



## REGULAR BOARD OF EDUCATION MEETING

Monday, July 8, 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. Christina O'Brien, Director of Language Arts/Reading K-5
  - B. Alicia Farris, Assistant Principal/Special Education Supervisor, Naubuc School
  - C. Kristen Sparks, Assistant Principal, Glastonbury High School
4. Information Session for Public Comment
5. Business Requiring Action
  - A. Acceptance of the Glastonbury East Hartford Elementary Magnet School Budget 2024-2025
  - B. Educator and Administrator Evaluation and Support Plans
  - C. Approval of GHS Student Trip to Manchester, New Hampshire
  - D. Approval of the June 24, 2024 Meeting Minutes
6. Reports and Discussion
  - A. Technology Annual Report
  - B. LINKS Update
  - C. Glastonbury Education Foundation
7. Committee Reports
8. Chairman's Reports
9. Superintendent's Report
  - A. Staff Appointments
    1. Alicia Farris, Naubuc School, Assistant Principal/Special Education Supervisor
    2. Adriana Robert, Naubuc Elementary School, Grade 1 Elementary Teacher
    3. Kristen Sparks, Glastonbury High School, Assistant Principal
  - B. Adult and Continuing Education Classes for Fall 2024
  - C. Dates to Remember
10. 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](#)



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

---

628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033  
Tel: 860-652-7951, [www.glastonburyus.org](http://www.glastonburyus.org)

**There were no public comments submitted via the online Google Form for the July 8, 2024 Glastonbury Board of Education Meeting.**

The link to the "Public Comments for BOE Meeting" Form is posted on the [BOE Meeting page](#). Public comments submitted via the Google Form will be attached to the [Board Agenda](#) after 12:00 pm on the day of the meeting.

**Capitol Region Education Council**  
**Glastonbury-East Hartford Magnet School**  
**2024-2025 Budget Proposal**



**Submitted by Kristi Hummel**  
**Principal**  
**June 2024**

**GEHMS Student Enrollment 2024-2025**

GEHMS Enrollment as of October 1, 2023					
Grade	East Hartford	Glastonbury	Hartford	Other	Total
PreK 3	1	7	11	5	24
PreK 4	4	12	10	10	36
K	11	8	30	18	67
1	13	7	30	17	67
2	15	7	26	17	65
3	16	4	21	23	64
4	11	9	32	18	70
5	16	11	25	15	67
Total	87	65	185	123	460
% of Total	19%	14%	40%	27%	100%

GEHMS Anticipated Enrollment 2024-2025					
Grade	East Hartford	Glastonbury	Hartford	Other	Total
PreK 3	2	3	7	18	30
PreK 4	1	7	11	11	30
K	9	19	26	12	66
1	12	9	26	19	66
2	13	8	27	18	66
3	14	7	27	18	66
4	16	4	24	22	66
5	11	9	30	16	66
Total	78	66	178	134	456
% of Total	17%	14%	40%	29%	100%

## **GEHMS Revenue Projections**

- GEHMS receives revenue from the State of Connecticut Department of Education and the Boards of Education of the sending districts, as well as other small amounts from various grants. We also operate a Before and After Care program that brings in revenue sufficient to cover the expenses of the program.
- The State Department of Education and the State Legislature paid the Interdistrict Magnet School Grant at the statutory level of \$10,443 per student from 2010-2011 through 2015-2016. The grant was reduced by approximately 5% to \$9,921 for 2016-2017 and 2017-2018, then returned to \$10,443 for 2018-2019. The grant amount included in the 2019-2020 through 2023-2024 State budgets was \$10,652. Public Act 24-81 changed the mechanism for funding magnet schools by phasing in a partial reduction in the tuition rates we are allowed to charge districts with a corresponding phased increase in state support. CREC's tuition rates to districts are limited to 58% of 2023-2024 rates per Public Act 24-81, signed into law by the Governor on May 30, 2024. Therefore, tuition charged to the sending districts for GEHMS will be \$6,335 \* 58%, or \$3,674 per student.
- We anticipate a student population of 456 students during the 2024-2025 school year resulting in total projected revenue of \$9,915,879.

## **GEHMS Budget Highlights**

- The proposed 2024-2025 expenses reflect an increase of \$488,316 (5.2%) over the previous year budget. Salary increases of \$300,927 were budgeted at 4.0% for teachers per contract, 2.25% for administrators per contract, and 3.0% for other positions.
- For 2024-2025, salaries and benefits were reduced for 1.0 FTE SPED Certified positions and 4.0 FTE SPED Paraprofessional positions; 2.0 FTE Support Staff positions were added.
- Lines 210-270 Benefits reflect an increase of \$800 per FTE for Health Insurance.
- Lines 341 External Staffing and 139 Temporary Employees show a combined increase of \$15,000. These lines reflect the use of either external consultants or temporary staff on payroll.
- Line 423 Custodial Services, provided by Glastonbury Public Schools, is budgeted at \$450,000; no increase over the current year.
- Line 611 Instructional Supplies reflects an increase of \$16,700.

- Line 620 Utilities/Energy is budgeted at \$250,000, a \$10,000 increase over current year.

### **CREC's Allocation of its Indirect Costs**

- CREC's indirect costs are allocated at \$470,772 in line item "311/312 CREC Admin in the 2024-2025 GEHMS budget.
- CREC's indirect costs are organizational costs that are not attributable to a single program or type of program. They are the total cost of our divisions of business services (accounting, contract and insurance administration, and payroll), human resources, communications, grants and development, and CREC's central office facilities.
- The extent to which CREC's indirect costs are charged to its state grants is strictly governed by SDE regulations. The \$470,772 charge to this budget is 5.00% of program expenses. CREC's indirect rate is the lowest of Connecticut's six regional education service centers.

### **CREC's Allocation of its Magnet School Management Services Costs**

- CREC magnet school central office management services costs of \$489,041 for 2024-2025 are on line item "315 Management Services". This is an increase of \$132,945 over the 2023-2024 budget.
- CREC's magnet school management services costs consists of the CREC Council-approved Magnet School Office budget.
- The Management Services on line 315 represents the *direct* supervisory, administrative and professional support costs exclusively associated with CREC's 17 magnet schools and programs. It includes the personnel and non-personnel costs attributable to our superintendent of magnet schools; assistant superintendents of magnet schools; business manager; intervention teams and district Special Education staff; curriculum directors and science, math and reading coaches.
- The extent to which CREC's magnet school management services costs are charged to each magnet school is approved by SDE as part of its review of each school's annual budget. These costs are assigned to all CREC magnet schools on a per student basis. In 2024-2025, the costs are budgeted at \$1,038 per student.

## GEHMS Budget Summary

The table below shows the past two years of GEHMS budgets, and the approved 2024-2025 budget.

	2022-2023 Budget	2023-2024 Revised Budget	2024-2025 Council Approved Budget	Increase (Decrease) from 2023-2024 Budget
<b>Salaries</b>				
101/102 Certified Salaries	\$4,011,192	\$4,158,342	\$4,399,550	\$241,208
122 Paraprofessionals	564,946	606,801	522,049	(\$84,752)
123 Support Staff	328,582	416,244	496,998	\$80,754
129 Other Non-certified	155,074	114,077	137,794	\$23,717
139 Temporary	15,000	45,000	85,000	\$40,000
<b>Benefits</b>				
210 Health Insurance	1,153,740	1,293,760	1,300,708	\$6,948
220 FICA	139,528	150,963	156,882	\$5,919
250 Unemployment Ins	20,218	15,886	16,669	\$783
260 Workers Comp	65,709	63,546	66,677	\$3,131
270 Retirement Insurance	38,418	42,074	42,803	\$729
<b>Prof/Tech. Services</b>				
311/312 CREC Admin	411,130	428,598	470,772	\$42,174
314 Computer Services	144,636	129,330	156,527	\$27,197
315 Management Serv.	421,764	356,096	489,041	\$132,945
320 Prof. Consulting	0	0	5,000	\$5,000
32210 CREC Staff Dvlpmnt	14,557	19,074	18,549	(\$525)
333 Other consultants	36,000	21,420	36,000	\$14,580
341 External Staffing	115,000	300,000	275,000	(\$25,000)
<b>Property Services</b>				
411 Safety & Security	90,000	96,000	110,000	\$14,000
423 Custodial	350,000	450,000	450,000	\$0
430 Maintenance & Repairs	25,000	30,000	25,000	(\$5,000)
442 Equipment Rental	12,000	12,000	11,000	(\$1,000)
490 Other Property Services	0	55,000	40,000	(\$15,000)

	2022-2023 Budget	2023-2024 Revised Budget	2024-2025 Council Approved Budget	Increase (Decrease) from 2023-2024 Budget
<b>Other Services</b>				
51901 Field Trips	20,000	8,000	10,000	\$2,000
521 Property Insurance	350	1,500	1,500	\$0
522 Liability Insurance	18,233	28,002	30,659	\$2,657
531 Postage	2,500	2,500	3,000	\$500
532 Telephone	9,000	9,500	11,000	\$1,500
540 Advertising	0	10,000	1,000	(\$9,000)
550 Printing	3,000	3,000	2,000	(\$1,000)
581 Travel	2,000	2,500	2,000	(\$500)
591 Workshop Expenses	6,000	6,000	6,500	\$500
592 Other Purchased Serv	12,000	19,350	25,000	\$5,650
<b>Supplies</b>				
611 Instructional Supplies	174,466	117,000	133,700	\$16,700
613 Maintenance Supplies	2,000	3,500	3,000	(\$500)
614 Other Materials & Supplies	12,000	20,500	42,000	\$21,500
615 Medical Supplies	2,000	2,500	1,500	(\$1,000)
616 Office Supplies	3,000	3,500	3,500	\$0
617 Pupil Incentives	2,500	2,500	2,500	\$0
620 Utilities	215,000	240,000	250,000	\$10,000
641 Textbooks	3,500	2,500	0	(\$2,500)
642 Library Books	4,000	5,000	4,000	(\$1,000)
643 Software	25,000	25,000	20,000	(\$5,000)
<b>Equipment</b>				
733 Equipment (\$5000+)	5,000	110,000	50,000	(\$60,000)
<b>Other Objects</b>				
810 Dues & Fees	500	1,000	1,000	\$0
<b>Totals</b>	<b>\$8,634,544</b>	<b>\$9,427,563</b>	<b>\$9,915,879</b>	<b>\$488,316</b>

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

---

---

**Title of Report:** Educator and Administrator Evaluation & Support Plans

**Board Meeting Date:** July 8, 2024

**Action: X**

**Report:**

**Information:**

**Discussion:**

---

---

Last June, Connecticut’s State Board of Education passed new guidelines for educator and administrator evaluation. As a result, school districts were prompted to review and revise educator and administrator evaluation and support plans during the past year to align with the new guidelines. Revised plans must be approved by the Connecticut State Department of Education (CSDE) and need to be in place for the 2024-25 school year.

This past year, the district’s Professional Development and Evaluation Committee (PDEC) reviewed our existing evaluation and support plans, examined the new guidelines, and made recommendations to support the development of revised plans. A subcommittee of teachers, administrators, and related service providers (e.g. school psychologist and speech-language pathologist) worked collaboratively to design a new evaluation and support plans that incorporate the CSDE’s requirements while maintaining flexibility to focus on the work most important to student learning and professional growth in Glastonbury.

The notable mandates and suggested “best practices” by the CSDE for all evaluation and support plans include:

- **Summative ratings are no longer required.** Components of the evaluation and support plan do not need to be mathematically weighted. Instead, the evaluator writes a narrative annual report summarizing progress and feedback in lieu of a rating.
- **Goals are based on growth rather than outcomes.** Student Learning Outcomes (SLOs) are no longer required. Instead, goals may pertain to professional learning, areas of practice, or implementation of programs or initiatives. Goals must be mutually agreed upon by evaluator and evaluatee.
- **Single-point competencies frame desired outcomes of performance.** Expectations are no longer laid out across a rating scale or rubric. Instead, descriptions of each desired performance outcome are articulated for each certified staff role (e.g. classroom teacher, school psychologists, counselors, speech/language pathologist, and administrator).

To ensure alignment between the new evaluation and support plans and the mission and values of Glastonbury Public Schools, PDEC was guided by the 6th Generation Strategic Plan, the district-wide look-fors of good teaching and active learning, and the Connecticut Guidelines for Educator Evaluation (2023). The new plans incorporate the above requirements while maintaining those aspects of the current plans deemed effective and desirable by PDEC, preserving the valued processes, timelines, and expectations that prioritize collaboration, mutually agreed upon goals, targeted feedback, and ongoing support.

With your approval, these proposed plans—Educator Evaluation & Support Plan and the Administrator Evaluation & Support plan—will be sent to the Connecticut State Department of Education for consideration. The CSDE may accept the plan or return it for revisions. Ultimately, our plan is to implement the new evaluation system throughout the entire district next year. We will treat this as a pilot year and look to gather feedback from teachers and administrators to make improvements moving forward.

**Submitted By:** Kate Lund

**Reviewed By:** Alan Bookman



GLASTONBURY PUBLIC SCHOOLS

# **Educator Evaluation and Support Plan**

**Be Kind** ❤️ **Be Curious** 🧠 **Be Well** ☀️

# TABLE OF CONTENTS

<b>Overview</b>	<b>3</b>
<b>Educator Evaluation Process and Timeline</b>	<b>4</b>
Orientation, Goal-Setting, and Planning	4
Mid-Year Check-In	5
End-of-Year Summative Review	5
<b>Observations, Feedback, and Retention</b>	<b>6</b>
Role of Primary and Co-Evaluator	6
Evaluator Training and Calibration	6
Retention of Non-Tenured Educators	6
Retention of Tenured Educators	7
<b>Educator Assistance</b>	<b>8</b>
Teacher Assistance Program (TAP)	8
The Process for Placement in TAP	10
Intensive Teacher Assistance Program (ITAP)	10
Appeals Procedure/ Dispute Resolution	11
<b>Appendices</b>	<b>12</b>
Appendix A: Good Teaching	12
Appendix B: Active Learning	13
Appendix C: Classroom Educator Competencies	14
Appendix D: Speech and Language Pathologist Competencies	15
Appendix E: School Psychologist Competencies	16
Appendix F: School Counselor Competencies	17

## OVERVIEW

### DISTRICT MISSION

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

### THE PURPOSE OF THE PLAN

The purpose of the GPS Educator Evaluation and Support Plan is to support this mission through the professional growth of educators and the promotion of excellence in teaching. The plan is guided by:

- GPS 6th Generation Strategic Plan.
- The definition of *Good Teaching* and *Active Learning* (Appendices A and B) and associated competencies developed with input from GPS educators.
- *Connecticut Guidelines for Educator Evaluation (2023)* provided by the Connecticut State Department of Education in adherence to Connecticut General Statutes 10-151-d and 10-220a.

### BELIEFS ABOUT GOAL SETTING

**We believe that:**

- **All goals set by educators serve to improve defined outcomes for student success.** When outcomes for student success are clearly defined, educators are empowered to design action plans for their professional growth/learning that positively impact student success.
- **Effective goal-setting stretches the educator to take risks within a safe, supportive, and inclusive learning environment.** When setting ambitious goals, feeling safe to take risks fosters growth, innovation, individual/collective efficacy, and positive outcomes for students.
- **Targeted professional growth and student achievement may span multiple years.** When goals are multi-year, they afford greater opportunity to tackle complex work that requires sustained effort, new learning, and collaboration to build capacity and improve student outcomes over time. Examples include the adoption of new curricula and programs. With multi-year goals, clearly articulated action plans and anticipated impact for students are co-constructed and reevaluated as learning progresses over time.
- **Single-point competencies serve to identify areas of strength and growth for all educators.** When reflecting on Good Teaching and Active Learning competencies, we develop benchmarks for professional growth, guide personalized professional learning, and foster collaboration to enhance effectiveness.

# EDUCATOR EVALUATION PROCESS AND TIMELINE

Three collaborative conversations anchor the educator evaluation process. The conversations occur at the beginning, middle, and end of the year. During these meetings, participants clarify expectations, provide feedback, set goals, and identify opportunities and resources for support. The three meetings serve as a foundation, but conversations and feedback between evaluators and educators are ongoing.

Orientation, Goal Setting, and Planning (By Oct. 30)	Mid-Year Check-in (By Jan. 15 for non-tenured and Feb. 15 for tenured)	End-of-Year Review (By June 1)
<ul style="list-style-type: none"> <li>• Outline the evaluation process</li> <li>• Reflect and mutually agree on goal(s)</li> <li>• Identify professional learning needs and support</li> </ul>	<ul style="list-style-type: none"> <li>• Review and discuss progress towards goal(s), practice, and evidence of student learning</li> <li>• Adjust and revise goal(s), if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect and discuss progress toward goal(s)</li> <li>• Review written summative evaluation</li> </ul>

## Orientation, Goal-Setting, and Planning

Timeframe: Complete by **October 30**

We are committed to excellence and ensuring that every student and every educator has the opportunity to reach their full potential.

Annually and before October 30, the evaluator provides the educator with materials outlining the evaluation process. They meet to discuss the process, set one or more goals, and answer questions.

Goal setting is a powerful catalyst for professional growth and student success. By articulating clear action steps working backward from defined outcomes, educators can enhance their instructional practices, deepen their content knowledge, and cultivate a culture of lifelong learning. Moreover, goal setting empowers educators to take ownership of their professional development journey, fostering a sense of purpose, autonomy, and both individual and collective efficacy.

Aligned with best practices and research-based strategies, the goal-setting process prioritizes collaboration. It honors the unique strengths and needs of individual educators. Through ongoing dialogue, reflection, and feedback, educators and evaluators identify goals that are ambitious yet attainable and flexible, responsive to evolving school and district priorities and grounded in evidence-based practices.

As part of the goal-setting process, the educator will review role-specific single-point competencies and reflect on areas of growth and improvement. In consultation with the evaluator, the educator may collaborate in grade-level or subject-matter teams to support the goal-setting process as appropriate. Educator goals may span multiple years. The evaluator and educator discuss and mutually agree on the goal(s).

### **Mid-Year Check-In**

Timeframe: Complete by **January 15 (non-tenured) or February 15 (tenured)**

To prepare for the mid-year check-in, the educator and evaluator will collect evidence about practice, student learning, and the educator's progress towards meeting goal(s). During the mid-year conference, they review progress, quantitative and qualitative indicators of evidence, impact on student learning, and observation feedback. They may mutually agree to adjust goal(s), strategies, and approaches moving forward. They identify the next steps for professional growth and any support required. Non-tenured educators receive written feedback from their evaluator.

### **End-of-Year Summative Review**

Timeframe: Complete by **June 1**

At this conference, the evaluator and educator meet to review feedback and performance from the school year. They discuss progress toward the educator's goal(s) and growth using qualitative and quantitative evidence as appropriate.

This conference aims to celebrate the educator's recent growth areas and identify development opportunities. The evaluator provides a written summative review. If the primary evaluator determines that an educator is not meeting the expectations for good teaching, they inform the educator in person at this meeting and indicate such on the summative review form. Placement on TAP or iTAP may be discussed with the educator and a union representative.

# OBSERVATIONS, FEEDBACK, AND RETENTION

The GPS observation model is based on the work of Kim Marshall, standards from the Connecticut Common Core of Teaching, and Glastonbury’s published vision of *Good Teaching* and *Active Learning* developed with feedback from educators and administrators.

To provide appropriate feedback and support, evaluators observe educators frequently throughout the year. Observations may be announced or unannounced and can vary in length. All observations are accompanied by verbal or written feedback grounded in the standards and competencies outlined in Appendices C-F. Verbal and written feedback is always provided if there is an area of concern or at the request of the educator. In addition to classroom observations, reviews of professional practice may include, but should not be limited to, reviews of lesson/unit plans and assessments, team or planning meetings, professional learning community meetings, parent-teacher meetings, or observations at school-based activities/events.

Category	Observation Schedule
Non-Tenured Educators in Year 1 and 2; Educators New to the District	Minimum of six observations of classroom or other professional practices, including at least one by co-evaluator, and one full-period observation with pre-conference and post-conference.
Tenured Educators; Non-tenured Educators in Year 3 and 4.	Minimum of three observations of classroom or other professional practices.
Tenured Educators not meeting expectations	TAP or ITAP, if informal support has not resolved concerns.

## Role of Primary and Co-Evaluator

Tenured educators work with a primary evaluator. Generally, the primary evaluator changes at least every three years. Non-tenured educators are assigned a co-evaluator in their first two years in the district. Co-evaluators also participate in observations as indicated in the observation schedule. Co-evaluators may be called upon to help support/evaluate tenured educators if there is mutual agreement between the supervisor and educator.

## Evaluator Training and Calibration

In monthly district administrative meetings, ongoing training on observation and evaluation will be provided to support calibration and fidelity of implementation. The superintendent and assistant superintendents will also review observation and supervision feedback to ensure quality and consistency.

## Retention of Non-Tenured Educators

For their contract to be renewed, non-tenured educators must demonstrate excellent teaching skills or the capacity for excellence. The evaluator reports this to the superintendent by March

1. If a primary evaluator determines by January 15 that a non-tenured educator has not demonstrated excellent teaching or the capacity for excellence, the evaluator informs the educator of these concerns in a face-to-face conference and in writing, indicating non-renewal is a possibility if improvement is not shown.

### **Retention of Tenured Educators**

If a non-tenured educator's contract is renewed year after year based upon meeting Glastonbury's goals of performance for a total time of service of forty consecutive months (not including July and August) from the date of hire (or twenty consecutive months if the educator was previously tenured within the State of Connecticut within the past five years), the educator achieves tenure status.

Should a tenured educator fail to make acceptable progress as outlined in the Intensive Teacher Assistance Program (ITAP), the district may initiate a termination process as defined in CGS 10-151.

# EDUCATOR ASSISTANCE

## Teacher Assistance Program (TAP)

For Tenured Educators Only

The Teacher Assistance Program (TAP) supports and assists educators having difficulty meeting the state and district's teaching standards. It is expected that evaluators will share clearly articulated concerns with the educator and attempt informal remedies prior to initiating TAP.

Should an educator struggle or fail to demonstrate appropriate conduct or competency, TAP may be initiated. In consultation with the principal, director, and the assistant superintendent for personnel, the primary evaluator assigns the tenured educator to this phase in order to correct identified performance problems. The evaluator(s) and the educator work collaboratively to develop a Teacher Assistance Plan. The plan details the performance indicators in need of improvement and the support resources needed to assist the educator in significantly improving. The goal is for the educator to grow professionally and to ensure that students receive a solid instructional experience. Although evaluators typically change every three years, the primary evaluator remains with an educator throughout the TAP or ITAP process.

The development, implementation, and monitoring of a Teacher Assistance Plan requires a substantial investment of time and effort by the educator and the evaluator(s). As indicated in the approved plan, educators who are assigned to this phase meet regularly with the evaluator(s) to share progress toward objectives outlined in the plan. Significant improvement, as evidenced by classroom observations and other relevant and agreed-upon sources of performance data, must be demonstrated before the Teacher Assistance Plan ends and the educator is placed back into the regular evaluation cycle.

### **There are four possible outcomes to the TAP process:**

1. The educator demonstrates significant growth and returns to the regular evaluation cycle.
2. The problem(s) have been partially and/or satisfactorily addressed, but the plan needs to be continued with appropriate modifications.
3. The initial problems have been addressed, but other areas need to be addressed, thus requiring a new Teacher Assistance Plan.
4. Little to no improvement has been noted, and the evaluator(s) in consultation with the principal/director and the assistant superintendent for personnel must decide the next steps. These steps may include more intensive assistance or progressive disciplinary actions outside the scope of this plan. If an educator is not to be recommended for re-employment, the school district would initiate a termination process as defined in CGS 10-151.

## **The Process for Placement in TAP**

The Primary Evaluator will:

1. Confer with the educator and the co-evaluator, if applicable, and outline the areas of concern in writing. The educator may invite a Glastonbury Education Association (GEA) representative to attend the conference.
2. Notify the GEA that an educator will be placed in the Teacher Assistance Program (TAP).
3. Develop an assistance plan that will include the following:
  - a. Observable objectives for improvement.
  - b. A written plan of action for the educator to meet these objectives.
  - c. A written plan of action for the evaluators to assist the educator in meeting the objectives.
  - d. Reasonable timeline.
  - e. Observable means for verifying achievement of the objectives. Either party may invite a content area expert.
4. Intensify supervision by increasing conferences and observations.
5. Decide if the educator has successfully met the established objectives.

If the evaluators decide that sufficient progress has been made toward meeting the established objectives, the educator will be returned to the regular evaluation system. If insufficient progress is made in the Teacher Assistance Program (TAP), the educator will be placed in the Intensive Teacher Assistance Program (ITAP) to continue supporting the educator.

## **Intensive Teacher Assistance Program (ITAP)**

Tenured Educators Only

The intensive Teacher Assistance Program is a comprehensive approach to help the tenured educator meet the requirements of his or her position. It is important to note that only tenured personnel who exhibit marginal performance in some aspect of the job description shall be assigned to the Intensive Teacher Assistance Program.

This program allows the educator to request an additional certified evaluator (an adjunct evaluator) from the current Glastonbury Public Schools supervisory staff. The adjunct evaluator provides assistance and support for the educator and for the primary evaluator. They provide data relative to the achievement of the educator's specified objectives. Nothing precludes the evaluators or educator from bringing in a content area expert or the educator from inviting a GEA representative.

**The primary evaluator will provide the following information to the educator in writing:**

1. A statement of the specific objective(s) to be accomplished with the expected level(s) of performance.

2. A statement defining the amount and kind of assistance and the frequency of observations and conferences that shall average no less than one per school week.
3. A timeline not to exceed forty-five (45) consecutive school days.

When the timeline has expired, the primary evaluator may assign the educator to the regular evaluation plan, decide to continue the ITAP program or make a recommendation for termination to the superintendent. Personnel assigned to ITAP are fully protected by the right of due process, by the right of appeal, and by all applicable Connecticut General Statutes.

## **Appeals Procedure/ Dispute Resolution**

### **1. Purpose**

The appeals procedure shall find equitable solutions to disagreements between an educator and evaluator regarding a summative evaluation or continued placement in TAP or ITAP.

### **2. Time Limits**

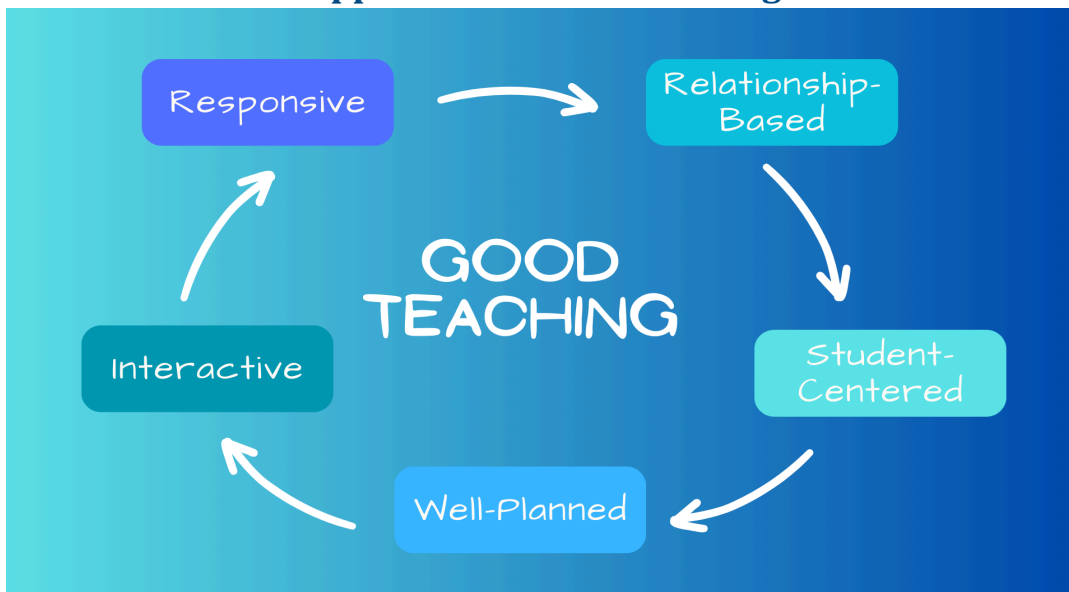
- Since appeals must be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum; however, the time limits specified may be extended by the written agreement of both parties.
- “Days” shall mean school days.
- If an educator does not initiate the appeals procedure within ten (10) days of the disagreement, the educator shall be considered to have waived the right to appeal.
- Failure of the educator at any level to appeal to the next level within the specified time shall be deemed to be in acceptance of the decision rendered at that level.

### **3. Steps**

- The educator will meet and discuss the matter with the evaluator to resolve the matter non-formally.
- If the disagreement has not been resolved to the satisfaction of both parties, then another conference should be scheduled with the addition of a mutually agreed upon third person whose purpose will be to help clarify areas of difference. If the two sides cannot agree on the selection of this third person, the president or an executive board member of the GEA will serve in this capacity. This third person will facilitate dialogue and submit a written statement of the remaining areas of differences to both parties involved within three days. Resolution of the disagreement may be made at this time.
- The educator who wishes to appeal further shall request that the superintendent review the recommendation of the committee, as well as all pertinent materials. The superintendent shall meet with both parties. If a compromise is still not possible at this time, then the superintendent will act as arbitrator.
- Regardless of the level of appeal, the educator has the right to submit a written rebuttal that will be placed in the permanent file.

# APPENDICES

## Appendix A: Good Teaching



Good Teaching Is...	Look For...
<b>RELATIONSHIP-BASED (GT.1)</b>	<ul style="list-style-type: none"> <li>★ Teachers creating conditions for students to feel valued, respected, and encouraged to participate.</li> <li>★ Teachers supporting and recognizing students' social and emotional well-being.</li> <li>★ Teachers fostering connections between students and building classroom community.</li> </ul>
<b>STUDENT-CENTERED (GT.2)</b>	<ul style="list-style-type: none"> <li>★ Teachers prioritizing student interests and needs.</li> <li>★ Teachers designing opportunities for students to choose how they approach and/or demonstrate their learning.</li> <li>★ Teachers making content, concepts, and skills applicable and relevant to students.</li> </ul>
<b>WELL-PLANNED (GT.3)</b>	<ul style="list-style-type: none"> <li>★ Teachers delivering clear and organized lessons to support active learning.</li> <li>★ Teachers aligning lessons and learning activities with curriculum and standards.</li> <li>★ Teachers differentiating to meet the needs of all students.</li> </ul>
<b>INTERACTIVE (GT.4)</b>	<ul style="list-style-type: none"> <li>★ Teachers questioning and prompting students to deepen understanding.</li> <li>★ Teachers checking for understanding and providing feedback.</li> <li>★ Teachers circulating to support student learning.</li> </ul>
<b>RESPONSIVE (GT.5)</b>	<ul style="list-style-type: none"> <li>★ Teachers demonstrating flexibility and adjusting instruction based on student performance (e.g. formative and summative data, student work).</li> <li>★ Teachers actively monitoring student needs.</li> <li>★ Teachers using data/evidence to inform planning.</li> </ul>

## Appendix B: Active Learning



Active Learning Is...	Look For...
<b>COLLABORATIVE</b> (AL.1)	<ul style="list-style-type: none"> <li>★ Students interacting to deepen understanding and build community.</li> <li>★ Students learning from each other in partnerships and/or groups.</li> <li>★ Students sharing ideas and products with a variety of audiences.</li> </ul>
<b>STUDENT-DRIVEN</b> (AL.2)	<ul style="list-style-type: none"> <li>★ Students setting goals for personal growth or achievement.</li> <li>★ Students making connections to prior knowledge.</li> <li>★ Students monitoring and assessing their progress.</li> </ul>
<b>INQUISITIVE</b> (AL.3)	<ul style="list-style-type: none"> <li>★ Students thinking critically to tackle complex problems or tasks.</li> <li>★ Students analyzing information, evaluating evidence, and making well-reasoned decisions.</li> <li>★ Students being curious and asking meaningful questions.</li> </ul>
<b>CREATIVE</b> (AL.4)	<ul style="list-style-type: none"> <li>★ Students generating original ideas and producing innovative work.</li> <li>★ Students brainstorming and exploring multiple perspectives.</li> <li>★ Students using various platforms, methods, and materials to demonstrate thinking and learning.</li> </ul>
<b>RELEVANT</b> (AL.5)	<ul style="list-style-type: none"> <li>★ Students applying skills and concepts that they've learned.</li> <li>★ Students working on tasks and projects that have real-world relevance and authenticity.</li> <li>★ Students transferring what they've learned to new situations.</li> </ul>

## Appendix C: Classroom Educator Competencies

Commendations	Educator Competencies	Recommendations
	<p><b>RELATIONSHIP-BASED</b></p> <ul style="list-style-type: none"> <li>● Creates conditions for students to feel valued, respected, and encouraged to participate</li> <li>● Supports and recognizes students’ social and emotional well-being</li> <li>● Fosters connections between students and builds classroom community</li> </ul>	
	<p><b>STUDENT-CENTERED</b></p> <ul style="list-style-type: none"> <li>● Prioritizes student interests and needs</li> <li>● Designs opportunities for students to choose how they approach and/or demonstrate their learning</li> <li>● Makes content, concepts, and skills applicable and relevant to students</li> </ul>	
	<p><b>WELL-PLANNED</b></p> <ul style="list-style-type: none"> <li>● Delivers clear and organized lessons to support active learning</li> <li>● Aligns lessons and learning activities with curriculum and standards</li> <li>● Differentiates to meet the needs of all students</li> </ul>	
	<p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Questions and promotes students to deepen understanding</li> <li>● Checks for understanding and provides feedback</li> <li>● Circulates to support student learning</li> </ul>	
	<p><b>RESPONSIVE</b></p> <ul style="list-style-type: none"> <li>● Demonstrates flexibility and adjusts instruction based on student performance (e.g. formative and summative data, student work)</li> <li>● Actively monitors student needs</li> <li>● Uses data/evidence to inform planning</li> </ul>	
	<p><b>PROFESSIONAL RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>● Exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers</li> <li>● Partners with families to support student success through ongoing communication</li> <li>● Engages and collaborates with colleagues and the community to actively support school and district initiatives</li> </ul>	

## Appendix D: Speech and Language Pathologist Competencies

Commendations	Speech/Language Pathologist Competencies	Recommendations
	<p><b>RELATIONSHIP-BASED</b></p> <ul style="list-style-type: none"> <li>● Creates conditions for students to feel valued, respected, and encouraged to participate</li> <li>● Supports and recognizes students' social and emotional well-being</li> <li>● Fosters connections between students and builds classroom community</li> <li>● Collaborates with colleagues and families as part of Planning and Placement Team (PPT)</li> </ul>	
	<p><b>STUDENT-CENTERED</b></p> <ul style="list-style-type: none"> <li>● Prioritizes student interests and needs</li> <li>● Designs opportunities for students to choose how they approach/demonstrate learning</li> <li>● Makes content, concepts, and skills applicable and relevant to students</li> <li>● Designs therapies to meet student's diverse interests, strengths, and needs</li> </ul>	
	<p><b>WELL-PLANNED</b></p> <ul style="list-style-type: none"> <li>● Conducts thorough evaluations using referral questions, various assessment methods, clear interpretations, and user-friendly recommendations</li> <li>● Develops and implements well-informed therapy plans based on assessment and IEP progress</li> <li>● Uses evidenced-based interventions and best practices when working with students</li> <li>● Delivers clear, organized, and differentiated lessons to support active learning and curriculum</li> </ul>	
	<p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Checks for understanding, prompts, and provides feedback to deepen student understanding</li> <li>● Participates in professional development related to the enhancement of clinical skills</li> <li>● Collaborates to align team members in supporting student intervention plans</li> <li>● Conducts class check-ins and consultations to ensure the generalization of skills</li> </ul>	
	<p><b>RESPONSIVE</b></p> <ul style="list-style-type: none"> <li>● Actively monitors student needs and uses data/evidence to inform planning</li> <li>● Adjusts or adapts strategies or plans to increase the likelihood of progress and success</li> <li>● Writes and presents clear and comprehensive evaluation reports for parents</li> <li>● Implements relevant, culturally responsive, and equitable Multi-Tiered Systems of Support</li> </ul>	
	<p><b>PROFESSIONAL RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>● Participates in and supports school and district initiatives that promote a positive school climate</li> <li>● Adheres to the <i>Connecticut Code of Professional Responsibility for Teachers</i></li> <li>● Partners with parents and families to support ongoing communication and student success</li> </ul>	

## Appendix E: School Psychologist Competencies

Commendations	School Psychologist Competencies	Recommendations
	<p><b>RELATIONSHIP-BASED</b></p> <ul style="list-style-type: none"> <li>● Promotes a positive school climate where school community members feel valued, respected, and encouraged to participate, collaborate, and provide feedback</li> <li>● Is empathic, validating, strengths-based, and non-judgemental in approach.</li> <li>● Fosters connections with students and supports educators in building classroom communities</li> </ul>	
	<p><b>STUDENT-CENTERED</b></p> <ul style="list-style-type: none"> <li>● Prioritizes student interests, strengths, and needs across all areas of practice. Makes content, concepts, and skills applicable, relevant, and meaningful to students</li> <li>● Gathers and incorporates student feedback and choice into lessons/counseling approach, and student, educator, and family feedback and choice into plan development/modification</li> </ul>	
	<p><b>WELL-PLANNED</b></p> <ul style="list-style-type: none"> <li>● Delivers clear and organized lessons/sessions using evidence-based therapeutic practices/curricula to support active learning of social-emotional-behavioral skills based on IEP/tiered intervention goals</li> <li>● Writes evaluations that are comprehensive and tied to referral questions. Uses multiple forms of assessment, makes clear interpretations, and provides user-friendly recommendations to guide programming decisions</li> <li>● Shares recommendations and evaluation results with families before meetings</li> <li>● Collaborates with team members to ensure PPT and tiered intervention meetings are focused</li> </ul>	
	<p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Provides frequent checks for understanding and high rates of supportive feedback</li> <li>● Uses modeling and coaching to promote and support implementer use of evidence-based interventions to enhance general and special education services</li> </ul>	
	<p><b>RESPONSIVE</b></p> <ul style="list-style-type: none"> <li>● Uses data-based decision-making to inform all areas of practice</li> <li>● Demonstrates flexibility based on student performance/data and student, educator, and family feedback</li> <li>● Supports implementation of relevant, culturally responsive, and equitable Multi-Tiered Systems of Support</li> </ul>	
	<p><b>PROFESSIONAL RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>● Collaborates with colleagues and the community to promote and support school and district initiatives</li> <li>● Partners with educators and families to support communication and student success/skill generalization</li> <li>● Adheres to the <i>NASP 2020 Principles for Professional Ethics</i></li> </ul>	

## Appendix F: School Counselor Competencies

Commendations	School Counselor Competencies	Recommendations
	<p><b>RELATIONSHIP-BASED</b></p> <ul style="list-style-type: none"> <li>● Believe that every student can learn and be successful and has access to a high-quality education</li> <li>● Fosters connections with students, supports educational teams to build supports for students</li> <li>● Consults and collaborates with school psychologists, building administration, teachers, families and outside organizations to support student achievement and success</li> </ul>	
	<p><b>STUDENT-CENTERED</b></p> <ul style="list-style-type: none"> <li>● Demonstrates understanding of the impact of cultural, social, and emotional influence on student success and opportunity</li> <li>● Identify gaps in achievement, attendance, discipline, opportunity and resources in program planning or support implementation for students</li> <li>● Appraise and advise students to help them understand their abilities, values, and career interests</li> </ul>	
	<p><b>WELL-PLANNED</b></p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of educational systems, legal issues, policies, research and trends in education.</li> <li>● Demonstrates flexibility in daily planning and adjusts interventions or supports appropriately</li> <li>● Uses data to drive decision-making and program development/implementation</li> <li>● Checks frequently for and supports understanding, time management, and coping strategies</li> </ul>	
	<p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Provide direct (instruction, appraisal and advisement, counseling) and indirect (consultation, collaboration, referrals) student services to support student success and to promote equity and access to all students</li> <li>● Designs and implements instruction aligned to the national model for student success in large groups, classrooms, and small group/individual counseling</li> </ul>	
	<p><b>RESPONSIVE</b></p> <ul style="list-style-type: none"> <li>● Develops and implements a comprehensive school counseling program</li> <li>● Actively monitors student needs</li> <li>● Supports implementation of relevant, culturally responsive, and equitable Multi-Tiered Systems of Support</li> </ul>	
	<p><b>PROFESSIONAL RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>● Supports and participates in school and district initiatives that promote a positive school climate</li> <li>● Adheres to the Connecticut Code of Professional Responsibility for Teachers</li> <li>● Partners with parents and families to support ongoing communication and student success</li> <li>● Apply legal and ethical principles in their daily routines and the counseling services they provide</li> </ul>	



## GLASTONBURY EDUCATOR EVALUATION AND SUPPORT PLAN COMMITTEE

Ashley Boyle, Nayaug School, School Psychologist

Adriana Cerasani, Gideon Welles School, Art

Elizabeth Cole, Director of Career and Technical Education

Rebecca Comenale, Glastonbury High School, Assistant Principal

Matt Dunbar, Assistant Superintendent of Personnel and Administration

Kelsey Fromme, Naubuc School, Grade 3 Teacher

Sean Fuss, Glastonbury High School, Biology Teacher

Deborah Hatch, Hebron Avenue, Physical Education Teacher

Kimberly Herwerth, Gideon Welles School, Assistant Principal

Michael Litke, Naubuc School, Principal

Kate Lund, Assistant Superintendent of Curriculum and Instruction

Bethany Martocci, Hopewell School, Grade 4 Teacher

Jonathan McGlynn, Smith Middle School, History and Social Sciences Teacher

Lisa O'Doherty, Buttonball Lane School, Reading Teacher

Mark Pearsall, Glastonbury High School, Latin Teacher

Amanda Robustelli-Price, Director of World Languages / ML

Lauren Taylor, Speech and Language Pathologist



G l a s t o n b u r y P u b l i c S c h o o l s  
**Administrator Evaluation  
and Support Plan**

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

# Table of Contents

<b>Overview</b>	<b>3</b>
<b>Administrator Evaluation Process and Timeline</b>	<b>4</b>
Orientation, Goal-Setting, and Planning	4
Mid-Year Check-In	5
End-of-Year Summative Review	5
<b>Leadership Practice and Observations</b>	<b>5</b>
<b>Administrator Assistance</b>	<b>6</b>
Supervisory Assistance Program (SAP)	6
Intensive Assistance Program (IAP)	6
Dispute Resolution Process	7
<b>GPS Administrator Competencies</b>	<b>8</b>

## Overview

### DISTRICT MISSION

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

### THE PURPOSE OF THE PLAN

The GPS Administrator Evaluation and Support Plan supports our mission through the professional growth of administrators and the promotion of leadership. The plan is guided by:

- GPS 6th Generation Strategic Plan
- GPS Administrator Competencies, based on *The Connecticut Leader Evaluation and Support Rubric (2017)*.
- *Connecticut Guidelines for Leadership Evaluation (2023)* provided by the Connecticut State Department of Education in adherence to Connecticut General Statutes 10-151-d.

### Beliefs About Goal Setting

**We believe that:**

- **All goals set by administrators serve to improve defined outcomes for staff and student success and should reflect district initiatives.** When outcomes are clearly defined, leaders are empowered to design action plans for their professional growth/learning that positively impact schools, departments, and ultimately students.
- **Effective goal-setting stretches administrators to take risks as they provide the leadership necessary for a safe, supportive, and inclusive learning environment.** When setting ambitious goals, feeling safe to take risks fosters growth, innovation, individual/collective efficacy, and positive outcomes for students and staff.
- **Targeted goals and professional growth may span multiple years.** When goals are multi-year, they afford greater opportunity to tackle complex work that requires sustained effort, new learning, and collaboration to build capacity and improve school and department outcomes over time.
- **Competencies serve to identify areas of strength and growth for all educators.** When reflecting on the administrator competencies, we develop benchmarks for professional growth, guide personalized professional learning, and foster collaboration to enhance effectiveness.

## Administrator Evaluation Process and Timeline

Three collaborative conversations anchor the administrator evaluation process. The conversations occur at the beginning, middle, and end of the year. During these meetings, participants clarify expectations, provide feedback, set one or more goals, and identify opportunities and resources for support. The three meetings serve as a foundation, but conversations and feedback between administrators and evaluators are ongoing.

Orientation, Goal Setting, and Planning (By Oct. 30)	Mid-Year Check-in (By Feb. 15)	End-of-Year Review (By June 30)
<ul style="list-style-type: none"> <li>• Outline the evaluation process</li> <li>• Reflect and mutually agree on goal(s)</li> <li>• Identify professional learning needs and support</li> </ul>	<ul style="list-style-type: none"> <li>• Review and discuss progress towards goal(s), practice, and evidence of student learning</li> <li>• Adjust and revise goal(s), if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect and discuss progress toward goal(s)</li> <li>• Review written summative evaluation</li> </ul>

### Orientation, Goal-Setting, and Planning

Timeframe: Complete by **October 30**

We are committed to excellence and ensuring that every student and every educator has the opportunity to reach their full potential.

Annually, prior to October 30, evaluators provide administrators with materials outlining the evaluation process. They meet to discuss the process, set one or more goals, and answer questions.

Goal setting is a powerful catalyst for professional growth and student success. By articulating clear action steps working backward from defined outcomes, administrators can enhance their leadership practices, deepen their knowledge, and cultivate a culture of lifelong learning. Moreover, goal setting empowers leaders to take ownership of their vision and professional growth, fostering a sense of purpose, autonomy, and both individual and collective efficacy.

The administrator and supervisor discuss the role of the administrator relative to the district strategic plan. As part of the goal-setting process, the administrator will review the *GPS Administrator Competencies* and reflect on areas of growth and improvement. One or more appropriate goals are mutually agreed upon. They are set using school and/or department learning data, available evaluation and survey results, and leadership rubrics. Goals should be ambitious yet attainable and flexible, responsive to evolving school and district priorities, and

grounded in evidence-based practices. Administrator goals may span multiple years. They should honor the unique strengths and needs of individual administrators.

### **Mid-Year Check-In**

Timeframe: Complete by **February 15**

To prepare for the mid-year check-in, the administrator and evaluator collect and reflect on evidence to date about the administrator's practice and student and staff growth. During the meeting, they review progress, discuss next steps, and adjust goals, if appropriate. They identify the next steps for professional growth and any support required.

### **End-of-Year Summative Review**

Timeframe: Complete by **June 30**

At this conference, the administrator and evaluator review feedback and performance from the school year. They discuss progress towards goals using qualitative and quantitative evidence as appropriate. Evidence could include but is not limited to progress in supporting the district's Strategic Plan; implementation of Safe School Climate Plans; and results measured on the Curriculum Progress Monitoring Tool.

This conference aims to celebrate the administrator's recent growth areas and identify development opportunities. The evaluator provides a written summative review. If the evaluator determines that an administrator is not meeting the expectations for effective leadership, they inform the administrator in person at this meeting and indicate such on the summative review form.

### **Leadership Practice and Observations**

Administrative observations provide an additional measure of performance. Throughout the year, evaluators observe administrators in practice using the GPS Administrator Competencies as a guide. Evaluators conduct at least three (3) observations per administrator, with at least two (2) additional observations for those new to the district. Verbal or written feedback follow observations, as appropriate.

## Administrator Assistance

### Supervisory Assistance Program (SAP)

When it has been determined by the evaluator, at any time, that an administrator is having difficulty in demonstrating the knowledge and skills required by Connecticut and Glastonbury standards, Glastonbury's expectations, and the job description, the evaluator will:

- 1. Conference with the administrator and outline in written form the areas of concern.**
- 2. Develop an assistance plan that includes the following:**
  - a. Observable objectives for improvement.
  - b. Plan of action for the administrator to meet these objectives.
  - c. Plan of action for the evaluator to assist the administrator in meeting the objectives.
  - d. A timeline and observable means for verifying the achievement of the objectives.
- 3. Intensify supervision by increasing conferences and observations.**
- 4. Decide if the administrator has successfully met the established objectives.**

Nothing precludes either party from bringing in an additional person. If sufficient progress is made toward meeting the established objectives, the administrator returns to the regular evaluation system. If insufficient progress is made in the Supervisory Assistance Program, the administrator is placed in the Intensive Assistance Program.

### Intensive Assistance Program (IAP)

The evaluator provides the administrator in writing with:

1. A statement of the objective(s) to be accomplished with the expected level(s) of performance.
2. A statement defining the amount and kind of assistance and frequency of observations and conferences to be provided during the IAP.
3. A timeline not to exceed fifty (50) consecutive school days.

If sufficient progress is made toward meeting the established objectives, the administrator returns to the regular evaluation system. Continued unsatisfactory performance may result in termination of employment. Administrators assigned to IAP are fully protected by the right of due process and by all applicable Connecticut General Statutes.


## Dispute Resolution Process

This process is used to resolve disputes in cases where the evaluator and administrator cannot agree on objectives, the evaluation period, feedback, or the professional development plan.

The steps of the process are as follows:

- 1. The administrator and evaluator meet in an attempt to resolve the dispute non-formally.**
- 2. The administrator and evaluator meet with a mutually agreed-upon third person to help clarify areas of difference.** If the two sides cannot agree on the selection of this third person, the president or an executive board member of the Glastonbury School Administrators Association (GSAA) serves in this capacity.
- 3. If an agreement still has not been reached, the administrator and evaluator meet with the superintendent.** If a compromise is not possible, the superintendent acts as final arbitrator.

## GPS Administrator Competencies

Commendations	Administrator Competencies	Recommendations
	<p><b>PROMOTES SHARED VISION AND GOALS</b></p> <ul style="list-style-type: none"> <li>● Supports district strategic plans and associated school/department goals that support high expectations and learning for all students and staff</li> <li>● Identifies and addresses barriers to achieving vision and goals</li> <li>● Manages systems, schedules, and routines that support school and department goals</li> <li>● Engages all interest holders in the development of improvement plans</li> </ul>	
	<p><b>IMPROVES STUDENT LEARNING VIA CURRICULUM, INSTRUCTION AND ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>● Builds the capacity of staff to collaboratively implement and evaluate high-quality curriculum and instructional practices that address the diverse needs of all students</li> <li>● Works with staff to implement and evaluate formative and summative assessments that drive instructional decisions</li> <li>● Develops and implements systems that utilize data to foster improvement and increase student learning</li> </ul>	
	<p><b>DEVELOPS, SUPPORTS, AND SUPERVISES STAFF</b></p> <ul style="list-style-type: none"> <li>● Meets all expectations for staff observations and provides clear, timely, and actionable feedback regularly. Proactively leads difficult conversations, when necessary</li> <li>● Develops positive and collaborative relationships with staff</li> <li>● Provides professional learning opportunities that are responsive and support growth</li> <li>● Promotes conversations and peer-to-peer collaboration that strengthen educator practice and enhance student learning</li> <li>● Uses proven practices in recruiting and retaining outstanding staff</li> </ul>	
	<p><b>ENHANCES CULTURE AND CLIMATE</b></p> <ul style="list-style-type: none"> <li>● Creates a schoolwide or department culture in which staff make themselves accessible and approachable to students and families</li> <li>● Models and integrates cultural competencies and restorative practices</li> <li>● Promotes a safe, supportive and inclusive learning environment that values wellness</li> <li>● Elicits feedback and suggestions from teachers and staff</li> </ul>	
	<p><b>EXHIBITS PROFESSIONAL RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>● Exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators</li> <li>● Partners with families to support student success through ongoing communication</li> <li>● Engages and collaborates with colleagues and the community to actively support school and district initiatives</li> </ul>	

# Glastonbury ADMINISTRATOR Evaluation And Support Plan Committee



Tonya Claiborne, Director of Equity, Diversity, and Inclusion

Rebecca Comenale, Glastonbury High School, Assistant Principal

Tracey DeDonato, Director of English/Language Arts and Library Media (6-12)

Matt Dunbar, Assistant Superintendent of Personnel and Administration

Jemal Graham, Smith Middle School, Assistant Principal

Brenda Gregorski, Director of Mathematics

Leslie Lopez, Director of Music

Kate Lund, Assistant Superintendent of Curriculum and Instruction

Mark Pearsall, Glastonbury High School, Latin Teacher

Denise Proffer, Buttonball Lane School, Assistant Principal

Twana Shirden, Hopewell School, Principal

Christine Tedisky, Director of Science

**Glastonbury Public Schools**

**TRAVEL APPROVAL FORM**

**THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED**

INTERNATIONAL \_\_\_\_\_ US X CT \_\_\_\_\_

DESTINATION: **Manchester Cross Country Invitational, Manchester NH**

DEPARTURE DATE: **Friday, September 20, 2024** RETURN DATE: **Saturday, September 21, 2024**

ESTIMATED NUMBER OF PARTICIPANTS: **Max. 24** WILL ANY SCHOOL TIME BE USED: **No**

SPONSORING TEACHER: **Head Coaches Brian Collins and Mark Alexander** COST PER PARTICIPANT: **\$150**

OTHER CHAPERONE(S): **Assistant Coaches Brian Gaudreau and Kim Libera.**

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: **N/A**

SCHOOL(S) PARTICIPATING: **Top individual competitors and teams from around New England.**

STUDENTS' REQUIREMENTS FOR PARTICIPATION: **Must be a member of the varsity program (top 12 runner).**

PURPOSE OF TRIP: **The site of the Manchester XC Invitational is the same site used for the New England Championships later in the season. Not only will this meet expose our student-athletes to the top runners and teams in the region, it will also serve as a practice run on the championship course.**

ITINERARY (MAY BE ATTACHED): **Depart GHS after school on Friday and travel to Manchester, NH. Coaches will secure lodging for Friday evening and for meals. The team will depart the hotel the morning of the race (Saturday) and depart for home immediately after the race/event concludes.**

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

**Participants will experience top runners and top teams from across the region and have an opportunity to run on the course used for the New England Championships at the conclusion of the season.**

**APPROVAL:**

DIRECTOR: Jim Wetz 6/17/24  
( DATE )

PRINCIPAL(S): Wang E. Bean 6/17/24  
(of first school where trip is taking place) ( DATE ) (of second school if applicable) ( DATE )

PRINCIPAL(S): \_\_\_\_\_  
(of first school where chaperones teach) ( DATE ) (of second school if applicable) ( DATE )

SUPERINTENDENT APPROVAL: Alan Baker 6/19/24  
( DATE )

**Regular Board of Education Meeting**

Monday, June 24, 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: Present  
Dr. Douglas Foyle: Present  
Ms. Jenn Jennings: Present  
Mr. David Peniston, Jr.: Present  
Mr. Matthew Saunig: Present  
Ms. Julie Thompson: Present

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

**1. Call to Order**

Dr. Foyle called the meeting to order at 7:07PM.

**2. Pledge of Allegiance**

**3. Information Session for Public Comment**

Andrew Ethier, 30 Bell Street, Glastonbury, addressed the Board regarding an incident that involved his child at Glastonbury High School.

Lisa Mendum, 45 Candlewood Road, Glastonbury, addressed the Board regarding the use of hand sanitizer, a suggestion of a building swap between GEHMS and Naubuc School to accommodate students, block scheduling at the high school, i-Pad usage guidelines, and the recommendation to use parent volunteers, next year, to assist with composting at the elementary schools.

**4. Business Requiring Action**

**4.A. Approval of Compensation for Non-Affiliated Employees**

Move that the 3% increase be a standalone motion outside of the salary adjustments. This motion, made by Mrs. Jenn Jennings and seconded by Mrs. Jennifer Faust, Failed.

Mrs. Kali Cavanaugh: Nay  
Mrs. Alison Couture: Nay  
Mrs. Jennifer Faust: Nay

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

Move that the Board remove the six (6) positions with salary adjustments, not including the Director of Food Services, from the original motion. This motion, made by Mrs. Jenn Jennings and seconded by Mrs. Jennifer Faust, Failed.

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

Board approves the proposed salary increases for the non-affiliated employees. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

#### 4.B. Modular Classrooms at Eastbury

Move that administration lease four (4) modular classrooms for Eastbury. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

Ms. Julie Thompson: Yea

#### 4.C. Approval of the June 10, 2024 Meeting Minutes

Board approves meeting minutes of Monday, June 10, 2024. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Abstain

Mrs. Alison Couture: Yea

Mrs. Jennifer Faust: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

### 5. Reports and Discussion

#### 5.A. Composting Update

Jessica D'Agnese, Food Services Director, highlighted areas of her report for the Board.

#### 5.B. Glastonbury Education Foundation

Ms. Julie Thompson shared that there hasn't been a recent meeting but shared the generosity and the importance of the partnership with the Foundation.

### 6. Committee Reports

Mrs. Allison Couture shared details of the Facilities meeting held on Monday, June 17, 2024.

### 7. Chairman's Reports

Dr. Foyle shared the following:

- The potential of property on Nye Road becoming the permanent home for the Board of Education Central Office.
- August 28, 2024 will be the date of the Ribbon Cutting Ceremony for the Naubuc Renovation Project.
- Matt Dunbar will be taking the position of Superintendent of Schools for Suffield Public Schools and tonight would be his last Board meeting.

The Board took a fourteen (14) minute recess at 8:09 pm to celebrate and recognize Mr. Dunbar and returned at 8:23 pm.

### 8. Superintendent's Report

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

- The contract, with the consulting firm completing the student enrollment research data, will be signed this week.

#### 8.A. Self-Insurance Reserve Update, May 2024

#### 8.B. Staff Appointments

8.B.1. Nicole Cormier, Glastonbury High School, Special Education Teacher

- 8.B.2. David Kavanaugh, Hebron Avenue School, Grade 5 Elementary Teacher
- 8.B.3. Katherine Mark, Nayaug, Grade 2 Elementary Teacher
- 8.B.4. Caroline Natelli, Smith Middle School, History/Social Sciences Teacher
- 8.B.5. Zachary Saunders, Hopewell, Naubuc, and Smith Middle School, Music (Orchestra Teacher)
- 8.B.6. Christian Ticino, Gideon Welles, Grade 5 Elementary Teacher
- 8.C. Student Suspension Report, May 2024
- 8.D. Student Suspension Report, June 2024
- 8.E. Dates to Remember

**9. Adjournment**

The Board moves to adjourn and enter into an Executive Session for a Superintendent's evaluation. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The Board entered into Executive Session at 8:31 pm.

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

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

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:

GLASTONBURY PUBLIC SCHOOLS

# 2024 Annual Technology Report



Curriculum drives technology.

– Vicki Davis, Motivational Speaker

Technology & Information Services Department  
Chris Macca, Chief Technology Officer

July 8, 2024

## 2023-24 Accomplishments

### ParentSquare Implementation

This past year the school district converted to the ParentSquare communication system. This was no small undertaking. Several members of the Technology and Information Services were involved in the process. We managed the data systems, assisted parents and staff in setting up accounts, and trained faculty in the use of ParentSquare. ParentSquare has been well received by families and staff, and we look forward to supporting more teachers using the application in the coming year.

### Personal Passwords for 5<sup>th</sup> Graders

Technology and Information Services staff members supported the Library Media Department as they introduced personal passwords to 5th-graders. This digital citizenship lesson, equips students with the essential skill of personal password responsibility. Building technology specialists were on hand to troubleshoot and ensure the process went smoothly.

## Computer Replacement Plan

2024-25	2025-26	2026-27	2027-28	2028-29	2029-2030
Smith Middle School/Gideon Welles	Smith Middle School/Gideon Welles	Elementary Schools	Glastonbury High School	Glastonbury High School	TBD

For many years, the TIS Department has used a 5-year replacement plan for school computer equipment. This includes laptops, desktops, servers, and infrastructure such as access points and switches.

Equipment replacement at Glastonbury High School is spread over two years. Equipment at Smith Middle School and Gideon Welles School is also replaced (both schools simultaneously) over two years. Elementary school equipment is replaced in a single year. This plan has helped ensure equity for teachers and students across all grade levels. It also has helped keep replacement costs somewhat consistent through the years. Unfortunately, the costs for all types of technology equipment continues to increase, which is reflected in our estimates for future years.

Computers today are lasting longer today than they did 10 years ago. Longer computer life, and rising tech costs, lead us to recommend a change in the tech replacement plan from a 5-year to a 6-year cycle.

We will ensure that the 6-year plan maintains equity and meets the needs of students and staff.

## Restructuring of iPad Leases

The district recently released a *Purposeful Technology Use* report and new K-5 iPad guidelines. The district may be reducing student iPad use in the lower elementary grades. To accommodate this likely shift, we propose restructuring the iPad lease schedule as follows:

### Current Lease Schedule for 2023-24

Insertion Point	Length	Notes
K	4 years	Summer Deployment to minimize instructional interruption
4 <sup>th</sup> Grade	3 years	Summer Deployment to minimize instructional interruption
6 <sup>th</sup> Grade	3 years	Spring Deployment in 6 <sup>th</sup> grade by team
9 <sup>th</sup> Grade	3 years	Spring Deployment in 9 <sup>th</sup> grade by appointment

### New Lease Schedule for 2027-28

Insertion Point	Length	Notes
1 <sup>st</sup> or 2 <sup>nd</sup> grade	3 or 4 years	Summer Deployment to minimize instructional interruption
5 <sup>th</sup> Grade	4 years	Summer Deployment to minimize instructional interruption
8 <sup>th</sup> Grade	4 years	Spring Deployment in 8 <sup>th</sup> grade by team

Amending the lease schedule as proposed above would eliminate one spring deployment, thereby minimizing impact to instruction. Also, this shift would be more manageable with our reduced staffing level. This proposal requires a two to three-year transition period as current iPad leases expire. For example, in school years 2025-26 & 2026-27 we will replace four grades. After that we will replace three grades every year.

## Technology Replacement – Cost Drivers

### Steady Increases in Hardware Costs

Over the past couple of years, we have seen steady increases in the costs of everything related to technology hardware. Desktop and laptop computers have risen nearly \$200 per unit. The cost of iPad leases keeps rising and is nearing \$400 per unit.

### No Headphone Jack in Gen 10 iPads

One of the largest cost drivers at present is a technical change to the newest iPad. Last year Apple removed the headphone jack from the 10th gen iPad, and there is no indication it will be built into the 11th gen iPad. This will cause a disruption within our classrooms. For example, during state online testing, we need to plug in our current keyboards and headsets at the same time. The newer iPads do not allow for this using our current equipment.

The only solution is that we purchase a protective iPad that comes with an integrated keyboard. This is a desired feature by both students and staff in our upper grades. The new case will have the same protection as our current cases and allow us to plug in our current headsets with an

adapter. The bottom line increase to the budget is approximately \$80 per unit. These costs will be scaffolded in as we renew our leases going forward.

## *Technology Replacement – Hardware*

### **2024-2025 SMS/GW Replacement Year 1 - Faculty/Staff Laptops, iPad Leases and Infrastructure**

The technology in Smith and Gideon Welles Schools are updated over two years. This school year, we plan to replace the following:

**Faculty and Staff laptops**—Smith Middle School and Gideon Welles Teachers had the option of requesting an Apple MacBook or a Windows laptop. Over 85% have chosen the MacBook for next school year.

**iPads and Cases**—During the 2024-25 school year, we will only replace iPads for students in grades 4, 6 & 9. We will not insert new 1-1 student iPads into Kindergarten during this school year. This will be approximately a \$45,000 decrease in the leasing costs of student iPads. Cases are purchased with each new iPad lease. We are considering the new case with the integrated keyboard for this school year. In addition, each year we replace broken and worn keyboards and headsets across all grades.

**Infrastructure**—This includes security camera servers, switches, access points and projectors. We will continue to upgrade the switching infrastructure in all locations. Many of the current switches are over 10 years old. Projectors will be replaced as needed

### **2025-2026 SMS/GW Replacement Year 2 – Specialty Labs, iPad Leases, and Infrastructure**

The technology in Smith and Gideon Welles Schools are updated over two years. Next school year, we plan to replace the following:

**Specialty Computer Labs**—Smith and Gideon Welles Schools have several computer labs that support both Windows and Apple computers. The specialty computer labs meet the needs of a variety of courses across the curriculum. These labs include: Technology Education, Art, Music (MIDI), and World Languages.

**iPad and Cases**—During 2025-26 school year, we will replace iPads for students in grades 1 or 2, 5, 6 & 9. Cases are purchased with each new iPad lease. In addition, each year we replace broken and worn keyboards and headsets across all grades.

**Infrastructure**—This includes switches, projectors and battery backups. Many of the current projectors are over 10 years old and will be replaced as needed.

## Technology Replacement Costs – Hardware

### 2025-2026 Projected Replacement Items

<b>iPad Leases</b> Grades 2-12 students and staff	\$750,000
<b>SM &amp; GW Specialty Labs and Desktop Computers</b> World Language Lab, Tech Ed, Art Lab, MIDI etc	\$300,000
<b>Infrastructure</b> Switches, Projectors and Battery Backups	\$100,000
<b>iPad Related</b> New iPad cases grade 2, 5, 6 & 9 replacement keyboards, headsets	\$200,000
	<b>Total: \$1,350,000</b>

### 2026-2027 Projected Replacement items:

<b>iPad Leases</b> Grades 2-12 students and staff	\$750,000
<b>Elementary School Laptops</b> Faculty and Staff laptops	\$275,000
<b>Infrastructure</b> Switches, Projectors	\$100,000
<b>iPad Related</b> New iPad cases grade 2, 5, 8 & 9 replacement keyboards, headsets	\$200,000
	<b>Total: \$1,325,000</b>

## Technology Software and Subscriptions – Budgeted for 2024-2025

The three tables below categorize software/subscriptions currently reflected in the BOE Budget. The three categories are:

- School Operations—Software/Subscriptions to run the school system
- Instructional—Software/Subscriptions to educate students
- Technology—Software/Subscriptions to support the technology use

School Operations: Software/Subscriptions to run the school system			
Name	Purpose	Budgeted	Program
ARC Document Solutions	Archival system to digitize records for Guidance	\$10,734	1400
AI Software	Helmet Sensors for concussion	\$8,000	2800
Computer Logic Group	Attendance Tracker PowerSchool Add on	\$600	3600
Brightly INC – School Dude	Facilities Building Management and Workorders	\$18,500	2100
EMS LINQ - Registration Gateway	Registration & forms management	\$32,000	3600
Frontline Education - Absence Management	Manages Substitute and Employee Absences	\$26,000	3600
Frontline Education - Recruiting/Hiring	Job Postings & Employment Applications	\$5,200	3600
Frontline Education - Time	Timeclock system	\$23,000	3600
HUDL	Hudl AD Package for Athletics	\$24,000	2800
ImPACT Software	Pre/Post Concussion Testing Software	\$1,000	2800
Marcia Brenner Associates	Report Creator and Fee Plugin PowerSchool Add-ons	\$4,500	3600
Parent Square	Communications System for Emergencies and Parental Notifications	\$30,000	3600
FastSpring Software for PowerSchool	Visual object reports and ev-schedule for PSchool	\$1,000	3600
PowerSchool	Student Information System	\$53,000	3600
SNAP Healthcenter	Information System for nurses and health records	\$16,000	3600
SIS Resources/Freund Resources -	SQL reports PowerSchool reports add-on	\$450	3600
SurveyMonkey	Surveys for community input	\$600	3600
Tyler Technologies Inc.	VersaTrans Busing System	\$64,080	2400
Tyler Technologies Inc.	iVisions Financial System	\$61,000	3600
West Publishing Corp (Thomson Reuters/West) - Fingerprinting	CLEAR Govt Investigations	\$4,400	3600
Zoom	Video Conferencing/Distance learning	\$28,500	3600
<b>Subtotal</b>		<b>\$412,064</b>	

## Instruction: Software/Subscriptions to educate students

Name	Purpose	Budgeted	Program
Achieve 3000 (Actively Learn)	Digital Content 7-12	\$60,000	400/700/3600
Adobe Creative Cloud	Creative Cloud Apps for staff and students 7-12	\$18,500	3600
Air Parrot -	Wireless projection software	\$5,000	3600
Applied Educational Systems	Online Business Subscription	\$800	900
Cambridge University Press	Latin Online Resources	\$3,700	1300
Capstone	Pebble Go Database	\$14,300	1900
Chester Tech	Software for the World Language Labs	\$23,100	3600
Classkick	Digital Learning Platform for real time feedback	\$14,000	3600
Codio	Coding Subscription	\$3,000	500
Corel Painter	Digital Art Application Updates	\$1,000	3600
CT Library Consortium/Databases	Turnitin software HS and MS	\$11,000	3600
Custom Solutions/Custom Typing	Elementary Typing program	\$2,000	3600
Design Science Inc	Math Type for Office Tools	\$900	500
Edpuzzle	Interactive video lessons	\$7,600	3600
Educreations, Inc.	Whiteboarding/ScreenCasting Tool	\$1,500	500
Efofex	Equation Writing Software for Math	\$700	500
Ellsworth Publishing	Keyboarding	\$439	900
Encyclopedia Britannica Inc	Online Encyclopedia	\$6,200	1900
Enovativepiano LLC	Online Piano Instruction	\$1,180	2000
Explore Learning	Online Simulations using Gizmos	\$5,800	600
Follett School Solutions Inc	Destiny Library System and Fountas/Pinnell	\$10,180	1900
Formative	New Online assessment software	\$25,000	3600
Gimkit	Online Collaboration Resource	\$700	900
Glowforge Premium Plan	Subscription for Laser Engravers	\$1,300	900
ICEV	Business, Marketing, Finance online subscription	\$1,925	3600
iPad Apps	Misc apps from the Apple App Store	\$10,000	3600
Knowledge Matters	Online Business Simulations	\$2,800	900
Learning A-Z	Raz-Plus	\$29,000	3600
McGraw Hill	Online Accounting Activities	\$495	900
mClass Diebels	ELA online test software	\$25,000	3600

<b>Name</b>	<b>Purpose</b>	<b>Budgeted</b>	<b>Program</b>
Naviance	College and Career Readiness Tool	\$21,451	1400
Noodletools Inc	Online Research Tools	\$720	1900
NoRedInk	Web Based Language Learning Platform	\$14,000	400
Poll Everywhere	Classroom/Audience Response system	\$1,000	700
ProQuest	Online Research Database	\$2,700	1900
Project Lead The Way	Cybersecurity Course	\$4,000	500
Reflex Math	Online Math Assessment Software	\$15,500	3600
Robot Lab	STEAM coding resources	\$1,300	900
Rosen Publishing Group	Health and Wellness Subscription	\$1,297	1500
Savvas	Online Phonics practice	\$15,000	300
Scholastic Inc.	Online Content for World Languages	\$4,300	1300
Scholastic Inc.	New York Times Upfront Digital Subscription	\$4,000	700
Seesaw	Learning Platform for K-5	\$13,000	3600
Smart Tech Software	Smart Learning Suite for Interactive Projectors	\$1,300	3600
Stats Medic	AP Stats software	\$1,900	500
Stukent	Mimic Social Behavior Bundle	\$1,500	900
Sweetwater	Sibelius Software for MIDI labs	\$1,200	2000
Technical Education Solutions LLC	SolidWorks Subscription	\$3,200	900
UTeach	AP Computer Science	\$700	500
Vernier Software & Technology	Science Probes Subscription	\$3,400	500/600
Visible Body	Anatomy and Physiology Simulations	\$3,100	600
Vitas Learning	Online Spanish Resources	\$4,000	1300
World Book Inc	World Book Online	\$5,400	1900
zSpace	Virtual Reality Software	\$4,500	3000
	<b>Subtotal</b>	<b>\$416,687</b>	

## Technology: Software/Subscriptions to support the technology use

Name	Purpose	Budgeted	Program
Altirnao Inc	AODocs Document Management System	\$30,000	3600
Digicert	SSL certificate renewals Website Security	\$2,600	3600
Freshworks	IT Helpdesk and inventory system	\$16,000	3600
Gaggle	Email Archive	\$28,000	3600
JAMF Pro	iPad and Mac Management Software	\$66,000	3600
Level Data	AD SYNC, Real Time Reports, State Validation Suite	\$24,600	3600
Sophos Intercept X	Endpoint and Server protection	\$38,500	3600
Microsoft School Agreement	Licensing for Windows, Office and Servers	\$56,000	3600
SmartFTP Ultimate	FTP software	\$1,200	3600
Solar Winds - Dameware Utilities	Network Mgmt Software	\$1,000	3600
SystemTools SW Inc - Hyena 5 licenses	Network Mgmt Software	\$450	3600
Trebron: Securly	iPad Filtering and Self Harm Detection	\$23,000	3600
	<b>Subtotal</b>	<b>\$287,355</b>	
	<b>Grand Total</b>	<b>\$1,116,106</b>	

## iPad Apps

Since our district made it first iPad purchase, we acquired and distributed needed apps for the one-to-one program. Our methods for app purchase and distribution have changed over the years, but the philosophy has not. Any faculty member can request an app, but all requests go through an approval process. The steps for app approval include:

1. The request is entered into a form.
2. The request is forwarded to the appropriate administrator based on the grade and/or subject.
3. The administrator determines if the app is appropriate.
4. Approved requests are then forwarded to the Technology Department for a security and data privacy review.
5. If the app is then approved by TIS, the department will notify the requesting teacher and administrator and the app will be added to the iPad under Self Service.

Students and staff can access apps that are approved for them from the Self Service icon on their iPads. People will see the apps appropriate for their grade/subjects/courses.

Please see the comprehensive list of our district's current Self Service iPad apps below. Many of these apps are free. Many require a paid subscription (and our listed earlier in this report). And others were a one-time purchase (that can transfer from student to student as needed) made in previous years.

<b>App Name</b>	<b>Category</b>
2170 FRC Scouting	Science Apps
Active Directory Assist Pro	Staff-Only apps
Adobe Acrobat Reader	Productivity Apps
Adobe Capture CC	CTE Apps
Adobe Comp	CTE Apps
Adobe Creative Cloud	Art Apps
Adobe Creative Cloud Express (formerly Spark Post)	Content Creation Apps
Adobe Fresco	Art Apps
Adobe Illustrator Draw	Art Apps
Adobe Lightroom	Art Apps
Adobe Photoshop	Art Apps
Adobe Photoshop Camera	CTE Apps; Art Apps
Adobe Photoshop Express	CTE Apps; Art Apps
Adobe Photoshop Fix	Art Apps
Adobe Photoshop Mix	Art Apps
Adobe Photoshop Sketch	Art Apps
Adobe Premiere Rush	Art Apps
Adobe Spark Page	Content Creation Apps
Adobe Spark Video	Content Creation Apps
Adobe XD	CTE Apps
AnatomyAR+ for Merge Cube	Science Apps
Angle Pro	Math Apps
Animatic	unused - possible use
Animoto Video Maker	Content Creation Apps
AODocs	Staff-Only apps
Apple Classroom	Staff-Only apps
Apple Clips	Content Creation Apps
Apple Schoolwork	Productivity Apps
Arduino IoT Cloud Remote	Science Apps

Arduino Science Journal	Science Apps
Argument Wars	History/Social Sciences Apps
Autodesk FormIt 360	Content Creation Apps
Bandmate Chromatic Tuner	Music Apps
Bite of Reality	Math Apps
Blockly for Dash & Dot	Library Media / Coding Apps
Blockly Jr. for Dash & Dot	Library Media / Coding Apps
Bluebook Exams	Assessment Apps
Book Creator One	Content Creation Apps
Boookshelf	Academic Apps
Branches of Power	History / Social Sciences Apps
Cambridge Reader	World Language Apps
Cast Your Vote	History / Social Sciences Apps
CDC	Health / PE Apps
Charades! Kids	Staff-Only apps
Charms Blue	Music Apps
ChatterPix Kids	Content Creation Apps
ChemAssist	Science Apps
Chinese Writer	World Language Apps
Chromatic Vision Simulator	Science Apps
Cisco Webex Meetings	Staff-Only apps
ClassDojo	English / Language Arts Apps
Classkick	Academic Apps
Cleanopolis VR	Science Apps
codeSpark Academy	Library Media / Coding Apps
Comic Strip Creator	Content Creation Apps
Compass	Productivity Apps
Compass Point	Academic Apps
Convene the Council	History / Social Sciences Apps
CoSpaces EDU	Content Creation Apps
Counties Work	History / Social Sciences Apps
Court Quest	History / Social Sciences Apps
Decibel 10	CTE Apps
Decide Now!	Staff-Only Apps
Desmos Graphing Calculator	Math Apps
Destiny Read	Library Media / Coding Apps

Dinaledi Chamber Perot Museum	Science Apps
DIY Sun Science	Science Apps
Do I Have a Right?	History / Social Sciences Apps
Documents 5	unused - possible use
DRC INSIGHT for ELL	Assessment Apps
Drops: Language Learning	World Language Apps
DRP - Questar Assessments for Students	Assessment Apps
Duolingo	World Language Apps
EDpuzzle	Academic Apps
Educreations Interactive Whiteboard	Content Creation Apps
Endless Alphabet	World Language Apps
Epic!	English / Language Arts Apps
Equity Maps - Premium	English / Language Arts Apps
Essential Elements Interactive	Music Apps
Evernote	Productivity Apps
Excavate! Egypt	History / Social Sciences Apps
Executive Command	History / Social Sciences Apps
ExerciseBuddy Professional	Health / PE Apps
Explain Everything Whiteboard (Classic)	Content Creation Apps
Extempore	World Language Apps
EZ Calculators	CTE Apps
EZ Financial Calculators	CTE Apps
FEMA	Health / PE Apps
FlashToPass Free Math Flash Cards	Math Apps
Flipgrid	Content Creation Apps World Language Apps
Flipster	English / Language Arts Apps
Fraction Drills Free	Math Apps
Fractions	Math Apps
Friends of Ten	Math Apps
Froggipedia	unused - possible use
Funny Movie Maker - FMM	World Language Apps
GarageBand	Content Creation Apps
Gas Metal Arc Welding (GMAW)	CTE Apps
Geoboard	Math Apps
Geoboard	Math Apps

GeoGebra Classic	Math Apps
Glastonbury High School	Productivity Apps
Gmail	Staff-Only apps
Go for Dash & Dot	Library Media / Coding Apps
GoNoodle - Kids Videos	Staff-Only apps
GoNoodle Games	Staff-Only apps
GoodNotes 5	Math Apps
Goodreads	English / Language Arts Apps
Google Arts & Culture	History / Social Sciences Apps
Google Calendar	Productivity Apps
Google Chrome	Internet Browser Apps
Google Classroom	Productivity Apps
Google Docs	Productivity Apps
Google Drive	Productivity Apps
Google Earth	Academic Apps
Google Expeditions	World Language Apps
Google Hangouts	Productivity Apps
Google Jamboard	Productivity Apps
Google Keep	World Language Apps Productivity Apps
Google Meet	Productivity Apps
Google Photos	Productivity Apps
Google Sheets	Productivity Apps
Google Slides	Productivity Apps
Google Translate	World Language Apps
GooseChase	History / Social Sciences Apps
Green Screen by Do Ink	Library Media / Coding Apps
Growing a World Wonder	History / Social Sciences Apps
Hands-On Equations 1	Math Apps
Hands-On Equations 2	Math Apps
Hands-On Equations 3	Math Apps
Happy Atoms	Science Apps
Hoplite Greek Keyboard	World Language Apps
Hopscotch	Library Media / Coding Apps
HP 12C Financial Calculator	Math Apps
HudsonAlpha iCell	Science Apps

iAnnotate 4	unused - possible use
ibis Paint X	unused - possible use
iDig	History / Social Sciences Apps
iHeartRadio Family	Staff-Only apps
Immigration Nation!	History / Social Sciences Apps
iMotion	Art Apps
iMovie	Content Creation Apps
Incredibox	Music Apps
INSIGHT HEART	unused - possible use
iTunes U	Music Apps
Jamf Self Service	Productivity Apps
Journey 2050 School Edition	CTE Apps
K12 Periodic Table of the Elements	Science Apps
Kahoot!	Assessment Apps
Keynote	Productivity Apps
Khan Academy	Academic Apps
Kjos IPS	Music Apps
KORG GEC5 Controller	Staff-Only Apps
Landscaping Calculator Plus	CTE Apps
Law Craft	History / Social Sciences Apps
Learn Russian Alphabet Writing	World Language Apps
Lectia	World Language Apps
LEGO Education WeDo 2.0	Library Coding
LEGO Education Spike	Library Coding
LEGO MINDSTORMS EV3 Programmer	Library Coding
Lexia Core5 Reading	English / Language Arts Apps
Lexia PowerUp	English / Language Arts Apps
Lexia RAPID	English / Language Arts Apps
LFO To Go	Star Talk Apps
LinkedIn Learning	Staff-Only apps
Little Story Creator	Content Creation Apps
Lizard Evolution Virtual Lab	Science Apps
LockDown Browser	Science Apps
magicplan – 2D/3D floor plans	CTE Apps
Makeblock	Science Apps
ManageEngine ADSelfServicePlus	Productivity Apps

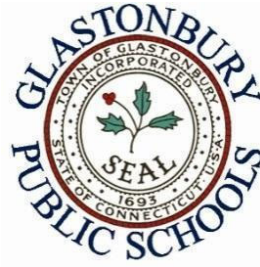
Mathigon	Math Apps
mBlock Blockly - STEM Education	Science Apps
mBlockly for mBot	Science Apps
mBlock Learn Code	Science Apps
Memrise: learn languages	World Language Apps
Merge Cube - Object Viewer	History / Social Sciences Apps Science Apps
Merge Cube - Explorer	Science Apps
Merriam-Webster Dictionary	English / Language Arts Apps
Microsoft Office Lens - PDF Scan	Productivity Apps
MissionUS: For Crown or Colony	History / Social Sciences Apps
MIT App Inventor	CTE Apps
Moose Math - Duck Duck Moose	Math Apps
Morningstar	CTE Apps
My Story Book Creator School Edition	Staff-Only Apps
My Bowling Scorecard	Health/PE Apps
NASA	Science Apps
NASA Visualization Explorer	Science Apps
National Archives DocsTeach	History / Social Sciences Apps
Nearpod	Academic Apps
Newsela	English / Language Arts Apps
NGAkids Art Zone	Art Apps
Notepad by mathies	Math Apps
NPR News	English / Language Arts Apps
Number Frames	Math Apps
Number Line	Math Apps
Number Pieces	Math Apps
Numbers	Productivity Apps
One More Story	English / Language Arts Apps
Online Practice - NGL	World Language Apps
Onshape 3D CAD	CTE Apps
Operation Outbreak	Staff-Only apps
Pages	Productivity Apps
Painnt - Pro Art Filters	Art Apps
Path for Dash & Dot	Library Media / Coding Apps
Pattern Shapes	Math Apps

PCalc Lite	Math Apps
PDF Cabinet	Productivity Apps
PDF Expert	Productivity Apps
Pearson eText	Science Apps
Pearson TELL	Staff-Only Apps
People's Pie	History / Social Sciences Apps
Penultimate	Productivity Apps
phyphox	Science Apps
PicCollage EDU	Art Apps
Pinyin Trainer	World Language Apps
Pleco Chinese Dictionary	World Language Apps
Plickers	Assessment Apps
Pocket Expense	CTE Apps
Poll Everywhere - GHS	Assessment Apps
PowerSchool Mobile	Productivity Apps
Prezi Viewer	Content Creation Apps
Primary Storyboard	English / Language Arts Apps
PRO Landscape Companion	CTE Apps
Pro Metronome	Music Apps
Promega Colony Counter	Science Apps
Procreate	Art Apps
Puppet Pals 2	Content Creation Apps
Pyonkee	Library Media / Coding Apps
Q-Interactive Assess	Assessment Apps
QR Reader	Productivity Apps
Qrafter	Productivity Apps
QuickVoice Recorder	Productivity Apps
Quizizz Student	CTE Apps, Math apps
Quizlet	Academic Apps
Race to Ratify	History / Social Sciences Apps
Raz Kids A-Z	Academic Apps
Reading Counts!	English / Language Arts Apps
Reflex	Math Apps
Rhythmic Dictation	Staff-Only apps
RIF Reading Log	English / Language Arts Apps
Rough Animator	Art Apps

SAS Writing Navigator	English / Language Arts Apps
Scanner Pro	Staff-Only apps
Sculptura Pocket	Art Apps
SecureTestBrowser	Assessment Apps
Seek by iNaturalist	Science Apps
SeeSaw	Assessment Apps
Shadow Puppet EDU	Content Creation Apps
Shakespeare	English / Language Arts Apps
Share the Science: Climate Change VR	Science Apps
Shielded Metal Arc Welding (SMAW)	CTE Apps
ShowMe Interactive Whiteboard	World Language Apps
Sibelius	Music Apps
Sight Reading Factory	Music Apps
Sites in VR	History / Social Sciences Apps
SkyView Lite	Science Apps
Snurfle Meiosis	Science Apps
Snurfle Meiosis and Genetics 2	Science Apps
Socrative Student	Assessment Apps
Sora	English / Language Arts Apps
SpanishDict	World Language Apps
Sphero Edu	Library Media / Coding Apps
Stack the States 2	World Language Apps
StaffWars Live	Staff-Only Apps
Star Chart VR	Science Apps
STARTALK Pulsar	World Language Apps
Stick Around	Academic Apps
Stickleback Evolution Virtual Lab	Science Apps
StikBot Studio 2.0	CTE Apps
Stock Market Game	CTE Apps
Stockfuse – Virtual Stock Market Game	CTE Apps
Stop Motion Studio	Content Creation Apps
Stop Motion Studio Pro	Content Creation Apps
Storyboard Animator	Content Creation Apps
Storyvoice: Live Storytelling	English / Language Arts Apps
StudyStack Flashcards	World Language Apps
Swift Playgrounds	Library Media / Coding Apps

Swivl	Content Creation Apps
Tayasui Sketches School	Art Apps
TeachMe: Kindergarten	Academic Apps
TeamViewer Meeting	Specialized Apps
TED Talks	English / Language Arts Apps Health / PE Apps
The Fed	CTE Apps
The Great Kindness Challenge	Productivity Apps
The PocketLab	Science Apps
The Romans ActiveLens	History / Social Sciences Apps
The Timeline Builder	Science Apps
ThingLink	Content Creation Apps
Time Timer	Academic Apps
Timeline Creator	Science Apps
TinyTap	Content Creation Apps
Toca Tailor Fairy Tales	Academic Apps
Toontastic 3D	Content Creation Apps
Tuner Lite by Plusadd	Music Apps
Tynker	Library Media / Coding Apps
USA TODAY - News with VR Stories	History / Social Sciences Apps
Vernier Graphical Analysis	Science Apps, Math Apps
Vernier Spectral Analysis	Science Apps
VEXcode IQ	CTE Apps
VoiceThread	English / Language Arts Apps
VR mojo Orbulus Special Edition	Science Apps
WeDo 2.0 LEGO Education	Library Media / Coding Apps
Win the White House	History / Social Sciences Apps
Wonder for Dash & Dot	Library Media / Coding Apps
WonderPi	CTE Apps
WordReference Dictionary	English / Language Arts Apps
Write About This	World Language Apps
XGO	CTE Apps
XII Scripta	World Language Apps
Xylo for Dash & Dot	Library Media / Coding Apps
Yahoo Finance	CTE Apps
YouVisit VR Showcase	History / Social Sciences Apps

ZOOM Cloud Meetings	Productivity Apps
ZOOM - Student Version	Productivity Apps
Магнитная Азбука	World Language Apps



## GLASTONBURY BOARD OF EDUCATION

Douglas C. Foyle, Ph.D, Chair

Julie Thompson, Vice Chair

Kali Cavanaugh, Secretary

Alison Couture

Jennifer L. Faust

Jenn Jennings

David Peniston, Jr.

Matthew Saunig

## CENTRAL OFFICE ADMINISTRATION

Alan B. Bookman, Ph.D., Superintendent

Matthew H. Dunbar, Assistant Superintendent

Kate Lund, Assistant Superintendent

Kimberly Brown, Administrator of Pupil Services

Karen Bonfiglio, Business Manager

# LINKS Data - June 30, 2024

## LINKS Students 2023-2024

	<u># Glastonbury Students</u>	<u># Tuition Students from other Towns</u>
Grades K-2	10	1
Grades 3-5	8	4
Grades 6-8	10	4
Grades 9-12	22	9
Transition Academy	18	0
Intensive Life Skills	5	<u>1</u>
Total	73	19

## Annual Tuition Charged for each Out-of-Town Student - Base Tuition (related services billed per IEP Hours)

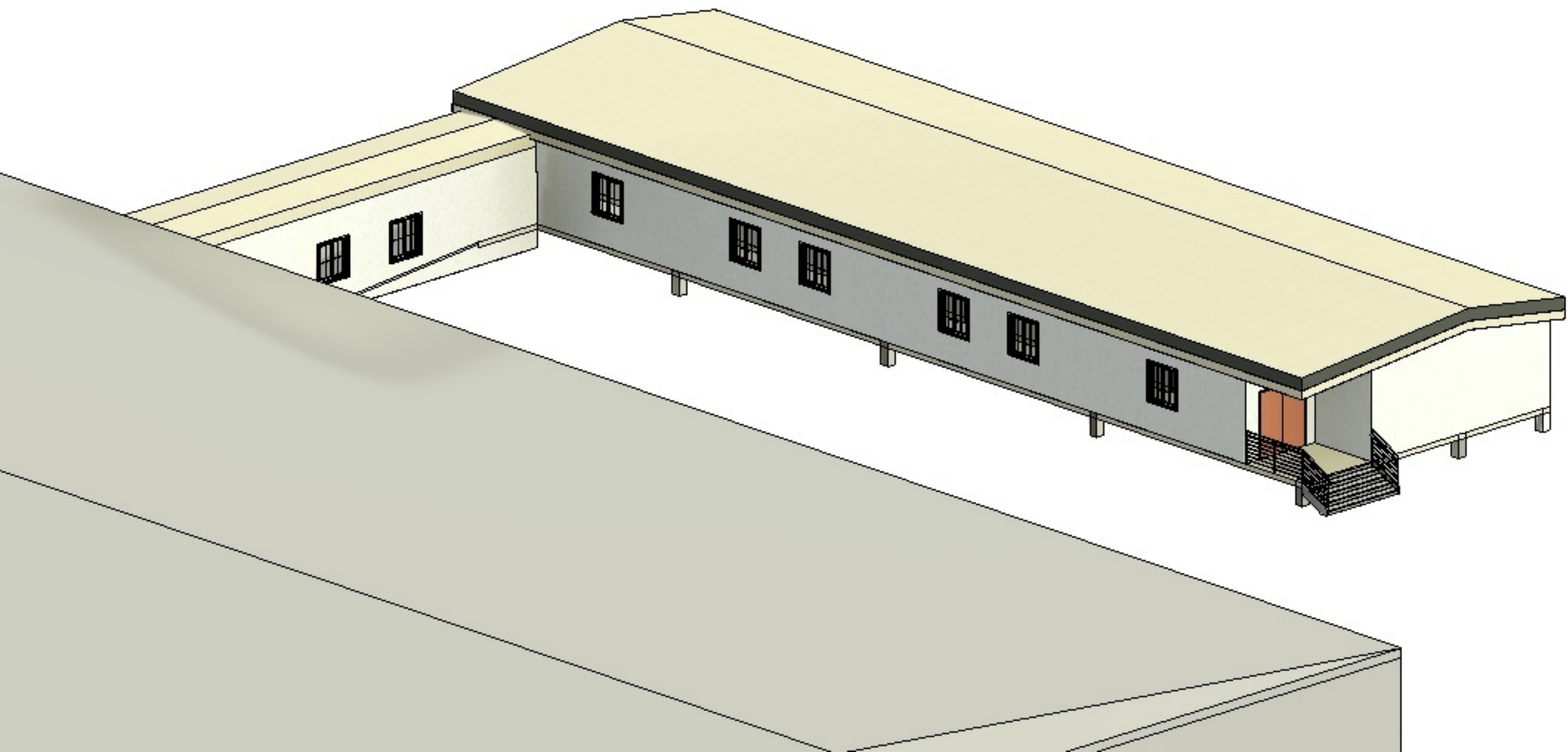
2023-24 \$60,904.00  
**Total Tuition Received 2023-2024 - \$1,935,017**

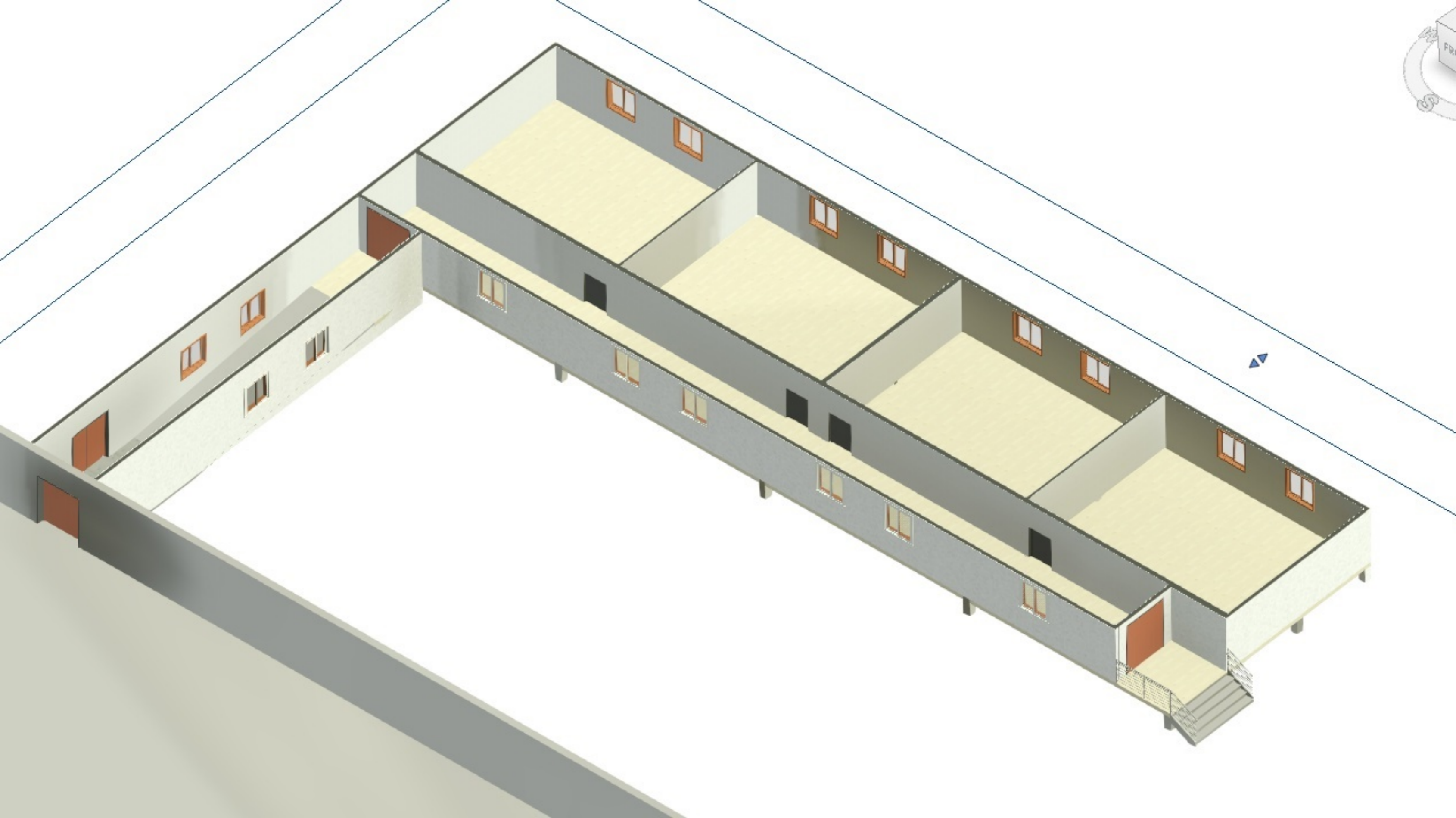
## Estimated Annual Out-of-District Costs for Glastonbury Students Without LINKS

<u>Grade Level</u>	<u>Annual Costs</u>
Elementary	\$1,800,000
Secondary	\$2,880,000
Post Grad	\$1,620,000
Intensive Life Skills	<u>\$875,000</u>
Total Estimated Gross Costs	<b>\$7,175,000</b>

## Estimated Savings for GPS from LINKS

<u>Estimated Gross Tuition Costs without LINKS</u>		<u>Estimated LINKS Costs</u>		<u>Tuition Received</u>		<u>Net Savings</u>
\$7,175,000	minus	\$2,406,993	plus	\$1,935,017	equals	<b>\$6,703,024</b>





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

---

---

**Title of Report:** Proposed Adult and Continuing Education Classes – Fall 2024

**Board Meeting Date:** July 8, 2024

**Action:**

**Report: X**

**Information:**

**Discussion:**

---

---

Attached is the list of the proposed Adult & Continuing Education Fall 2024 classes and trips for your review. Most of our classes will be live, but we will continue to hold some classes virtually or live online to accommodate both teachers and students, according to preference.

We are pleased to offer over 140 classes and trips for the Fall 2024 program. Of these, over 40 are new classes, trips, or opportunities that have not been offered recently. Our goal is to provide classes that will create interest and encourage lifelong learning. These classes provide the opportunity to meet new friends and can be a welcoming experience for those new to Glastonbury. We also appreciate the opportunity to invite our community into the schools.

We do our best to watch for current subjects that are trending, and then search for and offer relevant classes. Apropos to this, we are excited to offer two new AI classes this term, a graphic design class and a certified Mental Health First Aid course, among others.

Our cooking classes are always well-received and delicious. We are excited to have many new cooking classes this term, including Pad Thai, Homemade Calzones, “The 1950’s” and many more. Breads and baking continue to be extremely popular. We actually added new classes during the Winter/Spring term to accommodate those on waitlists for our Sourdough, Focaccia and the Biscuits and Scones classes.

The day trips remain extremely popular and offer educational and recreational activities for our community. We are again sending people east, west, north and south by land and by sea! We will continue to list some trips a term in advance, too, so travelers can make future plans. We will also continue to offer overnight trips as well as flight and cruise trips.

Computer classes, arts and crafts, real estate and retirement classes continue to be popular, and we have a great selection of topics. We are always developing new classes. We have potential teachers reach out to us with proposed classes, and we also seek specific classes depending on what’s trending or due to a request. If you ever have any ideas for a class, please share them!

As always, I would like to once again recognize and thank our knowledgeable, creative and flexible teachers, who continue to provide highly engaging and meaningful opportunities for lifelong learning in our community. Attached is the proposed class list for Fall 2024.

**Submitted By:** Nancy La Perla

**Reviewed By:** Alan Bookman

# GLASTONBURY ADULT & CONTINUING EDUCATION

## PROPOSED CLASSES

Fall 2024

### College Bound

SAT Test, ACT Test or Both?  
SAT Prep-Lentz & Lentz  
SAT Prep-Princeton Review Essentials

### Career, Computer & Business

AI Chat\*  
Cloud Storage  
Computer Basics  
Canva ~ Graphic Design\*  
Internet Safety and Security  
Intro to Excel\*  
Introduction to AI\*  
Introduction to iPhone and iOS  
Introduction to Mobile Devices  
*Land Your Dream Job: A Pathway to Early Career Success\**  
Small Business Computer Security Basics

### Creative Arts

Dabble More with Acrylic Pouring\*  
Digital Photography I  
*Fourteen on Point Quilt\**  
General Drawing  
Intro to Acrylic Pouring\*  
*Knitting, Beginning\**  
*Machine Applique\**  
Make Money as a Stock Photographer\*  
Outdoor Sketching  
Outdoor Watercolor Painting  
Persian/Oriental Rug Making\*  
Procreate®: Paint, Sketch Create on an iPad  
*Rock Painting*  
Soy Candles\*  
Take Great Pictures with Your Smart Phone  
Upcycling: A Creative Art Project\*  
Wire Wrap Jewelry

### Kids and Teens Corner

Coding School –Minecraft  
Coding School-Python  
Coding School-Scratch  
Kitchen Kids: Parent & Child Cook!  
Socceropolis  
Taekwondo Martial Arts for Kids

### Gourmet & Nutrition

Biscuits and Scones  
Comfort Food Classics: A Vegan Twist  
Culinary Cruisin': It's Tailgate Time\*  
Culinary Cruisin': A Proper English Tea with the Queen\*  
Culinary Cruisin': Holiday Appetizers and Hors d'oeuvres\*  
Culinary Cruisin': The 1950's Are Calling!!!\*  
Culinary Cruisin': A Romantic Vegan Valentine's Meal\*  
Culinary Cruisin': Good Grub from California Gold Rush\*  
Focaccia  
Food Tour with Prudence: Hartford's Little Italy\*  
Food Tour with Prudence: A Dong's Supermarket  
Fresh Spring Rolls\*  
Pad Thai\*  
Plant Powered Protein: Creative Vegan Dishes  
Scallion Pancakes & Mango Sticky Rice\*  
Sourdough Bread Start-Up Class  
Two Pals Bake Apple Pie  
Two Pals Make Homemade Calzones\*

### Health, Well Being, Fitness & Sports

All Levels Yoga  
*CPR Recertification*  
*First Aid & CPR*  
Golf Fore Women  
Golf – Men's Playing Through  
Martial Arts and Stress Relief  
Mental Health First Aid\*  
Vinyasa Yoga\*  
What Are Chakras?  
*Zumba\**

### Home, Garden, Pets & Outdoors

Dog Training without the Dog  
Introduction to Weather  
Invasive Plant Walk  
*Perennial Gardening\**  
Replacement Window Workshop

### Language, Travel and Culture

American Sign Language, Beginning  
German, Beginning  
German, Intermediate  
Italian, Beginning  
Spanish, Beginning  
Spanish, Intermediate  
Travel and Culture of France  
Travel and Culture of Italy

GLASTONBURY ADULT & CONTINUING EDUCATION, PROPOSED CLASSES Fall 2024, cont.

**Music, Arts & Dance**

Acoustic Folk Rock for Guitar  
Bachatango (Bachata+Tango) Dance  
Ballroom Dance  
Beginning "Hustle" Swing Dance for Couples  
Country Western Couples Dance  
Instant For Hopelessly Busy People Piano  
Instant Guitar for Hopelessly Busy People  
Line Dancing - Startin' From Scratch  
Line Dancing - Movin' On

**Personal Enrichment**

Astronomy – *new topic*\*  
Astronomy - Exoplanets  
Astronomy - Moon Show  
Blackjack: Maximize Your Chances of Winning  
*Bridge, Introductory*\*  
Connecticut Valley Paleontology  
*Ed2Go ~ Fundamentals & Advanced Career Training*\*  
From Memory to Memoir: Writing Your Life Story  
Italian Film Cine Club: Cultural Series\*  
Italian Film Cine Club: Historical Series\*  
New Year, New Book  
Poetry for Beginners  
Presidents' College, UHart: New classes tbd\*  
Voiceovers - Now Is Your Time!

**Real Estate**

Be the Savvy Home Buyer  
Downsizing: Selling Your Home  
Get Ready, Get Set, Buy: First Time Home Buyers  
Get Ready, Get Set, Sell: Tips on Decluttering & Staging  
Get Ready, Get Set, Sell: Tips on Repairing and Replacing  
Real Estate Investment: Where Do I Start?

**Retirement, Financial & Life Planning**

ABC's of Planning for the Future of Your Loved Ones  
ABC's of Government Benefits for Special Needs  
Aging in Place: How to Remain in Your Home\*  
Aging Well: Series  
Creating a Strong Estate Plan: Protect Your Family  
and Finances\*  
Bridge the Gap: Financial Strategies for the  
Sandwich Generation\*  
Medicare & Social Security: An Educational Seminar\*  
Plan Your Social Security with Confidence  
Retirement Planning Today  
Retiring Closer to 55 than 65  
Social Security Strategies and Your Retirement Future\*  
Strategies to Save Money on (and with) Life Insurance  
Taxes in Retirement  
Understanding Your Insurance Options & Discounts  
What is a Trust? Do I Need One?

**Day & Overnight Trips**

Christmas in Newport\*  
Hudson Valley Garlic Festival\*  
Magic Wings Butterfly Conservatory & Yankee Candle\*  
Metropolitan Opera - Tosca, NYC\*  
New York on Your Own\*  
Radio City ~ Rockettes  
Turkey Train, Lake Winnepesaukee, NH  
Trips to Iceland, Bahamas, Montreal \*  
\* additional trips may be added

Note: There are 140-150 classes and trips scheduled or in the process of being scheduled with over 40 new classes/trips. Some classes are pending, and others may be added or deleted. The categories may also be altered prior to publication. There will be both in person classes and live online or virtual classes this term.

Respectfully submitted,  
Nancy La Perla

\*new class, new instructor or class not offered recently  
*Italics* denotes class/trip is pending