



REGULAR BOARD OF EDUCATION MEETING

Monday, March 25, 2024 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
 - A. Glastonbury High School Girls' Indoor Track and Field 2024 CIAC Class LL Champions
 - B. Board of Education Members
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. Acceptance of the Glastonbury Public Schools Glastonbury High School New Strength and Conditioning Center Bid and Add Alternates
 - B. Acceptance of Revised Board of Education Policy #5131.9 Bullying Prevention and Intervention for First Reading
 - C. Acceptance of Revised Board of Education Policy #4118.13/4218.13 Bullying Behavior for First Reading
 - D. Non-Renewal of Long Term Substitutes and Temporary Teaching Assignments
 - E. Approval of Board of Education Planning Framework 2024-2025
 - F. Approval of the March 11, 2024 Board of Education Meeting Minutes
7. Reports and Discussion
 - A. School Reports
 1. Hebron Avenue School
 2. Buttonball Lane School
 - B. Glastonbury Education Foundation
8. Committee Reports
9. Chairman's Reports
10. Superintendent's Report
 - A. Staff Resignations
 1. Joanna Guinan

2. Constance Gurney
 3. Diane Karwoski
 4. Pamela Lehn
 5. Mary Poisson
 6. Natalie Lynn Smith
 7. Dawn Steigelfest
- B. Student Suspension Report, February 2024
 - C. Dates to Remember
11. Adjournment
- A. Please note: It is possible that the Board of Education may go into Executive Session

How to Participate in Board of Education Meeting Public Comments

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

1) In-Person Comment.

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

2) Written Comment.

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

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

Public Comments for BOE Meeting (Responses) 2024

| Timestamp | Your Full Name | Your STREET Address | Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text. |
|--------------------|----------------|---------------------|---|
| 3/25/2024 13:13:43 | Peyton ethier | 30 bell st. | <p>Hello, I am Peyton Ethier 30 bell street,</p> <p>Good evening, Our family has been a staple in this community for generations. We are not a family that moves here for the school system and then leave once the kids graduate. We are a family whose roots run deep in Glastonbury and contribute to the community in many various ways such as farming and volunteering. I stand before you today to express my concerns about the lack of effort in addressing our case. My family's collective expectations for a thorough and dedicated approach have not been met, and I find it crucial to the fact that we address it. It's essential to realize that our case has not been taken care of correctly by countless school administrators. Our case demands a more substantial investment of time, resources, and attention to detail. After being questioned by a state agent for over half an hour based on horrible accusations made toward my family. This experience has been a horrible time for us mentally and physically draining us and near tearing our family apart. How would you feel if these accusations were made against your family? You would feel awful right? And the fact that there has been no attention to the case hurts me. I must express my deep disappointment in the lack of decisive disciplinary action taken by the administration. Bullying in any form has a detrimental impact on the well-being of students in the overall school environment, it is disheartening to have to live through these effects of such behavior and it is your duty as school board members to address these issues promptly and effectively. This has fallen short from the mission statement of GPS. It is imperative that the school administration takes immediate action to investigate this matter thoroughly and implement appropriate disciplinary actions to ensure the safety and well-being of all students. I have been bullied by a close friend via messages, my vice principal after seeing countless messages from me and that person said that it was not bullying but within those messages, there were hateful words and lies about me. Now i do admit that i have not been the nicest person, but the person blamed me every step of the way. And continued to act as a victim.</p> |
| 3/25/2024 13:16:17 | Peyton ethier | 30 bell st. | <p>in this situation and after a thorough attempt to have a mediation to solve these issues the person left mediation and refused to come again for any other kind of mediation which I find unacceptable and irrational as to the fact of multiple attempts of trying to put this situation at rest, it was still never decided as a bullying case. In conclusion i believe that you all can overcome the challenges we currently face and create an environment where every student feels safe and supported thank you for your time and consideration.</p> |
| 3/25/2024 13:18:03 | Andrew ethier | 30 bell st. | <p>Good evening, My name is (Andrew Ethier) address is 30 Bell st. Glastonbury, CT The Glastonbury public school system has failed my family. From front line staff to members of this board and the highest-ranking administrator. As you board members are aware we sent in a complaint on February 17TH to all of you. In that complaint I gave you a timeline of the past month of our lives and we asked for you to answer 8 questions. Six of those questions were policy related and two of them were questions on why it was taking so long for the administrators to guide me to the policies we were looking for. On February 18th with the assistance of a FOIA request, the chair of the board sent an email to all board members that said the following:</p> <p>We all received an email entitled "Formal complaint to Glastonbury BOE" We have two new members so let me remind everyone of two things: 1. Do not reply to emails like this. 2. Do not forward or share emails like this with anyone. There is confidential student information in the email, and it is protected. As per board policy, I'm informing you that I am contacting the Board attorney about this matter.</p> <p>Mr. Chair, your position is to provide educational opportunities for students, setting an example for other board members to follow, consulting with the superintendent on board polices, programs and finances. Your first response from seeing our email is highly disappointing, a family is reaching out regarding policy and your first act is to tell other board members not to respond to "emails like this" and your second response is to go and talk to an attorney. You should be ashamed of yourself. Policy 9125 states "Legal counsel will not be used unnecessarily to make management decisions or to obtain readily available information such as District policies. " Not once during the investigation did, we blame the state agency representative for having to do their jobs. We do however find fault with your front-line staff not following your policies. Policy 5141.4(b) Reporting procedures:</p> |

Public Comments for BOE Meeting (Responses) 2024

| Timestamp | Your Full Name | Your STREET Address | Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text. |
|--------------------|----------------|---------------------|--|
| 3/25/2024 13:18:54 | Andrew ethier | 30 bell st | <p>SECTION A. MAKE AN ORAL REPORT BY TELEPHONE OR IN PERSON TO THE COMMISSIONER OF INVOLVED AGENCY, THE GLASTONBURY POLICE AND BUILDING PRINCIPAL OR HIS/ HER DESIGNEE. SECTION B. SUCH EMPLOYEE SHALL INFORM THE SUPERINTENDENT OR HIS/HER DESIGNEE AS SOON AS POSSIBLE AS TO THE NATURE OF THE FURTHER COMMUNICATION WITH THE COMMISSIONER OR DESIGNEE.</p> <p>We checked with GPD, they were never notified. My wife and I sat for 124 hours before a representative from this state agency came to our residence to speak with us. Why was policy not followed? We would have liked to see the Police involvement which may have expedited us in clearing our names as we had nothing to hide. Even if the Police wanted the state agency to complete their investigation first before doing anything, they should still have been kept in the loop especially based on the seriousness of the allegations. We will not know because your staff failed to follow policy and due process was denied to our family.</p> <p>The response received from the superintendent regarding our email was dismal. Six days it took to get a response. If you read our email, we only requested a response for eight questions, six of which could have been answered by directing us toward where to find the policy, the other two were questions regarding the delayed response.</p> <p>On 02/29/2024 we emailed GHS staff, superintendent and the board to see if any action was taken against the student who was bullying our daughter. We received a response from the superintendent that day who assured us that action has been taken and continues to be taken. Then on March 4th we received a letter dated February 29th from an administrator at GHS. The letter said an "administrative investigation into the incidents has determined that bullying had not taken place". Screenshots were previously provided to this administrator of cyber bullying, not to mention the state agency that came to our residence and investigated our family. Yet according to the letter no bullying had taken place???? It appears that the right hand of this administration has no clue as to what the left hand is doing. With the years of experience in this administration how is this possible?</p> |
| 3/25/2024 13:19:40 | Andrew ethier | 30 bell st | <p>Upon looking at the bullying policy 5131.9 and the safe school climate plan I can see regulations in section 1. A, B, D AND E have not been followed. I Do not have enough time to go into the specifics, feel free to review them for yourselves.</p> <p>In speaking with approximately a dozen other families in the community, grave concerns were expressed in the way in which GPS is handling bullying and it is just not the high school. It appears from the outside that the lack of following policies is systemic in GPS, additionally if I was a betting person, I would bet that the towns inability to follow policy and procedure has led to many students seeking assistance at facilities such as IOL.</p> <p>My family is recovering from this experience; albeit scared forever and feeling alienated from our community. Our children have lost out on sports, developmental community activities and family time due to the nature of the allegations and financial impact as the result of having to hire a lawyer. As parents we stopped volunteering at our children's schools and isolated ourselves from the community. We will not stop fighting for our children. We request a public apology from the board of education and superintendent. Additionally, we request the chair of the board step down as the chair, your response to our concerns was apathetic, additionally the use of a taxpayer funded lawyer was not sufficient in this case. We demand that the superintendent step down as there are multiple instances of his staff not following policy and procedure in this case alone. We are not looking to sue the school or anyone individually, its not in our DNA. We want to ensure policy is followed and the situation can be handled better by the board and superintendent, so no other family has to get the run around like our family has. Remember had the accusations been real, then your staff members would have sent a child home to an unsafe environment for 124 hours.</p> |

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

Title of Report: Acceptance of Bid #865-2024 – New Strength & Conditioning Center at Glastonbury High

Board Meeting Date: March 25, 2024

Action: X

Report:

Information:

Discussion:

The bids for the referenced construction project was advertised for public bid on February 19, 2024. The plans and specifications (bid documents) by Silver/Petrucci & Associates Architects were designed in accordance to current building codes and standards. Additionally, all of the legal and ethical requirements as established by the Town of Glastonbury, state and federal laws and regulations, sound internal controls and professional purchasing principles were part of the bid documents.

The bid attracted many interested contractors and on March 19, 2024 we opened a total of 7 bids. Bids were close from one another which is an important data point which speaks to the quality of the plans and specifications.

The basis for a recommendation of a Construction Contract Award is identified within the “Town Instruction to Bidders, Part 6 - Selection Process” which states, the selection of the contractor shall be based on the Lowest Responsible and Responsive Qualified Bidder. The Owner shall award the Contract to the “lowest responsible and responsive qualified Bidder” which is the Bidder (i) whose Bid is the lowest of those Bidders possessing the skill, ability and integrity necessary to faithful performance of the work based on objective criteria considering past performance and financial responsibility; and (ii) whose Bid is responsive and was submitted in accordance with the requirements set forth in the Bidding Documents. To the extent that the Bid Form asks for alternate bids, the Owners’ determination of the lowest Bid will be based on the sum of the Base Bid Amount and the Alternate Bid prices for the alternates that are selected by the Owner for acceptance and as determined by the Owner to be in its best interest.

To that end, we are pleased to recommend a bid award to Connecticut Carpentry of Rocky Hill CT who we have determined to be the “Lowest Responsible and Responsive Qualified Bidder”. The total contract is \$1,635,055 and include two Add Alternates in the amount of \$224,370. This contractor is DAS Pre-Qualified with approximately \$9.6M in current projects within the State; both schools and colleges. They have the demonstrated construction experience to build our new Strength & Condition Center.

Attached is a spreadsheet outlining the bid results.

Submitted By: Al Costa

Reviewed By: Alan Bookman

BID OPENING RECORDING FORM: 11:00 am March 19, 2024**Project: Glastonbury Public Schools Glastonbury High School – New Strength & Conditioning Center, GPS Bid #865-2024**

| Bidder Name: | | | | | | | | |
|---------------------|---|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | | CT Carpentry | Scope Construction | Orlando Annulli & Sons | WJ Mountford | Sarazin | Diversity Construction | BRD Builders |
| Item: | | | | | | | | |
| 1 | Addendum #1 Acknowledged: Y or N | Y | Y | Y | Y | Y | Y | Y |
| 2 | Bid Bond Provided: Y or N | Y | Y | Y | Y | Y | Y | Y |
| 3 | <u>Base Bid Amount:</u> Prevailing Wage | \$ 1,410,685 | \$ 1,497,000 | \$ 1,545,000 | \$ 1,619,000 | \$ 1,698,500 | \$ 1,798,000 | \$ 1,800,000 |
| 4 | Add Alternate: Shed Dormers | \$ 55,370 | \$ 73,000 | \$ 64,204 | \$ 43,000 | \$ 95,000 | \$ 35,000 | \$ 59,000 |
| 5 | Add Alternate: Storage Expansion | \$ 169,000.00 | \$ 238,000.00 | \$ 248,047.00 | \$ 226,000.00 | \$ 257,000.00 | \$ 340,000.00 | \$ 254,000.00 |
| 6 | Sub Total: items 3,4, and 5 | \$ 1,635,055.00 | \$ 1,808,000.00 | \$ 1,857,251.00 | \$ 1,888,000.00 | \$ 2,050,500.00 | \$ 2,173,000.00 | \$ 2,113,000.00 |
| 7 | Allowance: Excavation and Fill (Incl. in Base Bid) (600CY @ Unit Cost) | \$60/CY | \$120/CY | \$56/CY | \$78/CY | \$78/CY | \$100/Cy | \$120/CY |
| 8 | Allowance: Excavation and Fill (Dollar Value in bidders base bid) | \$ 36,000 | \$ 72,000 | \$ 33,600 | \$ 46,800 | \$ 46,800 | \$ 60,000 | \$ 72,000 |
| 9 | <u>Potential</u> Cost: Excavation and Fill for Building Expansion | \$ 18,000 | \$ 36,000 | \$ 16,800 | \$ 23,400 | \$ 23,400 | \$ 30,000 | \$ 36,000 |

Notes:

Line #7 is the CY Cost carried for each bidder for the base bid building, Line 3.

Line Item #8 is an allowance value carried in the Base Bid number or line#3. It is based on the estimated 600 CY estimated to remove fill with structural fill.

Line Item #9 the potencial cost 600 CY under the footprint of the building expansion if it is chosen. The Storage Building is approx half of the base building

BULLYING PREVENTION AND INTERVENTION POLICY

The Glastonbury Board of Education is committed to creating and maintaining **safe, supportive, and inclusive learning environments** ~~an educational environment that is~~ **that are** physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function, or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For the purposes of this policy, "Bullying" means **unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.**

~~an act that is direct or indirect and severe, persistent or pervasive, which:~~

- ~~1. Causes physical or emotional harm to an individual;~~
- ~~2. Places an individual in reasonable fear of physical or emotional harm; or~~
- ~~3. Infringes on the rights or opportunities of an individual at school.~~

Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

For the purposes of this policy, “Teen Dating Violence: means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

The Glastonbury Board of Education shall make the approved Safe School Climate Plan available and will include the plan in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks on an annual basis at the start of each school year.

As provided by state law, such Safe School Climate Plan shall:

1. enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually at the beginning of each school year of the process by which students may make such reports;
2. enable the parents or guardians of students to file written reports of suspected bullying;
3. require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
7. provide for the inclusion of language in student codes of conduct concerning bullying;
8. require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty- eight hours after the completion of the investigation;
9. require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a separate meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to explain policies and procedures in place and to prevent further acts of bullying

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

10. require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in section IV (9) to discuss specific interventions undertaken by the school to prevent further acts of bullying;
11. establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Connecticut State Department of Education (CSDE) and in such manner as prescribed by the Commissioner of Education;
12. direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
15. require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
16. prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
18. require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to section (8) (above) and the invitation required pursuant to section (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this regulation or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)**Public Act 23-167 An Act Concerning Transparency in Education §4**

Adopted: March 10, 2003

Revised: February 14, 2005

Revised: May 11, 2009

Revised: November 14, 2011

Revised: September 22, 2014

Revised: February 25, 2019

Revised: January 24, 2022

Revised:

SAFE SCHOOL CLIMATE PLAN

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or school staff.

I. Prohibition against Bullying and Retaliation

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.
- D. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

“Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. ~~means an act that is direct or indirect and severe, persistent or pervasive, which:~~

- ~~(1) causes physical or emotional harm to an individual;~~
- ~~(2) places an individual in reasonable fear of physical or emotional harm; or~~
- ~~(3) infringes on the rights or opportunities of an individual at school.~~

~~B. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.~~

III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
 - B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds,
 - i. data or intelligence of any nature transmitted in whole or in part by a wire, radio,
 - ii. electromagnetic, photo electronic or photo-optical system;
 - C. **“Emotional intelligence”** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.
 - D. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
 - E. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
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- F. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- G. **"Positive school climate"** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.
- H. **"Prevention and intervention strategy"** may include, but is not limited to,
- 1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,
 - 2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,
 - 3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
 - 4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school,
 - 5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
 - 6) school-wide training related to safe school climate,
 - 7) student peer training, education and support, and
 - 8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions and
 - 9) culturally competent school based curriculum focusing on social-emotional learning, self-awareness and self-regulation. "Interventions with the bullied child" include referrals to a school counselor, psychologist or other appropriate social or mental health service and periodic follow-up by the safe school climate specialist with the bullied child.
- I. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

"School employee" means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a

public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

- J. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
- K. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
- L. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:

- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
- (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3) medical and mental health personnel assigned to such school; and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

B. The Committee shall:

- 1) receive copies of completed reports following bullying investigations;
- 2) identify and address patterns of bullying among students in the school;
- 3) review and amend school policies relating to bullying;
- 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
- 5) educate students, school employees and parents/guardians on issues relating to bullying;
- 6) collaborate with the Coordinator in the collection of data regarding bullying;
- 7) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and
- 8) perform any other duties as determined by the Principal that are related to prevention, identification and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

- D. The Board shall make such plan available on the district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.
- E. On or before July 1, 2012 and biennially thereafter, each school in the district will complete an assessment using school climate assessment instruments provided by the district. The assessment results will be collected and reported to the CSDE.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Should a student request anonymity when making a report, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous complaint.
- C. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

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- D. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
 - E. Parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed should receive prompt notice that such investigation has commenced.
 - F. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a separate meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and the policies and procedures in place and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate.
- C. In an instance where bullying is verified, the Safe School Climate Specialist or designee shall require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting to discuss specific interventions undertaken by the school to prevent further acts of bullying

- D. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- E. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- F. Notice to Law Enforcement
- If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.
- G. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

- A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students and victims of teen dating violence.

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address multiple incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service;

- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
 - c. Encouragement of student to seek help when victimized or witnessing victimization;
 - d. Peer mediation where appropriate;
 - e. Student Safety Support plan.
 - f. Restitution and/or restorative interventions; and
 - g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.
- iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school:

- a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
 - b. school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
 - c. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
 - d. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students and culturally competent curriculum focusing on social-emotional learning, self-awareness and self-regulation;
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- e. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
 - f. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
 - g. Student peer training, education and support; and
 - h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
 - i. Respectful responses to bullying concerns raised by students, parents or staff;
 - j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
 - k. Use of peers to help ameliorate the plight of victims and include them in group activities;
 - l. Avoidance of sex-role stereotyping;
 - m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
 - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
 - q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”
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X. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XI. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

Public Act 23-167 An Act Concerning Transparency in Education §4

Adopted: March 10, 2003

Revised: February 14, 2005

Revised: May 11, 2009

Revised: November 14, 2011

Revised: September 22, 2014

Revised: February 25, 2019

Revised: January 24, 2022

Revised:

Bullying Behavior

Workplace Bullying (Congenial and Healthy Workplace)

The Glastonbury Board of Education is committed to **providing and maintaining safe, supportive, and inclusive work environments** ~~a congenial and healthy workplace~~, in order to reduce staff turnover and absenteeism, reduce stress levels, and increase the quality of the educational services provided to students.

Consequences of Bullying in the Workplace

The Board does not condone bullying in the workplace. Employees who engage in bullying behavior shall be subject to discipline, up to and including termination.

(cf. 0521 – Nondiscrimination)

(cf. 1316 – Conduct on School Property)

(cf. 4118.11/4218.11 – Nondiscrimination)

(cf. 4118.112/4218.112 – Sexual Harassment)

(cf. 4118.13/4218.13 – Conflict of Interest)

(cf. 4118.211 – Retaliation and Whistle-Blowing)

(cf. 4118.24/4218.24 – Staff/Student Relations)

(cf. 5131.911 – Bullying)

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rule(s), policies, and procedures.
10-238 Petition for hearing by board of education.
Public Act 23-167 An Act Concerning Transparency in Education

Adopted: March 10, 2003

Revised: November 14, 2005

Revised: March 26, 2012

Revised:

Workplace Bullying (Congenial and Healthy Workplace)

Procedures for Dealing with Workplace Bullying

There are two stages for dealing with cases of alleged bullying: Stage 1: Informal and Stage 2: Formal.

Sometimes individuals may be unaware of the negative effects of their behavior on other adults in the workplace. Such individuals may simply need to be told. Thus, at times incidents of bullying can be handled effectively in an informal way under Stage 1. If an incident occurs that is offensive, it may be sufficient to explain clearly to the offender that the behavior is unacceptable. If the circumstances are too difficult or embarrassing for an individual, support may be sought from another colleague, a contact person, staff representative, Principal, or other administrator.

A complainant may decide, for whatever reason, to bypass the informal procedure and proceed to Stage 2.

The following section outlines the procedures to be followed with respect to a complaint. The procedure for dealing with bullying in the workplace is as follows:

1. Informal Procedure

While in no way diminishing the issue or the effects on individuals, an informal approach can often resolve matters. As a general rule therefore, an attempt should be made to address an allegation of bullying as informally as possible by means of an agreed informal procedure. The objective of this approach is to resolve the difficulty with the minimum of conflict and stress for the individuals involved.

- (a) Any employee who believes he or she is being bullied should explain clearly to the alleged perpetrator(s) that the behavior in question is unacceptable. In circumstances where the complainant finds it difficult to approach the alleged perpetrator(s) directly, he or she should seek help and advice on a strictly confidential basis, from a contact person. A contact person in the school environment could, for example, be a work colleague, a member of the administration or a bargaining unit representative.

In this situation the contact person should listen patiently, be supportive and discuss the various options open to the employee concerned.

Procedures for Dealing with Workplace Bullying

1. Informal Procedure (continued)

- (b) Having consulted with the contact person, the complainant may request the assistance of the contact person in raising the issue with the alleged perpetrator(s). In this situation the approach of the contact person should be by way of a confidential, non-confrontational discussion with a view to resolving the issue in an informal low-key manner.
- (c) A complainant may decide, for whatever reason, to bypass the informal procedure. Choosing not to use the informal procedure should not reflect negatively on a complainant in the formal procedure.

2. Formal Procedure

If an informal approach is inappropriate or if after the informal stage, the bullying persists, the following formal procedures should be invoked:

- (a) The complainant should make a formal complaint in writing to his/her Principal. If the Principal/Assistant Principal is the subject of the complaint, the formal complaint should be made to the Superintendent of Schools/Designee.
- (b) The alleged perpetrator(s) should be notified in writing that an allegation of bullying has been made against them. They should be given a copy of the complainant's statement and advised that they shall be afforded a fair opportunity to respond to the allegation(s).
- (c) The complaint should be subject to an initial examination by a designated member of the administration, who can be considered impartial, with a view to determining an appropriate course of action. An appropriate course of action at this stage, for example, could be exploring a mediated solution which would require the agreement of all parties, or a view that the issue can be resolved informally. Should either of these approaches be deemed inappropriate or inconclusive, a formal investigation of the complaint should take place with a view to determining the facts and the validity or otherwise of the allegation(s).
- (d) The investigation should be conducted by either a designated member or members of the administration or, if deemed appropriate, an agreed third party. The investigation should be conducted thoroughly, objectively, with sensitivity, utmost confidentiality, and with due respect for the rights of both the complainant and the alleged perpetrator(s).

2. Formal Procedure (continued)

- (a) The investigation should be governed by terms of reference, preferably agreed between the parties in advance.
- (b) The investigator(s) should meet with the complainant and alleged perpetrator(s) and any witness or relevant persons on an individual confidential basis with a view to establishing the facts surrounding the allegation(s). Both the complainant and alleged perpetrator(s) may be accompanied by a work colleague or employee/trade union representative if so desired.
- (c) Every effort should be made to carry out and complete the investigation as quickly as possible and preferably within an agreed timeframe. On completion of the investigation, the investigator(s) should submit a written report to the Principal/Superintendent/Designee containing the findings of the investigation.
- (d) The complainant and the alleged perpetrator(s) should be informed in writing of the findings of the investigation.
- (e) Both parties should be given the opportunity to comment on the findings before any action is decided upon by the Principal/Superintendent/Designee. The method of communicating the commentary shall be in writing.
- (f) Should the Principal/Superintendent/Designee decide that the complaint is well founded; the alleged perpetrator(s) should be given a formal interview to determine an appropriate course of action. Such action could, for example, involve counseling and/or monitoring or processing the issue through the disciplinary and grievance procedure of the employment.

3. If the alleged perpetrator is the Superintendent of Schools, the complainant should report to the Board of Education Chair, who will serve as the complaint officer or assign a designee.

4. Confidentiality

All individuals involved in the procedures referred to above should maintain absolute confidentiality on the subject.

5. Record Keeping

At all stages of the process a clear record should be kept of:

- the investigation undertaken
- all communications to/by the complainant
- the subject of the complaint
- the steps and all the decisions taken

The above records should be held by the Principal/Superintendent in a confidential manner in a secure place.

Where a complaint has been rejected or has not been upheld, a statement to that effect shall conclude the record in the personnel file of the complainant. All records in relation to a complaint that is rejected/not upheld shall be removed from the personnel file of the subject of the complaint. A statement of the outcome of the investigation will complete all other files. Where a statement of the outcome of the investigation confirms the allegation to be true then the statement of outcome shall be placed on the file/record of the person against whom the investigation upheld the complaint.

6. Protection and Support

Staff shall be protected from intimidation, victimization or discrimination for filing a complaint or assisting in an investigation. Retaliation against a member of staff for complaining about bullying/harassment is considered a disciplinary offense. A malicious complaint made by a staff member will be treated as misconduct under the disciplinary procedure.

7. Assistance in the Event of Harassment

Every effort will be made to assist if they so wish, persons who are victims of bullying/harassment to deal with the problem and where it is requested, the services of a counselor may be made available by the Superintendent/designee. Persons who bully/harass others may be requested to attend counseling to prevent further incidences of harassment occurring. Access to such counseling may be made available by the Board of Education.

It is considered that all personnel who have a role in either the informal or formal procedure – e.g. designated members of administration, worker representatives, union representatives etc. – should be made aware of appropriate policies and procedures which should, if possible, include appropriate training.

Adopted: March 10, 2003

Revised: February 14, 2005

Revised: March 26, 2012



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March 25, 2024

CONFIDENTIAL MEMORANDUM

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

I recommend that the Board of Education non-renew agreements of ten (10) long-term substitutes and one (1) temporary teaching assignment at the end of the 2023-2024 school year in accordance with the provisions of Connecticut General Statutes 10-151 (copy included). These recommendations are being made because long-term substitutes and temporary teaching assignments are generally filling positions for certified staff on leave and these staff members will be returning.

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

ABB:kd
Attachment

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

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

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

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

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

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

(6) “Tenure” means:

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

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

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

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

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

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

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

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

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

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

BOE PLANNING FRAMEWORK 2024-2025

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

AUGUST 2024

End of Year Financial Reports and Final Budget Transfers for 2023-2024
Transfer of Funds and Expenditures of Funds 1% non-lapsing account
School Food Service Report
LINKS Update
Update on Early Learning Center
Student Activities Report
Report Newsletter
Opening Day Celebration/Convocation New
Teacher Orientation

SEPTEMBER 2024

Update on CIP and other Maintenance Projects
Establish Date for Graduation 2025
Revision to the 2024-2025 School Calendar (with set graduation date)
Status Report of Enrollment
Opening of School Report
Opening Day Professional Development/Administrators Professional Development/Retreat
Board of Education Policy Updates
Budget Planning Begins
Program Reports Begin
Approval of Submission of CAFE BOE Recognition Award
Fall Professional Development (2nd meeting in September)
Approval of Submission of Consolidated Grant Application 2024-2025
Scholastic Aptitude Test (SAT) and Advanced Placement Results (AP)
Post-Secondary Planning Graduating Class 2024
State Summative Assessment Results (SBAC, NGSS)

OCTOBER 2024

Budget Planning Continues
Program Reports Continue
Curriculum Review Reports
Employee Recognition Event
Approval to Go Out for School Bus Bids
Board of Education Policy Updates
Fall Budget Revisions
Capital Improvement Projects (CIP) Review and Recommendations (2026-2030)
Approval District TEAM Mentors
Approval of Submission of Title ELL Title III Grant Approval of
Submission of Title IV Grant

NOVEMBER 2024

Acceptance Program of Studies - Glastonbury High School and Smith Middle School
School Report Newsletter
Set CIP Priorities
Election Day Professional Development
Veterans Day Celebrations
Review Programs of Study - Glastonbury High School and Smith Middle School
Budget Planning Continues
Program Reports Continues
Board of Education Budget Workshop Dates
Board of Education Meeting Dates 2026-2027
Approval of Perkins Vocational and Technical Education Grant

DECEMBER 2024

Program Reports Completed
Receive Superintendent's proposed 2025-2026 Budget
Magnet School Participation
Approve Programs of Study - Glastonbury High School and Smith Middle School
ED 165 (Profile and Performance Report) (moved from May)
Board of Education Policy Updates

JANUARY 2025

Budget Workshops
Review and Approval of Board of Education Budget for 2025-2026
Capital Improvements Projects (CIP) Workshop with the Town Council
Town Meeting on Town/Education 2025-2026 Budget Proposal
School Food Service Mid-Year Report
School Reports Begin
Open Choice Participation 2025-2026
Adult and Continuing Education Courses for Winter/Spring
Board of Education Ethics Training

FEBRUARY 2025

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

MARCH 2025

School Reports Continue
Board of Education Policy Updates
Recruitment/Hiring
Non-Renewal of Teachers' Contracts in Accordance with CT Statutes 10-151

Approval Board of Education Planning Framework
Approval of Town Council Budget for Education and CIP
State Mandated Testing Schedule 2025
Approval of Budget Reductions to the Approved 2025-2026 BOE Budget
Spring Professional Development

APRIL 2025

School Reports Completed
April Budget Revisions
Non-Renewal Long Term Substitutes Agreement
Non-Renewal of Teachers' Contracts in Accordance with CT Statutes 10-151
Student Participation through Lottery for Magnet Schools
Board of Education Policy Updates
Recruitment/Hiring Continues
Educator Evaluation
Approval of IDEA B Grant for 2025-2027
TEAM Process and Training Report

MAY 2025

School Reports Newsletter
Superintendent's Evaluation
Recruitment/Hiring Continues
Healthy Foods Certification
Board of Education Policy Updates Board
Self-Evaluation
Recognition of Certified Retirees
Capital Improvement Projects Update (CIP)
Approval of Open Choice Expenditures
50th Class Reunion Breakfast

JUNE 2025

Graduation Celebration, 2025
Summer Professional Development Report
Glastonbury/East Hartford Elementary Magnet School Financial Report/Budget Approval
Recruitment/Hiring Continues
Children of Out of Town Staff Members Tuition
Board of Education Policy Updates
Approval of Non-Affiliated Wage Increases Elementary
School Staffing Adjustments
Superintendent's Contract
Teacher Evaluation Update

JULY 2025

Recruitment/Hiring Continues
School Report Newsletter

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

DRAFT

Regular Board of Education Meeting

Monday, March 11, 2024 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Kali Cavanaugh: Absent

Mrs. Alison Couture: Absent

Mrs. Jennifer Faust: Absent

Dr. Douglas Foyle: Present

Ms. Jenn Jennings: Present

Mr. David Peniston, Jr.: Present

Mr. Matthew Saunig: Present

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 7:02PM.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Ilakkiya Tamilarasu, Recipient of the 2024 NCWIT Aspirations in Computing High School Award Connecticut Affiliate Winner

Dr. Foyle recognized Ilakkiya Tamilarasu, recipient of the 2024 NCWIT Aspirations in Computing High School Award Connecticut Affiliate Winner.

4. Student Representatives' Report

4.A. Jachimma Anaedo, Class of 2024

Student Representative, Jachimma Anaedo, Class of 2024 updated the Board about events happening at GHS.

Rujula Thunga, Class of 2027, joined Jachimma in presenting events happening at GHS. Rujula is auditioning to be a Student Representative to the Board of Education upon Jachimma's graduation in May 2024.

4.B. Hayley Lemieux, Class of 2025

5. Information Session for Public Comment

Miriam Chirico, 7 Whitney Lane, Glastonbury expressed her gratitude to the Board concerning the World Languages offered at Glastonbury Public Schools and the STARTALK summer program.

Andrew Ethier, 30 Bell Street, Glastonbury, addressed the Board regarding a complaint the Ethier family submitted.

Kim Ethier, 30 Bell Street, Glastonbury, addressed the Board regarding a complaint the Ethier family submitted concerning bullying towards her daughter.

Peyton Ethier, 30 Bell Street, Glastonbury, addressed the Board concerning the complaint the Ethier family submitted regarding her experience with bullying at GHS.

Jennifer Jennings, 34 Cranesbill Drive, Glastonbury, addressed the Board regarding several concerns she has received from town members as well as those she has presented to the Board as agenda items.

Jason Roberts, 68 Pheasant Xing, Glastonbury, addressed the Board regarding his feelings towards Glastonbury Public Schools sports.

6. Business Requiring Action

6.A. Approval of Submission of the STARTALK Grant

Board approves submission of the STARTALK Grant. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.B. Acceptance for First Reading Board of Education Planning Framework 2024-2025

Board accepts the 2024-2025 Board of Education Planning Framework for first reading. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.C. Approval of Glastonbury High School Baseball Team Trip to Cooperstown, New York

Board approves the Glastonbury High School Baseball Team trip to Cooperstown, New York, 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. David Peniston, Jr., Carried.

Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.D. Approval of Glastonbury High School DECA Club Trip to Anaheim, California

Board approves the Glastonbury High School DECA Club student trip to Anaheim, California 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. David Peniston, Jr., Carried.

Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.E. Acceptance of Friends of Glastonbury Rowing, Inc. (FOGRI) Donation
Board accepts with gratitude the Friends of Glastonbury Rowing, Inc. donation. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.F. Approval of the February 26, 2024 Special Board of Education Meeting Minutes
Board approves the Special Board of Education meeting minutes of Monday, February 26, 2024. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

7. Reports and Discussion

7.A. School Reports

7.A.1. Hopewell School

Hopewell School Principal, Twana Shirden, highlighted areas of her report for the Board.

7.B. Glastonbury Education Foundation

Board Member, Ms. Julie Thompson, shared that the Glastonbury Education Foundation (GEF) is working on grants and their distribution. She also shared that the GEF 5K is scheduled for June 2, 2024.

8. Committee Reports

Board member, Matt Saunig, shared information of an upcoming Policy Committee meeting. The Committee will meet on Monday, March 25, 2024, 5:30PM, at Town Hall.

9. Chairman's Reports

Chairman, Dr. Foyle shared the following:

- 67% of the student body, at Glastonbury Public Schools, is categorized as white.

- There will be a Town Council meeting on March 20, 2024, to discuss final budget recommendations.
- At the April 1, 2024 Board of Education meeting, the 2024/2025 budget reductions will be discussed.
- CIP note - Town Council is considering bonding for some projects.

10. Superintendent's Report

Superintendent of GPS, Dr. Bookman provided the Board members with invitations to the Art show at Welles-Turner Memorial Library Gallery. He also shared the following:

- Schools will be closed for Presidential Primary Day, April 2, 2024.
- Surveys went out to K-5 parents and are due back tomorrow regarding iPad use. The Administration will review the feedback, analyze the results, and make recommendations to the Board.

10.A. Self-Insurance Reserve Update, February 2024

10.B. School Enrollment Report, March 2024

10.C. Staff Appointments

10.C.1. Amy Lyth, LINKS, Special Education Teacher

10.D. Staff Resignations

10.D.1. Lindsay Meyer

10.E. Dates to Remember

Board moves to amend the agenda and add discussion regarding the iPad survey. This motion, made by Ms. Jenn Jennings and seconded by Mr. Matthew Saunig, Carried.

- Dr. Douglas Foyle: Yea
- Ms. Jenn Jennings: Yea
- Mr. David Peniston, Jr.: Yea
- Mr. Matthew Saunig: Yea
- Ms. Julie Thompson: Yea

Board moves to amend the agenda to form a policy request on data collection for Glastonbury High School parking. This motion, made by Ms. Jenn Jennings and seconded by Mr. Matthew Saunig, Carried.

- Dr. Douglas Foyle: Yea
- Ms. Jenn Jennings: Yea
- Mr. David Peniston, Jr.: Yea
- Mr. Matthew Saunig: Yea
- Ms. Julie Thompson: Yea

11. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried. The meeting adjourned at 8:30PM.

- Dr. Douglas Foyle: Yea
- Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

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

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:



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

School: Hebron Avenue School

Prepared by: Linda Provost

Date: March 25, 2024

1. What are some notable school successes that have occurred within this past year?

Be Kind, Be Curious, Be Well is alive at Hebron Avenue School. We have completed many successful school activities to promote kindness, wellness, and curiosity.

Community service projects have remained an important learning experience at HAS. Our projects so far have included:

- Glastonbury Food Bank - Food donations were made in November
- CT Children's Hospital PJ Day - \$1140.00 donation made in December
- Husky THON organization to support CT Children's Center - Grade 4 collected pennies - donation made in January - \$1105.69
- Rock the Socks for Down Syndrome Awareness - Coming March 21 - we will collect new sock donations.
- Unified Sports - Unified Sports is a registered program of Special Olympics that combines athletes with special needs and their non-disabled peers on a skills based non-competitive sport team. Partners not only gain skills, but they have a special opportunity to feel the satisfaction of helping their disabled peers.
- Spirit Days - A variety of spirit days have been held for both students and staff this year to show school spirit and have fun.
- Turkey Tournament- The staff vs. staff basketball game, complete with a half time show continues as tradition and is fun for our students to watch.
- Veteran's Day - Our Veteran's day program to honor our veterans was wonderful this year. Over 50 Veterans and their families participated in a special ceremony at Hebron Avenue School. The ceremony then featured songs that were sung by the entire school community and by our fourth and fifth grade chorus.
- Snowflake Hunt - Staff participated in a snowflake hunt where snowflakes were put throughout the building and anyone who found one won a small prize.
- Fun Meals for Staff - We have had several opportunities to have staff share in a fun meal. From October through February, our staff enjoyed various foods and creative themes.
- Holiday Sing-a-Long. All staff and students participated in a holiday sing-a-long led by our music teachers.
- Building Buddies - Every classroom at Hebron Avenue has another class that they are matched with for Building Buddies. Throughout the year, buddies join together to do special projects and activities. This helps older students to connect with our younger students.

- Our students enjoyed PTO Programs - many PTO programs this year including a Fun Run, Trunk or Treat, Family Fun Night, Enrichment Programs, Book Fair and a UCONN Husky Basketball night. In addition, we had two special performances for our children to watch.
- First Lego Robotics League Challenge - Three Hebron Avenue students are part of the Glastonbury Goats team that has emerged victorious as State Champions and are set to represent the state of Connecticut at the upcoming World Championships in Houston, TX.
- Clubs - Several clubs are offered for students to support their wellness. These clubs this year included Yoga in the AM, Wacky Wednesday after school Enrichment, Run Club, Jump Team, Movement in the Morning, and Unified Sports.
- Be Kind Signs - “Be Kind” signs are hung in every room throughout the building and next to each doorway. Students are encouraged to tap the sign as they enter and leave as a reminder to always be kind wherever they are going.
- STEAM Night - STEAM night was a huge success at HAS. Students and families were able to view all of the student projects and participate in many different activities. Activities included engineering bridges and towers, dissecting owl pellets, exploring the world of light and color with art and jewelry, building marble runs, becoming a part of an electrical circuit, exploring the power of magnets, exploring bubbling potions and dry ice and more!

2. Please share any new school initiatives that were introduced recently.

- Our Library Media Center is open full time. With newly added furniture, a sitting area, bulletin boards, and other organizational tools, the library has become the heart of our school. Book checkouts have significantly increased. The use of library cards in Kindergarten and First Grade have been a big hit. Students check out books by having their card scanned, which teaches them how a town public library works. All students have had lessons on coding and computer science, STEAM lessons, and research in content areas.
- Look for the Good Program - This inspiring program ran from Nov. 8 - Nov. 21. All students and staff participated in a variety of ways. Gratitude is a thankful mindset that empowers you to show appreciation for people, places, things, and activities. The program included stepping on Gratitude Spots, creating a Gratitude Wall out of sticky notes, passing around Kindness Cards and writing a You Matter Letter.

3. Describe the social-emotional supports in place for students.

Many social-emotional supports are in place for students at HAS:

- Opportunities for Learning - All students participate in classroom lessons such as Second Step, class meetings, and discussions with their classroom teacher. Students learn skills such as listening, focusing attention, using self-talk, being assertive, having empathy, identifying feelings, emotional management, problem solving, and friendship skills. Setting Expectations and Modeling - Teachers, support staff, and administrators meet with students and classes to reinforce expectations and problem solve with students. Administrators and other staff regularly participate in recess to model social skills and help support students in their social learning.
- Student Resource Officer - Our SRO is visible throughout our building. Officer Dilorenzo conducts classroom lessons on safety and student behavior.
- Positive Behavioral Intervention Support (PBIS) - Our school has a set of rules that go with the motto “Paws and Care.” CARE stands for caring matters, act responsibly, respect yourself and others, and expect safety. These four statements are the language we use to shape our behavioral expectations. We give award stickers throughout the week and announce names each Friday. In addition, once our bulletin board in the lobby is filled with awards, we enjoy a school-wide reward.

- Support Staff - We have a full time school psychologist and a part time social worker to help support our students. They help all students who may present with a variety of social/emotional needs. They conduct individual counseling sessions, group sessions and whole class activities on a wide range of topics.
- Tools & Strategies - A wide range of strategies are used to help support students. We use collaborative problem solving to help students solve problems and come up with viable solutions. Restorative practices help to maintain and repair healthy relationships when relationships are damaged. Many classrooms have a calming area where students have access to utilize a tool to help them manage their emotions. Zones of regulation may be taught to students to help them identify their emotions and know what to do to handle them. Jobs are often given to students to help them contribute to their school in a meaningful way and make positive relationships.
- Therapy Dogs - Our GPS therapy dogs come three to four times per month to visit HAS. They regularly make classroom visits and help to support students.
- Scientific Research Based Interventions (SRBI) - Should a student need a behavior intervention plan, a support team comes together. Lagging skills are identified and a plan is put in place to help the student gain those skills.

4. What are the long-term plans that support your school's interests and needs in accordance with the 6th Generation Strategic Plan?

- We look forward to continued professional development around the use of collaborative problem solving and restorative practices. We are committed to providing safe, supportive, and inclusive learning environments and supporting the social/emotional skill development of our students.
- We will continue to build the Library Media Center to become the heart of our school supporting the active learning of our students and providing opportunities for research, engineering, STEAM and computer literacy skills.
- We will work alongside our content directors to incorporate purposeful play and continue our professional development with regard to this important instructional approach.



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

School: Buttonball Lane School

Prepared By: Janet Balthazar

Date: March 25, 2024

1. What are some notable school successes that have occurred within this past year?

Be Kind at Buttonball Lane School: We practice kindness not just within our walls but to also reach beyond our school.

- In November, our school honored about 50 veterans to celebrate Veterans Day. Our students also collected 239 boxes of breakfast cereal to donate to Boxes to Boots, which sends care packages overseas to the military. Cards and letters to the servicemen and servicewomen were added to the boxes, as well.
- In December, students participated in the Connecticut Children's Medical Center PJ Day and raised \$800.
- In January, our school celebrated the 100th Day of School and sent birthday cards to Glastonbury citizen Connie Abbott for her 100th birthday. This random act of kindness gained local and national attention through NBC affiliates in Hartford, the TODAY Show, and Nightly News with Lester Holt.
- In February, our students, staff and families collected hundreds of items for our 27th Annual HEART event for donation to Glastonbury/Hartford area charities, as well as Boxes to Boots again.

Be Curious at Buttonball Lane School: We encourage students and adults to be active learners who can achieve their goals both individually and as a collective group.

- The district created a common calendar for student intervention cycles. At Buttonball, we also revised our grade level and specialist collaboration time, so it would complement the timing of learning cycles for students. This change allowed for deep, curious conversations about student learning.
- STEAM Night brought more than 200 families to school after hours to engage in more than 15 activities. Glastonbury High School Key Club members also support this night by hosting activities with our students. This event brings students, parents, and learning together to further strengthen home-school partnership.
- The PTOSO generously awarded our school three mini grants that encourage creativity and strategic thinking: Drumming for Musical Engagement, BBL Library Makerspace, and Cribbage Club.
- Every year, the CT Student Writers Magazine recognizes student submitted work in March, after the Buttonball Lane Board Report. While we await winners from this year, we celebrate the outstanding achievement of our students last year. We had three students honored at PLATINUM, three students at GOLD, three students at SILVER and eleven at HONORABLE MENTION.

Be Well at Buttonball Lane School. We recognize that health and wellness are central components to being available to learn, grow, and see the good.

- Our Buttonball Leadership Team (BLTs) and Student Ambassadors are fifth grade students who work in partnership with school leaders to create a positive, welcoming learning environment. They sponsor school spirit days, welcome guests to our building, and advertise and market for school events. Over the year, they develop organization and leadership skills.
- We value time together as a school and pair it with movement. Our annual Turkey Trot, Walk for JDRF, and Project A.C.E.S. include walking outside as a school on our upper field. National Bike/Walk to School Day returned last May with over 250 students participating.
- When we show empathy and give to others, it lights our own spark. Our teacher/staff CHEER committee continues to find ways to support wellness for the adults. We have collected items for the TIDE Cancer Foundation, donations for community families affected by tragedy, and both items and donations for our own staff suffering difficulties. The CHEER committee has also sponsored some staff events to further support mental wellness and connection.

2. Please share any new school initiatives that were introduced recently.

New Strategic Plan

In the fall, we began the year reflecting on the “Vision of the Graduate” and connecting the components to what we do at the elementary level. This provided us the common ground for educating our students with the big picture lens in mind. As a staff, we also analyzed the language of the new strategic plan to determine our path for work over the next five years. Staff meetings over the course of the year have circled back to the document focusing on strategies to improve climate and culture, good teaching and active learning, and articles about supporting the social emotional needs of students.

Tools for Student Learning

Teachers are using many instructional strategies and progress monitoring tools. In literacy, explicit phonics instruction in grades K-2 is monitored using the DIBELS assessment. Data shows areas of strength and weakness and suggest areas of targeted instruction. In Math, all grades are implementing San Francisco Math resources and grades 2-5 use Reflex Math to support math fact fluency. Teachers utilize milestone tasks to assess student success in applying mathematical skills. When students are having difficulties meeting both academic and social/emotional benchmarks, adults who work with the students collaborate to determine an instructional plan. Our staff is in the beginning stages of learning about and utilizing the Collaborative Problem Solving framework to guide this work.

Library Media Center (LMC)

The return of a full-time library media specialist in the LMC (year 2) has provided an energy reboot in our school. The library has created a schedule that allows for teachers to continue their collaboration with the LMS to support grade level instruction. Students now have access to STEAM content, like coding and green screen technology. Battle of the Books, Nutmeg Book Award program, author visits, and our Welles Turner Library collaboration have also returned with high participation and excitement for reading.

STEAM

Opportunities for STEAM activities have greatly increased this year. We partnered with the UConn Navy STEM program. College of Engineering students in the Naval Science and Technology Program come to Buttonball to work with our grade 2 students and further their curiosity. One after school club run by teachers, *Future Engineers STEAM*, hosted about 80 young minds. Students were given choice

in the type of building plan, but were then free to create and explore using different materials. An after school club run by Julie Veschi, our Library Media Specialist using Dot and Dash robots.

3. Describe the social-emotional supports in place for students.

- Providing a school community where all students feel safe, a sense of belonging, and supported has long been in place. Through our Positive Behavior Interventions and Supports framework, we establish a common language for all students and adults. Over the course of the year, we explicitly model, teach, discuss, and practice prosocial behaviors. We have begun to add Restorative Practices to our strategies to help students navigate peer issues and learn skills for restoring relationships.
- The district implementation of SEL Second Step lessons provides foundational vocabulary and competencies across all grade levels. Teaching elementary students how to recognize feelings, verbalize them, and advocate to get their needs met is a process. That is why Second Step uses the same themes over the years and scaffolds the learning as students grow.
- Our school psychologist not only works with students individually and in groups, she also provides lessons to classrooms. She teaches all grade 3 students the *Gizmo's Pawsome Guide to Mental Health*. Students learn about their thoughts and feelings, then identify a trusted adult in the school they can access if they need help. Other tools she teaches are The Zones of Regulation, Strong Start, and Whole Body Listening, all of which help students understand themselves and how to be ready for learning.
- The Glastonbury Youth and Family partnership provides another resource for student support. This is the second year our social worker is in buildings for 13 hours a week to work with students. A process is in place for teachers to refer a student for support. Our social worker works with individuals and small groups depending on targeted areas for support.
- Izzy is a district facility dog who visits our school regularly. She brings a sense of calm to the building from the moment students say good morning to her off the bus. Izzy visits students during class, has many books read to her, and also works one-on-one with students who need her emotional support.
- Classroom teachers implement many wellness strategies during the school day. A few minutes of transition time may include movement breaks or an outdoor snack break. Our Occupational Therapist placed station signs around the building for students to take a walk and engage in quick gross motor movement to activate the vestibular system, getting the body ready for learning. Other activities and tools include yoga, meditation minutes, sensory boxes, and choice in learning to name a few.

4. What are the long-term plans that support your school's interests and needs in accordance with the 6th Generation Strategic Plan?

Goal 1: Active Learning and High Expectations

- Identify what good teaching and active learning looks like in an elementary classroom to meet the needs of the changing student.
- Continue to define/refine the most effective multi-tiered system of supports for success both academically and behaviorally.
- Learn more about and use the Collaborative Problem Solving process to effectively create student learning plans.

Goal 2: Safe, Supportive, and Inclusive Learning Environments

- Provide teachers and staff with professional learning on Restorative Practices to keep relationships at the center of learning.
- Explore and learn about play-based learning to support our youngest learners in their first years of a structured school setting.
- Include student voice in school-based activities and events to allow their views and opinions to be part of the school-wide energy.

Goal 3: Health and Well-Being of Students and Staff

- Continue to explicitly teach respect and kindness through the book *Have You Filled a Bucket Today?* to model and recognize student growth over the course of the year.
- Continue to offer after school clubs that target Wellness, such as Running Club and Mindfulness Club
- Continue to provide health and wellness activities for teachers and staff through the CHEER (Be Well) committee.
- Continue to partner with the PTO, who provides financial support for classroom initiative and events that bring our school community together.

**Glastonbury Public Schools
Cumulative Summary of Suspensions**

School: Glastonbury High School

School Year: 2023-2024

| Reason | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June |
|---|------|-------|------|------|------|------|------|------|------|-----|------|
| A. Alcohol Possession/Use/ Sale/Distribution/Manufacture | | 1 | 1 | | 2 | | | | | | |
| B. Drugs Possession/Use/ Sale/Distribution/Manufacture | | 1 | 6 | 2 | 1 | 3 | | | | | |
| C. Vandalism | | 4 | | | | 1 | 2 | | | | |
| D. Fighting /Altercation | | 4 | 4 | | 2 | | 4 | | | | |
| E. Physical Attack on Student | | | | | | | | | | | |
| F. Physical Attack on Staff | | | | | | | | | | | |
| G. Threatening/Bullying | | | | | | | | | | | |
| H. Insubordination | | 1 | 1 | 5 | 1 | 1 | | | | | |
| I. Cutting/Skipping Class | | | | | | | | | | | |
| J. Profanity | | 1 | 1 | 1 | | | | | | | |
| K. Tardiness | | | | | | | | | | | |
| L. Harassment | | | 9 | 3 | 1 | 1 | 1 | | | | |
| M. Weapon-Possession/Use | | | | | | | | | | | |
| N. Tobacco Possession/Use/ Sale/Distribution | | 1 | 3 | 5 | 4 | 3 | 3 | | | | |
| O. Theft | | | | | | | | | | | |
| P. Interference with school Safety/ Order/Discipline | 1 | 1 | 4 | 2 | 6 | 2 | 2 | | | | |
| Q. Personal/Property Injury | | | | | | | | | | | |
| R. Motor Vehicle | | | | | | | | | | | |
| S. Failure to Attend Detention | | | 1 | 1 | | | | | | | |

| | | | | | | | | | | | | |
|--|---|----|----|----|----|----|----|--|--|--|--|--|
| 1. Total Number of Suspensions by Month | 1 | 14 | 30 | 19 | 17 | 11 | 12 | | | | | |
| In-School | 1 | 14 | 29 | 19 | 17 | 11 | 12 | | | | | |
| Out-of-School | 0 | 0 | 4 | 0 | 0 | 0 | 0 | | | | | |
| 2. No. of 1 Day Suspensions | 0 | 0 | 1 | 0 | 1 | 0 | 0 | | | | | |
| 3. No. of 2-4 Day Suspensions | 1 | 11 | 23 | 15 | 9 | 7 | 10 | | | | | |
| 4. No. of 5-10 Day Suspensions | 0 | 3 | 6 | 4 | 7 | 4 | 2 | | | | | |
| 5. * No. of Different Students Suspended for the Month | 1 | 12 | 27 | 18 | 17 | 11 | 12 | | | | | |
| 6. * No. of Different Students Suspended this Year (Cumulative) | 1 | 13 | 39 | 47 | 61 | 68 | 77 | | | | | |
| 7. * No. of Different Students Suspended More than Once this Month | 0 | 2 | 3 | 1 | 0 | 0 | 0 | | | | | |
| 8. * No. of Students Suspended More than Once this Year (Cumulative) | 0 | 2 | 5 | 12 | 13 | 16 | 17 | | | | | |

Revised 11.15.05

*See Reverse Side

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

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

| | | | | | | | | | | | |
|--|---|---|---|----|----|----|----|--|--|--|--|
| 1. Total Number of Suspensions by Month | 0 | 2 | 7 | 7 | 0 | 14 | 13 | | | | |
| In-School | 0 | 2 | 7 | 7 | 0 | 14 | 12 | | | | |
| Out-of-School | 0 | 0 | 0 | 0 | 0 | 0 | 1 | | | | |
| 2. No. of 1 Day Suspensions | 0 | 1 | 0 | 3 | 0 | 1 | 4 | | | | |
| 3. No. of 2-4 Day Suspensions | 0 | 1 | 6 | 4 | 0 | 13 | 8 | | | | |
| 4. No. of 5-10 Day Suspensions | 0 | 0 | 1 | 0 | 0 | 0 | 1 | | | | |
| 5. * No. of Different Students Suspended for the Month | 0 | 2 | 7 | 6 | 0 | 13 | 12 | | | | |
| 6. * No. of Different Students Suspended this Year (Cumulative) | 0 | 2 | 8 | 13 | 13 | 24 | 33 | | | | |
| 7. * No. of Different Students Suspended More than Once this Month | 0 | 0 | 0 | 1 | 0 | 1 | 1 | | | | |
| 8. * No. of Students Suspended More than Once this Year (Cumulative) | 0 | 0 | 1 | 3 | 3 | 5 | 7 | | | | |

Revised 11.15.05

*See Reverse Side

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