



REGULAR BOARD OF EDUCATION MEETING

Monday, April 22, 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. CABE 2023 Bonnie B. Carney Awards of Excellence for Educational Communication
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. Approval of the Educational Specifications Required for State DAS Grant Application Gideon Welles School Roof Replacement Project
 - B. Approval of the April Budget Revisions to the Approved 2023-2024 Board of Education Budget
 - C. Approval of NEW Board of Education Policy #5118.3 Open Choice Program
 - D. Approval of NEW Board of Education Policy #6175 Live Animals in School
 - E. Approval of NEW Board of Education Policy #6141.1 Play-Based Learning
 - F. Approval of Revised Board of Education Policy #9000c Limits of Authority
 - G. Approval of the April 1, 2024 Board of Education Meeting Minutes
7. Reports and Discussion
 - A. School Reports
 1. Naubuc School
 2. Gideon Welles School
 - B. Spring Professional Learning 2024
 - C. Glastonbury Education Foundation
8. Committee Reports
9. Chairman's Reports
10. Superintendent's Report
 - A. Self-Insurance Reserve Update, March 2024
 - B. Staff Appointments

1. Megan Torres, Glastonbury High School, Speech & Language Pathologist
 - C. School Enrollment Report, April 2024
 - D. School Suspension Report, March 2024
 - E. Glastonbury High School Crew Program Thank You
 - F. Letter from The Connecticut Association of Schools (CAS)
 - G. 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.
4/1/2024 21:43:40	Ginny Kim	169 Lakewood Road	<p>To the Board of Ed,</p> <p>Thank you for the consideration you have given to expanding Glastonbury's participation in the Open Choice program. After listening to the views expressed by different members of the BOE, and by Dr. Bookman and Dr. Claiborne from prior discussions, and reviewing the proposed policy #5118.3, I submit these comments. Due to space constraints, these comments are submitted in multiple parts.</p> <p>As you know, many believe Glastonbury should not wait to open up more seats in higher grades for OC students. We could dramatically improve the lives of even a few older kids by admitting them in the upper grades as soon as next school year. If we wait until GPS has the "capacity" to provide an inclusive environment for the older students, we will be waiting for a very long time. What community is ever ready for change, until it is faced with it?</p> <p>Having said all that, I understand the desire to let the latest strategy (focusing on 15 new Kindergarten students and maintaining those numbers into Grade 1) play out, with the hope that these cohorts will eventually continue into the middle and high school grades, growing our OC program over time.</p> <p>I respect the BOE's prerogative to choose this path. I do not believe the draft policy as written, however, reflects the BOE's strategy and ask that the Policy Committee and Board consider these comments and edits (coming in separate submission). Ginny Kim</p>
4/1/2024 21:44:20	Ginny Kim	169 Lakewood Road	<p>Continuation part 2 of Ginny Kim comments: The comments fall into four categories:</p> <ol style="list-style-type: none"> 1.The current strategy is to offer 15 seats in KG, but the regulation as drafted would allow just 2 seats offered in KG. This is because the regulation states that the number of seats will "not exceed" 15. The policy should state the target number (15), perhaps with a proviso that the superintendent could recommend fewer, subject to Board approval. This reflects what everyone has been saying. As others have mentioned, the policy is to be revisited every year, so you could change the number next year. 2.More fundamentally, setting the number of OC seats should be in the policy itself. You could give the superintendent the flexibility to recommend fewer seats. When looking at other Glastonbury BOE policies, I see that all the other regulations attached to policies are administrative and operational. The policy of how many seats to offer each year should be a matter of policy determined by the Board of Ed. 3.As a policy statement, please consider the "message" in between the lines. One of the BOE's educational goals, as mandated by Connecticut law, is to reduce racial, ethnic and economic isolation. This goal is for the benefit of GPS students, not just Hartford OC students. However, as written, the policy only uses the phrase "reduce racial, ethnic and economic isolation" when referring to the benefits to the Hartford students. Any policy that talks about Open Choice should acknowledge that it is our educational goal, for the benefit of Hartford AND Glastonbury students. 4.Lastly, I agree with the comments made by a number of BOE members saying that the policy should include an explicit statement that the goal of the OC program is to increase the number of OC students at Glastonbury, including in the upper grades. Also, the annual reviews should be looking at the program's effectiveness in meeting that goal.
4/1/2024 21:50:02	Ginny Kim	169 Lakewood Road	<p>Ginny Kim comments part 3: Here are the specific edits to the policy 5118.3 Open Choice</p> <p>Add to paragraph starting with: "Glastonbury Public Schools seeks to produce students who are compassionate citizens who demonstrate empathetic and ethical behaviors and choices, contribute to a safe, supportive, and inclusive environment, serve the community through active participation and civic engagement, and value differences. [NEW TEXT: In particular, one of the educational goals of the Glastonbury Public Schools is, in order to reduce racial, ethnic and economic isolation, to provide educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds, which may be with students from other communities.]"</p> <p>Add to sentence: "The Board believes that Glastonbury's participation in the Open Choice program furthers the District's goals outlined in this policy [NEW TEXT: and that these goals are important at all grade levels and in all schools in the district.]</p> <p>Replace regulation with explicit policy as follows: [NEW TEXT: Accordingly, the Board instructs the superintendent to declare fifteen new open choice seats at Nayaug Elementary School in kindergarten and an equal number of continuing or new open choice seats at Nayaug Elementary School in Grade 1. Where extenuating circumstances exist, the superintendent may recommend fewer seats, which must be approved by the Board. Additionally, in furtherance of the District's educational goals, the superintendent shall consider, on a case-by-case basis, declaring seats in higher grades to address attrition and to include older siblings of admitted students.]</p> <p>REVISE this paragraph as shown: "The Board will yearly review [NEW TEXT: the effectiveness of] the Open Choice program and Glastonbury's participation [NEW TEXT: including the enrollment, attrition, and retention trends across all grade levels.]</p> <p>Add Legal Reference to State Law: Conn. Gen. Stat. §10-4a Conn. Gen. Stat. §10-220</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.
4/16/2024 9:46:11	Rob Dakers	15 Trifiro Circle	<p>April 22, 2024 Chairman Foyle and Members of the Board of Education, I'm sorry to be unable to attend your meeting, but I want to thank you for your service and opportunity to comment on the proposed policy regarding Open Choice here in Glastonbury.</p> <p>I appreciate the support expressed for Open Choice, a program carrying such great benefits for both students from Glastonbury and Hartford. It also involves one of the most important educational, workforce, and equal opportunity imperatives facing education leaders like yourselves.</p> <p>While recognizing recent progress made by the Board, Glastonbury's Open Choice participation rate, both as a percentage of enrollment and in the number of students, we continue to lag significantly behind the five other districts in our District Reference Group and many other Hartford area Open Choice districts.</p> <p>Given these performance gaps, a concern is that the proposed policy largely reflects the approach used in the February 26, 2024 approved 2024-25 seat declaration, which declaration contained a projected total of 91 seats for the 2024-25 school year. This is only eight more seats than the Board's March 27, 2023 approval of 83 openings for the Open Choice Program for the 2023-24 school year. A related concern is the proposed policy's "will not exceed fifteen (15) students" language.</p> <p>The policy also directs the Superintendent to codify this policy matter into a regulation. I'm hoping that this will not have the effect of minimizing public discussion and debate on Glastonbury's annual Open Choice seat declarations.</p> <p>While the policy recognizes that students at all grade levels can benefit from Open Choice, it limits opportunities in this regard to the case-by-case discretion of the Superintendent, with no additional guidance provided.</p> <p>Programmatic and staff capacity concerns have been cited as a reason for our system's inability to further improve Glastonbury's Open Choice participation rates; however, the policy does not direct the administration to identify and develop plans to address such capacity concerns.</p> <p>Finally, I believe that the policy, from an accountability standpoint, should include future performance benchmarks and goals for Glastonbury's Open Choice participation rates and number of seats.</p> <p>Thanks again for your consideration of my thoughts in this regard.</p>

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

Title of Report: Approval of the Educational Specifications Required for State DAS Grant Application
Gideon Welles School Roof Replacement Project

Board Meeting Date: April 22, 2024

Action: X Report: Information: Discussion:

Effective July 1, 2024 the Town CIP includes funding for the Gideon Welles Roof Replacement project. This project is eligible for grant reimbursement. There are several steps required to submit a grant application and they are listed below. The State will reimburse the cost of the project at the Town's current reimbursement rate, which is approximately 32.5%.

1. Board of Education Action:

The Board of Education must approve the "Education Specifications" which serves as the "Needs Assessment" for the project. The document is attached for reading and follows the format established by the DAS/OSC. Prior to the Board's on-line submission of the formal grant application, the Town Council must take the authorizations below.

2. Town Council Action:

The following steps and authorizations are required by DAS/OSC by the Town Council in accordance to the grant requirements. The wording below is required in the TC motion.

- a. To authorize the funding for the project in the amount of:
- b. To authorize the Board of Education to submit a grant application with DAS/OSC;
- c. To authorize the Town to proceed with design and construction documents;
- d. To refer the project to the Town's standing Building Committee and to approve the final design plans.

Once the actions are completed by the Board and the Town Council, we will need to submit the certified meeting minutes from the Board Clerk and the Town Clerk Offices.

Submitted By: Al Costa

Reviewed By: Alan Bookman



**EDUCATIONAL SPECIFICATIONS
STATE FORM SCG-1030**

SCHOOL CONSTRUCTION PROJECT:

**GIDEON WELLES SCHOOL
ROOF REPLACEMENT**

1029 Neipsic Road, Glastonbury, CT 06033



Board of Education Approval: (date)

EDUCATIONAL SPECIFICATIONS
GIDEON WELLES SCHOOL
ROOF REPLACEMENT PROJECT

1. **PROJECT RATIONALE**

The original school building was constructed in 1967. The proposed project has been studied in order to determine the need for a full roof replacement as the roof is currently 30 years old and in fair to poor condition. The study and eventual design for the roof replacement will address these needs as well as compliance to meet current codes.

Roof areas are approximately 82,000 square feet dispersed over 21 individual roof sections. Most roof sections have a structural pitch by way of the original roof steel design. Currently there are no secondary drainage system, which is required per the International Plumbing Code, Section 1110.4 Minimum Number of Roof Drains, which requires a minimum of two roof drains per roof area. Some of the existing roof areas do not appear to meet this requirement and will be verified during the design phase.

Based upon the current age and condition of the BUR roof (hot asphalt), it is recommended that a full roof replacement using a single-ply ethylene propylene diene monomer (EPDM) roofing membrane, fully adhered, be considered including all flashings, expansion joints, roof drains, etc. be considered. The single-ply EPDM product is a superior building product compared to the current ballasted BUR roofing membrane. Replacing the roof at one time versus multiple projects will likely save the Town in construction costs and reduce construction deficiencies related with the complexities of tying new roof into an existing roof. The recommended EPDM system for the Gideon Welles Elementary School is a 90-mill single-ply EPDM roofing membrane fully adhered which carries a 30-year warranty. This system will provide an extremely durable synthetic rubber roof system with a base insulation with the highest R-Value available. Additionally, we will be replacing the fascia panel around the building envelope with a new weather resistant fascia panel.

2. **LONG-RANGE PLAN**

The district plans to continue to utilize Gideon Welles School in its current capacity for the foreseeable 20 years and beyond. The long-range plan for the school incorporates provisions for a safe and appropriate learning environment and to ensure the safety and health for students, staff and the public in its operational policies, hence the need for this renovation project.

3. **THE PROGRAM**

Current space: The School includes the following instructional and support spaces: students and staff in grades 5-6, library/media center, computer labs, music room, art room, cafeteria, nurse's office, kitchen space, conference room, school offices, outdoor fields, custodial services, storage and mechanical spaces.

4. **BUILDING SYSTEMS**

Security:	Existing
Fire Alarms:	Existing
Fire Sprinklers:	Existing
Public Address:	Existing

**EDUCATIONAL SPECIFICATIONS
GIDEON WELLES SCHOOL
ROOF REPLACEMENT PROJECT**

Technology: Existing
Phone System: Existing
Clocks: Existing

5. INTERIOR BUILDING ENVIRONMENT

Acoustics: Existing
Ceilings: Existing
Lighting: Existing
HVAC: Existing
Plumbing: Roof Drains as needed for code compliance
Chimney: Not applicable
Windows/Doors: Existing

6. SITE DEVELOPMENT

Site Acquisition: Not applicable
Parking: Not applicable
Drives: Not applicable
Walkways: Not applicable
Outdoor Athletic Facilities: Not applicable
Landscaping: Not applicable
Site Improvements: Not applicable

7. CONSTRUCTION BONUS REQUESTS

Gideon Welles School does not house any of the following.

School Readiness:	C.G.S. 10-285a(e)--Not applicable
Lighthouse Schools:	C.G.S. 10-285a(f)--Not applicable
CHOICE:	C.G.S. 10-285a(g), as amended--Not applicable
Full-day Kindergarten:	C.G.S. 10-285a(h)--Not applicable
Reduced Class Size:	C.G.S. 10-285a(h)--Not applicable
Regional Vo-Ag Center:	C.G.S. 10-65--Not applicable
Interdistrict Magnet School:	C.G.S. 10-264h--Not applicable
Interdistrict Cooperative School:	C.G.S. 10-158a--Not applicable
Regional Special Education Center:	C.G.S. 10-76e--Not applicable

8. COMMUNITY USES

Gideon Welles School was originally constructed to facilitate activities during the school hours, before and after school hours, and throughout the calendar year.

- Building Rental activities
- PTO and other Community Meetings
- YMCA
- Community Use will be able use most areas for activities when not used by the students.

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

Title of Report: FY2023-2024 Spring Revised Budget

Board Meeting Date: April 22, 2024

Action: X Report: Information: Discussion:

Overview: As we do each year, enclosed you will find the *FY2023-2024 Education Budget April Revisions*, for your review and approval. The revisions include reallocation of dollars based on any known or projected savings and additional expenditures since the Fall Revisions were approved in October, 2023. Revisions will be needed in various programs throughout the budget: salaries, contract services, utilities, and tuition.

Some of the line items that have been impacted since the last revision include reductions and increases to the following accounts:

- Program 2100 Operations & Maintenance – Increase to Contracted Services \$65,000
- Program 2200 Utilities – Reduction to Heat \$142,254
- Program 2300 Program & Staff Development – Reduction to Professional Meetings \$30,000
- Program 2400 Transportation – Reduction to Fuel \$50,000
- Program 2700 Special Education – Increase in Tuition \$222,254
- Program 3600 Technology Support Services - Reduction to Technology Specialist \$30,000 and a reduction in Technology Support \$35,000

Submitted By: Karen Bonfiglio

Reviewed By: Alan Bookman

2023-2024

***BOARD OF EDUCATION
APPROVED BUDGET***

Spring Revised

April 22, 2024

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

PROGRAM 0200: ART

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	0.80	0.80	0.80	0.80	0.80
TEACHERS	12.20	14.20	14.20	14.20	14.20
SALARIES					
ADMINISTRATIVE	106,021	111,484	117,123	117,123	117,123
TEACHERS	1,113,361	1,314,371	1,341,676	1,341,576	1,341,576
FIELD TRIPS	0	87	500	500	500
SUBTOTAL	1,219,382	1,425,941	1,459,299	1,459,199	1,459,199
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	37,562	50,425	50,000	50,000	50,000
OTHER					
DUES/FEES	378	440	1,600	1,600	1,600
TOTAL	1,257,322	1,476,807	1,510,899	1,510,799	1,510,799

PROGRAM 0300: ELEMENTARY EDUCATION K - 6

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	1.80	1.80	1.80	1.80	1.80
TEACHERS	149.00	152.00	150.00	151.00	151.00
SALARIES					
ADMINISTRATIVE	298,123	301,498	310,167	299,803	299,803
TEACHERS	14,121,237	14,658,182	15,086,702	15,101,249	15,101,249
PARAPROFESSIONALS, P-T, SCIENCE	21,986	20,216	23,480	23,910	23,910
IN-CLASS TUTORS/PARAS	73,548	98,355	173,981	113,305	113,305
SUMMER SCHOOL (AE)	1,378	9,817	10,000	10,000	10,000
LANG.ARTS/MATH -TUTORS/PARAS	732,073	685,440	754,035	736,566	736,566
DRIVERS/EARLY LITERACY PROGRAM (NA)	904	478	3,000	3,000	3,000
FIELD TRIPS	3,260	11,001	15,000	15,000	15,000
SUBTOTAL	15,252,509	15,784,987	16,376,365	16,302,833	16,302,833
PURCHASED SERVICES					
EXPLORING THE ARTS (GW)	5,515	7,890	9,500	9,500	9,500
MAGNET SCHOOL	42,828	0	0	0	0
SUBTOTAL	48,343	7,890	9,500	9,500	9,500
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	384,799	372,077	340,000	340,000	340,000
TECHNOLOGY - SOFTWARE	9,869	13,420	13,000	13,000	13,000
SUBTOTAL	394,668	385,497	353,000	353,000	353,000
OTHER					
DUES/FEES	1,760	8,731	12,000	12,000	12,000
TOTAL	15,697,280	16,187,105	16,750,865	16,677,333	16,677,333

PROGRAM 0400: ENGLISH 7-12/READING & LANGUAGE ARTS K-12

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	0.50	0.50	0.50	0.50	0.50
TEACHERS (ENGLISH)	29.00	28.00	28.00	27.00	27.00
TEACHERS (READING)	13.00	13.00	13.00	13.00	13.00
SALARIES					
ADMINISTRATIVE	241,076	245,866	86,158	86,158	86,158
TEACHERS (ENGLISH)	2,902,536	2,891,561	3,116,298	3,015,069	3,015,069
TEACHER (READING)	1,379,064	1,399,947	1,439,584	1,439,584	1,439,584
TUTORS	0	13,235	32,400	32,400	32,400
FIELD TRIPS (ENGLISH)	183	156	300	300	300
SUBTOTAL	4,522,859	4,550,765	4,674,740	4,573,511	4,573,511
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS (ENGLISH)	5,717	6,470	4,000	4,000	4,000
INSTRUCTIONAL MATERIALS (READING)	5,411	583	4,000	4,000	4,000
TESTING MATERIALS (READING)	0	7,335	7,600	7,600	7,600
TECHNOLOGY SOFTWARE (ENGLISH)	11,618	19,999	20,500	20,500	20,500
SUBTOTAL	22,746	34,388	36,100	36,100	36,100
OTHER					
DUES & FEES	0	430	500	500	500
TOTAL	4,545,605	4,585,582	4,711,340	4,610,111	4,610,111

PROGRAM 0500: MATHEMATICS 7-12

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	0.60	0.60	0.60	0.60	0.60
TEACHERS	27.20	27.20	27.20	27.20	27.20
SALARIES					
ADMINISTRATIVE	99,374	101,362	103,389	103,389	103,389
TEACHERS	2,732,809	2,765,364	2,862,465	2,795,070	2,795,070
TUTORS	37,520	49,296	32,400	32,400	32,400
MATH LAB SUPV.	4,500	4,500	4,500	4,500	4,500
FIELD TRIPS	0	184	200	200	200
SUBTOTAL	2,874,203	2,920,705	3,002,954	2,935,559	2,935,559
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	7,467	8,055	8,000	8,000	8,000
TECHNOLOGY - SOFTWARE	3,160	15,963	13,000	13,000	13,000
SUBTOTAL	10,627	24,017	21,000	21,000	21,000
OTHER					
DUES/FEES	1,905	2,372	2,500	2,500	2,500
TOTAL	2,886,735	2,947,095	3,026,454	2,959,059	2,959,059

PROGRAM 0600: SCIENCE 7-12

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	0.50	0.50	0.50	0.50	0.50
TEACHERS	32.00	32.00	32.00	31.00	31.00
PARAPROFESSIONALS	3.00	3.00	3.00	3.00	3.00
SALARIES					
ADMINISTRATIVE	82,812	84,468	86,157	86,157	86,157
TEACHERS	3,308,244	3,445,428	3,541,727	3,423,783	3,423,783
PARAPROFESSIONALS	97,549	91,693	93,221	93,221	93,221
FIELD TRIPS	1,279	4,199	3,000	3,000	3,000
TUTOR CREST LAB	31,707	34,602	32,400	32,400	32,400
SUBTOTAL	3,521,591	3,660,390	3,756,505	3,638,561	3,638,561
PURCHASED SERVICES					
TRANSPORTATION/MENTOR PROGRAM	5,322	17,999	20,000	20,000	20,000
PRINTING	1,242	1,638	1,000	1,000	1,000
SUBTOTAL	6,564	19,637	21,000	21,000	21,000
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	47,503	82,257	70,000	70,000	70,000
TECHNOLOGY SOFTWARE	8,197	7,288	10,000	10,000	10,000
SUBTOTAL	55,700	89,545	80,000	80,000	80,000
OTHER					
DUES/FEES	1,055	1,455	2,500	2,500	2,500
TOTAL	3,584,910	3,771,026	3,860,005	3,742,061	3,742,061

PROGRAM 0700: HISTORY & SOCIAL SCIENCE 7-12

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	0.60	0.60	0.60	0.60	0.60
TEACHERS	22.40	22.40	22.40	22.00	22.00
SALARIES					
ADMINISTRATIVE	99,374	101,362	103,389	87,842	87,842
TEACHERS	2,271,151	2,366,983	2,451,125	2,409,041	2,409,041
FIELD TRIPS	0	0	2,000	2,000	2,000
SUBTOTAL	2,370,525	2,468,345	2,556,514	2,498,883	2,498,883
PURCHASED SERVICES					
RESOURCE SPEAKERS	0	0	1,500	1,500	1,500
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	23,617	30,129	8,000	8,000	8,000
TECHNOLOGY SOFTWARE	12,468	13,286	12,000	12,000	12,000
SUBTOTAL	36,085	43,415	20,000	20,000	20,000
OTHER					
DUES/FEES	0	0	2,000	2,000	2,000
TOTAL	2,406,610	2,511,760	2,580,014	2,522,383	2,522,383

PROGRAM 0900: CAREER & TECHNICAL EDUCATION

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	0.90	0.90	0.90	0.90	0.90
TEACHERS	14.20	17.20	17.20	17.00	17.00
SALARIES					
ADMINISTRATIVE	149,061	152,043	155,084	155,084	155,084
TEACHERS	1,422,676	1,636,377	1,690,993	1,657,408	1,657,408
TRANSPORT/TECHNICAL SCHOOLS	28,101	30,155	33,279	33,279	33,279
FIELD TRIPS	111	856	1,000	1,000	1,000
SUBTOTAL	1,599,949	1,819,430	1,880,356	1,846,771	1,846,771
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	62,353	98,060	134,909	134,909	134,909
TECHNOLOGY SOFTWARE	5,406	16,926	16,880	16,880	16,880
SUBTOTAL	67,759	114,986	151,789	151,789	151,789
TOTAL	1,667,708	1,934,416	2,032,145	1,998,560	1,998,560

PROGRAM 1000: COMMUNITY SERVICES

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
CUSTODIANS	2.50	2.50	2.50	2.50	2.50
SECRETARIAL	0.75	0.75	0.75	0.75	0.75
SALARIES					
CUSTODIAL, HIGH SCHOOL	150,988	143,970	145,843	145,843	145,843
SECRETARIAL	50,437	51,419	52,433	52,433	52,433
PART-TIME/OVER-TIME, SYSTEMWIDE	98,896	134,638	175,303	175,303	175,303
AUDIO-VISUAL SERVICES	17,212	29,416	29,381	29,381	29,381
SUBTOTAL	317,533	359,443	402,960	402,960	402,960
SUPPLIES/MATERIALS					
SUPPLIES	4,982	24,161	16,000	16,000	16,000
TOTAL	322,515	383,604	418,960	418,960	418,960
CUSTODIAL FEE OFFSET	0	0	(30,000)	(30,000)	(30,000)
BUDGET TOTAL	322,515	383,604	388,960	388,960	388,960

PROGRAM 1100: PACE/MATH & SCIENCE RESOURCE

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
TEACHERS	6.00	6.00	6.00	6.00	6.00
SALARIES					
TEACHERS	624,530	636,964	649,984	649,984	649,984
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	1,454	1,971	2,000	2,000	2,000
OTHER					
DUES/FEES	1,490	1,688	2,000	2,000	2,000
TOTAL	627,474	640,623	653,984	653,984	653,984

PROGRAM 1300: WORLD LANGUAGES (1-12) & MLL

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	1.00	1.00	1.00	1.00	1.00
TEACHERS	40.60	40.70	40.70	40.90	40.90
TEACHERS (ELL)	1.40	1.40	1.40	1.20	1.20
SALARIES					
ADMINISTRATIVE	165,624	139,355	146,404	146,404	146,404
TEACHERS	3,926,858	3,977,629	4,226,328	4,261,766	4,261,766
TEACHERS (MLL)	151,086	154,068	157,109	140,492	140,492
FOREIGN LANGUAGE SUPV.	3,923	3,376	4,509	4,509	4,509
TUTORS (MLL)	155,864	172,217	210,600	187,383	187,383
FIELD TRIPS	142	897	3,000	3,000	3,000
FIELD TRIPS (MLL)	0	0	1,000	1,000	1,000
SUBTOTAL	4,403,497	4,447,543	4,748,950	4,744,554	4,744,554
PURCHASED SERVICES					
NATIONAL COMPETITION	5,165	4,298	5,500	5,500	5,500
RESOURCE SPEAKERS/ARTISTS	438	220	5,250	5,250	5,250
INTERPRETER SERVICES	6,800	13,984	12,000	12,000	12,000
SUBTOTAL	12,403	18,503	22,750	22,750	22,750
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	16,598	23,533	22,000	22,000	22,000
INSTRUCTIONAL MATERIALS/MLL	19,994	26,725	24,000	24,000	24,000
TECHNOLOGY SOFTWARE	3,760	12,219	12,000	12,000	12,000
SUBTOTAL	40,352	62,476	58,000	58,000	58,000
OTHER					
DUES/FEES	27,448	80	36,048	36,048	36,048
TOTAL	4,483,700	4,528,602	4,865,748	4,861,352	4,861,352

PROGRAM 1400: SCHOOL COUNSELING

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	1.00	1.00	1.00	1.00	1.00
COUNSELORS	18.00	21.00	21.00	21.00	21.00
PSYCHOLOGISTS	14.00	14.00	14.00	17.00	17.00
SECRETARIAL	5.00	5.00	5.00	5.00	5.00
PARAPROFESSIONALS	0.00	3.00	3.00	3.00	3.00
SALARIES					
ADMINISTRATIVE	165,624	168,936	172,315	172,315	172,315
COUNSELORS	1,799,316	2,052,160	2,220,078	2,041,102	2,041,102
PSYCHOLOGISTS	1,299,082	1,385,845	1,426,488	1,654,455	1,654,455
SUMMER HELP, CERTIFIED	58,921	67,238	63,375	70,800	70,800
SECRETARIAL	264,482	271,771	275,664	275,664	275,664
PARAPROFESSIONALS	22,946	84,617	87,135	87,135	87,135
PARA, P-T/SMITH SCHOOL	12,015	12,176	12,778	12,778	12,778
SUBTOTAL	3,622,386	4,042,742	4,257,833	4,314,249	4,314,249
PURCHASED SERVICES					
SCHOLASTIC APTITUDE TEST	3,500	3,861	3,500	3,500	3,500
COLLEGE PLANNING PROGRAMS	0	4,354	5,450	5,450	5,450
SUBTOTAL	3,500	8,215	8,950	8,950	8,950
SUPPLIES/MATERIALS					
SUPPLIES	7,412	6,477	11,500	11,500	11,500
50-YEAR REUNION	1,055	1,697	1,100	1,100	1,100
TECHNOLOGY - SOFTWARE	25,006	26,286	30,534	30,534	30,534
SUBTOTAL	33,473	34,460	43,134	43,134	43,134
OTHER					
DUES/FEES	0	0	500	500	500
TOTAL	3,659,359	4,085,417	4,310,417	4,366,833	4,366,833

PROGRAM 1500: HEALTH EDUCATION & PHYSICAL EDUCATION

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	0.80	0.80	0.80	0.80	0.80
TEACHERS	21.20	21.20	21.20	21.20	21.20
SALARIES					
ADMINISTRATIVE	132,499	132,149	137,852	137,852	137,852
TEACHERS	1,982,528	2,083,862	2,148,168	2,148,168	2,148,168
LIFEGUARD	1,099	5,275	2,875	5,635	5,635
FIELD TRIPS	0	0	700	700	700
SUBTOTAL	2,116,126	2,221,286	2,289,595	2,292,355	2,292,355
PURCHASED SERVICES					
HUMAN GROWTH SEMINAR	4,147	4,147	4,150	4,150	4,150
RESOURCE SPEAKERS	0	0	1,000	1,000	1,000
PRINTING	67	411	500	500	500
SUBTOTAL	4,214	4,558	5,650	5,650	5,650
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	9,078	16,583	14,000	14,000	14,000
TECHNOLOGY - SOFTWARE	900	398	1,297	1,297	1,297
SUBTOTAL	9,978	16,980	15,297	15,297	15,297
OTHER					
DUES/FEES	3,987	3,999	4,000	4,000	4,000
TOTAL	2,134,305	2,246,823	2,314,542	2,317,302	2,317,302

PROGRAM 1600: HEALTH SERVICES

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
NURSES	14.80	14.50	14.50	14.50	14.50
SALARIES					
NURSES	849,788	894,891	906,412	940,915	940,915
PARAPROFESSIONAL	11,322	12,499	11,630	11,630	11,630
NURSES, P-T	30,883	47,828	87,668	61,712	61,712
SUMMER HELP	6,992	0	10,000	10,000	10,000
SUBTOTAL	898,985	955,218	1,015,710	1,024,257	1,024,257
PURCHASED SERVICES					
MEDICAL ADVISOR	1,000	2,000	2,000	2,000	2,000
LIABILITY INSURANCE	796	846	940	940	940
SUBTOTAL	1,796	2,846	2,940	2,940	2,940
SUPPLIES/MATERIALS					
SUPPLIES	5,743	7,980	9,000	9,000	9,000
PUBLICATIONS	27	63	225	225	225
SUBTOTAL	5,770	8,043	9,225	9,225	9,225
OTHER					
TRAVEL	0	0	900	900	900
TOTAL	906,551	966,107	1,028,775	1,037,322	1,037,322

PROGRAM 1900: LIBRARIES/MEDIA CENTERS

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
MEDIA SPECIALISTS	7.00	7.00	9.00	9.00	9.00
PARAPROFESSIONALS	11.00	11.00	11.00	11.00	11.00
SALARIES					
LIBRARIANS/MEDIA SPECIALISTS	709,317	731,200	911,001	946,079	946,079
PARAPROFESSIONALS	312,563	329,798	330,631	330,631	330,631
SUMMER, CERTIFIED/CLASSIFIED	8,883	10,239	9,863	11,870	11,870
SUBTOTAL	1,030,763	1,071,238	1,251,495	1,288,580	1,288,580
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	45,175	65,645	65,000	65,000	65,000
TECHNOLOGY - SOFTWARE	37,038	43,440	39,500	39,500	39,500
SUBTOTAL	82,213	109,085	104,500	104,500	104,500
OTHER					
DUES/FEES	660	660	1,000	1,000	1,000
TOTAL	1,113,636	1,180,983	1,356,995	1,394,080	1,394,080

PROGRAM 2000: MUSIC

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	0.80	0.80	0.80	0.80	0.80
TEACHERS	17.40	17.70	17.70	17.50	17.50
SALARIES					
ADMINISTRATIVE	119,131	135,149	137,852	137,852	137,852
TEACHERS	1,614,315	1,711,987	1,796,816	1,797,222	1,797,222
FIELD TRIPS	1,101	2,838	3,600	3,600	3,600
SUBTOTAL	1,734,547	1,849,974	1,938,268	1,938,674	1,938,674
PURCHASED SERVICES					
GUEST CONDUCTORS	2,500	2,750	2,800	2,800	2,800
ARTIST IN RESIDENCE	1,975	6,549	5,000	5,000	5,000
SUBTOTAL	4,475	9,299	7,800	7,800	7,800
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	20,058	16,252	20,475	20,475	20,475
TECHNOLOGY SOFTWARE	1,638	5,106	5,270	5,270	5,270
SUBTOTAL	21,696	21,358	25,745	25,745	25,745
OTHER					
ENTRANCE FEES/DUES	634	624	1,710	1,710	1,710
EQUIPMENT					
NEW	0	9,420	14,914	14,914	14,914
REPLACEMENT	14,250	20,347	17,458	17,458	17,458
SUBTOTAL	14,250	29,767	32,372	32,372	32,372
TOTAL	1,775,602	1,911,022	2,005,895	2,006,301	2,006,301

PROGRAM 2100: OPERATIONS & MAINTENANCE

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
SUPERVISION	4.00	3.00	3.00	3.00	3.00
SECRETARIAL	1.00	1.00	1.00	1.00	1.00
CUSTODIANS	57.50	58.50	58.50	58.50	58.50
MAINTAINERS	12.00	12.00	12.00	12.00	12.00
SALARIES					
SUPERVISION	349,506	301,835	313,054	316,022	316,022
SECRETARIAL	56,898	73,678	74,360	74,360	74,360
CUSTODIAL	3,136,452	3,311,167	3,481,817	3,494,247	3,494,247
CUSTODIAL, PART-TIME	125,686	82,856	0	0	0
MAINTENANCE	826,101	840,008	890,185	888,085	888,085
SUMMER/ PART-TIME	54,512	54,300	80,000	80,000	80,000
COVERAGE	222,990	221,522	215,000	215,000	215,000
SUBTOTAL	4,772,145	4,885,366	5,054,416	5,067,714	5,067,714
PURCHASED SERVICES					
TESTING/INSPECTION/MONITOR	116,257	217,821	127,880	127,880	127,880
CONTRACTED SVCS.-BY BUILDING	440,806	569,029	511,000	511,000	576,000
CONTRACTED SVCS.-SYSTEMWIDE	244,783	239,500	240,000	240,000	240,000
MAINTENANCE PROJECTS, CONTR.	45,172	256,883	127,000	127,000	127,000
INSURANCE-PROPERTY/BOILER	196,256	208,712	224,365	222,607	222,607
VEHICLE MAINTENANCE	4,373	11,084	9,000	9,000	9,000
LEASED OFFICE SPACE	220,364	254,651	268,238	268,238	268,238
SUBTOTAL	1,268,011	1,757,680	1,507,483	1,505,725	1,570,725
SUPPLIES/MATERIALS					
CUSTODIAL SUPPLIES	323,004	303,203	217,200	217,200	217,200
MAINTENANCE SUPPLIES	171,891	156,805	130,000	130,000	130,000
MAINTENANCE PROJECTS, SUPL.	122,442	127,744	90,000	90,000	90,000
TECHNOLOGY - SOFTWARE	15,039	16,543	16,543	16,543	16,543
SUBTOTAL	632,376	604,295	453,743	453,743	453,743
OTHER					
TRAVEL REIMBURSEMENT	10,800	10,800	10,800	10,800	10,800
SPECIAL PROJECTS	1,006,393	270,528	290,000	290,000	290,000
DUES/FEES	1,952	2,090	2,000	2,000	2,000
SUBTOTAL	1,019,145	283,418	302,800	302,800	302,800
EQUIPMENT					
NEW	0	18,854	11,620	11,620	11,620
REPLACEMENT	86,324	125,701	122,000	72,000	72,000
SUBTOTAL	86,324	144,555	133,620	83,620	83,620
TOTAL	7,778,001	7,675,313	7,452,062	7,413,602	7,478,602
LINKS REVENUE OFFSET	0	0	(50,000)	(50,000)	(50,000)
BUDGET TOTAL	7,778,001	7,675,313	7,402,062	7,363,602	7,428,602

PROGRAM 2200: UTILITIES

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
WATER	151,567	190,199	174,301	174,301	174,301
SEWER	23,597	26,636	25,597	25,597	25,597
POWER	1,300,257	1,203,861	1,711,992	1,436,997	1,436,997
GAS, MISC.	21,702	22,942	25,006	25,006	25,006
HEAT (OIL/GAS)	548,899	565,887	667,876	617,876	475,622
ENERGY CONSERVATION INITIATIVES	52,281	66,812	65,200	65,200	65,200
TELEPHONE	170,007	171,187	173,234	173,234	173,234
TELECOMMUNICATIONS	28,284	33,228	45,000	45,000	45,000
TELECOM REPAIR/MNTC	12,536	31,388	17,500	17,500	17,500
TELECOMMUNICATIONS/NEW EQUIPMENT	0	1,121	2,000	2,000	2,000
TOTAL	2,309,130	2,313,260	2,907,706	2,582,711	2,440,457

PROGRAM 2300: PROGRAM & STAFF DEVELOPMENT

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
PROGRAM DEVELOPMENT					
CURRICULUM DEVELOPMENT	153,310	134,384	125,000	125,000	125,000
TEST SCORING	17,072	3,150	38,000	38,000	38,000
TESTING SUPPLIES	12,500	3,782	15,000	15,000	15,000
INSTRUCTIONAL SUPPLIES	166	148	5,000	5,000	5,000
RECRUITMENT	739	1,063	1,000	1,000	1,000
SUBTOTAL	183,787	142,527	184,000	184,000	184,000
STAFF DEVELOPMENT					
PROF.MTGS., ADMINISTRATORS	6,600	8,236	6,000	6,000	6,000
PROF.MTGS., CERTIFIED	133,762	98,275	160,000	160,000	130,000
PROF.MTGS., CLASSIFIED	2,587	7,800	9,000	9,000	9,000
TEACHERS COLLEGE PROJECT	20,231	16,969	0	0	0
PROFESSIONAL DUES	8,831	15,865	6,500	6,500	6,500
TUITION REIM.-TEACHERS	132,324	143,826	187,500	187,500	187,500
TUITION REIM.-ADMINS.	6,645	5,400	25,000	25,000	25,000
TUITION REIM.-SECY/PARA/NON-CONTRACT	8,400	12,343	7,000	7,000	7,000
SUBTOTAL	319,380	308,713	401,000	401,000	371,000
OTHER					
PUBLICATIONS	10,588	2,315	10,000	10,000	10,000
TOTAL	513,755	453,555	595,000	595,000	565,000

PROGRAM 2400: TRANSPORTATION

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
SUPERVISION	1.00	1.00	1.00	2.00	2.00
SECRETARIAL	1.00	1.00	1.00	1.00	1.00
BUS YARD PERSONNEL	6.00	6.00	6.00	5.00	5.00
SALARIES					
SUPERVISION	92,346	95,065	97,866	184,866	184,866
SECRETARIAL	58,186	54,375	52,374	52,374	52,374
DAY RATE DRIVERS	1,690,762	1,784,211	1,848,436	1,848,436	1,848,436
MISC. DRIVER ACTIVITIES	47,976	47,943	64,047	64,047	64,047
OVERTIME	39,283	36,881	29,392	29,392	29,392
SCHOOL CROSSING GUARDS	112,756	130,466	124,386	124,386	124,386
IN-SERVICE TRAINING	18,093	19,945	35,650	35,650	35,650
BUS YARD PERSONNEL	365,992	375,908	394,763	314,332	314,332
MAGNET SCHOOL DRIVERS	17,854	13,737	20,931	20,931	20,931
SUBTOTAL	2,443,248	2,558,531	2,667,845	2,674,414	2,674,414
PURCHASED SERVICES:					
VEHICLE RENTAL	46,544	26,132	28,890	28,890	28,890
MEDICAL ADVISOR	14,560	12,225	15,000	15,000	15,000
PUPIL/BUS SAFETY EDUC.	7,614	5,625	7,998	7,998	7,998
REPAIRS/PARTS	337,414	352,601	340,000	340,000	340,000
MAGNET SCHOOL VEH. RENTAL	15,774	19,620	20,120	20,120	20,120
INSURANCE/VEHICLE	130,027	138,280	148,651	147,486	147,486
CONTRACTED TRAINING	17,659	4,295	8,100	8,100	8,100
SUBTOTAL	569,592	558,777	568,759	567,594	567,594
SUPPLIES/MATERIALS					
FUEL	456,188	472,825	478,350	478,350	428,350
MAGNET SCHOOL FUEL	11,935	6,857	15,635	15,635	15,635
LUBRICANTS	24,651	25,736	20,710	20,710	20,710
TIRES/TUBES	46,922	76,203	51,000	51,000	51,000
SUPPLIES/UNIFORMS	11,321	12,838	16,000	16,000	16,000
PUBLICATIONS	0	65	200	200	200
TECHNOLOGY - SOFTWARE	43,900	47,679	60,165	60,165	60,165
SUBTOTAL	594,917	642,201	642,060	642,060	592,060
OTHER					
TRAVEL	6,484	6,445	8,010	8,010	8,010
DUES/FEES	3,972	4,180	5,500	5,500	5,500
SUBTOTAL	10,456	10,625	13,510	13,510	13,510
EQUIPMENT					
NEW	2,623	45,596	700	700	700
REPLACEMENT	397,674	505,686	461,742	461,742	461,742
SUBTOTAL	400,297	551,282	462,442	462,442	462,442
TOTAL	4,018,510	4,321,417	4,354,616	4,360,020	4,310,020
MAGNET SCHOOL OFFSET			(15,600)	(15,600)	(15,600)
BUDGET TOTAL	4,018,510	4,321,417	4,339,016	4,344,420	4,294,420

PROGRAM 2700: SPECIAL EDUCATION PRE K-12

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	7.60	7.60	7.60	8.00	8.00
SPECIAL ED TEACHERS	49.90	53.90	53.90	57.00	57.00
SPEECH TEACHERS	9.80	9.80	9.80	11.80	11.80
SOCIAL WORKER / BCBA	1.00	4.00	4.00	4.00	4.00
SECRETARIAL	5.00	5.00	5.00	5.00	5.00
PARAPROFESSIONALS	39.00	62.00	62.00	78.00	78.00
GENERAL SERVICES DRIVERS	2.00	2.00	2.00	2.00	2.00
CERTIFIED - IDEA B GRANT	5.00	5.00	5.00	5.00	5.00
CLASSIFIED - IDEA B GRANT	9.50	9.50	9.50	9.50	9.50
TEACHER - PRE-SCHOOL GRANT	0.50	0.50	0.50	0.50	0.50
SALARIES					
ADMINISTRATIVE	1,084,315	1,110,953	1,179,412	1,352,294	1,352,294
TEACHERS (SPECIAL ED)	4,609,940	5,064,567	5,305,338	5,451,785	5,451,785
TEACHERS (SPEECH)	1,004,075	971,449	1,008,678	1,194,384	1,194,384
SOCIAL WORKER / BCBA	70,581	64,737	333,488	339,204	339,204
SECRETARIAL	276,102	251,540	277,795	282,429	282,429
PARAPROFESSIONALS	1,368,416	1,689,096	1,779,403	2,125,412	2,125,412
TUTORS	524,483	539,180	567,000	567,000	567,000
PARAPROFESSIONALS, P-T	755,002	775,772	876,495	648,960	648,960
OCCUP./PHYS. THERAPY	501,276	585,742	551,565	650,699	650,699
VAN DRIVERS/MONITORS	560,625	685,017	758,876	727,567	727,567
DRIVERS(GENERAL SERVICES)	104,645	111,925	113,870	113,870	113,870
ALT. AFTER-SCHOOL PROGRAMS	41,006	52,861	60,000	60,000	60,000
SUMMER PROGRAMS	209,544	241,856	220,000	250,000	250,000
FIELD TRIPS	89	8,893	10,000	10,000	10,000
SUBTOTAL	11,110,099	12,153,588	13,041,920	13,773,604	13,773,604
PURCHASED SERVICES					
VEHICLE RENTAL	170,765	182,313	180,547	180,547	180,547
TUITION	3,707,667 ¹	3,353,526 ²	4,283,805 ³	3,254,864 ⁴	3,477,118 ⁴
AUDIOLOGICAL MNTC.	1,970	11,360	30,000	30,000	30,000
COCHLEAR IMPLANT SUPPORT	8,253	8,264	8,500	8,500	8,500
INTERPRETER SERVICES	2,134	3,724	4,500	4,500	4,500
HEARING IMPAIRED	35,292	51,038	40,000	40,000	40,000
EVALUATIONS	170,136	153,271	65,000	65,000	65,000
LEGAL FEES	31,917	78,541	150,000	150,000	150,000
SUBTOTAL	4,128,134	3,842,037	4,762,352	3,733,411	3,955,665
SUPPLIES/MATERIALS					
SUPPLIES	75,039	92,605	80,000	80,000	80,000
OTHER					
DUES & FEES	0	1,282	1,520	1,520	1,520
EXCESS COST OFFSET			(1,400,000)	(1,400,000)	(1,400,000)
BUDGET TOTAL	15,313,272	16,089,511	16,485,792	16,188,535	16,410,789

Links Revenue Offset:

1. \$888,649
2. \$857,979
3. \$1,060,000 Projected (used in addition to tuition)
4. \$1,060,000 Projected (used in addition to tuition)

PROGRAM 2800: ATHLETICS & CLUBS

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	1.00	1.00	1.00	1.00	1.00
SUPPORT STAFF	2.50	2.50	2.50	2.50	2.50
SALARIES					
SUPERVISION	165,624	168,936	172,315	172,315	172,315
SUPPORT STAFF	134,939	151,974	163,382	159,929	159,929
COACHES	663,191	693,398	742,458	742,458	742,458
LIFEGUARDS	9,214	8,018	8,000	8,000	8,000
INTRAMURALS	19,977	20,884	16,000	16,000	16,000
STUDY HALL MONITORS	0	0	1,000	1,000	1,000
ACTIVITY ADVISORS	299,275	362,008	317,000	365,000	365,000
TRANSPORTATION/ATHLETIC	49,702	62,168	51,500	51,500	51,500
TRANSPORTATION/ACTIVITY	22,680	21,923	26,560	26,560	26,560
TRANSPORTATION/CLUBS	206	145	2,000	2,000	2,000
SUBTOTAL	1,364,808	1,489,454	1,500,215	1,544,762	1,544,762
PURCHASED SERVICES					
PHYSICIAN	0	0	500	500	500
GAME/PRACTICE EXPENSES	210,430	210,870	190,167	190,167	190,167
RECONDITIONING/REPAIRS	6,278	8,410	23,600	23,600	23,600
OFFICIALS	51,259	55,204	52,691	52,691	52,691
G.H.S. NEWSPAPER	1,290	704	2,500	2,500	2,500
LITERARY MAGAZINE	3,000	3,300	3,300	3,300	3,300
ATHLETIC TRAINING SERVICES	41,490	41,390	46,500	46,500	46,500
MATH LEAGUE	0	0	1,200	1,200	1,200
VEHICLE RENTAL	148,352	113,343	57,750	115,000	115,000
INSURANCE	22,729	23,484	25,009	25,009	25,009
LEASED SPACE	0	53,000	48,000	48,000	48,000
SUBTOTAL	484,828	509,704	451,217	508,467	508,467
SUPPLIES/MATERIALS					
SUPPLIES/UNIFORMS	93,314	133,560	109,852	70,850	70,850
TECHNOLOGY - SOFTWARE	13,000	20,000	34,300	34,300	34,300
ELEMENTARY ACTIVITY CLUB	1,215	1,492	1,500	1,500	1,500
SMITH MIDDLE ACTIVITY CLUB	2,911	1,900	4,000	4,000	4,000
HIGH SCHOOL ACTIVITY CLUB	4,933	4,883	6,000	6,000	6,000
SUBTOTAL	115,373	161,835	155,652	116,650	116,650
OTHER					
LEAGUE DUES/EXPENSES	3,135	3,135	7,412	7,412	7,412
TOTAL	1,968,144	2,164,128	2,114,496	2,177,291	2,177,291

PROGRAM 3000: AGRISCIENCE & TECHNOLOGY 9-12

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	0.10	0.10	0.10	0.10	0.10
TEACHERS	3.00	4.00	4.00	4.00	4.00
SALARIES					
SUPERVISION	16,563	16,894	17,231	17,231	17,231
TEACHERS	257,090	303,371	321,271	330,523	330,523
SECRETARIAL, P-T	15,208	16,043	16,480	17,468	17,468
STUDENT HELP, P-T	2,307	2,086	2,575	2,575	2,575
FIELD TRIPS	268	1,301	1,000	1,000	1,000
SUBTOTAL	291,436	339,694	358,557	368,797	368,797
PURCHASED SERVICES					
TRANSPORTATION/MENTOR PROGRAM	0	0	10,000	10,000	10,000
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	35,856	28,911	39,100	39,100	39,100
PRINTING/PUBLICATIONS	0	1,000	1,000	1,000	1,000
TECHNOLOGY SOFTWARE	0	0	4,500	4,500	4,500
SUBTOTAL	35,856	29,911	44,600	44,600	44,600
OTHER					
STUDENT SUPERVISION	0	0	1,200	1,200	1,200
TEACHERS TRAVEL/MEETINGS	0	0	800	800	800
SUBTOTAL	0	0	2,000	2,000	2,000
EQUIPMENT					
NEW/RPLC EQUIPMENT (SYSTEMWIDE)	104,248	0	0	0	0
TOTAL	431,540	369,605	415,157	425,397	425,397

PROGRAM 3100: ELEMENTARY OPERATIONS K-6

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	6.00	6.00	6.00	6.00	6.00
SECRETARIAL	6.00	6.00	6.00	6.00	6.00
PARAPROFESSIONALS	12.00	12.00	12.00	12.00	12.00
SALARIES					
ADMINISTRATIVE	1,028,024	1,048,424	1,069,232	1,069,232	1,069,232
SECRETARIAL	387,655	394,768	404,216	370,807	370,807
CLERICAL, P-T	12,246	12,653	22,190	22,190	22,190
PARAPROFESSIONALS	311,167	329,399	320,372	320,372	320,372
GREETERS	134,633	141,435	148,408	148,408	148,408
TEAM LEADERS STIPENDS (GW)	15,045	15,345	15,805	15,805	15,805
PARAPROFESSIONALS, P-T	310,423	346,581	267,325	338,360	338,360
SUBTOTAL	2,199,193	2,288,605	2,247,548	2,285,174	2,285,174
PURCHASED SERVICES					
PRINTING	276	604	750	750	750
COPIERS	186,285	157,791	145,000	145,000	145,000
SUBTOTAL	186,561	158,395	145,750	145,750	145,750
SUPPLIES/MATERIALS					
PUBLICATIONS	163	208	500	500	500
SUPER STAR PROGRAM (GW)	0	0	500	500	500
SCHOOL FUNCTION COSTS	2,318	6,083	17,500	17,500	17,500
SUBTOTAL	2,481	6,291	18,500	18,500	18,500
OTHER					
TRAVEL REIMBURSEMENT	11,544	11,948	18,000	18,000	18,000
DUES/FEES	0	0	500	500	500
SUBTOTAL	11,544	11,948	18,500	18,500	18,500
TOTAL	2,399,779	2,465,240	2,430,298	2,467,924	2,467,924

PROGRAM 3200: SECONDARY OPERATIONS 7-12

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	8.00	8.00	8.00	8.00	8.00
SECRETARIAL	13.50	13.50	13.50	13.50	13.50
PARAPROFESSIONALS	7.00	7.00	7.00	7.00	7.00
IN-SCHOOL SUSPENSION MONITOR	1.00	1.00	1.00	1.00	1.00
SECONDARY STAFFING	0.00	0.00	(3.00)	0.00	0.00
SALARIES					
ADMINISTRATIVE	1,371,494	1,413,850	1,445,640	1,436,441	1,436,441
SECRETARIAL	818,493	838,517	866,966	848,307	848,307
PARAPROFESSIONALS	216,543	194,491	218,186	206,424	206,424
IN-SCHOOL SUSPENSION MONITOR	36,925	38,924	40,110	40,110	40,110
SATURDAY PROGRAM (GHS)	8,124	8,286	10,000	10,000	10,000
SATURDAY SCHOOL SUPV. (SMITH)	4,273	4,604	4,500	4,500	4,500
TEAM LEADERS (SMITH)	27,081	27,621	28,449	28,449	28,449
SECONDARY STAFFING	0	0	(225,000)	0	0
SUBTOTAL	2,482,933	2,526,293	2,388,851	2,574,231	2,574,231
PURCHASED SERVICES					
PRINTING	0	829	1,500	1,500	1,500
MANDATED STUDENT TESTING	0	140	500	500	500
CULTURAL ARTS/GHS	11,520	5,000	5,000	5,000	5,000
SCHOOL CLIMATE/SMITH	985	1,545	1,000	1,000	1,000
NEASC EVALUATIONS	0	0	0	0	0
COPIERS	136,833	140,819	155,000	155,000	155,000
SECONDARY MAGNET	92,910	11,520	0	0	0
SUBTOTAL	242,248	159,852	163,000	163,000	163,000
SUPPLIES/MATERIALS					
SUPPLIES	98,220	60,542	32,000	32,000	32,000
PUBLICATIONS	300	105	1,275	1,275	1,275
GRADUATION EXPENSES	68,408	70,111	78,000	78,000	78,000
SCHOOL FUNCTION COSTS	9,361	14,283	15,500	15,500	15,500
SUBTOTAL	176,289	145,041	126,775	126,775	126,775
OTHER					
TRAVEL REIMBURSEMENT	10,912	14,870	18,000	18,000	18,000
NE & CT ASSOCIATION DUES	10,005	10,150	11,000	11,000	11,000
SUBTOTAL	20,917	25,020	29,000	29,000	29,000
TOTAL	2,922,387	2,856,206	2,707,626	2,893,006	2,893,006

PROGRAM 3300: SYSTEMWIDE SUPPORT SERVICES

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
ADMINISTRATIVE	5.00	5.00	5.00	5.00	5.00
OSHA SAFETY OFFICER	0.32	0.32	0.32	0.32	0.32
COMMUNICATION STAFF	1.00	1.00	1.50	1.50	1.50
ADMIN/BUSINESS SUPPORT STAFF	9.00	9.00	9.00	9.00	9.00
SECURITY SERVICES	16.00	16.00	16.00	16.00	16.00
SALARIES					
ADMINISTRATIVE	1,143,069	1,101,206	1,128,394	1,154,061	1,154,061
ADMIN/BUSINESS SUPPORT STAFF	650,383	714,998	729,076	732,466	732,466
COMMUNICATION STAFF	90,230	111,450	145,067	143,147	143,147
SECURITY SERVICES	668,846	779,598	810,532	810,532	810,532
SECRETARIAL, PART-TIME	8,577	8,865	7,000	7,000	7,000
SECRETARIAL, OVER-TIME	9,107	0	10,000	10,000	10,000
TUTOR STEAM LAB	0	0	36,000	36,000	36,000
SUBTOTAL	2,570,212	2,716,116	2,866,069	2,893,206	2,893,206
PURCHASED SERVICES					
AUDIT	16,416	30,150	35,000	35,000	35,000
LEGAL FEES	53,471	30,504	30,000	30,000	30,000
EQUIPMENT MAINTENANCE	22,459	24,752	40,000	40,000	40,000
COPIERS	50,458	51,452	60,000	60,000	60,000
LIABILITY INSURANCE	178,325	205,910	219,003	218,433	218,433
FIDELITY BOND	2,938	3,494	2,681	3,722	3,722
INSURANCE DEDUCTIBLES	0	0	40,000	40,000	40,000
PUBLIC INFORMATION	20,298	17,010	14,000	14,000	14,000
POSTAGE	16,996	44,751	50,000	50,000	50,000
ADVERTISING/RECRUITING	1,185	1,329	3,500	3,500	3,500
PRINTING	14,011	18,193	18,000	18,000	18,000
ADULT EDUCATION (MANDATED)	87,372	85,906	93,299	86,347	86,347
SUBTOTAL	463,929	513,450	605,483	599,002	599,002
SUPPLIES/MATERIALS					
PUBLICATIONS	324	0	1,000	1,000	1,000
SUPPLIES	30,497	60,601	40,000	40,000	40,000
SECURITY SUPPLIES	6,905	5,448	7,000	7,000	7,000
SUBTOTAL	37,726	66,049	48,000	48,000	48,000
OTHER					
BOARD OF EDUC. EXPENSES	14,675	23,223	14,500	14,500	14,500
SUPT. OFFICE EXPENSES	0	350	2,000	2,000	2,000
SCHOOL FOODS SERVICE DEPT.	0	0	0	0	0
PROFESSIONAL MEMBERSHIP/SY	8,275	9,990	12,000	12,000	12,000
PROFESSIONAL EXPENSES	6,796	355	7,500	7,500	7,500
TRAVEL	16,452	19,080	20,000	20,000	20,000
CABE DUES	24,123	24,984	24,000	24,000	24,000
CREC DUES	1,152	1,140	1,750	1,750	1,750
SUBTOTAL	71,473	79,122	81,750	81,750	81,750
EQUIPMENT					
NEW/RPLC EQUIPMENT (SYSTEMWIDE)	560,673	591,324	100,000	25,000	25,000
STEAM	318,635	322,313	175,000	25,000	25,000
SUBTOTAL	879,308	913,636	275,000	50,000	50,000
TOTAL	4,022,648	4,288,374	3,876,302	3,671,958	3,671,958

PROGRAM 3400: FRINGE BENEFITS/SUBSTITUTES

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
CLASSROOM/SUBS (FT PARAS)	0.00	11.00	11.00	15.00	15.00
SALARIES					
SUBSTITUTES (TEACHER)	603,157	668,139	665,000	665,000	665,000
SUBSTITUTES (NURSE)	36,818	20,717	40,000	40,000	40,000
CLASSROOM/SUBS (FT PARAS)	0	232,481	251,504	351,040	351,040
ILLNESS COVERAGE (CLASSIFIED STAFF)	0	0	10,000	10,000	10,000
CONTRACTUAL RETIREMENT/RESIGN	116,136	163,554	125,000	125,000	125,000
SABBATICAL	80,618	82,215	0	0	0
NEGOTIATIONS	0	0	0	0	0
DEGREE CHANGES	0 ¹	0 ²	100,000 ³	0	0
PERSONNEL TURNOVER	0 ⁴	0 ⁵	(350,000) ⁶	0	0
SUBTOTAL	836,729	1,167,106	841,504	1,191,040	1,191,040
EMPLOYEE BENEFITS					
DISABILITY INSURANCE	45,952	54,567	53,500	55,700	55,700
LIFE INSURANCE	174,378	189,763	198,000	198,000	198,000
HEALTH INSURANCE	15,516,165	13,792,892	14,140,817	14,710,817	14,710,817
RETIREMENT/CLASSIFIED	2,832,235	2,739,111	2,809,500	2,794,085	2,794,085
SOCIAL SECURITY/EMPLOYER SHARE	2,497,818	2,680,451	2,692,624	2,692,624	2,692,624
WORKERS COMPENSATION	267,529	291,051	314,777	312,627	312,627
UNEMPLOYMENT COMPENSATION	38,677	10,951	50,000	50,000	50,000
EMPL. MANDATED SCREENING	0	7,240	500	500	500
PROFESSIONAL TECHNICAL SERVICES	0	0	0	0	0
EMPLOYEE RELATIONS	18,999	43,277	28,000	28,000	28,000
SUBTOTAL	21,391,753	19,809,303	20,287,718	20,842,353	20,842,353
TOTAL	22,228,482	20,976,408	21,129,222	22,033,393	22,033,393

Footnotes:

Degree Changes

1. \$98,979

2. \$95,983

3. \$106,888

Personnel Turnover

4. (316,987)

5. (477,495)

6. (454,361)

PROGRAM 3600: TECHNOLOGY SUPPORT SERVICES

	ACTUAL 2021-2022	ACTUAL 2022-2023	BOARD APPROVED 2023-2024	FALL REVISED 2023-2024	SPRING REVISED 2023-2024
POSITIONS (FTE)					
COORDINATORS	6.00	6.00	6.00	6.00	6.00
TECHNOLOGY SPECIALISTS	15.00	15.00	15.00	15.00	15.00
SECRETARIAL	2.00	2.00	2.00	2.00	2.00
SALARIES					
COORDINATORS	391,751	409,467	536,017	526,501	526,501
TECHNOLOGY SPECIALISTS	985,026	1,001,647	950,404	968,928	938,928
TECHNOLOGY MAINTENANCE, P-T	121,621	146,470	80,000	80,000	80,000
SECRETARIAL	67,004	68,907	121,329	122,359	122,359
SUBTOTAL	1,565,402	1,626,491	1,687,750	1,697,788	1,667,788
PURCHASED SERVICES					
TECHNOLOGY SUPPORT	192,135	199,300	200,000	200,000	165,000
EQUIPMENT MAINTENANCE/AV	39,186	38,973	40,000	40,000	40,000
COMPUTER MAINTENANCE	43,311	39,392	45,000	45,000	45,000
SUBTOTAL	274,632	277,664	285,000	285,000	250,000
SUPPLIES/MATERIALS					
SOFTWARE	561,217	709,923	780,000	780,000	780,000
SUPPLIES (SYSTEMWIDE)	59,332	55,546	63,000	63,000	63,000
SUBTOTAL	620,549	765,469	843,000	843,000	843,000
PROGRAM/STAFF DEVELOPMENT					
IN-SERVICE, CLASSIFIED	65	281	3,000	3,000	3,000
PROF. MTGS., CLASSIFIED	0	0	3,000	3,000	3,000
SUBTOTAL	65	281	6,000	6,000	6,000
OTHER					
DUES/FEES	1,155	1,155	2,500	2,500	2,500
VEHICLE LEASE	0	0	0	0	0
SUBTOTAL	1,155	1,155	2,500	2,500	2,500
EQUIPMENT					
TECHNOLOGY REPLACEMENT PROGRAM	1,270,720	1,275,179	1,380,000	1,380,000	1,380,000
REPLACE/REPAIR	50,206	44,554	47,000	47,000	47,000
NEW/AV EQUIPMENT	30,010	45,991	57,000	57,000	57,000
NEW TECHNOLOGY RELATED EQUIPMENT	13,030	27,197	42,100	42,100	42,100
REPLACEMENT/AV EQUIPMENT	48,510	49,801	118,000	118,000	118,000
SUBTOTAL	1,412,476	1,442,722	1,644,100	1,644,100	1,644,100
TOTAL	3,874,279	4,113,783	4,468,350	4,478,388	4,413,388

Open Choice Program

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

As a learning community, our goal is for every graduate to develop important transferable skills that will help them to be successful now and in the future.

Glastonbury Public Schools seeks to produce students who are compassionate citizens who demonstrate empathetic and ethical behaviors and choices, contribute to a safe, supportive, and inclusive environment, serve the community through active participation and civic engagement, and value differences.

The Open Choice Program is an interdistrict public school program in the Hartford region intended to improve academic achievement, reduce racial, ethnic, and economic isolation, and provide a choice of educational programs for public school students from Hartford.

The Board believes that Glastonbury's participation in the Open Choice program furthers the District's goals outlined in this policy.

The Board of Education directs the administration to develop regulations guiding Glastonbury's participation in the Open Choice program.

The Board believes that students at all grade levels can benefit from the Open Choice program.

The Board will yearly review the Open Choice program and Glastonbury's participation.

Legal References:
Public Act 97-290

Policy
Adopted:

STUDENTS

Regulation: 5118.3

Open Choice Program

Glastonbury Public Schools will primarily offer new open choice seats at Nayaug Elementary School in kindergarten and Grade 1.

The number of seats offered in kindergarten will not exceed fifteen (15) students in the kindergarten grade cohort at Nayaug Elementary School at the time of decision.

The total number of seats offered in first grade, including continuing students, will be equal to the number of seats offered to the previous year's kindergarten class.

On a case-by-case basis, the superintendent may admit a higher-grade students. ~~such as an older sibling of an admitted student.~~

Regulation
Adopted:

Live Animals in School

The Glastonbury Board of Education (“Board”) shall comply with all laws and regulations regarding the use of service animals by individuals with disabilities, as those terms are defined by federal and state laws and regulations. The Board permits the use of therapy dogs in the schools only in accordance with the administrative regulations prescribed by the Superintendent or designee. The Superintendent or designee shall develop and implement administrative regulations to address the presence and use of service animals and therapy dogs in the schools.

In all other circumstances, no student shall bring any live animal, whether pet or wild, to any classroom without prior consent of the teacher and the principal, in order to protect both the animal and individuals within the school community.

Teachers may bring and maintain in the school environment goldfish or tropical fish in suitable bowls or tanks, but turtles, birds, snakes, or other animals that might present a health hazard shall not be allowed without the approval of the principal, and then only for class observation and study for a limited period of time.

Science teachers and Vocational Agriculture Teachers may have animals in appropriate facilities in or adjacent to laboratories for the purpose of class study and experimentation, provided that appropriate state and federal guidelines and/or requirements are followed relative to health and safety of the animals and the school community.

The Glastonbury Public Schools District may maintain therapy dogs in accordance with this policy.

Legal References:

State Law:

Conn. Gen. Stat. § 22-339b

Conn. Gen. Stat. § 46a-44

Conn. Gen. Stat. § 46a-64

Federal law:

Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 *et. seq.*

28 C.F.R. § 35.104

28 C.F.R. § 35.136

28 C.F.R. § 36.302(c)

Policy

Adopted:

Live Animals in School

Service Animals/Therapy Dogs

Service animals. The Glastonbury Board of Education (the “Board”) and the Public Schools (the “District”) complies with all applicable federal and state laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of a disability, subject to the conditions and limitations established by law. Accordingly, the District shall make reasonable modifications to its policies, practices and procedures to permit an individual with a disability to use a service animal on school property and/or at school-sponsored programs or activities in accordance with Title II of the Americans with Disabilities Act (“ADA”), applicable state laws and these administrative regulations and the associated policy.

Therapy dogs. In accordance with the policy associated with these administrative regulations, the Board also permits the use of therapy dogs in the schools. The District requires individuals to apply for approval to bring a therapy dog onto school property, in accordance with the procedures set forth in these administrative regulations.

I. Definitions

- A. “**Service animal**” means any dog regardless of breed or size (“service dog”) or miniature horse (“service horse”) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical; sensory; psychiatric; intellectual; or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. In other words, the animal must be required for the individual with a disability, and must be individually trained to do work or a task for the individual with a disability. For purposes of this policy, 1) a service animal includes a *guide dog* or *assistance dog* for a blind, deaf or mobility impaired person as outlined in Conn. Gen. Stat. § 46a-44; 2) service animal is **not** a pet; 3) a service animal in-training is **not** a service animal except for a dog being trained to assist a blind, deaf or mobility impaired individual; 4) companionship, comfort, therapy or emotional support animals do **not** qualify as service animals and 5) other species of animals, whether wild or domestic, trained or untrained are **not** service animals.
- B. “**Work or tasks**” performed by a service animal include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; alerting individuals to the onset of medical conditions; alerting individuals to the presence of allergens; assisting individuals with limited use of their limbs with tasks such as carrying items, opening doors, turning on lights, retrieving items and/or pulling a wheelchair; assisting individuals with intellectual

Live Animals in School

Service Animals/Therapy Dogs (continued)

- or cognitive disabilities locate places or misplaced items; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and/or performing tasks for individuals with psychiatric and neurological disabilities such as preventing or interrupting impulsive or destructive behaviors or reminding an individual to take prescribed medication. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do **not** constitute service animal work or tasks for the purposes of this policy.
- C. **"Service Animal Handler"** is an individual with a disability who is accompanied by a service animal, or a third party who accompanies an individual with a disability to assist with his or her service animal. For purposes of this policy, a handler includes a person training a *guide* or *assistance dog* for a blind, deaf or mobility impaired person provided the trainer is employed by and authorized to engage in designated training activities by a guide or assistance dog organization that complies with the criteria for membership in a professional association of guide dog or assistance dog schools and carries photographic identification indicating such employment and authorization, or a person who volunteers for a guide or assistance dog organization that authorizes such volunteers to raise dogs to become guide dogs or assistance dogs and causes the identification of such dog with (a) identification tags, (b) ear tattoos, (c) identifying bandanas on puppies, (d) identifying coats on adult dogs, or (e) leashes and collars, as outlined in Conn. Gen. Stat. § 46a-44.
- D. **"Therapy Dog Handler"** is an individual who is responsible for the supervision and control of a therapy dog on school property or at a school-sponsored activity.
- E. **"Therapy dog"** is a dog that has been individually trained and certified to work with its owner or handler to provide emotional support, well-being, comfort or companionship to a Glastonbury Public School student. Therapy dogs have been trained to provide emotional support which positively impacts reading skills, emotional functioning and communication skills. In addition, the use of therapy dogs may decrease anxiety, improve self-esteem and increase overall academic achievement in students. Therapy dogs are not "service animals" as defined above. Therapy dogs are not considered to be performing "work or tasks" in accordance with this policy.

II. Service Dog Access to Board Property, Programs and/or Activities

- A. Generally, a service animal shall be permitted to accompany a service animal handler in all areas of District property to the same extent that the service animal handler has the right 1) to be present on school property or facilities; 2) to attend and/or participate in a District-sponsored program or activity, including but not

Live Animals in School

Service Animals/Therapy Dogs (continued)

- limited to, attending sporting events and student theatrical productions open to the general public; or 3) to be transported in a vehicle operated by or on behalf of the District. Under no circumstances shall a service animal handler be permitted to access a place where the individual would not otherwise be allowed access without the service animal.
- B. The District prohibits inquiries of a service dog handler (or parent(s)/guardian(s) in the case of a young child) about the nature of the individual's disability. Additionally, District personnel may not ask a service dog handler (or parent(s)/guardian(s) in the case of a young child) to pay an additional fee to comply with any condition not outlined in this policy and/or request documentation such as proof of licensure, certification or any other proof of the service animal's training, including, but not limited to, demanding the animal perform a particular task. In instances where it is not readily apparent whether an animal qualifies as a *service animal*, District personnel may **only** make the following **two** inquiries of a handler (or parent(s)/guardian(s) in the case of a young child):
1. Is the dog (or miniature horse) a service animal required because of a disability?
 2. What work or task(s) has the dog (or miniature horse) been trained to perform?

III. Therapy Dog Access to Board Property, Programs and/or Activities

The following procedures must be used before a therapy dog will be allowed in school buildings or on school grounds:

- A. **Request for therapy dog access:** At the request of the Principal or Principal's designee, a therapy dog handler who wishes to bring a therapy dog to District property shall submit a completed written request form to the Superintendent or Superintendent's designee, for written approval.
- B. **Training and certification:** The therapy dog handler shall submit proof of registration as a therapy dog handler with each therapy dog the therapy dog handler plans to bring to District. Such registration shall be from an organization that requires an evaluation of the therapy dog and employee or handler prior to registration and on-going evaluation as required for registration. The certification must remain current at all times.
- C. **License and vaccination:** The therapy dog handler must submit proof of current licensure from the local licensing authority and proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian.

Live Animals in School

Service Animals/Therapy Dogs (continued)

- D. **Identification:** The request for approval for access for a therapy dog must describe the manner in which the therapy dog will display appropriate identification as a therapy dog at all times while on school property or at a school-sponsored activity.
- E. **Insurance.** The therapy dog handler must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property, naming District as an additional insured on the policy.
- F. **Annual approval:** A request shall be submitted for approval each school year, and shall be specific to the individual therapy dog described in the request form. If an employee and/or handler wishes to bring a different therapy dog onto school therapy dog property, a separate request for approval must be filed.
- G. **Revocation of approval:** Approval may be revoked at any time at the sole discretion of the Superintendent.
- H. **Visitation plan approval:** Once the Superintendent or designee approves the request, a written plan for dog visits shall be developed with the Principal or Principal's designee, who shall have the discretion to specify the time, place and manner of any visits.

IV. Management of Service Animals and Therapy Dogs; Responsibilities of Handlers and Liability

- A. Service animals are working animals, not pets. Accordingly, service animals should not be petted, provoked or otherwise distracted, including, but not limited talking to or saying the service animal's name.
- B. A service animal must be harnessed, leashed, or tethered while on school property or at a school-sponsored program or activity unless such devices interfere with the service animal's work or the handler's disability prevents use of such devices. In that case, the handler must use voice, signal, or other effective means to maintain control of the animal.
- C. A service animal must be under the control of its handler at all times while on District property or at a District-sponsored program or activity. Where a service animal is out of control and the service animal handler does not take effective action to control it, District personnel may request that the service animal be removed from the property or a District-sponsored program or activity. In the event that the service animal handler is unable or unwilling to remove a properly excluded service animal, District personnel are authorized to take appropriate action necessary to remove the service animal and ensure the health and/or safety

Live Animals in School

Service Animals/Therapy Dogs (continued)

- of individuals attending and/or participating in a District-sponsored program or activity. In certain limited instances (e.g., younger children), the District may provide reasonable accommodations to enable a service animal handler to control the service animal. In such instances, the reasonable accommodations shall be determined on case-by-case basis at a meeting with school officials, parent(s)/guardian(s) and the service animal handler, where appropriate.
- D. A therapy dog must harnessed, leashed, or tethered while on school property or at a school-sponsored program or activity. A therapy dog must be under the control of the therapy dog handler at all times while on District property or at a District-sponsored program or activity.
 - E. All service animals and therapy dogs must be housebroken.
 - F. Service animals and therapy dogs are generally the sole responsibility of their handlers, who must take appropriate precautions to prevent damage or injury to persons or property from the actions of their service animals and/or therapy dogs. The District shall not be responsible for the care or supervision of service animals or therapy dogs, including but not limited to the cost of veterinary care, supplies or equipment; provision of food and/or water; walking the service animal or therapy dog; responding to the service animal's or therapy dog's toileting needs, including accidents; and/or grooming the service animal or therapy dog. Accordingly, handlers (or if a minor, their parent(s)/guardian(s)) are liable for any harm, damage, or injury caused by the service animal or therapy dog to students, staff, visitors, and/or property to the same extent other individuals who cause harm, damage or injury to persons or property are responsible for such harm, damage or injuries.
 - G. Handlers shall ensure that service animals and therapy dogs comply with all generally applicable state and local animal control and public health requirements, including, but not limited vaccinations registration and/or licensure requirements.
 - H. All service animals and therapy dogs should be kept clean and groomed to avoid shedding and dander, where possible. All service animals and therapy dogs should be treated for, and kept free of, fleas and ticks.

V. Students with Individualized Education Programs (“IEPs”) and/or Section 504 Plans

An inquiry by a planning and placement team (“PPT”) and/or Section 504 team concerning whether a service animal is necessary for a student with a disability to receive a free and appropriate public education (“FAPE”) under the Individuals with Disabilities Education Act or the Section 504 of the Rehabilitation Act is separate

Live Animals in School

Service Animals/Therapy Dogs (continued)

from the analysis and inquiry related to service animals under the ADA and applicable state laws. Any decisions with respect to whether a service animal is necessary in order to provide a student FAPE will be made by the student's PPT or Section 504 team, as applicable. Where a service animal is not required for a student with a disability to receive a FAPE, the District shall permit the use of a service animal in the District's programs or activities in accordance with the law, these administrative regulations and the associated policy.

VI. Exclusion and/or Removal of a Service Animal or Therapy Dog.

- A. The District shall not exclude a service animal based on assumptions or stereotypes or general fears about how a service animal or particular breed of dog might behave. However, a school official may ask a service animal handler to remove a service animal from District property, or a District-sponsored program or activity in the event of one of the following:
1. The service animal is not under control and the service animal's handler does not take effective action to control it;
 2. The service animal is not housebroken;
 3. The service animal's presence would "fundamentally alter" the nature of the service, program, or activity; and/or
 4. The service animal's actual behavior poses a direct threat to the health and/or safety of others that cannot be eliminated by reasonable modifications to policies, practices or procedures; or has a history of such behavior.
- B. Where a service animal is properly excluded, the District shall permit the service animal handler to remain on District property and/or participate in the District-sponsored program or activity without the service animal unless such service animal handler otherwise violated a District policy or state or federal law which warrants the removal of the individual. In the event that the service animal handler is unable or unwilling to remove a properly excluded animal, District personnel are authorized to take appropriate action necessary to remove the service animal and ensure the health and/or safety of individuals attending and/or participating in a District-sponsored program or activity.
- C. Therapy dogs may be excluded at any time as determined in the discretion of the Superintendent, the Principal or any other responsible administrator of the District.

Reasons for removal include, but are not limited to:

1. The therapy dog handler does not have control of the therapy dog;

Live Animals in School

Service Animals/Therapy Dogs (continued)

2. The therapy dog is not housebroken;
3. The therapy dog presents a threat to others; or
4. The animal's presence otherwise interferes with the educational process.

VII. Special Provisions Applicable to Service Horses

- A. The District shall modify its policies, practices or procedures to permit a service animal handler to use miniature horses, where reasonable. In determining whether reasonable modifications can be made to allow a service horse into a specific facility, the Board shall consider:
 1. Whether the facility can accommodate the miniature horse's type, size, and weight;
 2. Whether the service animal handler has control of the miniature horse;
 3. Whether the miniature horse is housebroken; and
 4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
- B. The District shall promptly notify a service animal handler (or parent(s)/guardian(s) in the case of a young child) in writing whether reasonable modifications may be made to permit a service horse into a specific facility.

VIII. Conflicting Disabilities.

- A. Applicability to conflicts involving service animals. In instances where an individual has an allergy significant to qualify as a disability, or has another disability that conflicts with the disability requiring the use of a service animal, the individual (or parent/guardian) shall immediately notify a building administrator or the school official in charge of District-sponsored program or activity. The District, through its administration, shall consider the needs of each individual and balance the rights of the individuals involved. The District shall work to resolve the conflict as efficiently and expeditiously as possible in order to meet its obligations to reasonably accommodate individuals with disabilities.
- B. Applicability to conflicts involving therapy dogs. In the event that an individual has an allergy significant to qualify as a disability, or has another disability that conflicts with the presence of a therapy dog, the individual (or parent/guardian) shall immediately notify a building administrator or the school official in charge of District-sponsored program or activity. In such cases, the therapy dog shall be excluded.

Live Animals in School

Service Animals/Therapy Dogs (continued)

IX. Grievances

- A. Any person who believes s/he has been discriminated against because of his/her disability by a Board personnel or student, or has been aggrieved by a decision concerning a service animal may file a complaint or appeal to:

Karen Bonfiglio, 628 Hebron Avenue, Glastonbury, Connecticut
Telephone: 860-652-7941 or email: bonfigliok@glastonburyus.org

- B. The grievance procedure is not available to individuals to appeal the denial of a request for therapy dog access to school property or programs.

Legal References:

State Law:

Conn. Gen. Stat. § 22-339b
Conn. Gen. Stat. § 46a-44
Conn. Gen. Stat. § 46a-64

Federal law:

Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 *et. seq.*
28 C.F.R. § 35.104
28 C.F.R. § 35.136
28 C.F.R. § 36.302(c)

Regulation
Adopted:

Play-Based Learning

Play is a fundamental aspect of childhood and a powerful tool for learning, development, and well-being. The Glastonbury Public Schools Board of Education recognizes the importance of play in the educational process and is committed to supporting and promoting play as an integral component for engaging students in all areas of the district's curricula. Strategically aligning play-based learning with curriculum standards can help meet the Board's goal to realize increased academic gains while improving executive function or self-regulation among all students.

Along with supporting the Board's recognition of the educational value of play-based learning, the purpose of this policy is to ensure compliance with a law passed in 2023 requiring schools to provide play-based learning for kindergarten and preschool students and to permit a teacher to utilize play-based learning for grades one to five.

Teachers are permitted to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five. The teacher's role in play-based learning is to create an appropriate learning environment, ask questions, set up investigations and challenges, offer ideas, and provide feedback. While children engage in play-based learning, teachers are expected to observe, document, assess learning, and plan for the next day's experience.

Beginning in the 2024-25 school year, play-based learning must be incorporated into annual professional development programming for pre-K through grade five teachers.

Definitions

“Play-Based Learning” means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. “Play-based learning” does not mean time spent in recess or as part of a physical education course or instruction.

“Free Play” means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement and have behavioral, social and psychomotor rewards except “free play” may be structured to promote activities that are child-directed, joyful and spontaneous.

“Guided Play” means learning experiences that combine the child-directed nature of free play with a focus on learning outcomes and adult guidance.

“Recess” means the time during the regular school day for each student enrolled in elementary school that is devoted to physical exercise or not less than twenty minutes in total pursuant to section 10-221o of the general statutes.

“Mobile Electronic Device” has the same meaning as provided in section 10-222d of the general statutes.

“Instructional Time” means the time of actual school work during a regular school day.

INSTRUCTION

Policy: 6141.1(a)

Play-Based Learning

Play-Based Learning (continued)

Guidance for Pre-K and Kindergarten

Play-based learning during the instructional time of each regular school day for all students in kindergarten and any preschool program offered by the board *shall be provided*. Such play-based learning must be incorporated and integrated into daily practice, allow for the needs of such students to be met through free play, guided play and games, and be predominantly free of the use of mobile electronics.

Guidance for Grades 1-5

Teachers are permitted to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five, inclusive. Such play-based learning may be incorporated and integrated into daily practice, shall allow for the needs of such students to be met through free play, guided play and games, and shall be predominantly free of the use of mobile electronic devices.

Any play-based learning utilized under this policy must comply with the individualized educational program (IEP) or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for any student.

A school employee may only prevent or otherwise restrict a student's participation in play-based learning if such prevention or restriction is in accordance with this policy pursuant to section 10221 of the general statutes.

Legal Reference: Public Act 23-101 (An Act Concerning the Mental, Physical, and Emotional Wellness of Children), § 20
Public Act 23-159 (An Act Concerning Teachers and Para educators), §§ 4-5

Policy
Adopted:

Limits of Authority

Board members have no authority except at Board meetings or when discharging an assignment approved by the Board.

Individual Board members may not commit the district to any policy, act or expenditure unless so authorized by the Board of Education.

No individual member of the Board, by virtue of holding office, shall exercise any administrative authority with respect to the schools, nor as an individual command the service of any school employee. Board members who desire specific information in order to assist them in their deliberations should request this information **at a Board meeting**. ~~from the superintendent of schools through the chair of the Board of Education or their designees, whenever possible.~~

Policy

Adopted: October, 1981

Revised: May 24, 2004

Revised:

Regular Board of Education Meeting

Monday, April 1, 2024 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Kali Cavanaugh: Present

Mrs. Alison Couture: Present

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

Board member, Mrs. Alison Couture participated via ZOOM.

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

1. Call to Order

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

2. Pledge of Allegiance

3. Student Representatives' Report

3.A. Jachimma Anaedo, Class of 2024

3.B. Hayley Lemieux, Class of 2025

Student Representative, Hayley Lemieux, shared events happening at GHS with the Board. She was joined by Amalia Baird (Class of 2027) and Rujula Thunga (Class of 2027). Amalia and Rujula will be joining Hayley as Board of Education Student Representatives for the 2024-2025 school year.

4. Information Session for Public Comment

Andrew Ethier, 30 Bell Street, Glastonbury, addressed the Board about his original complaint.

Pam Lucas, 145 Moseley Terrace, Glastonbury, addressed the Board about her thoughts on the Open Choice Policy being accepted at the meeting.

Jenn Jennings, 34 Cranesbill Drive, Glastonbury, shared with the Board concerns she received from community members.

5. Business Requiring Action

5.A. Approval of Budget Reductions to the Approved 2024-2025 Board of Education Budget
Board moves to reduce the Board of Education Approved Budget for the 2024-2025 school year by \$475,000 as decided by the Town Council. In Program 2100 Operations & Maintenance a reduction of \$58,500 (One custodian); in Program 2300 Program & Staff Development a reduction of \$30,000 (Professional Development); in Program 2400 Transportation a reduction

of \$133,500 (One bus); in Program 3100 Elementary Operations a reduction of \$36,000 (Elementary Supplies); in Program 3600 Technology Support Services a reduction of \$147,000 (Technology Specialists - 3 positions); in Program 3600 Technology Support Services a reduction of \$80,000 (Technology Equipment/Software); in Program 1600 an increase of \$10,000 (.5 Nurse's Salary).

Board moves to reduce the reduction in Program 0300 (Elementary Operations) from \$36,000 to \$26,000. This motion, made by Ms. Jenn Jennings and seconded by Mrs. Kali Cavanaugh, Failed.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Nay
Dr. Douglas Foyle: Nay
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Nay
Mr. Matthew Saunig: Nay
Ms. Julie Thompson: Nay

Board moves to approve a reduction in Program 3300 (Systemwide Support Services) Board of Education Expenses by \$10,000. This motion, made by Ms. Jenn Jennings and seconded by Mrs. Kali Cavanaugh, Failed.

Mrs. Kali Cavanaugh: Abstain
Mrs. Alison Couture: Nay
Dr. Douglas Foyle: Nay
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Nay
Mr. Matthew Saunig: Nay
Ms. Julie Thompson: Nay

Board moves to amend its original motion to reduce the Board of Education Approved Budget for the 2024-2025 school year in Program 0300 (Elementary Education) by \$36,000. This amendment reflects the correct Budget Program in which the reduction is recommended. This reduction should not come from Program 3100 (Elementary Operations). The amended motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

5.B. Approval for Submission of the IDEA Part B Grant Transition Support Activities (TSA) and Extended Support for Para-educators (ESP)

Board approves submission of the IDEA Part B Grant Transition Support Activities (TSA) and Extended Support for Para-educators (ESP). This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

5.C. Acceptance of NEW Board of Education Policy #5118.3 Open Choice Program for First Reading

Board accepts NEW Board of Education Policy #5118.3 Open Choice Program for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

5.D. Acceptance of NEW Board of Education Policy #6175 Live Animals in School for First Reading

Board accepts NEW Board of Education Policy #6175 Live Animals in School for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

5.E. Acceptance of NEW Board of Education Policy #6141.1 Play-Based Learning for First Reading

Board accepts NEW Board of Education Policy #6141.1 Play-Based Learning for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea

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

5.F. Acceptance of Revised Board of Education Policy #9000c Limits of Authority for First Reading

Board accepts Revised Board of Education Policy #9000c Limits of Authority for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

5.G. Approval of Revised Board of Education Policy #5131.9 Bullying Prevention and Intervention

Board approves Revised Board of Education Policy #5131.9 Bullying Prevention and Intervention. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

5.H. Approval of Revised Board of Education Policy #4118.13/4218.13 Bullying Behavior
Board approves Revised Board of Education Policy #4118.13/4218.13 Bullying Behavior. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

5.I. Approval of the March 25, 2024 Board of Education Meeting Minutes
Board approves the meeting minutes of Monday, March 25, 2024. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6. Reports and Discussion

6.A. Glastonbury Education Foundation

Ms. Julie Thompson reminded the Board about the upcoming GEF 5K in June.

7. Committee Reports

Mrs. Alison Couture share that she and Matt Dunbar are currently working on a date for an upcoming Facilities Committee meeting.

8. Chairman's Reports

9. Superintendent's Report

Dr. Bookman, Superintendent of GPS, shared the following with the Board:

- Tickets for the upcoming GHS Pops concert
- The change of dates for the approved GHS Baseball trip, to New York
- An brief overview of the August 2024 Administrator's Retreat

9.A. Staff Resignations

9.A.1. Ann McFee

9.A.2. Regina McGillivray

9.A.3. John Washburn

9.A.4. Barbara Willen

9.A.5. Stephen Wood

9.B. Dates to Remember

10. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The meeting adjourned at 8:28PM.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

10.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: Naubuc Elementary School

Prepared by: Michael Litke

Date: April 22, 2024

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

- Naubuc had a successful kick-off to the new school year despite being under construction. Teachers and staff successfully adjusted to new spaces and changes, which include a shared gym, divided cafe, grade-level changes, specials changes, new schedules, and new layouts.
- During our opening ceremony, students shared their hopes and dreams for the year and listened to a read aloud entitled, “The What if Monster,” which invites turning worries into possibilities, viewing mistakes as opportunities to learn, and seeing the best in others and ourselves.
- Office referrals for challenging student behaviors have declined. Efforts include:
 - A renewed focus on social emotional learning and climate at the first staff meeting.
 - Monthly follow-up to review restorative practices and collaborative problem solving.
 - Brought the peer mediation program down to 4th grade.
 - Proactively monitored recess to reinforce support for collaborative games, sportsmanship, and inclusive play.
- The Naubuc school community has overcome the challenge of losing our auditorium and 5th grade! We have continued our tradition of school-wide spirit assemblies replacing core elements and making creative use of space.

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

- Kindergarten team implemented elements of Purposeful Play. Purposeful Play consists of strategies that allow explicit standards and targeted outcomes such as social skills and problem solving to be incorporated into structured play activities.
- The Student Centered Coaching model has been expanded to include LART and PACE teachers working with grade level teams to analyze assessment data and target whole class and individual instructional needs.
- The Language Arts and Math Flex blocks were remodeled to focus on targeted small group instruction.
- New clubs were added, which include the Naubuc Dance Team, Hearts and Sunshine Committee, and Creators Club.
- Collaborative conversations were launched as a strategy to support problem solving, and Naubuc staff have revisited restorative practices.
- The WIN (What I Need Now) room was opened to meet the individual needs of students in a safe space, supportive to their needs.

- The STEAM (Science, Technology, Engineering, Arts and Mathematics) initiative has expanded across Naubuc School:
 - STEAM activities are offered to all students through the library media center.
 - The library also received a grant from the Glastonbury Education Foundation (GEF) to purchase STEAM kits to be shared out with classrooms.
 - We received an additional grant through the GEF to refresh our Eureka Lab, our Makerspace, by adding a laser cutter, additional 3D printers, and space-specific furniture.

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

- Naubuc School's social-emotional supports align with Maslow's Hierarchy of Needs beginning with creating a safe learning environment, where students feel a sense of belonging and being a part of something bigger than themselves, where they are free to learn and discover their own unique talents and strengths.
- Naubuc School's systems are structured through the Positive Behavioral Interventions and Supports (PBIS) with elements of the Responsive Classroom, Restorative Practices, and Collaborative Problem-Solving woven in.
- The core Social Emotional Learning (SEL) lessons come from the Second Step scope and sequence of lessons.
- Tiered support is provided through the Multi-Tiered System of Supports (MTSS). Supports tailored for student social/emotional support include access to: adult mentors, peer mentors, YFS social worker, school psychologist, peer-mediation, and individualized plans.
- Izzy, a district service dog, supports students across our resource and WIN rooms.
- Classroom teachers incorporate instructional practices aligned with supporting students social-emotional needs, including morning meetings, movement breaks, classroom jobs, and cozy corners.

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

- Continue to refine our implementation of the Multi-Tiered System of Supports (MTSS) through careful scheduling, programming, and a focus on all children.
- Expand our use of the Collaborative Problem Solving process and Restorative Practices to maximize opportunities for student growth and learning.
- Refine and expand our implementation of play-based learning to support our youngest learners in their first years of a structured school setting.
- Continue to explicitly teach SEL and build classroom and school-wide communities centered on mutual respect and a sense of belonging.
- Continue to offer before and after school clubs to provide opportunities for students to develop hidden talents, connect with friends, pursue healthy habits, and contribute to the school and greater community.
- Continue to provide health and wellness activities for teachers and staff through the CHEER and Wellness committees.



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

School: Gideon Welles School

Prepared by: Kent M. Hurlburt

Date: April 22, 2024

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

School Community:

- We are offering 35 clubs and activities this spring, open to Gideon Welles 5th and 6th grade students.
- Students are provided support through our Math Center and Homework Club.
- “Exploring the Arts” is a weekly program for 6th grade students. Various artists from all disciplines share their abilities with our students at weekly assemblies are constantly reviewed and reinvented.
- Eight classes transitioned from Hopewell and Naubuc to successfully become 5th grade Navigators.
- GHS world language students and staff presented to GWS social studies class representing China Day.
- Drama Club worked with 5/6th grade students to develop and perform in the production of “Finding Nemo” with approximately 150 actors and Stage Crew.
- Two book swap events were held this year. A third of our students brought in gently used books to trade for books brought in by peers.
- Students participated in conference calls with 21 authors participating all over the country for World Read Aloud Day on February 1, 2024.
- Monthly Town Hall meetings are recreated each year for fifth and sixth graders to include general issues related to successes and areas for improvement.
- PBIS updated standards and language to support the GPS strategic plan.
- We conduct three orientation nights in the month of April as well as an August Schedule walk-through for new students.

Awards and Celebrations:

- Gideon Welles is recognized as the 2023-2024 *No Place for Hate* “Spotlight School” by ADL Connecticut.
- Six students were selected as winners for the CT Writing Project at UCONN. These students will be acknowledged at the University of Connecticut in May.
- GWS teams have competed in the Stock Market Game for two rounds, one in the fall and one in the spring.

- We celebrate a partnership with JCJ Architecture to design a structure out of cans of food. This year's theme is a cruise ship, "Cruise out of Hunger." Cans are donated to the local food bank.
- We had two author visits; Nancy Tandon held writing workshops with 20 5th & 6th grade students, and Jack Gantos offered an informative and engaging presentation to all 6th graders.
- Students in Kindness Club, Art/Mindfulness Club and any interested staff participated in the Empty Bowl Project, with funds supporting local soup kitchens and food banks.
- Twenty-five students were in a national French contest called *Le Grand Concours*.
- AAPPL Testing was conducted for 6th graders to assess for proficiency in Spanish and French.
- Our PBIS Team focuses on student recognition with Team Tickets and Raffles, Team Brag Tags, Quarterly Recognition, etc.
- We celebrated 6th Grade Orchestra, Band and Choral Concerts in January: Three nights of in-person music for Orchestra, Band, and Chorus. We also held the 5th grade Winter Concert (Band/Orchestra/Chorus) in December.

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

- The "Be Well" Committee facilitates monthly wellness activities and quarterly challenges with around 30 staff members signing up for each.
- Recess has been significantly improved, extending the time from 10 to 20 minutes and putting in a GaGa pit and various other equipment.
- Developmental Guidance lessons revamped Counselor Lessons taught to every student by their school counselor.
- The Student Council worked to create a St. Jude Hospital fundraiser, raising close to \$1000.00 and taping Mr. Hurlburt to a wall.
- PTO began the first annual Spring Fling - inviting all current and incoming Navigators from all of the elementary schools.
- We began Principal Brag Tag awards, which focus on our standards of *care, respect* and *responsibility*. To date there are 63 students who earned the award. Each student also receives a birthday pencil and brag tag.
- Open House panel presentations were done in two different times, combining support services with electives. Staff and parents appreciated the new format.
- GWS partnered with the *Besharat Arts Foundation*, with the goal to nurture sympathy and empathy among Navigators. We have eight photographs on display currently.
- All certified staff were trained on the use of Collaborative Problem Solving (CPS), which aims to help students meet expectations, reduce concerning behavior, build skills, and improve relationships.
- GWS administration and staff continue to utilize Restorative Practices to build community among staff and students and constructively address conflict and harmful behavior.
- Beginning in March, iPad use is no longer permitted by students in the morning, allowing students to build on social skills by talking to each other instead of using technology.
- With the support of the math director, math teachers are utilizing the *Building Thinking Classrooms* curriculum by de-fronting the classroom and working collaboratively to solve problems.
- We partnered with CT Voices of Hope to plan a presentation for Congo students at GWS. Andy Sarkany, Holocaust survivor, came to GW to share his life experiences and important life lessons.
- Schedule walk through and 5th grade open house were restructured.

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

- The Student Support Center serves students in many ways. In addition, the student support center clinician provides daily lunch groups and recess interventions to provide students support with social stressors, and to build communication, conflict resolution and other social skills. Students who have utilized the center have done so for the following reasons:
 - Check-in/out, Peer Mediation/Social Problem Solving/Restorative meetings, Crisis Management, School Avoidance, Post-Hosp/Post Clinical School Support, Executive Functioning, Goal Setting, Safe Space
- GWS celebrates its designation as a No Place for Hate school with ADL for the third year in a row.
- The Internet Safety presentation by Scott Driscoll focused on relevant, current uses of technology, safety and digital citizenship on Jan 8, 2024.
- Every sixth grader is assigned a school counselor for the first time to address individual needs and provide support for their secondary concerns.

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: Promote active learning and high expectations for all students.

- Establish and convene a Scheduling Review Committee to review possible changes to the building schedule in order to support teaching and learning. There will be a full review of the findings during the 24-25 school year.
- Incorporate 5th grade resources and lessons into our Library Media Program.
- Convene weekly Student Intervention Team meetings to consistently monitor student needs.

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

- Continue to welcome fifth and sixth grade together into our school community. As per the recent enrollment projections, we are slated to welcome 106 fifth graders (5 classes) and 428 sixth graders to the school.
- Support and promote team-based community service projects.
- Support continued implementation of restorative practices and collaborative problem solving for all Gideon Welles Staff.
- Continue to include all students (5th & 6th graders) to be involved in after school clubs & activities.

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

- Continue with the Gideon Be Well Committee, providing staff myriad opportunities to be involved and supported at school.
- Monitor or limit iPad use during unstructured times.

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

Title of Report: Spring 2024 Professional Learning

Board Meeting Date: April 22, 2024

Action:

Report: X

Information:

Discussion:

Glastonbury Public Schools certified staff members have engaged in a range of outstanding professional learning opportunities throughout the school year. This spring, professional learning sessions aim to deepen educators' understanding of district resources and initiatives that support Good Teaching and Active Learning as well as provide dedicated time to apply new learning and/or prioritize well-being.

Our elementary and secondary Professional Development and Evaluation Committees (PDECs) have supported the development of professional learning opportunities that prioritize choice, collaboration, and time for application of new learning.

The spring series of Wednesday afternoon elementary workshops include self-select options and content-specific sessions for all. To support the launch of the new *Foundations* phonics program next fall, our K-3 teaching staff will participate in a comprehensive *Foundations* training series. LARTs will guide teachers through core instructional resources, review instructional principles of the program, and model grade-level phonics lessons. *Foundations* phonics program training will continue into the 2024-2025 school year. Beyond formal training, all teachers are provided with the flexibility to select a learning opportunity from a curated list of meaningful topics; each choice further develops content knowledge and/or offers application of previously learned concepts and skills. The Spring 2024 PreK-5 At-a-Glance Professional Learning Calendar is attached.

In addition, the last four Wednesdays of the school year provide elementary staff with building level opportunities for end-of-the-year procedures, class placement, record keeping, and report card preparation. On May 8th, all incoming Kindergarten families are invited to participate in school-based Kindergarten Orientations, a dedicated opportunity to support this important transition for our youngest students and families.

In February and March, secondary staff engaged in professional learning opportunities that took many forms. From professional discussions and collaborative planning sessions to staff-led instructional technology workshops and wellness opportunities, staff were afforded choices to support their individual needs and interests aligned with district goals and initiatives.

Most notably, our GHS Technology Coaches led much of the planning and facilitation of the February 15th professional learning session. With Artificial Intelligence (AI) making its mark on many of our instructional platforms and software, staff were eager to learn how to best leverage these new features to support teaching and learning. Our Technology Coaches have grown their expertise in this area and serve as valuable resources to our secondary staff. Please see the attached list of topics offered on February 15th and March 21st for more details.

Submitted By: Kate Lund

Reviewed By: Alan Bookman

PreK-5 Professional Learning & Meetings: SPRING 2024

SPRING 2024	PreK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Reading	Spec. Ed	LMS	Art	Music	HPE	WL
MAR 6	Parent Conferences										Youth Art Month - Vignone Gallery @ GHS	Instrumental Recruitment / Transition @ BB	Winter/Spring Unit transition @CO	Assessments, Budget & Report Cards @CO
MAR 13	Parent Conferences										Collaborative Conversation & Planning @ HO	Grade 4 General Music Review Revisions @ HA	Budget Prep: Equipment Needs @CO	Assessments & Report Cards @CO
MAR 20	Parent Conferences										Teacher Productivity @ HA	Grade 5 General Music Overview Revision and Refinement @ HO	CPFA Review/Powerschool input @CO	Libritos & End-of-year Samplings @CO
MAR 27	Parent Conferences										Spring Art Show Preparation @ Home Schools	Grade 5 Independent/Collaborative Unit Work @ Home Schools	Collaborative Conversation & Planning @CO	Curriculum Units @CO
APR 3	Intensive Preschool: A Collaborative Discussion @ EA	Self-Select	<u>Self-Select</u>	Self-Select	Self-Select	Self-Select	Self-Select	Self-Select	Transition planning (w/ R.Blume, Psychs & SLPs) @ EA	Self-Select	Self-Select	Self-Select	Self-Select	Self-Select
APR 10	SPRING BREAK													
APR 17	Self-Select	Wilson Foundations Launch – Session 1 @ NA 2:00-3:30PM	Wilson Foundations Launch – Session 1 @ HA 2:00-3:30PM	Wilson Foundations Launch – Session 1 @ HO 2:00-3:30PM	Wilson Foundations Launch – Session 1 @ BB 2:00-3:30PM	Social Studies Research follow-up @CO 2:00-3:30PM	Math Placement @ Home Schools (w/ PACE)	Wilson Training: <i>Foundations</i> 2:00-3:30PM	Building SEL Classrooms (w/ Psychs & SLPs) @ EA	K-12 Library Media Department Meeting @ SMS LMC	Building Special Team Collaboration @ TBD		Spelling Bee Preparation @CO	

APR 24	"Intentionality in Lesson Planning" Purposeful Play with Kelly Bird @ EA	Wilson Foundations Launch – Session 2 @ NA 2:00-3:30PM	Wilson Foundations Launch – Session 2 @ HA 2:00-3:30PM	Wilson Foundations Launch – Session 2 @ HO 2:00-3:30PM	Wilson Foundations Launch – Session 2 @ BB 2:00-3:30PM	Math Conversations/ Planning @ Home Schools (w/ PACE)	Preparing for Historical Society Visit @CO 2:00-3:00PM	Wilson Training: <i>Foundations</i> 2:00-3:30PM	Self-Select	K-5 Library Media Department Meeting @CO 2:00-3:30PM	Teacher Share/Program Specific Needs @ NG	Grade 5 General Music Review Revisions @NA	24-25 Planning & PS Score Review @CO	Revise assessments @CO OR Wilson Foundations Launch - Session 2 2:00-3:30PM
MAY 1	Purposeful Play in action @ EA	Wilson Foundations Launch – Session 3 @ NA 2:00-3:30PM	Wilson Foundations Launch – Session 3 @ HA 2:00-3:30PM	Wilson Foundations Launch – Session 3 @ HO 2:00-3:30PM	Wilson Foundations Launch – Session 3 @ BB 2:00-3:30PM	Classkick vs. Explain Everything with Science Notebooks @ CO (w/ PACE and Blair Donohue) 2:00-3:00PM		Wilson Training: <i>Foundations</i> 2:00-3:30PM	Life Skills Collaboration or Academic Skills Review Via ZOOM	K-5 Program Management Collaboration @ Hopewell 2:00-3:30PM	Summer Curriculum Writing Prep + Next Steps 24-25 @ HO	Concert Prep @ Home Schools	Field Day Prep @Home Schools	Planning for KLC @ Nayaug or Wilson Foundations Launch - Session 3 2:00-3:30PM
MAY 8		Kindergarten Orientation	Building Meeting/Class Placements											
MAY 15	Building Meeting/Class Placements									K-12 Library Media Department Meeting (@ SMS LMC)	Building Meeting/Class Placements			
MAY 22	Building Meeting/Class Placements													
MAY 29	Building Meeting/Class Placements													
JUN 5														

PL – 2 Hours Start time within 30 minutes of school dismissal on early release days

*When bringing Gr. 5 together across schools, formal PD must begin at 2:00 and end by 3:00 to accommodate travel and early release start/stop times. Self-guided tasks may be given prior to/after the formal PD hour.

	Early Release Dismissal Time	Early Release PD Start Time	Early Release PD End Time
NG, HO, HA, EA	1:25	1:55	3:55
NA, BB	1:05	1:35	3:35
GW (Gr. 5)	12:30	1:00	3:00

February 15, 2024

Secondary Professional Learning (6-12)

Overall Objectives:

- To deepen your understanding of district resources and initiatives that support Good Teaching and Active Learning.
- To provide dedicated time to apply new learning and/or prioritize well-being.

Choice Sessions for February 15th:

1. Actively Learn for All Subjects - Christina Vemuri

Participants will learn about the aspects of the Actively Learn curriculum platform program that best apply to their content area. While Actively Learn is a program initially purchased to support differentiation and promote active learning in the Humanities courses, it is a resource with a range of uses and applications that can be customized to meet a variety of student learning needs across all academic departments. Participants will need to bring a charged iPad or laptop.

GT.2, GT.3, GT.4, GT.5 -- AL.2, AL.3, AL.5

Audience: Grades 7-12 / All content areas

Location: GHS

2. Adobe Cloud: Using InDesign to Create High Quality Print and Digital Material - Anagha Sabnis-Sambo

Participants will be introduced to the capabilities, pros, and cons of using Adobe InDesign to create student-facing materials. As part of this session, participants will be able to see some student-facing materials created using Adobe InDesign and discuss the ways in which it may be beneficial to their students.

GT.2, GT.3

Audience: Grades 6-12 / All content areas

Location: GHS

3. Adobe Firefly and other Visual Generative AI: Strategies and Ethics -

Christopher Del Coro

Participants will gain experience using Visual Generative AI- with attention to prompting and teaching strategies for a variety of subject areas and student abilities. Topics including Ethics and Digital Citizenship will also be addressed. It is recommended that attendees sign into Adobe Creative Cloud on their ipads or computers previous to the session.

GT.2, GT.3, GT.4 -- AL.2, AL.3, AL.4

Audience: Grades 6-12 / All content areas Max: 24

Location: SMS

4. Almpacting Minds: Unleashing Critical Thinking in the Humanities Curriculum -

Hans Anderson-Dollhopf

Participants will observe a model of a history teacher using Chat GPT in a U.S. History lesson to promote critical thinking using the "3 C" strategy. Participants will have the opportunity to practice using this "3 C" strategy for content in their own class.

GT.4, GT.3 – AL.1, AL.5

Audience: Most relevant to humanities teachers but open to all. Max: 30

Location: GHS

5. AI - Workflow PT 1 - Laura Haddad

Participants will be introduced to free AI platforms, such as Canva, Magic School AI, Brisk, and Goblin.tools to help understand how AI can support teachers in the

classroom. Attendees will learn how to use AI to help optimize teaching strategies, promote inclusivity, and create a more effective and efficient educational ecosystem. Attendees will need to bring a charged iPad or laptop.

GT.3, GT.4, GT.5 -- AL.2, AL.3, AL.4, AL.5

Audience: Grades 6-12/All content areas Max: 25

Location: GHS

6. Maximizing the Capabilities of Formative - Annie Morissette

Participants will learn many of the other features of Formative that mirror other platforms ((Quizlet, Nearpod, Edpuzzle, and enhancing PDFs) and how they can transform some of their already created material to use on Formative.

GT.2, GT.3, GT.4 -- AL.3, AL.2

Audience: Grades 6-12 / All content areas

Location: GHS

7. Using Instructional Technology to Support Active Learning - TJ Neville

Participants will learn how to leverage instructional technology to support active learning in the classroom. During the session participants will learn how to pair instructional strategies with both familiar and new online tools / platforms in order to support each of the following domains of active learning:

AL.1, AL.2, AL.3, AL.4, AL.5

Audience: Grades 6-12 / All content areas

Location: SMS

8. STEAM Exploration - Alek Turi (STEAM Tutor)

Participants will explore ways in which the Glowforge and/or TinkerCAD/3D printers can support and enrich learning activities in their classes. Participants will receive quick-guides on each piece of equipment and will have the opportunity to design a lesson; they will also explore the resources in the STEAM Lab Google Classroom.

GT.2 -- AL.2, AL.3, AL.4

Audience: Grades 6-12 / All content areas

Location: STEAM Lab @ GHS

9. Professional Discussion - WL International Travel - Amanda Robustelli-Price

Participants will create a belief statement around international travel and also discuss our past experiences with international travel and current trips. This is an optional session for WL teachers 6-12.

GT.2, GT.3 - AL.5

Audience: WL teachers 6-12

Location: SMS

10. Professional Discussion - Computer Science Cohort - Brenda Gregorski

Participants will have vertical conversations about our CS pathway and review District's "SCRIPT" training materials as well come up with some actions steps for our 3 month, 6 month, and long term goals.

Audience: District CS Team (6 - 12) across STEAM and Math Dept.

Location: GHS

11. Professional Discussion - Shop Safety for Students - Liz Cole/Jim Giudice

Participants will have vertical and collaborative discussion about safety standards and requirements for students around specific equipment used across grades/courses (ie. drill press). Participants will work together to generate standard safety instruction,

expectations and assessments for students grounded in ITEEA standards.

GT.3, GT.5 – AL.5

Audience: 7-12 Teachers of courses that operate in “shop” lab settings

Max: 7

Location: SMS

12. Professional Discussion - Kitchen Safety for Students - Liz Cole/Kirby Turner
Participants will have vertical and collaborative discussion about safety standards and requirements for students around specific equipment used across grades/courses (ie. stove top cooking, food handling). Participants will work together to generate standard safety instruction, expectations and assessments for students grounded in standards.

GT.3 -- AL.5

Audience: 7-12 Teachers 7-12 of courses that operate in “kitchen” lab settings

Max: 5

Location: SMS

13. Breathwork - April Quast

Participants will gain an understanding of how intentional breath regulation can help in thinking more clearly, managing stress, and regulating emotions.

Audience: 6-12 Counselors, Psychologists and SSC Clinicians

Location: GHS

March 21, 2024

Secondary Professional Learning (6-12)

Overall Objectives:

- To deepen your understanding of district resources and initiatives that support Good Teaching and Active Learning.
- To provide dedicated time to apply new learning and/or prioritize well-being.

Choice Sessions for March 21st:

1. Lifeguard Recertification (REQUIRED: 9-12 H/PE Staff)

By completing recertification, teachers will demonstrate a commitment to maintaining a safe environment for students during aquatic activities and contribute to the overall safety of our school or organization's aquatic programs. This process helps uphold standards of safety and ensures that teachers are equipped to handle any potential water-related incidents confidently and efficiently.

GT. 3- Well-Planned; GT.5-Responsive

Location: GHS Pool

Facilitator: Jenn Spring

2. Transition Planning (REQUIRED: 6-12 Special Education, SLPs, Psychologists)

Participants will discuss transition assessments, services, and overall transition needs to support students for the upcoming year.

GT.2-Student-Centered; GT.5-Responsive

Location: GHS

Facilitator: Dr. Solandy Forte

3. Collaborative Planning - self-selected teams

As Quarter 3 draws to a close, we invite you to come together for a Collaborative Planning session! Team up to share innovative teaching strategies, plan/prepare upcoming lessons, labs, and/or assessments, and/or apply new knowledge and resources to a current unit of study. This invaluable opportunity allows us to harness the collective wisdom and creativity of our teaching community, fostering collaboration and camaraderie. Directors will reach out to support collaborative teams.

GT. 3- Well Planned

Location: Self-Selected Collaborative Spaces

Facilitator: No formal facilitator, group-directed opportunity

4. Collaborative Grading/Assessment work- self-selected teams

Spring has sprung, which means end of course/year assessments are right around the corner! Harness this time to collaboratively refine/design assessments, review formative/summative assessments to date, and/or analyze assessment data as related to a common SLO. Whether you're a seasoned educator or new to the field, this session offers valuable time to enhance your teaching practice and ensure student success.

Let's collaborate, analyze, and plan for an impactful conclusion to the academic year!

Directors will reach out to support collaborative teams.

GT. 5- Responsive

Location: Self-Selected Collaborative Spaces

Facilitator: No formal facilitator, group-directed opportunity

5. Interdisciplinary Collaborative Teams- self-selected teams

This session provides a supportive environment to share ideas, exchange expertise, and continue interdisciplinary teaching and learning opportunities across departments and grade levels. Teams up as we continue to break down silos, bridge disciplines, and empower students with a holistic approach to learning. Directors will reach out to support collaborative teams.

GT. 2 - Student-Centered

Location: Self-Selected Collaborative Spaces

Facilitator: No formal facilitator, group-directed opportunity

6. Professional Discussion - World Languages: Course Recommendations and Leveling, 8-12

This is an optional session for WL teachers 8-12. We will discuss our practices for course recommendations and leveling students. Our aim is to review and revise our existing language for leveling.

GT.2 - Student-Centered, GT.3 - Well-Planned

Location: GHS

Facilitator: Amanda Robustelli-Price

7. Professional Discussion- AI and its Implications in the English Classroom

This is an optional session for high school English teachers and Library Media Specialists. Through discussion we will seek to strike a balance between the opportunities AI presents in the classroom and the ethical considerations inherent in its implementation. The goal is for participants to leave this discussion with a more unified understanding of and approach to utilizing and teaching students appropriate uses of AI.

GT. 2 - Student-Centered, GT. 3- Well Planned, AL.1, AL.3, AL.5

Location: GHS B107

Facilitator: Tracey DeDonato

8. Bike Riding - Bring Your Own Bike

Join us for a refreshing journey towards better health and wellness with our Bring Your Own Bike Wellness Ride! Pedal your way to fitness and fun. Whether you're a seasoned cyclist or just starting out, this experience offers something for everyone. Take a break from the hustle and bustle of school and immerse yourself in the beauty of the outdoors while promoting physical activity and well-being. Grab your bike, gather your friends and ride towards a healthier, happier you!

Be Well

Location: Depart from Smith Flagpole promptly at 1:45, return no later than 2:45pm

Facilitator: No formal facilitator, group-directed opportunity

9. Campus Walk/Run - Lace up and bring water!

Embark on a journey of fitness and community spirit with our Campus Walk/Run around Glastonbury High School! Lace up your sneakers and join us for a scenic adventure through the vibrant campus grounds, winding pathways, and beautiful surroundings. Whether you prefer a leisurely stroll or a brisk run, this session welcomes participants of all ages and fitness levels. Take in the fresh air, enjoy the camaraderie of fellow walkers and runners, and support a healthy lifestyle within our community.

Be Well

Location: Depart from GHS main entrance promptly at 1:45, return no later than 2:45pm

Facilitator: No formal facilitator, group-directed opportunity

10. March Madness Basketball

Attention all basketball enthusiasts! Get ready to lace up your sneakers and hit the court. Whether you're a seasoned baller or just looking to shoot some hoops and have fun, this session is for you. Come and showcase your skills, make new friends, and experience the exhilarating energy of March Madness right here on the court. With friendly faces, and plenty of high-flying dunks, this is the perfect opportunity to embrace the spirit of basketball in the midst of March Madness fever.

Be Well

Location: Smith & GHS Gyms, equipment provided

Facilitator: No formal facilitator, group-directed opportunity

11. Zen Zone Reading

This is more than just a reading session - it's an opportunity to reconnect with yourself, find inner peace, and rejuvenate your spirit. So bring along your favorite book, or browse our selection of titles, and discover the joy of mindful reading in our "Zen Zone."

Be Kind, Be Well

Location: Self-determined "Zen-Zone"

Facilitator: No formal facilitator, individual-directed opportunity

12. Embrace Wellness Through Acts of Kindness

Looking for a unique way to boost your well-being while making a positive impact in your community? Studies have shown that acts of kindness not only benefit those on the receiving end, but also have profound effects on the giver's mental and emotional health. That's why we're inviting you to grab a few friends and take this time to volunteer! Volunteer today and discover the profound impact of kindness on your overall health and happiness.

Be Kind, Be Well

Location: TBD

Facilitator: No formal facilitator, individual-directed opportunity

13. What Wellness Means to Me

If none of the above meet your wellness needs, please select this option and provide a brief summary of your intended self-guided session to your Director.

Be Well


Location: Please specify in form below

Facilitator: No formal facilitator, self-directed opportunities

TOWN OF GLASTONBURY**MEMORANDUM**

DEPARTMENT OF ADMINISTRATIVE SERVICES**FINANCIAL ADMINISTRATION**

TO: Board of Finance
Jonathan Luiz, Town Manager

FROM: Keri Rowley, Director of Finance & Administrative Services 

DATE: April 5, 2024

SUBJECT: Self Insurance Reserve Update March 2024

The attached report summarizes the Self Insurance Reserve fund through March 2024. The total reserve is \$13,463,690 allocated \$4,880,566 and \$8,583,124 between Town and Board of Education, respectively. As of March the fund is experiencing a \$1,522,736 loss for the fiscal year.

There are 16 large loss claims which are defined as any claims that exceed \$50,000. BOE has 7 while the Town has 9 large loss claims. There are 6, 3 for BOE and 3 for the Town, that have exceeded the individual Stop Loss limit. The Individual Stop Loss limit is \$200,000 for BOE and \$150,000 for the Town.

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

SELF INSURANCE RESERVE FUND

YTD Balances As of: March 31, 2024

	Town	Education	Total
Contributions			
Employer	\$2,694,955	\$9,928,861	\$12,623,816
Employee	931,810	2,861,394	3,793,204
Stop Loss Reimbursement	38,549	391,638	430,186
Total Revenues	\$3,665,313	\$13,181,893	\$16,847,206
Expenditures			
Anthem			
ASO Fees	\$91,164	\$357,614	\$448,777
Claims	3,308,801	12,725,285	16,034,085
	\$3,399,964	\$13,082,898	\$16,482,863
Delta Dental			
ASO Fees	\$13,580	-	\$13,580
Claims	135,953	-	135,953
	\$149,532	-	\$149,532
Bank Fees/PCORI Fee	\$0	\$0	\$0
CT Prime	402,254	1,267,792	\$1,670,047
OneDigital Consultant Fees	13,500	54,000	67,500
	\$415,754	\$1,321,792	\$1,737,547
Total Expenditures	\$3,965,251	\$14,404,691	\$18,369,942
Current Year Revenues Less Expenses	(\$299,938)	(\$1,222,798)	(\$1,522,736)
Reserve July 1, 2023	\$5,180,504	\$9,805,921	\$14,986,425
Reserve at end of month	\$4,880,566	\$8,583,124	\$13,463,690

	Town	BOE	Total
Reserve at end of month	\$ 4,880,566	\$ 8,583,124	\$ 13,463,690
Recommended Minimum Reserve ^A	\$ 1,146,286	\$ 4,029,314	\$ 5,175,600
Variance Over/(Under) Reserved	\$ 3,734,280	\$ 4,553,810	\$ 8,288,090

A. As of December 2023. The next update will be provided in May 2024.

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT April 1, 2024

Elementary	Pre-K = 92	K	1	2	3	4	5	6	Total
Buttonball		70	84	72	75	66	89		456
Hebron Ave.		61	80	84	76	79	83		463
Hopewell		85	88	82	111	107			473
Naubuc		67	64	71	75	82			359
Naugaug		85	119	74	88	85	86		537
Elementary Subtotal		368	435	383	425	419	258	0	2288
Gideon Welles							171	434	605
	K-6 Totals								2893
Elementary Total		368	435	383	425	419	429	434	2893
Middle		7	8						Total
Smith Middle	Middle Subtotal	420	419						839
Middle Total		420	419						839
Secondary		9	10	11	12				Total
Glastonbury High	Secondary Subtotal	436	435	461	437				1769
Secondary Total		436	435	461	437				1769
								TOTAL	5501
								Pre-K	92
	OUT OF DISTRICT (32 & GHS ALTERNATIVE PROGRAM (0))								32
								GRAND TOTAL	5625

RECAPITULATION

	4/1/2023 Enrollment All Without M	4/1/2024 Enrollment All Without M	Change Over Previous Years Enrollment All
Pre-K	91	92	1
K	417	368	-49
1	363	435	72
2	412	383	-29
3	408	425	17
4	411	419	8
5	423	429	6
6	409	434	25
Subtotal Elementary	2934	2985	51
7	426	420	-6
8	437	419	-18
9	434	436	2
10	462	435	-27
11	445	461	16
12	461	437	-24
Subtotal Secondary	2665	2608	-57
TOTAL	5599	5593	-6
OUT OF DISTRICT & GHS ALTERNATE	30	32	2
GRAND TOTAL	5629	5625	-4

School Enrollment by Class April 1, 2024

	GRADE K						TOTAL
Buttonball	18	18	17	17			= 70
Hebron	16	15	15	15			= 61
Hopewell	18	17	17	17	16		= 85
Naubuc	17	17	17	16			= 67
Nayaug	19	18	17	16	15		= 85
							<u>368</u>
	GRADE 1						
Buttonball	18	17	17	16	16		= 84
Hebron	20	20	20	20			= 80
Hopewell	19	19	18	18	14		= 88
Naubuc	22	21	21				= 64
Nayaug	20	20	20	20	20	19	= 119
							<u>435</u>
	GRADE 2						
Buttonball	18	18	18	18			= 72
Hebron	21	21	21	21			= 84
Hopewell	21	21	20	20			= 82
Naubuc	18	18	18	17			= 71
Nayaug	19	19	18	18			= 74
							<u>383</u>
	GRADE 3						
Buttonball	19	19	19	18			= 75
Hebron	19	19	19	19			= 76
Hopewell	23	23	22	22	21		= 111
Naubuc	23	22	15	15			= 75
Nayaug	24	22	21	21			= 88
							<u>425</u>
	GRADE 4						
Buttonball	22	22	22				= 66
Hebron	20	20	20	19			= 79
Hopewell	23	22	22	20	20		= 107
Naubuc	21	21	20	20			= 82
Nayaug	22	22	21	20			= 85
							<u>419</u>
	GRADE 5						
Buttonball	23	22	22	22			= 89
Gideon Welles	23	23	21	21	21	21	= 171
Hebron	21	21	21	20			= 83
Nayaug	22	22	21	21			= 86
							<u>429</u>

**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			1			
B. Drugs Possession/Use/ Sale/Distribution/Manufacture		1	6	2	1	3		2			
C. Vandalism		4				1	2				
D. Fighting /Altercation		4	4		2		4	4			
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying								1			
H. Insubordination		1	1	5	1	1		2			
I. Cutting/Skipping Class											
J. Profanity		1	1	1				1			
K. Tardiness											
L. Harassment			9	3	1	1	1	1			
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution		1	3	5	4	3	3	5			
O. Theft								2			
P. Interference with school Safety/ Order/Discipline	1	1	4	2	6	2	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	21				
In-School	1	14	29	19	17	11	12	20				
Out-of-School	0	0	4	0	0	0	0	1				
2. No. of 1 Day Suspensions	0	0	1	0	1	0	0	0				
3. No. of 2-4 Day Suspensions	1	11	23	15	9	7	10	15				
4. No. of 5-10 Day Suspensions	0	3	6	4	7	4	2	6				
5. * No. of Different Students Suspended for the Month	1	12	27	18	17	11	12	20				
6. * No. of Different Students Suspended this Year (Cumulative)	1	13	39	47	61	68	77	88				
7. * No. of Different Students Suspended More than Once this Month	0	2	3	1	0	0	0	1				
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	2	5	12	13	16	17	27				

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	11	13			
In-School	0	2	7	7	0	14	10	11			
Out-of-School	0	0	0	0	0	0	1	2			
2. No. of 1 Day Suspensions	0	1	0	3	0	1	4	2			
3. No. of 2-4 Day Suspensions	0	1	6	4	0	13	6	10			
4. No. of 5-10 Day Suspensions	0	0	1	0	0	0	1	1			
5. * No. of Different Students Suspended for the Month	0	2	7	6	0	13	11	12			
6. * No. of Different Students Suspended this Year (Cumulative)	0	2	8	13	13	24	32	40			
7. * No. of Different Students Suspended More than Once this Month	0	0	0	1	0	1	0	1			
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0	1	3	3	5	7	11			

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.

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Office of the Superintendent

628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033
860-652-7951, www.glastonburyus.org

April 5, 2024

Mr. and Mrs. Thomas Mahoney
110 Candlelight Drive
Glastonbury, CT 06033

Dear Mr. and Mrs. Mahoney,

On behalf of the Glastonbury Public School System, I would like to express my deepest appreciation for your donation of two (2) new sets of oars, to the Glastonbury High School Crew Program. This equipment upgrade will be impactful to the student athletes' performance and should serve them for ten (10) or more years. The value of this donation of two sets of oars, one set of eight (8), the other set of four (4) has a total donation value of \$6,000.

Please except my personal thanks for generous donation.

Sincerely,

Alan B. Bookman, Ph.D.
Superintendent of Schools

ABB/dlb



THE CONNECTICUT ASSOCIATION OF SCHOOLS

EXECUTIVE DIRECTOR:
Dr. Glenn Lungarini

OFFICERS:

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Cook Hill Elementary School, Wallingford

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- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Federation of State High School Associations
- New England Association of Schools and Colleges
- New England League of Middle Schools

30 Realty Drive
Cheshire, CT 06410
Phone: (203)250-1111
FAX: (203)250-1345
casciac.org

April 4, 2024

Dr. Michael Litke, Principal
Naubuc Elementary School
84 Griswold Street
Glastonbury, CT 06033

Dear Mike:

In accordance with the wishes of the CAS Awards and Recognition Committee, I am pleased to inform you that you will be honored for service to CAS-CIAC on the occasion of the 2024 Annual Membership Reception, which will be held on Friday, May 3rd, at the TPC River Highlands in Cromwell. You will be receiving a CAS Citation, the association's highest honor. I extend my heartfelt congratulations on the achievement of this distinction!

The reception will run from 2:30-4:30 PM p.m. on the 3rd. As you know, this event was formerly our annual meeting but has been reconstituted as an end-of-year celebration and awards ceremony. We hope that you will be able to attend so that this recognition can be extended to you in the presence of your peers. You can rest easy as you will not be asked to give remarks!

If you are able to join us for the reception, kindly register on-line at <https://casci.ac/10427>.

Congratulations on your much-deserved award. We look forward to honoring you on May 3rd!

Cordially,

Matthew Walton, Chair
CAS Awards and Recognition Committee

cc: Dr. Alan Bookman, Superintendent ✓

*Serving schools
and their leaders*