthly “new teacher meetings” at each school building.
  - Attend recruitment fairs to attract highly qualified staff to increase the diversity of our employees.
  - Provide opportunities and support for staff to build connections through affinity groups.
  - Facilitate anti-bias training for administrators and members of hiring committees.
- **Communication and engagement**
  - Use ParentSquare to increase district-level communication regarding EDI initiatives and enhance communication with Open Choice families with targeted, relevant information.
  - Collaborate with Nayaug staff to support the Community Connectors initiative for Open Choice families.
  - Counsel individuals and groups on EDI issues and concerns as needed.
  - Partner with community organizations to support the school community.
  - Participate in Safe School Climate Committee meetings across the district.
  - Serve as lead for the district’s EDI Council.
  - Serve as lead for our Open Choice Program and collaborate with schools and CREC to maintain consistent support for staff and families.
  - Serve as a member of the Professional Development and Evaluation Committee.

3. What goals (current and future) have financial implications for the upcoming year?

- Send counselors to the College Board Conference “A Dream Deferred” in order to enhance skills and knowledge when advising diverse students
- Attract high-quality diverse staff through recruitment and retention efforts (e.g. events, marketing, travel)
- Support for the Open Choice Welcoming Day and Community Connectors initiative (e.g. instructional materials, food, transportation)

# School Counseling Department

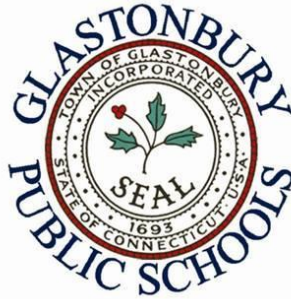
## Curriculum Review Report

2023



Presented to the Board of Education  
September 11, 2023

Glastonbury Public Schools  
Glastonbury, CT



## **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

Matthew H. Dunbar, Assistant Superintendent

Kate Lund, Assistant Superintendent

Kim Brown, Administrator for Pupil Services

Karen Bonfiglio, Business Manager

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## School Counseling Curriculum Review Committee

**Daniel Baccaro**

*Gideon Welles School  
School Counselor*

**Laura Bagnall**

*Glastonbury High School  
School Psychologist*

**Frank Cipolla**

*Glastonbury High School  
Supervisor Special Education*

**Tonya Claiborne Ed.D**

*Director of Equity,  
Diversity, and Inclusion*

**Elisabeth D'Amato**

*Smith Middle School  
School Psychologist*

**Patricia DeAngelis**

*Gideon Welles School  
School Counselor*

**Michael Fahey**

*Glastonbury High School  
Student Support Center Clinician*

**Daniel Forte**

*Glastonbury High School  
School Counselor*

**Maria Grabowski**

*Glastonbury High School  
School Counselor*

**Edward Gregorski**

*Glastonbury Public Schools  
Director of School Counseling*

**Jennifer Lamberson**

*Glastonbury High School  
School Counselor*

**Danielle Lanz**

*Glastonbury High School  
School Counselor*

**Lori LaCapra**

*Town of Glastonbury  
Director Youth and Family  
Services*

**Noel LaPlante**

*Glastonbury High School  
School Counselor*

**Amy LeMay**

*Gideon Welles School  
Student Support Center Clinician*

**Ashley Macrina**

*Smith Middle School  
Student Support Center Clinician*

**Laura Magnan**

*Smith Middle School  
School Counselor*

**Cameron Mangiafico**

*Glastonbury High School  
School Counselor*

**Sarah McCarthy**

*Smith Middle School  
School Counselor*

**Mary Kate McClory**

*Gideon Welles School  
School Counselor*

**Jean Miller**

*Glastonbury High School  
College and Career Center*

**Sarah Rubelmann**

*Glastonbury High School  
School Counselor*

**Jennifer Spring**

*Director of Health and  
Physical Education*

**Karen Stearns**

*Glastonbury High School  
School Counselor*

**Edana Sullivan**

*Smith Middle School  
School Counselor*

**Scott Suty**

*Glastonbury High School  
School Counselor*

**Jennifer Whelan**

*Glastonbury High School  
School Counselor*

**Emily White**

*Glastonbury High School  
School Counselor*

**Kristin Zabroski**

*Glastonbury High School  
School Counselor*

## Executive Summary

Walt Disney once said, “*Whatever you do, do it well. Do it so well that when people see you do it, they will want to come back and see you do it again, and they will want to bring others and show them how well you do what you do.*” I share this quote with you as a way to capture what the school counselors and our student support center clinicians do to support our students on a daily basis in Glastonbury. Our Glastonbury school counselors **Do It Very Very Well!** In large part, they are the reason our students are so successful. They are the epicenters—or as I would call it, the hearts—of our schools. I have the pleasure of teaming and collaborating with these amazing individuals on a daily basis.

Throughout the curriculum review process, I have witnessed the passion, devotion, and commitment the school counseling staff dedicates to all of the Glastonbury Public Schools community. As we took time to reflect on the programs we offer and identify all the different supports our School Counseling Department provides for our students, families, and staff, a common philosophy continued to emerge. The reason we do what we do is “because it is in the best interest of our students and families.” We live in an ever-changing world. It is the job of the school counselor to change and adapt with it. Furthermore, it is essential for us to identify, revamp, and develop programs that meet the needs of our students that are changing and living in that world. This common belief enables our counselors to implement programs, utilize resources, and focus on increased achievement and success for all students, academically, personally, and socially.

Our school counselors adapt; they change to ensure programs are relevant and appropriate to support our Glastonbury Community.

We are all very lucky to have a group of school counselors who are dedicated to our students' growth and development. Words cannot express the gratitude I have for these professionals and the support they offer for our students. I am so proud to partner with our school counselors on a daily basis. The time spent reflecting on and analyzing our programs and offering recommendations for future growth will help to enhance our programs in the coming years. The School Counseling Department of Glastonbury Public Schools is a phenomenal group of counselors and educators who do everything **VERY WELL!**

THANK YOU!

*Edward D. Gregorski*

Edward D. Gregorski  
Director of School Counseling

## **Purpose of the Review**

The purpose of this comprehensive review was to:

- Examine and assess the direction, actions, and outcomes of the current curriculum against relevant standards and research.
- Determine broad goals and action plans that drive strategic planning for the next five years.
- Align programs with the expectations and standards of the American School Counseling Association (ASCA) – goals that address academic, career and/or personal/social development and promote high achievement, attendance, behavior and/or school connectedness.
- Develop a shared understanding and a collective ownership of the curriculum by the Glastonbury community to ensure ongoing support of practices and resources.

The School Counseling Curriculum Review Committee consisted of 28 members, including school counselors, student support center clinicians, psychologists, the Director of Youth and Family Services, as well as district administrators.

The committee formally met three times with many additional subcommittee meetings throughout the spring of 2022. Subcommittees were established to support a close review of the seven domains outlined in the formal Curriculum Review process. These subcommittees evaluated the curriculum and program offerings against the American School Counseling Association Model (ASCA) to ensure alignment. The work of the subcommittees allowed for further investigation into our curricular offerings, allowing for greater dialogue about future change and direction for the department.

On March 13, 2023, each subcommittee reported the strengths, challenges, and recommendations of its respective domain to the greater School Counseling Curriculum Review Committee. These findings will drive future growth and development of the School Counseling curriculum and programs.

While this formal review is done every five years, it's important to note that we as a Department do not wait to implement or develop new programs that we know our students and parents will benefit from. We review and discuss our programs on a yearly basis to ensure supports and programs are responsive to student needs and in place for our students to be successful.

## Summary of the Findings

The comprehensive curriculum review identified many strengths/commendations of the School Counseling Department as outlined in this report. Equally as important, we identified recommendations (program areas in need of strengthening) for future growth.

To effectively complete the curriculum review process and determine those recommendations that will drive our work over the next five years, the following steps were completed:

- Reviewed and revised the department vision statement.
- Outlined the goals, program components, and domains of student development (Academic, Career, and Personal/Social) that represent the National Model (ASCA) of a comprehensive developmental school counseling program.
- Delineated the school counseling services and programs across grades 6 through 12.
- Compared the district's model to national guidelines and best practice recommendations for School Counseling Programs.
- Addressed the Board of Education's questions for a comprehensive curriculum review.
- Implemented and reviewed feedback from school counseling programs and services at Gideon Welles School, Smith Middle School, and Glastonbury High School.
- Examined the current integration of technology into school counseling practices and identified not only present usage by staff but also future needs.

## Priority Recommendations

Since our last School Counseling Curriculum Review, the needs of our students and parents have changed. Due in part to the impact Covid had on programs and access, there is a large part of our population that does not know what the role of a school counselor is at various levels. Many of the recommendations you will see throughout this report are recommendations around enhanced processes within our building to support communication. Additionally, recommendations are focused around additional programs to support student mental health and the need to stay current with the changing post secondary process and the world of work for our students.

Below is a summary of the School Counseling Department priority recommendations:

- Research new platforms like *Slate*, *Scoir* or *SchoolLinks* for college admissions and career exploration.
- Develop a reference guide/resource for freshmen parents (i.e. attendance policy, who to call for absences, explaining tardiness, etc.) and/or investigate a 9th grade transition lesson or parent meeting/program.
- Develop and implement additional programs to support students' mental health needs.
- Investigate a community-based mentor program to help support students.
- Form a committee to review best practices and the role of the school counselor.
- Address technology distractions and create guidelines for students.
- Increase the hours of the 18 hour Secretary at SMS (2024-2025).

## **School Counseling Program Description**

*“The primary reason that the ASCA (American School Counseling Association), as well as many counselors, prefer the term “school counselor” is simple: it more accurately reflects the role counselors play within school settings. “Guidance Counselor” implies a narrow role in which the counselor only provides vocational advice.”*

School Counseling is founded on the belief that each individual is unique and capable of self-direction and personal growth. School counseling services are an integral part of a student’s educational experience in grades 6-12 in the Glastonbury School System. These services consist of an ongoing, proactive, and planned program, which recognizes the developmental needs of all students. The program is delivered in a systematic way through curriculum lessons, individual student planning, small group meetings, responsive services, and collaboration with others.

Through the school counseling program, students are assisted in matters relating to academics, post-secondary planning, and personal/social development. In addition, school counseling services assist in the process of helping students develop into capable and confident learners as well as responsible, ethical, and caring members of a diverse society within a complex and technological world.

The school counseling program promotes personal responsibility and respect for others in a safe and supportive environment. The individual relationship between counselor and student is unique because it is based on the unconditional acceptance of students. This allows students to better understand themselves and their environment and to recognize the relationship between the two.

School Counselors are in a strategic position to advocate for better outcomes for all of our students. Through collaboration, we help our district make positive changes that support and enhance student achievement and success. To this end, the aim of the school counseling program is consistent with the Glastonbury Board of Education’s mission, values, and goals.

## **Vision Statement**

School Counselors value the education of every student. With a supportive and collaborative environment, we empower students to accept challenges, overcome adversity, persevere, and explore. Every student is capable of maximizing their potential and achieving their goals academically, personally, and socially.

## **Domain 1. Alignment with District Goals**

*How strong is the alignment between department and district curricular goals?*

### **Commendations and Strengths 6-12**

***Goal 1: The School Counseling Department supports the promotion of high achievement for all students.***

- Department standards align with *American School Counseling Association (ASCA)* and *Connecticut School Counseling Association (CSCA)* standards.
- Appropriate identification of students who need tiered/SRBI interventions.
- School counselor caseload allows for the adequate support of all students' needs.
- Implementation of Student Support Centers provides for additional direct social/emotional support for students.
- The "Smaller Caseload Counselors" model at the high school works to ensure students who are placed at risk have adequate supports in place to reduce student dropouts.
- School counselors help students make connections with academic supports, such as the Reading/Writing Center, the Math Lab, Peer Tutoring Center, Student Support Center, CREST Lab, Student Support Groups, Foreign Language Lab, and the Library Media Center.
- School counselors work in collaboration with psychologists, nurses and/or administration to facilitate risk assessments, threat assessments, and engagement with community support agencies with appropriate follow up.
- School counselors hold individual planning meetings with students in grades 6-12 for academic planning, course selection, post-secondary planning, academic coaching, standardized testing strategies and utilization of resources to help prepare students for competitive colleges/universities. These standardized tests include: PSAT, SAT, ACT, NGSS, Seal of Biliteracy.
- School Counselors are dedicated to developing family involvement and engagement through case conferences, Zoom meetings, Team Meetings, Google Classrooms communication, Tier 3 Intervention Meetings, and Child Study Team Meetings.
- The School Counseling Department adapts to State's fluctuating requirements for documenting student plans and records (e.g. IEPs and 504 Plans).

***Goal 2: The School Counseling Director ensures the support, growth and accountability of all school counselors.***

- Feedback from school counselors is used to inform relevant professional development offerings in order to meet the needs of changing populations.
- School counselors are encouraged and supported to pursue off-site professional learning opportunities.
- The School Counseling Department utilizes *Naviance* and college tracking/data systems to support post-secondary planning each year.
- The School Counseling Department has developed and utilizes an evaluation system for each counselor mirroring the district teacher evaluation system, aligned with the state evaluation systems.

***Goal 3: The School Counseling Department has made a conscious effort to build a 21st century learning environment throughout our department.***

- The School Counseling Department has implemented the use of *Naviance* in grades 6-12, which stores our comprehensive department curriculum, surveys, *Student Success Plans* (SSPs), communications, and post-secondary planning.
- To enhance communication, the School Counseling Department utilizes School Messenger, Google Suite, Calendly appointment making platform, VBricks, Student Bulletin, student Gmail accounts, PowerSchool, and department web pages with resources.
- The School Counseling Department works closely with club advisors, the Athletics Department, Youth and Family Services, 211 and other community organizations/providers. These partnerships promote communication and support for our students and parents and offer inclusive opportunities for student engagement.
- The School Counseling Director assigns at-risk students to smaller caseload counselors based on collaboration with the 8th grade counselor team. This enables collaboration and communication with the 9th Grade Assistant Principal and the Mentor Study Hall teachers.

***Challenges 6-12:***

- Effective communication with all stakeholders or team members in the building.
- Increased demands from students for mental health supports and services.
- Lack of student engagement/participation in Peer Support Groups.

***Recommendations 6-12:***

- Implement monthly team meetings that include counselors, psychologists, administrator(s,) and special education case manager (if applicable).
- Increase opportunities to offer student support groups/ mini lessons for academic, personal, and social support.
- Collaborate with Curriculum Directors to explore the opportunity for cross-curricular lessons on study skills, time management, or career exploration.
- Investigate a 9th grade transition lesson or parent meeting/program.

## Domain 2 - Students

*Are all student needs addressed through the curricular offerings?*

### **Commendations and Strengths:**

- Yearly meetings with all students to review and select appropriate courses that meet the student's needs.
- Individual consultations with students in each transitional year to explore interests and post-secondary options.
- Student Success Plan tasks are maintained and implemented through *Naviance* to support, document and enhance students' investigation and learning in the middle levels.
- The ability for students to pursue college courses online that are above our standard curriculum and are in line with our district policy, as well as earn University of Connecticut Early College Experience credit through GHS courses.
- Counselor involvement in numerous committees and program (*Names Can Really Hurt Us*, social groups, Safe School Climate Committee, Advisory Program, Peer Education Program, Open Choice Program, New Student Ambassador Program, Faculty Liaison Committee, Peer Mediation, Good Grief Group, Gay Straight Alliance, National Honor Society, Appeals Committee, Mentorship Program, SRBI Committee, Crisis Team, ACT Club, PBIS).
- Identification and implementation of a Student Intervention Team study hall.
- Monthly "Counselor Consult" meetings to enhance communication across departments (GHS).
- Parent meetings at GWS and SMS to address curriculum offerings available to students (evening programming).
- Transition lessons for all GWS/SMS students.
- GHS counselors present and meet individually with all 8th grade students on course selection.
- Rigorous course offerings. School counselors encourage students to take exploratory courses and maximize the diverse curriculum available throughout grades 6-12.
  - AP (Advance Placement), Honors, ECE (Early College Experience), Dual Enrollment, Override Process (to allow students to challenge themselves without teacher recommendation), high school courses allowed in 8th grade, National Honor Society recognition (Science, Math, Business, Art, History, World Language), "College Now" (Wesleyan, University of Hartford, Manchester Community College, Goodwin), Tech Prep courses (MCC), Advanced Research Mentorship, Peer Mentors, STEAM offerings, and Independent Study opportunities.
- Implementation of Student Support Centers (6-12).
- Implementation of Student Support Workshops centered on resume development, college applications, study skills and organization.
- Frequent collaboration and communication with other departments to curriculum development (Health/PE, English, EDI).
- Inclusive programming at the middle level for career exploration lessons and "lunch and learn" workshops to gain knowledge about potential careers, as well as post-secondary

planning programming to include military, technical schools, Historically Black Colleges and Universities (HBCU), community colleges.

- A strong continued relationship with Youth and Family Services to support our students, parents and families.

### ***Challenges:***

- Communication with students who attend Eastbury Programs.
- Large number of meetings and paperwork that reduces time spent meeting individually with students.
- The need for increased time for the 7th grade secretary in the School Counseling Office at the middle level.
- The need to collaboratively address technology distractions students are facing.

### ***Recommendations:***

- Form committee to review best practices and the role of the school counselor in various meetings.
- Investigate adding a “Counselor Consult” Model in grades 7-8 to increase time to collaborate and connect across departments.
- Increase the hours of the School Counseling Secretary at SMS.

### **Domain 3 - Curriculum Design**

- *Is the curriculum comprehensive, rigorous and based on relevant standards?*
- *Do assessments provide valid and reliable information on student learning that is used to drive ongoing instructional decisions?*
- *How engaging and effective are instructional experiences that support student learning?*

#### ***Commendations and Strengths:***

- Curriculum addresses all pillars of the *ASCA* model.
- School Counseling lessons provide a variety of formats to deliver effective information.
- Comprehensive Post-Secondary Planning Process (8-12).
- Career exploration lessons at GWS, SMS, GHS.
- Comprehensive transition process for students in special education and those with 504 plans.
- Professional development offerings based on counselor feedback and department needs.
- Student feedback gathered at the end of grades 6, 8, and 12.
- Counselor, Psychologist, Assistant Principal teaming that ensures consistency and collaboration about students.
- Use of differentiated instructional methods when working with students in mentor study hall and academic mentoring groups; addition of Student Support Centers.
- One-on-one meetings (i.e. 9th grade, annual scheduling meetings, post-secondary planning meetings with junior parents, and multiple senior year meetings).
- Inclusion of career opportunities for students who are non-college bound (Career Fair, Mini Fair at our Post-Secondary Planning Program).
- Inclusion of HBCU's in Post-Secondary Planning programs/activities.
- Addition of Common Application and Resume Building workshops.
- Programming for Mentor Study Hall students focusing on academic and social-emotional supports.
- Collaboration with Youth and Family Services for counseling, truancy and after-school programming, and inclusion of FAFSA rep at College Fair.
- College and Career Readiness Program speaker provides information about 504 accommodations at post-secondary level.
- NCAA Night and Financial Aid Night offered for parents and students on a yearly basis.
- High School Counseling Department present at 8th grade Parent Open House in January.
- Inclusion of admission representatives and a diverse student panel at our Post-Secondary Planning Evening.
- Videos developed by the School Counseling Department to share information with students/families.
- Use of *Educere* for students to recover credit towards meeting increased graduation requirements.

### ***Challenges:***

- Updated way of gathering information from parent and student about our program offerings.
- Professional development surrounding new apps and tools to assist with study skills, time management organization.
- Lack of classroom time for developmental lessons.
- Limited time/ability to meet with students at Eastbury Programs.
- Servicing increased mental health needs of our students to ensure overall well-being.

### ***Recommendations:***

- Investigate the use of *Slate*, *Scoir*, or *SchoolLinks* in the College application process and Career Exploration.
- Investigate a community-based mentor program to help support our students.
- Investigate other programs outside of *Naviance* for career exploration for students in grades 6-8.
- Investigate new options for “Student Success Workshops” and “Student Support Groups”.
- Maintain the “smaller caseload model” at GHS.

## **Domain 4 - Professional Development**

*How relevant and effective are professional development opportunities?*

### ***Commendations and Strengths:***

- Staff is surveyed annually to ensure professional development needs are being met.
- Support (district/building level) to attend outside professional development.
- Structured meeting times amongst counselors to share ideas and new learning (Counselor Consult/Professional Learning Community).
- Counselors report that PD is relevant and effective related to current trends and concerns with student needs.

### ***Challenges:***

- Professional development limited to \$150 per certified staff member as stipulated in the GEA contract.
- Student needs are greater, more diverse, and indicate emerging mental health challenges.
- System/school initiatives drive many professional development days thus reducing specific and relevant school counseling professional development opportunities.
- Limited formalized training in risk and threat assessments.

### ***Recommendations:***

- Continue to allow school counselors the option and opportunity to seek out meaningful professional development related to the ongoing needs of the students within district-wide professional development time. Specifically, focusing on mental health, behavior needs, risk/threat assessment training, trauma practices/counseling, school avoidance by students and culturally responsive practices.
- Implement a Counselor Consult model at SMS.

## **Domain 5 - Communication**

*How effective are department communications with the Glastonbury community?*

### ***Commendations and Strengths:***

- School Counseling website, School Counseling newsletter, school based newsletters, School Messenger (emails), push notifications to GPS app, local newspaper and individual family letters for numerous parent programs offered throughout the school year.
- Use of Google Classroom for all grade levels 6-12 to disseminate information to students.
- Morning news and student bulletin.
- Use of Calendly (online system) to schedule appointment with school counselors.
- Videos created to share information with parents and students.
- Share information at faculty meetings, town halls, and classroom visits/homeroom lessons.

### ***Challenges:***

- Students do not consistently check email or Google Classroom (many students turn off notifications, furthermore notifications can also be overwhelming to some students).
- Overabundance of parent communication across departments and buildings.
- Having students/parents understand the role of the School Counseling Department.
- Student/parents not checking/receiving email.

### ***Recommendations:***

- Develop a reference guide/magnet for freshmen parents (attendance, who to call for absences, explaining tardiness, etc.).
- Streamline communication across departments/buildings to reduce volume of information for parents.
- Continue to gather feedback from parents and students about the supports and programs we need to offer.
- Investigate ways to inform parents about the role of the School Counselor.

## Domain 6 - Technology

*What is the impact of technology integration on the curriculum?*

### **Commendations and Strengths:**

- Use of the *Naviance* system to support and monitor *Student Success Plans* (SSPs).
- Use of *Naviance* tools in the post-secondary planning process and submission of college applications.
- Improved use of Google Forms for teacher feedback (Section 504).
- Improved use of Google Forms to collect pre- and post-survey information from students for Student Success Workshops.
- Use of Google Classroom for counselors to disseminate information.
- Use of Google Calendar and/or Calendly to invite students to meetings and support groups.
- Use of CT SEDS with all 504 students.
- Use of Google Forms to survey students about their needs for support.
- Use of Google Forms when meeting with college representatives to document and share admissions information about their college or university.
- Use of Google Sheets to communicate with teachers re: students who are failing or losing credit.
- Use of homework/organizational apps and video tutorials when working with students in Mentor Study Halls and academic mentoring groups.
- Use of technology in the Student Support Center to track student attendance and reason for visits.
- Use of Mindfulness video techniques to send out to middle school students.
- Use of iMovie to deliver information for Open House, Course Selection, and Junior Programming.

### **Challenges:**

- Limited time to develop current practices to keep up with technological developments.
- Keeping relevant with the latest, most effective technology.
- Accessibility of parents using technology to communicate.
- Incompatibility between *CT SEDS* and *PowerSchool* creates possible gaps in delivery of information to teachers.
- *Naviance* platform for career exploration program is not user friendly.
- Inconsistent or lack of access to internet by all families and students outside of school.

### **Recommendations:**

- Increased use of websites and apps to further develop students' academic, career, and personal/social development.
- Research new platforms like *Slate*, *Scoir*, or *SchoolLinks* for college admissions and career Exploration.
- Confirm access to the internet by all families and students outside of school; provide access as needed.

## **Domain 7 - Operational Considerations**

*What operational considerations and challenges impact the continued development of this curriculum?*

### ***Commendations and Strengths:***

- Addition of Student Support Centers (6-12).
- Regular and consistent school counseling meetings (6-12).
- Team approach based on counselor/psychologist/assistant principal teaming (GHS/SMS/GWS).
- School counselors attend all annual review meetings (Special Ed/504) for students transitioning to their school the following year.
- GHS counselors visit SMS to schedule 8th graders for high school courses.
- Support and respect for the role of the school counselor at all levels.
- Comprehensive School Counseling model at GWS.

### ***Challenges:***

- Time spent on paperwork (6-12) and in meetings (6-8) that reduce the time to see and support students.
- Lack of office support at SMS to assist the department and meet school expectations.
- Time to see all students on multiple occasions throughout the year.
- Lack of resources or support for students who lack motivation or have attendance issues.

### ***Recommendations:***

- Maintain the current staffing of school counselors at GHS/SMS/GWS.
- Maintain the “Smaller Caseload Counselor Model” at GHS.
- Increase the hours of the part time secretary at SMS.
- Investigate a community-based mentor program.

***A Day in the Life of a School Counselor (Glastonbury High School)***

7:00 - Read and respond to emails, check voicemail and return any urgent calls

7:20 - Students start arriving at school; usually one or two come to my office to ask a question about their schedule or the post-secondary planning process. A student often has a scheduled “check in” before the school day starts.

7:25 - Attend CI with other counselors and Director to present PowerPoint about the counselor’s role in the college application process. Counselors emphasize that we are here to help students with all of their post-secondary plans/goals after high school (work, military, gap year etc).

7:45 - A student with an “open pass” comes to see me and needs to use strategies and talk through some anxiety before the situation escalates.

8:00 - Plan time – respond to emails, meet with teachers about students, scheduling, complete paperwork, 504 minutes. Meet with the Director and/or other administrators about upcoming tasks or student issues. Collaborate with fellow counselors/school psychologist/Student Support Center staff to decide the best course of action for a particular student.

8:30 - Check in with student on a 504 plan to be sure all is going well so far and accommodations are sufficient for student’s success. Meet with all 504 students each fall to review 504 plan to ensure they understand and are aware of their accommodations.

8:45 - Call a student down to discuss a level change in math; review paperwork and impact of the possible class change; attempt to reach parent in effort to be transparent and communicative.

9:00 - Contact parents, teachers, GYFS therapist and student about scheduling a Case Conference that was proposed last spring; send invites, book conference room.

9:30 - Meet individually with 2 ninth graders for the “Welcome to GHS” meeting; introduce yourself and ask basic “get to know you” questions of the student. Explain the role of school counselor; discuss student’s goals for the year, and make sure they are aware of school resources available. End the meeting by asking the student if there is any other important information you should know about them since you will be working together for 4 years.

10:00 - Two students come together to ask about a schedule change; discuss options; review paperwork.

10:30 - Register a new student to the district; provide information to student and parents about our curriculum, programs, and procedures; arrange for Host to escort student around school the next day; direct them to appropriate places for bus/transportation information, iPad, locker combination; plan to meet first thing the next morning to introduce student to Host.

11:30 - Phone conversation with mother of student with anxiety; discussed supports in community, strategies for school, provided support for parent for parent as she is feeling frustrated and worried.

12:00 - Meet with coworkers to collaborate and share information on a student situation.

12:30 - Meet with a senior student for “check-in” regarding plans after high school.

1:00 - Attend meeting with other counselors to plan College Fair.

1:30 - Meet once again with student experiencing anxiety; discuss strategies and goals to finish the school day.

1:45 - Go to the teacher workroom to discuss student’s placement in the class.

2:00 - Several students stop by office on their way out of school to ask about setting up appointments, to check in and talk about their day, and/or to ask a question.

2:20 - Family meeting with senior and parents to discuss college application process.

3:00 - After School

- Respond to emails
- Send invites to meet with students for the next several days
- Return/initiate phone calls
- Paperwork, filing
- Read college essay student left, in hopes of giving feedback and ideas
- Send teachers Google Doc to get information on student performance for upcoming 504 meeting
- Complete schedule for new student, notify teachers of their arrival, print and distribute copies of schedule, email Host to confirm meeting time for the next morning
- Correspond with teachers of student with anxiety regarding strategies or supports to be implemented
- Review next day calendar; prepare for meetings with parents, staff, and students
- Review *Naviance* for upcoming tasks and/or mark tasks complete

***\*Depending on the time of year, counselor tasks are different. The following are examples of events that occur during a day in the fall, winter, and/or spring:***

- 9th grade Welcome Meetings.
- Ongoing visits to caseload homerooms to deliver information on upcoming events and programs.
- Conduct/deliver Resume Writing Workshops for juniors and seniors and College Application workshops for seniors.
- Classroom School Counseling lessons regarding PSAT, SAT, AP.
- Senior tasks around college applications and post-secondary planning.

- Junior Mini Groups – juniors meet with counselors in small groups to become familiar with post-secondary planning process at GHS.
- Ongoing scheduling appointments for changes.
- Feb/March: 1:1 course planning for the following year.
- Junior Parent Meetings – individualized meetings with juniors and their parents to discuss specifics of post-secondary planning.
- Evening programs: Open House, Financial Aid Night, Junior Post-Secondary Planning Evening, College Fair, NCAA Night, College Awareness Night (for students with an IEP or 504 Plan).
- School Counseling programs (e.g., College Fair, Career Fair).
- Participation as club advisors for various school clubs.
- Appeals process at end of each semester.
- Participation in SIT process, ongoing.
- Collaboration with college representatives who are visiting students in the College and Career Center.
- Participation in school-wide events such as Truth About Hate, Common Ground and Veteran’s Day.
- Ongoing collaboration with community agencies to assess and understand students’ needs.
- Ongoing participation in 504 and Special Education planning meetings.
- Ongoing curriculum writing.
- Department meetings, Counselor Consult meetings, Committee meetings.
- Counselor visits to colleges and vocational schools to obtain the most up-to-date information about their programs.
- Ongoing referrals for peer tutoring.



## ***Report to Glastonbury Board of Education***

**Program: School Counseling**

**Director: Edward D. Gregorski**

**Date: September 11, 2023**

All students in grades 6 through 12 are assigned a School Counselor who has ongoing responsibilities for each student. Eighteen counselors provide services to students in grades 6-12. At Gideon Welles School, two counselors provide services to 436 grade 6 students. At Smith Middle School, four counselors provide services to 843 grade 7 and grade 8 students. At Glastonbury High School, twelve counselors provide services to 1,787 grade 9-12 students. Three of the twelve counselors have smaller caseloads for at risk students, and there are nine regular caseload counselors for all other students.

### **1. What are some of your staff and student achievements this past year?**

- Three students were nominated as National Merit Semifinalists. 19 students were recognized as Commended Scholars.
- 282 students participated in the Early College Experience Program (ECE) through UConn, with total course enrollment at 522.
- 3,211 college applications were submitted electronically using EDOCS.
- Successful transition of seniors to their next goal of college attendance, technical training, military (one student enrolled in a Service Academy and three students enlisted in the armed forces) or world of work.
- Of the Class of 2023, 92% are attending two or four-year colleges (83% attending a four-year school and 9% attending a two-year school).
- Financial Aid Night (virtual), Junior Parent Night, and Scholastic Awards Program were well-attended and well-reviewed.

### **2. Were there any major changes to your program this past year?**

**During the 2022 - 2023 school year, the following changes were implemented:**

- Launched Career Exploration program for grade 8 students (SMS).
- Developed and implemented lessons on Self-Advocacy (GWS).
- Implemented processes/procedures for tracking student credits under the new graduation requirements.
- Counselors delivered a variety of developmental lessons to support academic, social, and emotional success (i.e., careers and transition to high school, information session on vocational schools, SEL lessons in health classes, SMS orientation for incoming 7th graders), meeting with each student individually to monitor academic and social emotional status.
- Presented at Town Halls at SMS and GWS for course selection and mindfulness lesson.

- School counselors worked to revamp all of our lessons and methods of delivery to ensure they were each done with fidelity (GWS).
- Facilitated student ambassador program (GWS).
- Used Math by Design or Techniques in Reading and Writing as a short term Tier intervention through the GHS Student Intervention Team.
- *Educere*, a virtual credit recovery program, was available for GHS students. Inclusion of a speaker at our College and Career Readiness Program that focuses on 504 accommodations at post-secondary level.
- Included a diverse student panel at our Post-Secondary Planning Evening.
- Included career opportunities for students who are non-college bound at the Career Fair, Mini Fair at our Post-Secondary Planning Program).
- Included HBCU information in our Post-Secondary Planning programs/activities.
- Offered a FAFSA completion workshop for parents.
- Presented at multiple Parent Learning Series events (GWS).
- Learned new CT-SEDS system and successfully wrote all 504 plans in the new system.

### **3. Explain how your program offerings serve all students related to ability, interest, need and course leveling.**

Through the school counseling program, students are assisted in matters relating to academics, post-secondary planning, and personal/social development. In addition, school counseling services assist in the process of helping students develop into capable and confident learners as well as responsible, ethical, and caring members of a diverse society within a complex and technological world.

- Individual consultations take place with students at each transitional year to explore interests and post-secondary options.
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- Students are able to pursue college courses online that are above our standard curriculum and are in line with our district policy, as well as earn University of Connecticut Early College Experience credit through GHS courses.
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- Counselors engage in frequent collaboration and communication with other departments to curriculum development (e.g. Health/PE, English, and EDI).
- Inclusive programming is offered at the middle level for career exploration; lessons and "lunch and learn" workshops are offered to students to gain knowledge about potential careers, as well

as post-secondary planning programming to include military, technical schools, Historically Black Colleges and Universities (HBCU), and community colleges.

- Staff use of differentiated instructional methods when working with students in mentor study hall and academic mentoring groups; addition of Student Support Centers.
- The “Smaller Caseload Counselors” model at the high school works to ensure students who are placed at risk have adequate supports in place to reduce student dropouts.
- School counselors help students make connections with academic supports, such as the Reading/Writing Center, the Math Lab, Peer Tutoring Center, Student Support Center, CREST Lab, Student Support Groups, Foreign Language Lab, and the Library Media Center.

#### **4. What are the long-term plans for change and direction in accordance with the current curriculum/program review?**

- Analyze and ensure our School Counseling programs are inclusive and diverse, and all students feel safe and supported academically, socially, and emotionally.
- Provide opportunities for the School Counseling staff to collaborate with and support all students, promoting active learning and civic engagement.
- Research new platforms like *Slate*, *Scoir* or *SchoolLinks* for college admissions and career exploration.
- Develop a reference guide/resource for freshmen parents (i.e. attendance policy, who to call for absences, explaining tardiness, etc.) and/or investigate a 9th grade transition lesson or parent meeting/program.
- Develop and implement additional programs to support students’ mental health needs.
- Investigate a community-based mentor program to help support students.
- Form a committee to review best practices and the role of the school counselor.
- Address technology distractions and create guidelines for students.
- Vertically align the middle and high school curriculum to deliver consistent and relevant material to students that focuses on the core values of the 6th Generation Strategic Plan.

#### **5. What program objectives (current/future) have financial implications for the upcoming year?**

- Continue to support and promote the use of digital platforms in the School Counseling program, specifically *Calendly*, which will allow all students to make appointments remotely with their school counselor.
- Maintain curriculum development money to develop, revise, and enhance our curriculum.
- Continue to identify additional Student Success Workshops to support student needs.
- Continue licensed subscriptions to software and platforms such as Naviance ARC.
- Continue to provide the programs that have financial implications: 50<sup>th</sup> Reunion Breakfast, Scholastic Awards Program, Financial Aid Night, NCAA Night, Junior Parent Night, College Awareness Night, SMS Parent Forums, Career Fair and the College Fair.
- Continue to provide ongoing professional development and training to all counselors to help students be successful academically, socially, and emotionally.
- Increase the hours of the part time secretary at SMS.

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

**Title of Report: Post-Secondary Plan Report Class of 2023**

**Board Meeting Date: September 11, 2023**

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

<u>Stated Plans</u>	<u># of Students</u>	<u>Percentage</u>
Four-Year College	380	83
Two-Year College	40	9
Vocational/Trade School	8	1
Military	2	1
Employment	20	4
Other	11	2
<b>TOTAL</b>	461 students	100%

**GHS Graduates**

- 92% of graduates will attend either a two-year or a four-year college.

<u>Class</u>	<u>Percentage</u>
2022	91.0
2021	91.8
2020	92.4
2019	92.8
2018	93.1

- 35% of graduates will attend Connecticut colleges (four- year, two- year, public, and private).
- Regarding the 11 students included in the “other” category:
  - 3 students are taking a Gap Year
  - 5 students are attending private schools for a post grad prep year
  - 3 students are attending a non-US university/college
- The school counseling staff processed a total of 3,299 applications for the Class of 2023.
  - 10 students applied to 20+ colleges
  - 32 students applied to 14-19 colleges
  - 82 students applied to 10-13 colleges

\*\*\*27% of the Class of 2023 applied to 10+ colleges

<u>Class</u>	<u># Applications</u>
2023	3,299
2022	3,203
2021	3,179
2020	3,320
2019	3,002

- Listed below are the most frequently attended two-year and four-year colleges for students in the Class of 2023:

**Four-Year Schools**

U Connecticut - 68	U New Hampshire - 9	Syracuse U - 6	Northeastern U - 5	Skidmore C - 4
Central CT State - 16	Western New England U - 9	Bryant U - 6	U South Carolina - 5	U Pittsburgh - 4
Eastern CT State - 11	Endicott C - 8	Keene State C - 6	Indiana U - 4	Connecticut C - 3
Quinnipiac U - 10	Penn State - 7	Plymouth State - 6	Fordham U - 4	Fairfield U - 3
Rochester Institute - 9	U Rhode Island - 7	UMASS Amherst - 6	Marist College - 4	U New Haven - 3

**Two-Year Schools**

Manchester Community College – 36	Lincoln Tech Institute - 3	International Institute of Cosmetology - 2
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**Submitted By:** Edward D. Gregorski

**Reviewed By:** Alan B. Bookman

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

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**Title of Report:** SAT/AP Scores - Class of 2023

**Board Meeting Date:** September 11, 2023

**Action:**

**Report: X**

**Information:**

**Discussion:**

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The SAT Reasoning Test scores for Glastonbury’s Class of 2023 have recently been released in the yearly College Board SAT Cohort Final Report. Local, state and national mean scores for the SAT Reasoning Test are included, as well as a comparison of Glastonbury’s mean scores on these tests over the last five years (2019-2023).

Advanced Placement (AP) Test performance for the Class of 2023 is included in this report, as well as a comparison with the last four years of AP test results.

**Highlights of SAT Summary Report**

- GHS Evidence Based Reading and Writing and Mathematics averages continue to be above state and national mean averages.
- Important to note is that this was seen on both weekend SAT tests as well as CT SAT taken during the school day.
- Outstanding performance on CT SAT using digital format.
- Three National Merit Semifinalists were named from the Class of 2023. Semifinalists are the highest scorers on the PSAT/NMSQT in each of the 50 states and represent less than 1% of each state’s high school seniors.
- Nineteen students from the Class of 2023 received Letters of Commendation.

**Highlights of Advanced Placement Test Performance**

- In May 2023, 1,153 Advanced Placement Tests were taken by 531 students. In 2022, 983 tests were taken by 495 students.
- 87% of all AP tests taken resulted in student scores of 3 or better.
- Stellar performance (90-100% of students earning scores of 3 or better) is seen on 10 of the 25 AP tests, specifically: Biology, Chemistry, Computer Science, English Literature, Chinese Language, Spanish Language, Drawing, 3-D Art Design, 2-D Art Design, U.S. Government and Politics.
- **Ninety-one** students were recognized as “AP Scholars,” **fifty-seven** students were recognized as “AP Scholars with Honor” and **ninety-one** students were recognized as “AP Scholars with Distinction.”

**Submitted By:** Edward D. Gregorski

**Reviewed By:** Alan Bookman

## CLASS OF 2023

SAT Reasoning Test

(Total students = 455)

Score	# Students Evidence Based Reading, Writing	% Students Evidence Based Reading, Writing	# Students Mathematics	% Students Mathematics
700-800	56	12	65	14
600-690	143	31	123	27
500-590	141	31	161	35
400-490	98	22	79	17
300-390	17	4	25	5
200-290	-	-	2	-
Mean Score 2023	573		574	
Mean Score 2022	567		579	
Mean Score 2021	590		592	
Mean Score 2020	584		590	
Mean Score 2019	590		598	

### CT SAT Mean Scores (Class of 2023)

2023 Evidence Based Reading/Writing Mean	2023 Math Mean	# of Students
<b>Glastonbury</b>		
552	554	430
<b>Connecticut</b>		
493	482	35,786

**AP TEST RESULTS**

	<b><u>2019</u></b>		<b><u>2020</u></b>		<b><u>2021</u></b>		<b><u>2022</u></b>		<b><u>2023</u></b>	
	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better
Macroeconomics									2	50%
Psychology	50	86%	59	95%	38	74%	69	66%	67	76%
US History	88	88%	99	84%	118	64%	118	68%	116	73%
European History	18	100%	13	92%	29	79%	12	91%	36	80%
U.S. Government and Politics	1	100%					3	100%	4	100%
Physics 1	135	74%	98	87%	100	66%	99	77%	110	82%
Physics 2	39	76%	60	85%	59	63%	78	82%	99	75%
Physics -										
Elec. & Mag.	11	100%	16	100%	13	92%	14	71%	19	89%
Physics C										
Mech.	15	100%	22	100%	13	92%	15	100%	22	100%
Environmental Sci.	27	66%	45	77%	29	76%	35	71%	54	74%
Chinese Lang.	7	100%	6	100%	16	94%	16	93%	18	94%
Spanish Lang.	29	100%	34	94%	46	91%	48	93%	46	97%
French Lang.	11	100%	7	85%	8	88%	6	100%	7	85%
Latin	5	80%	6	83%	7	57%	5	80%	7	14%
Eng. Lang./Comp	90	86%	83	95%	58	98%	77	92%	58	87%
Eng. Lit. Comp	28	78%	26	96%	25	88%	19	94%	50	96%
Biology	163	83%	144	93%	153	86%	137	97%	156	96%
Chemistry	64	93%	56	82%	47	91%	43	76%	38	100%
Calculus AB	42	97%	49	95%	26	92%	53	79%	41	78%
Calculus BC	22	100%	26	84%	25	96%	22	81%	38	78%
Statistics	46	93%	42	85%	39	85%	38	86%	58	75%
Drawing	8	100%	9	100%	8	88%	8	100%	4	100%
3D Art/Design			3	100%	3	100%	1	100%	1	100%
Computer Science A	7	100%	14	100%	20	95%	19	94%	30	100%
Computer Science Principals	12	100%	35	91%	37	92%	34	97%	72	88%
2-D Art and Design									2	100%
Total # of Tests	936	87%	975	90%	917	81%	983	87%	1,153	87%

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

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**Title of Report:** Opening Day Professional Development

**Board Meeting Date:** September 11, 2023

**Action:**

**Report: X**

**Information:**

**Discussion:**

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We welcomed back our faculty on Monday, August 21, 2023 with a high-energy convocation program, one that not only featured a video of our students and staff embracing our core values of *Be Kind, Be Curious, Be Well* and celebrated our Teacher of the Year and those teachers who have served for 25 years in Glastonbury Public Schools, but one that also proudly launched our new strategic plan. Dr. Bookman’s message called for the members of our school community to embrace this singular plan as a “tactical blueprint” to direct our collective and individual decisions about teaching and learning. The presentation served to orient teachers with the mission, values, and goals of the plan, preparing them for the department and school-based discussions and work that would follow.

Anchored in the goals of the strategic plan, August 22nd provided a balanced day of professional learning to our faculty. In the morning, teachers and staff participated in engaging and relevant professional learning opportunities, which provided strategies to promote active learning by our students across all grade levels. All sessions were designed to link best practices with our goals and values.

Sessions were offered by grade level and content area, pertinent to teaching and learning. Curriculum Directors and many teacher leaders developed and facilitated outstanding sessions to their colleagues. Some of the topics explored included:

- Padlet Resources and Updates for Assessments
- Using Decodable Texts to Support Reading Instruction
- Practical Use of *Reflex Math* in Gr. 2-5
- Kindergarten Handwriting Curriculum: "My Journey into the Alphabet"
- Strategies to Support Our LGBTQ+ Population
- Case Management and Parent Communication
- Strategies to Enhance Active Learning with Building Thinking Classrooms
- Active and Relevant Learning in the World Language Classroom

As formal sessions came to a close, all teachers were invited to contribute to our district's working definitions of "good teaching" and active learning. Faculty responses to these questions will be used to inform the development of our district’s shared vision of high-quality, student-centered instruction as well as high-quality instructional “look-fors,” required actions named under Goal 1 of our strategic plan for the 2023-2024 school year.

In the afternoon, teachers and staff were given the time to support their readiness for the school year, planning lessons and preparing classrooms to welcome students.

A formal survey was administered to gather feedback about the day of learning and inform subsequent professional learning opportunities that meet the needs of our staff. Of the 510 faculty asked, 287 certified staff members responded (a response rate of 56%). The results below indicate that the day was highly successful:

Statement	% Agreed /Strongly Agreed
1. The ideas and practices shared during the sessions are relevant to my professional practice.	99%
2. My facilitator displayed knowledge of the material.	98%
3. My facilitator established a positive learning culture.	99%
4. I can apply the ideas and practices taught in my professional session(s).	97%
5. If I apply the ideas and practices taught in this session, my students are likely to benefit.	96%
6. Overall, this day of professional learning was balanced and responsive to my needs and interests.	92%

Comments shared revealed appreciation for the intentional allocation of time to plan and prepare for the new year, to collaborate with colleagues, and to examine the strategic plan through department and grade-level lenses. Our first district-wide day of professional learning for the new school year was a great success. Teachers were highly engaged in new learning and actively preparing for students to arrive.

Glastonbury Public Schools has begun the 2023-2024 school year with tremendous enthusiasm and a strong commitment to our students. We express our gratitude to the Board of Education for their ongoing support of professional development and teacher advancement.

**Submitted By:** Kate Lund

**Reviewed By:** Alan Bookman

**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 *KJR*

DATE: September 6, 2023

SUBJECT: Self Insurance Reserve Update August 2023

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The attached report summarizes the Self Insurance Reserve fund through August 31, 2023. The total reserve is \$11,929,002 allocated \$5,142,721 and \$6,786,281 between Town and Board of Education, respectively. As of August the fund is experiencing a \$3,057,424 loss for the fiscal year. This large loss is related to the Board of Education's significantly lower contribution for July and August than other months of the year due to faculty summer vacation.

For FY23 there are 31 large loss claims which are defined as any claims that exceed \$50,000. BOE has 22 while the Town has 9 large loss claims. There are 6, 5 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. There are currently no large loss claims for FY2023/2024.

As of August 31, we are expecting to receive reimbursement of \$422,589 from CT Prime for FY2023 large loss claims (\$384,041 for BOE and \$38,548 for the Town). This balance due is not reflected in the financial summary.

Enc.

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

**SELF INSURANCE RESERVE FUND**

YTD Balances As of: August 31, 2023

	Town	Education	Total
<b>Contributions</b>			
Employer	\$683,365	\$73,491	\$756,856
Employee	235,432	99,343	334,775
Stop Loss Reimbursement	-	7,597	7,597
<b>Total Revenues</b>	<b>\$918,797</b>	<b>\$180,431</b>	<b>\$1,099,227</b>
<b>Expenditures</b>			
<b>Anthem</b>			
ASO Fees	\$20,477	\$78,933	\$99,411
Claims	755,842	2,704,896	3,460,738
	\$776,319	\$2,783,830	\$3,560,148
<b>Delta Dental</b>			
ASO Fees	\$2,895	-	\$2,895
Claims	32,825	-	32,825
	\$35,719	-	\$35,719
Bank Fees/PCORI Fee	\$0	\$0	\$0
CT Prime	140,042	398,241	\$538,284
OneDigital Consultant Fees	4,500	18,000	22,500
	\$144,542	\$416,241	\$560,784
<b>Total Expenditures</b>	<b>\$956,580</b>	<b>\$3,200,071</b>	<b>\$4,156,651</b>
Current Year Revenues Less Expenses	(\$37,784)	(\$3,019,640)	(\$3,057,424)
Reserve July 1, 2023	\$5,180,504	\$9,805,921	\$14,986,425
Reserve at end of month	\$5,142,721	\$6,786,281	\$11,929,002

	Town		BOE		Total
Reserve at end of month	\$ 5,142,721	\$	6,786,281	\$	11,929,002
Recommended Minimum Reserve <sup>A</sup>	\$ 1,215,095	\$	3,697,176	\$	4,912,271
Variance Over/(Under) Reserved	\$ 3,927,626	\$	3,089,105	\$	7,016,731

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

**GLASTONBURY PUBLIC SCHOOLS  
GLASTONBURY, CONNECTICUT**

**SCHOOL ENROLLMENT Sept 1, 2023**

<u>Elementary</u>	<u>Pre-K = 80</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>
Buttonball		67	87	69	75	66	88		452
Hebron Ave.		62	79	84	84	79	83		471
Hopewell		85	88	81	110	107			471
Naubuc		69	60	70	73	76			348
Naugaug		90	117	75	87	85	86		540
Elementary Subtotal		373	431	379	429	413	257	0	2282
Gideon Welles							169	436	605
	K-6 Totals								2887
<b>Elementary Total</b>		<b>373</b>	<b>431</b>	<b>379</b>	<b>429</b>	<b>413</b>	<b>426</b>	<b>436</b>	<b>2887</b>
<u>Middle</u>		<u>7</u>	<u>8</u>						<u>Total</u>
Smith Middle	Middle Subtotal	418	422						840
<b>Middle Total</b>		<b>418</b>	<b>422</b>						<b>840</b>
<u>Secondary</u>		<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>				<u>Total</u>
Glastonbury High	Secondary Subtotal	450	439	457	441				1787
<b>Secondary Total</b>		<b>450</b>	<b>439</b>	<b>457</b>	<b>441</b>				<b>1787</b>
							<b>TOTAL</b>		<b>5514</b>
								<b>Pre-K</b>	<b>80</b>
	<b>OUT OF DISTRICT (33 &amp; GHS ALTERNATIVE PROGRAM (0))</b>								<b>33</b>
							<b>GRAND TOTAL</b>		<b>5627</b>

<b>RECAPITULATION</b>			
<b>GRADE</b>	9/1/2022 Enrollment All <b>Without M</b>	9/1/2023 Enrollment All <b>Without M</b>	Change Over Previous Years Enrollment All
Pre-K	73	80	7
K	413	373	-40
1	368	431	63
2	407	379	-28
3	402	429	27
4	418	413	-5
5	419	426	7
6	410	436	26
<b>Subtotal Elementary</b>	<b>2910</b>	<b>2967</b>	<b>57</b>
7	425	418	-7
8	431	422	-9
9	435	450	15
10	469	439	-30
11	450	457	7
12	466	441	-25
<b>Subtotal Secondary</b>	<b>2676</b>	<b>2627</b>	<b>-49</b>
<b>TOTAL</b>	<b>5586</b>	<b>5594</b>	<b>8</b>
<b>OUT OF DISTRICT &amp; GHS ALTERNATE</b>	<b>33</b>	<b>33</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>5619</b>	<b>5627</b>	<b>8</b>

## School Enrollment by Class September 1, 2023

	<b>GRADE K</b>						<b>TOTAL</b>
Buttonball	17	17	17	16			= 67
Hebron	16	16	15	15			= 62
Hopewell	17	17	17	17	17		= 85
Naubuc	18	17	17	17			= 69
Nayaug	19	19	18	18	16		= 90
							<b>373</b>
	<b>GRADE 1</b>						
Buttonball	18	18	17	17	17		= 87
Hebron	20	20	20	19			= 79
Hopewell	18	18	18	17	17		= 88
Naubuc	20	20	20				= 60
Nayaug	20	20	20	19	19	19	= 117
							<b>431</b>
	<b>GRADE 2</b>						
Buttonball	18	17	17	17			= 69
Hebron	21	21	21	21			= 84
Hopewell	21	20	20	20			= 81
Naubuc	18	18	17	17			= 70
Nayaug	19	19	19	18			= 75
							<b>379</b>
	<b>GRADE 3</b>						
Buttonball	19	19	19	18			= 75
Hebron	21	21	21	21			= 84
Hopewell	23	22	22	22	21		= 110
Naubuc	22	22	15	14			= 73
Nayaug	23	22	21	21			= 87
							<b>429</b>
	<b>GRADE 4</b>						
Buttonball	22	22	22				= 66
Hebron	20	20	20	19			= 79
Hopewell	23	22	21	21	20		= 107
Naubuc	20	19	19	18			= 76
Nayaug	22	22	21	20			= 85
							<b>413</b>
	<b>GRADE 5</b>						
Buttonball	22	22	22	22			= 88
Gideon Welles	23	22	21	21	21	21	= 169
Hebron	21	21	21	20			= 83
Nayaug	22	22	21	21			= 86
							<b>426</b>



7. * No. of Different Students Suspended More than Once this Month												
8. * No. of Students Suspended More than Once this Year (Cumulative)												

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.



7. * No. of Different Students Suspended More than Once this Month	0										
8. * No. of Students Suspended More than Once this Year (Cumulative)	0										

Revised 11.15.05

**\*See Reverse Side**

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