



REGULAR BOARD OF EDUCATION MEETING

Monday, September 23, 2024 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
 - A. Glastonbury FFA 2024 Agriscience Research Fair Award Winners
4. Student Representatives' Report
 - A. Hayley Lemieux, Class of 2025
 - B. Amalia Baird, Class of 2027
5. Information Session for Public Comment
6. Business Requiring Action
 - A. Acceptance of Revised Board of Education Policy and Regulation #5131.9 Bullying Prevention and Intervention for First Reading
 - B. Acceptance of Revised Board of Education Policy and Regulation #4118.11/4218.11 Non-discrimination for First Reading
 - C. Acceptance of Revised Board of Education Policy and Regulation #4118.12/4218.12 and 5141.6 Sexual Harassment for First Reading
 - D. Acceptance of Revised Board of Education Policy #3000 Concept and Roles in Business and Non-Instructional Operations for First Reading
 - E. Acceptance of Revised Board of Education Policy #2131 Superintendent of Schools - Recruitment and Appointment for First Reading
 - F. Acceptance of Revised Board of Education Policy #9130 Committees (Standing, Special, and Ad Hoc Committees) for First Reading
 - G. Approval of Submission of the District Consolidated Application for Federal Grants
 - H. Approval of Submission of the CABE Board of Education Recognition Award Application
 - I. Approval of the September 9, 2024 Regular Board of Education Meeting Minutes
 - J. Approval of the September 9, 2024 Special Board of Education Meeting Minutes
7. Reports and Discussion
 - A. Program Reports
 1. Science/PACE Program Report

2. Mathematics/PACE Program Report
 3. Health and Physical Education Program Report
- B. Glastonbury Education Foundation
8. Committee Reports
9. Chairman's Reports
10. Superintendent's Report
 - A. Self-Insurance Reserve Update, August 2024
 - B. Staff Resignations
 1. Shannon Vendetto
 - C. Student Suspension Report, August 2024
 - D. Dates to Remember
11. Adjournment
 - A. Please note: It is possible that the Board of Education may go into Executive Session

How to Participate in Board of Education Meeting Public Comments

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

1) In-Person Comment.

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

2) Written Comment.

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

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



Glastonbury Board of Education

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There were no public comments submitted via the online Google Form for the September 23, 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.

BULLYING PREVENTION AND INTERVENTION POLICY

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

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

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

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

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

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

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

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

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

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

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

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

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

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

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention and intervention in

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

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

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

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

Adopted: March 10, 2003

Revised: February 14, 2005

Revised: May 11, 2009

Revised: November 14, 2011

Revised: September 22, 2014

Revised: February 25, 2019

Revised: January 24, 2022

Revised: April 1, 2024

Revised:

SAFE SCHOOL CLIMATE PLAN

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

I. Prohibition against Bullying and Retaliation

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

II. Definition of Bullying

“**Bullying**” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

III. Other Definitions

- A. “**Cyberbullying**” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. “**Electronic communication**” means any transfer of signs, signals, writing, images, sounds,
 - i. data or intelligence of any nature transmitted in whole or in part by a wire, radio,
 - ii. electromagnetic, photo electronic or photo-optical system;
- C. “**Emotional intelligence**” means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.
- D. “**Hostile environment**” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- E. “**Mobile electronic device**” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- F. “**Outside of the school setting**” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- G. “**Positive school climate**” means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

H. **"Prevention and intervention strategy"** may include, but is not limited to,

- 1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,
- 2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,
- 3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
- 4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school,
- 5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
- 6) school-wide training related to safe school climate,
- 7) student peer training, education and support, and
- 8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions and
- 9) culturally competent school based curriculum focusing on social-emotional learning, self-awareness and self-regulation. "Interventions with the bullied child" include referrals to a school counselor, psychologist or other appropriate social or mental health service and periodic follow-up by the safe school climate specialist with the bullied child.

I. **"School climate"** ~~means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.~~ means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

J. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

K. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

- L. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
- M. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

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

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

B. Safe School Climate Specialist

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

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:
- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
 - (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
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- (3) medical and mental health personnel assigned to such school; and in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

B. The Committee shall:

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

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

D. The Board shall make such plan available on the district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

E. On or before July 1, 2012 and biennially thereafter, each school in the district will complete an assessment using school climate assessment instruments provided by the district. The assessment results will be collected and reported to the CSDE.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make ~~anonymous~~ **confidential** reports of bullying to any school employee. Should a student request anonymity when making a report, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. ~~Anonymous~~ **Confidential** complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an ~~anonymous~~ **confidential** complaint.
- C. The Safe School Specialist shall be responsible for reviewing any ~~anonymous~~ **confidential** reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- D. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
- E. Parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed should receive prompt notice that such investigation has commenced.

- F. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

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

F. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.

- G. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Teen Dating Violence

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

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

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

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

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and

therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

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

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

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

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

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

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

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

- a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- b. school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- c. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- d. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students and culturally competent curriculum focusing on social-emotional learning, self-awareness and self-regulation;
- e. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- f. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- g. Student peer training, education and support; and
- h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying concerns raised by students, parents or staff;

- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
 - k. Use of peers to help ameliorate the plight of victims and include them in group activities;
 - l. Avoidance of sex-role stereotyping;
 - m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
 - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
 - q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”

XI. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

- D. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XII. School Climate Assessments

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

Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

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

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

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

Adopted: March 10, 2003

Revised: February 14, 2005

Revised: May 11, 2009

Revised: November 14, 2011

Revised: September 22, 2014

Revised: February 25, 2019

Revised: January 24, 2022

Revised: April 1, 2024

Revised:

Nondiscrimination

In compliance with regulations of Title VI of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987 and the American with Disabilities Act, the Glastonbury board of Education adopts the following Equal Employment Opportunity and Equal Education Opportunity Policy. The Glastonbury Board of Education prohibits acts of discrimination in all matters dealing with employees and applicants for positions with the school district and endorses the principle of equal employment opportunity in all actions affecting employees and applicants. As an equal opportunity employer, the ~~Glastonbury Board of Education declares that no discrimination based on race, creed, color, national origin, gender, sexual orientation, religion, gender identity or expression, marital status, veteran status, disability, or age will exist in the school district with regard to employment, screening candidates for employment or in retention and promotion of employees.~~ **Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability in employment matters or assignment in programs or services provided. The compliance officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy.**

Sexual harassment has been established as a form of sexual discrimination as defined by Glastonbury Board of Education Policy 4118.12, in accordance with federal and state law. The District recognizes that it is a discriminatory practice to request, on an initial employment application, a prospective employee's age, date of birth, dates of attendance at or date of graduation from an educational institution on an initial employment application, unless requesting or requiring such information is based on a bona fide occupational qualification or need, or when such information is required to comply with any provision of state or federal law.

"Race" is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, head wraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

Equity Statement

At Glastonbury Public Schools, we believe in fostering a community where equity is a lived reality. We are committed to creating an educational system that is just and responsive. Through intentional policies and inclusive practices, we will provide opportunities, support, and access for all members of our school community to thrive. We recognize there may be times we fall short and injustices may occur. Our response to those instances is how we will be measured.

Equal Education Opportunity

Pursuant to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with handicaps shall, solely by reason of such handicap, be excluded from participation in, be denied the benefits of, or be subjected to

discrimination under any program of the Glastonbury Board of Education.

The Civil Rights Compliance Officers for the Glastonbury Board of Education have the responsibility to monitor the compliance of this policy. The names and location of the Civil Rights Compliance Officers are posted in each school annually.

Areas, in which employees/applicants shall not be discriminated against, include but are not limited to:

- Hiring and Promotion
- Compensation
- Job Assignments
- Leaves of Absence
- Fringe Benefits
- Labor Organization
- Contracts or Professional Agreement

Legal Reference: 10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (as amended by PA 21-2 §441.)

46a-51 Definitions as amended by PA 17-127 and PA 21-2)

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127 and PA 21-69)

P.A. 11-55 An Act Concerning Discrimination

10-153 Discrimination on account of marital status

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*

Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.*

Discrimination on basis of sexual orientation

Section 504 of the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706 (7) (b).

Public Act 11-55 An Act Concerning Discrimination

American Disability Act of 1989, as amended by the ADA Amendments Act of 2008 Civil Rights Act of 1987.

Title IX Final Rule, May 6, 2020

2024 Amendments to the U.S. Department of Education’s Title IX Regulations (“Final Rule”)

Policy

Adopted: October, 1981

Revised: November 14, 2005

Revised: August 12, 2013

Revised: May 22, 2018

Personnel - Certified/Classified

Policy: 4118.11(b)
4218.11(b)
Revised

Revised: October 4, 2021

Revised: April 25, 2022

Revised:

DISCRIMINATION COMPLAINTS (PERSONNEL)

Any employee or employment applicant who feels that he/she has been discriminated against on the basis race, creed, color, national origin, gender, sexual orientation, religion, gender identity or expression, marital status, veteran status, disability, **civil air patrol status**, or age may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and the victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.

The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.

The Board within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Board will give a written response within ten (10) working days following the completion of the hearing.

Legal Reference: 10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (as amended by PA 21-2 §441.)

46a-51 Definitions as amended by PA 17-127 and PA 21-2)

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127 and PA 21-69)

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Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*

Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.*

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American Disability Act of 1989, as amended by the ADA Amendments Act of 2008 Civil Rights Act of 1987.

Title IX Final Rule, May 6, 2020

2024 Amendments to the U.S. Department of Education's Title IX Regulations ("Final Rule")

Regulation

Adopted: March 26, 2012

Revised: August 12, 2013

Revised: October 4, 2021

Revised: April 25, 2022

Revised:

Sexual Harassment

~~Sexual harassment is illegal and will not be tolerated among the employees or students of the Glastonbury Public Schools. Employees and students are expected to adhere to a standard of conduct that is respectful and courteous to fellow employees, students and to the public.~~

The Glastonbury Public Schools prohibits any form of sex-based discrimination or sex-based harassment in all Board of Education programs and activities. All students, staff, and third parties under the Board’s authority are expected to maintain a work and educational environment free from sex-based harassment, insults, or intimidation on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, and pregnancy or related conditions.

Should sexual harassment be alleged, it is the policy of the Glastonbury Board of Education that it shall be thoroughly investigated, that there shall be no retaliation against the alleged victim of the harassment, and that the allegation shall be appropriately addressed.

Legal References: Title VII of the Civil Rights Act of 1964
Regulations, 1980 Equal Employment Opportunity Commission (EEOC)
Connecticut General Statutes §46a-60(a)(8)
Connecticut General Statutes §10-151
Public Act 19-16, State of Connecticut
Title IX, Final Rule, August 1, 2024

Policy

Approved: June 15, 1992
Revised: November 22, 1993
Revised: March 14, 1994
Revised: November 14, 2005
Revised: January 9, 2020
Revised:

Sexual Harassment

Under federal law and the Connecticut General Statutes §46a-60(a)(8), sexual harassment is defined as “any unwelcome sexual advance or request for sexual favor or any **other verbal ~~of~~ or physical** conduct of a sexual nature” made by someone from or in the work or educational setting. Sexual harassment occurs when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting such individual;
3. Such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment, or
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
5. Such conduct is responsible for limiting a student’s ability to participate in or benefit from the education program, or to create a hostile or abusive educational environment.

Types of unacceptable sexual conduct include:

1. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, unwanted physical contact, touching, pinching, coerced sexual intercourse, impeding or blocking movement, leering, gestures, suggestive or insulting sounds, display of sexually suggestive objects, pictures or cartoons.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Coercive sexual behavior used to control, influence, or affect the career, salary and/or work environment of another employee, such as threats or reprisal; implying or withholding support for an appointment, promotion, transfer, or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed.
4. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student, including promises or threats regarding grades, course admission, performance evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g., scholarships, financial aid, work study job).
5. The deliberate or careless creation of an atmosphere of sexual harassment or intimidation, or a hostile or offensive working environment.

Sexual Harassment

6. Inappropriate attention of a sexual nature from peer(s), i.e., student to student, employee to employee.
7. **Inappropriate use of AI Artificial Intelligence to create and/or post deepfaked images or voices of any employee or student.**

I. Sexual Harassment of Employees

The superintendent/designee is designated as the complaint officer, and is primarily responsible for handling and processing all sexual harassment complaints and investigations in accordance with the following procedures:

1. Any employee who believes he or she has been the subject of sexual harassment should report, orally or in writing, the alleged act immediately to the complaint officer, who is responsible for investigating such allegations. The complaint should include the date(s) of the alleged harassment, name(s) of the harasser(s), when harassment occurred, and detailed statement of circumstances constituting the alleged harassment.

If the employee is uncomfortable for any reason with discussing the matter with the complaint officer, the employee should contact another supervisor or administrator to discuss the matter. This representative will then, at the employee's request, act as liaison between the employee and the complaint officer.

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

2. The complaint officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The complaint officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, the due process rights of the alleged harasser will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.
3. The complaint officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to

Sexual Harassment

the complainant, the alleged harasser, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

4. If the complainant or alleged harasser is not satisfied with the decision of the complaint officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.
5. The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing or within thirty (30) working days after receiving the appeal if a hearing is not held.

If after a thorough investigation the Board of Education believes sexual harassment has occurred, the Board will take appropriate actions to ensure that the harassment ceases and will not recur. Actions taken in response to allegations of harassment may include reassignment, transfer, disciplinary action up to, and including discharge and referral to the police.

The harasser and any other employees, if appropriate, will be informed that additional action shall be taken if further acts of harassment or retaliation occur.

II. Sexual Harassment of Students

1. When the offender is an adult within the school setting.

Definition: Sexual harassment is any sexual behavior or inappropriate sexual comment from an adult towards a student. Examples of sexual conduct include sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student, including promises or threats regarding grades, course admission, performance evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g., scholarships, financial aid, work study job); and all other types of sexual conduct previously described.

Any student or parent/guardian of a student who believes that the student has been the victim of sexual harassment by an adult, or has questions or concerns about this issue, should seek the help of the building administrator/designee or another adult whom they trust, such as a teacher, counselor, nurse, or psychologist, who should elicit the following, as well as any other relevant information:

- Name of complainant
- Date of complaint
- Date(s) of alleged harassment/discrimination
- Names of alleged harasser(s) or discriminator(s)

Sexual Harassment

- Location where such alleged harassment/discriminator(s) occurred
- Names of any witness(es) to the alleged harassment/discrimination
- Detailed statement of the circumstances constituting the alleged harassment/discrimination

This information is to be forwarded immediately to the principal/designee.

The complainant or parent/guardian will be provided with a copy of this policy and its regulations and be made aware of his/her rights. A follow-up will occur to include a prompt and discreet investigation within ten (10) working days or as required by law. The principal/designee shall report the results of the investigation and proposed disposition of the matter to the complainant, the alleged harasser, and as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint. If the complainant is a minor student, the principal/designee must contact the superintendent/designee to determine if a child abuse referral should be completed.

If after a thorough investigation there is reasonable cause to believe that sexual harassment has occurred, appropriate actions will be taken. Actions taken in response to allegations of harassment may include reassignment, transfer disciplinary action up to, and including discharge and referral to the police.

Reprisals, threats or intimidations directed at the alleged victim will be treated as serious offenses.

If the complainant or alleged harasser is not satisfied with the decision of the principal/designee, an appeal in writing may be made to the superintendent/designee within ten (10) days of receipt of the decision. A copy of the complaint will be sent to the Title IX coordinator for his/her information.

The superintendent/designee shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged harasser, and as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant or alleged harasser is not satisfied with the decision of the superintendent/designee, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.

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

The Glastonbury Board of Education will investigate the complaint within thirty (30) working days and may conduct a hearing to gather additional information. The Glastonbury Board of

Sexual Harassment

Education will give a written response within ten (10) working days following completion of the hearing or within thirty (30) working days after receiving the appeal if a hearing is not held.

2. When the offender is a student

Definition: Sexual harassment is unwanted sexual attention from anyone with whom the student may interact in the course of receiving an education in school or at school sponsored activities. Types of sexual conduct include inappropriate attention of a sexual nature from peer(s); i.e., student to student, and all other types of sexual conduct previously described.

If it is determined that a student has sexually harassed another student, the possible consequences to the offending student may include:

Conference with students	Community service
Parent conference	Detention
Apology to the victim	Expulsion
Suspension	Referral to the police
Written report	

Reprisals, threats or intimidations of the alleged victim will be treated as serious offenses, which could result in expulsion.

Any student or parent/guardian of a student who believes that the student has been the victim of sexual harassment by another student, or has questions about this issue, should seek the help of the building administrator/s or an adult whom they trust, such as a teacher, counselor, nurse, psychologist. The principal/designee shall be advised of the concern immediately.

A follow-up will occur to include a prompt and discreet investigation within ten (10) working days when appropriate. The principal/designee shall report the results of the investigation and proposed disposition of the matter to the complainant, the alleged harasser, and as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant or alleged harasser is not satisfied with the decision of the principal/ designee, an appeal in writing may be made to the superintendent/designee within ten (10) working days of receipt of the decision. The superintendent/designee shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged harasser, and as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

Sexual Harassment

If the complainant or alleged harasser is not satisfied with the decision of the superintendent/designee, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.

The Glastonbury Board of Education will investigate the complaint within thirty (30) working days and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing or within thirty (30) working days after receiving the appeal if a hearing is not held.

Retaliation against any individual who complains pursuant to this policy and procedure is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

All employees and supervisors shall be provided copies of the Board policy and regulations concerning sexual harassment and receive appropriate training regarding sexual harassment and discrimination laws. A developmentally appropriate summary of this policy and its regulations will be included in school handbooks.

Legal References: Title VII of the Civil Rights Act of 1964
Regulations, 1980 Equal Employment Opportunity Commission (EEOC)
Connecticut General Statutes §46a-60(a)(8)
Connecticut General Statutes §10-151
Public Act 19-16, An Act Concerning Sexual Assault and Sexual Harassment (CGS, July 2019)
Title IX, Final Rule, August 1, 2024

Policy

Approved: June 15, 1992
Revised: November 22, 1993
Revised: March 14, 1994
Revised: November 14, 2005
Revised: January 9, 2020

Revised:

Business and Non-Instructional Operations

Concept and Roles in Business and Non-Instructional Operations

Business

The Board of Education recognizes that sound fiscal management is critical to the success of the school district's educational programs and shall work with town boards and elected officials to provide adequate appropriations in support of these programs. To make school district expenditures as effective as possible, the Board of Education expects the superintendent/designee to:

1. Encourage advance planning through district budget procedures.
2. Develop long-range educational and financial plans balancing appropriate educational programs with the community's ability to pay.
3. Explore all acceptable sources of income.
4. Provide the greatest educational returns for the expenditure of funds.
5. Establish accepted auditor approved accounting and reporting principles and procedures.
6. Work cooperatively with other appropriate governmental agencies and officials.

Non-Lapsing Education Fund

The Board may deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such deposited amounts does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year pursuant to C.G.S. 10-248a.

Any expenditure from the Non-Lapsing Education Fund shall be authorized solely by the Board of Education. Each expenditure from such account shall be made only for educational purposes and under the following conditions:

1. such deposited amount does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year;
2. each expenditure from such account shall be made only for educational purposes; and
3. each such expenditure shall be authorized by the Board of Education.

The Board of Education shall create the non-lapsing account and be responsible for the accounting of fund in accordance with Governmental Accounting Standards and Generally Accepted Accounting Principles (GAAP). The account shall be subject to the annual audit as required by State statute. The Board shall review the fund balance on an annual basis.

School District Facilities and Equipment

The Board of Education expects the operation and maintenance of all school facilities and equipment to set high standards of safety, to promote the health of pupils and staff, and to reflect prudent management of available resources.

Policy

Adopted: October, 1981

Revised: August 15, 2005

Revised:

Superintendent of Schools

Appointment

The appointment of a superintendent is a Board of Education responsibility. The board may seek the advice and counsel of interested individuals, or of an advisory committee, and it may choose consultants to assist in selection. However, final selection shall rest with the Board after thorough consideration of qualified applicants.

When the Board elects a superintendent, a majority vote of the entire membership of the Board is necessary for election. The superintendent may be appointed (or reappointed) for a term not to exceed three years. The Board will release and publish on the GPS website the Superintendent's contract and full compensation figures annually.

In the event of the untimely departure or incapacity of the Superintendent, the Board may employ an Acting Superintendent, properly certified or not, for a probationary specified period, not to exceed one school year, with the approval of the Commissioner of Education. Such time may be extended by the Commissioner for good cause shown. During such probationary period, the Acting Superintendent shall assume all duties of the Superintendent for the time specified and shall successfully complete a school leadership program, approved by the State Board of Education, offered at a public or private institution of higher education in the State. At the conclusion of the probationary period, the Board may request the Commissioner of Education to grant a waiver of certification for the Acting Superintendent, allowing the Board, if desired, to appoint the Acting Superintendent as the District's permanent Superintendent.

The superintendent must be properly certified by the State of Connecticut. However, the Board may require qualifications in addition to those prescribed by the state Board of Education.

Recruitment of Superintendent

1. Consultant – When the Board of Education starts a search for a new superintendent, it first will decide whether to hire a qualified search consultant. The selection of a consultant will be through a process consistent with the Board's policies.
2. Search Committee – The Board with the help of the consultant (if hired) will establish a search committee. The Board of Education chair will appoint the chair of the search committee who will be a member of the Board of Education.

The search committee will seek the advice and counsel of a broad variety of groups within the district, representative of the demographics of the community.

The search committee, responding to input from the community, will screen applicants and interview ~~six to eight~~ semi-finalists. It will then recommend a ~~candidate or smaller number of~~ candidates to the Board for final selection. Final selection will rest with the Board after a thorough consideration of qualified applicants.

Recruitment and Appointment of Superintendent (continued)

The search committee and the Board of Education is encouraged to consider training related to the issues surrounding an equitable hiring process and recruitment issues. This training is designed to ensure a consistent interview process, and reduce bias and stereotyping.

The search committee will:

- a. Receive all applications and seek supplemental information on candidates as needed.
 - b. Receive input from organizations in its district or region.
 - c. Interview and screen the most promising candidates.
 - d. Present to the Board the names and qualifications of two to four of the most promising candidates.
3. Time Frame/Budget – The Board of Education will estimate a time frame for the search and prepare a budget for the search process, including anticipated expenses for all facets of the search.
4. Desired Qualifications, Functions and Responsibilities of Superintendent – The Board will develop a set of qualifications for the superintendency and prioritize the functions and responsibilities it wishes the superintendent to discharge. If a consultant is employed to assist the Board, the consultant will work in conjunction with the Board to develop qualifications and responsibilities for the superintendency.

The Board of Education and the consultant (if hired) is encouraged to give appropriate consideration to recruitment of under represented groups. Recruitment procedures may include sending notices of superintendent vacancies to: college and university placement offices; women’s centers or minority affairs offices; superintendent organizations; professional journals; professional associations; and other publications and associations which reach under represented groups.

5. Interviews – A background check of professional qualification is essential. Members of the search committee will select a coordinator to welcome the superintendent candidates.
6. Superintendent Contract – A subcommittee of the Board will negotiate the contract with the finalist.
7. Election of Superintendent – A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the election of the superintendent. (Section 10-157CGS states that “Employment of a superintendent shall be by election of the Board of Education.” Therefore the motion should be to “elect” a new superintendent rather than “appoint” or “hire”)

Recruitment and Appointment of Superintendent (continued)

8. Transition – The Board must decide how to best handle the transition period from the time the previous superintendent departs until the new superintendent begins in the district.

Contract

The salary of the superintendent, additional benefits, vacation entitlement and other leave shall be determined at the time of appointment (or reappointment) and shall be part of the written contract.

Additional benefits, such as health and other forms of insurance, annual vacation, holidays, and temporary and extended leaves and absences shall be at least equal to those granted other professional staff members.

Duties and Responsibilities

The superintendent shall be the chief executive officer of the Board of Education and shall be responsible for the management of the public schools in the district in accordance with federal and state laws and regulations and Board of Education policies. The superintendent shall be responsible to the Board as a body and not to individuals on the Board and shall be responsible for the execution of all decisions and the administration of Board policies and directions concerning school system operations. The superintendent shall have the power to act in matters not covered by board policy, subject to such actions being reviewed by the Board at a regular meeting.

Superintendent Evaluation

Annually, the Board will evaluate the superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the superintendent.

Legal Reference: Connecticut General Statutes
10-157 Superintendents. Relationship to local or regional Board of Education; verification of certification status; written contract for employment; evaluation of superintendent by Board of Education.

Policy

Adopted: October, 1981

Revised: October 17, 2005

Revised: April 11, 2011

Revised:

The Board of Education shall act as a whole on all matters coming before it. Committees may be appointed as specified under duties of the Chair. (cf. 9121). Committees appointed include standing and special committees.

Special committees are formed for the consideration or investigation of specific subjects shall submit their reports at meetings of the Board and are discharged when such reports are accepted.

Standing committees are formed for the performance of continuing functions and shall submit periodic reports at meetings of the Board. Standing committees shall be established only by amendment to Board policy specifying the committee's structure and responsibilities. All standing committees shall consist of three members appointed by the Chair of the Board of Education following the biennial town elections. Such committees shall include no more than two members from the same political party. Terms shall expire at the next biennial town election. Vacancies occurring among committee members will be filled by the Chair of the Board of Education (cf. 9121). Committee agenda and meeting schedules are set by the committee Chair in consultation with the Superintendent or designee. A matter may be referred to any standing committee upon written request of at least two Board members. **From time to time, the committee chair may invite a non-board member to participate in discussion at a committee meeting.**

Continuing participation of the Superintendent or designee is expected in order to assist standing and special committees with their deliberations.

Ad Hoc Committees

Ad hoc committees may be created for special assignments. The same rules shall apply to special committees as apply to standing committees, except that they shall be dissolved immediately upon completion of an assignment. The Board Chairperson and the Superintendent of Schools shall be ex-officio members of all ad hoc committees.

Duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education.

(cf. 1221 Citizens' Advisory Committee to the Board)

Policy

Adopted: October, 1981

Revised: May 24, 2004

Revised: March 8, 2021

Revised:

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

=====
Title of Report: Consolidated Grant Application

Board Meeting Date: September 23, 2024

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

Overview:

Each year, the Connecticut State Department of Education requires districts to complete the District Consolidated Application for Federal Grants. This year, all expenditures must be used to:

- narrow the achievement gap and create academic excellence for all students;
- prepare students for success in college and careers;
- support district and school improvement efforts;
- support effective teaching and leadership.

The consolidated grants are awarded as entitlements to the state’s school districts. The amounts are based on a formula that includes enrollment and other demographic data.

A summary of the grant amounts and the proposed uses for the funds is provided below as well as the monies received for the previous four years as a means of comparison.

Title I, Part A – *Improving Basic Programs* \$ 188,521

- Intervention materials for students to supplement reading and math instruction
- Supplement programs and tutorial services in early literacy and numeracy
- Purchase assessment tools and instructional materials for support programs
- Tutor support for literacy and math instruction

NOTE: Only Naubuc School is eligible for Title I funding

Title II, Part A – *Teacher and Principal Training and Recruitment* \$ 75,295

- Enhance teacher and administrator understanding and implementation of differentiated instruction to support students
- Deepen teacher and administrator understanding and application of literacy best practices and acceleration strategies to support student achievement

Title III – *English Language Acquisition and Enhancement* \$ 25,776

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

Glastonbury will use this year's Title III funds for the following programs:

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

Title IV – Student Support and Academic Enrichment

\$ 13,706

This federal grant is available to districts with the intention of increasing local capacity to address three priority areas:

- provide all students with access to a well-rounded education;
- improve school conditions for student learning; and
- improve the use of technology in order to strengthen the academic achievement and digital literacy of all students.

The Connecticut State Department of Education allocates funding based on the Title I funding formula. This year, we expect to receive \$13,706 for this grant. The allocation will be used to support a continued focus on student achievement to meet literacy and math standards and grade level progressions within an engaging learning environment.

At the elementary level, coaching and classroom based professional development will deepen teachers' knowledge and skills in foundational literacy practices, mathematical strategies and play-based learning techniques. Teachers will continue to be provided with instructional resources and professional texts to support their growth.

The grant supports the integration of play-based learning concepts into key academic areas, including math, literacy, science, and social studies. Recognizing the importance of play in fostering student engagement and deepening understanding, the district will collaborate with a play-based learning consultant to deliver targeted coaching and workshops. As a result, teachers will enhance their knowledge of play-based learning approaches and strategies, leading to improved student engagement and deeper understanding across content areas.

TOTAL

\$ 303,298

Consolidated Grant Allocations Five-Year Overview

	Title I	Title II	Title III	Title IV	Total
2020/2021	\$ 187,414	\$ 80,012	\$ 19,456	\$ 13,244	\$ 300,126
2021/2022	\$ 191,741	\$ 79,624	\$ 20,899	\$ 13,466	\$ 305,730
2022/2023	\$ 193,944	\$ 81,708	\$ 20,274	\$ 14,319	\$ 310,245
2023/2024	\$ 199,282	\$ 81,282	\$ 25,336	\$ 14,526	\$ 320,426
2024/2025	\$ 188,521	\$ 75,295	\$ 25,776	\$ 13,706	\$ 303,298

Submitted By: Scott Hurwitz

Reviewed By: Alan B. Bookman



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as “teams.” The **CABE Board Recognition Awards** are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 37 Level One criteria, including a minimum of three in each area, will earn the Level One **CABE Board Leadership Award**.

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

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

Deadline for submission is: **Friday, October 4, 2024**

REQUIRED CRITERIA

1. Board Leadership/Student Achievement

Level One (minimum of three)

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

2. Board Member Professional Development Level One (minimum of three)

- A. A majority of Board members have taken part in workshops or other in-service training during the last year. *(provide list of workshops and/or in-service training)*
- B. The Board provides adequate funds to permit Board members to take part in training. *(provide budget or listing for Board professional development)*
- C. A majority of the Board attended the CABE/CAPSS Convention in the last 12 months. *(provide list of Convention participants)*
- D. A majority of the Board participated in the CABE Board Member Academy in the last 12 months. *(provide list of programs and board members who attended)*
- E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months. *(provide agenda)*
- F. New Board members are provided orientation, including attending CABE New Board Member Orientation. *(provide list of 2023-2024 participants)*
- G. The Board has participated in professional development about issues of diversity, equity and inclusion. *(provide a list of workshops and provider)*
- A. The Board of Education works to improve student achievement. *(provide description)*
- B. The Board relates the mission statement and goals to agenda items. *(provide examples)*
- C. The Board supports the appropriate use of technology in educational programming. *(provide examples)*



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

- ✓ **Level Two (minimum of two)**
- ✓ A. The Board has developed district goals and reviews them on a regular basis. *(provide examples)*
- B. The Board has incorporated Board professional development into policy. *(provide examples)*
- ✓ C. The Board holds a retreat outside of a regular meeting with a component offering professional development. *(provide copy of agendas)*

3. Policy

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

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

4. Community Relations

- ✓ **Level One (minimum of three)**
- ✓ A. The Board has clear, written policies on Community-Board Relations. *(provide copy)*
- ✓ B. The Board provides opportunities for appropriate participation at meetings by members of the community. *(provide copies of two recent agendas)*
- ✓ C. The Board seeks active community involvement with the schools. *(provide examples)*
- ✓ D. The Board demonstrates cooperation with news media. *(describe)*

- ✓ E. The Board promotes the school system to the public. *(provide copies of information disseminated)*
- ✓ F. The Board disseminates information to the public on its decisions in a unified, timely manner. *(provide copy of information provided)*

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

5. Related Organizational Leadership

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



CABC Board Recognition Awards

Board of Distinction Award (Level Two)

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

_____	_____
Board Chair	Date
_____	_____
Superintendent	Date



Connecticut Association of Boards of Education
81 Wolcott Hill Road • Wethersfield, CT 06109
860-571-7446 • 860-571-7452 (fax) • www.cabe.org



Glastonbury Board of Education

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

October 1, 2024

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

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

1. Board Leadership/Student Achievement

Level One

- A. The Board has developed district goals for this year.
 - Board of Education Policy 9010 (Board Goals) and BOE Planning Framework 2024-2025
- B. The Board has conducted a self-evaluation and developed plan for improvement in the past 12 months.
 - Board of Education Policy 9020 (Board Self-Evaluation)
 - Board of Education Special Meeting Agenda, September 9, 2024
 - Board of Education Planning Framework 2024-2025
- C. The Board has conducted a superintendent evaluation in past 12 months.
 - Board of Education Meeting Minutes July 8, 2024
- D. The Board monitors its performance against a Board of Education code of conduct.
 - Board of Education Policy 9270 (Conflict of Interest and Code of Ethics)
 - Board of Education Policy 9271 (Conflict of Interest - Board Members Code of Conduct)
 - Glastonbury Code of Ethics
- E. The Board has conducted meeting pursuant to Board policy.
 - Board of Education Policy 9321 (Meeting - Time, Place, Notification of Meetings)
 - Policy 9322 (Meetings - Public and Executive Session)
 - Policy 9323 (Construction of Agenda)
 - Example Board of Education Meeting Agenda, March 25, 2024
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner.
 - Board of Education Policy 9321 (Meeting - Time, Place, Notification of Meetings)
 - Board of Education meeting calendars January 2023-January 2024 and January 2024-January 2025
 - Board Planning Framework 2023-2024 school year and 2024-2025 school year

- I. The Board conducts orientation for new Board members.
 - Board of Education Policy 9230 (Orientation of New Board Members)
 - Board Chair and Superintendent Orientation Meeting - November 10, 2023
 - New Board Member Training Workshop, December 6, 2023
 - Purchase Order #242070

Level Two

- B. The Board relates the mission statement and goals to agenda items.
 - Board of Education Mission and Strategic Plan 2023-2028
- C. The Board supports the appropriate use of technology in educational programming.
 - 2024 Annual Technology Report, Executive Summary July 8, 2024
 - Example Board of Education Meeting Agenda, July 8, 2024
 - Board of Education Policy/Regulation 6141.2 (Technology and Instruction)
 - Board of Education Planning Framework - Each July Technology Annual Report
- D. The Board uses data to make informed decisions regarding student achievement.
 - Example Board of Education Meeting Agenda, September 9, 2024. Scholastic Aptitude Test (SAT) and Advance Placement (AP) Report
 - Example Board of Education Meeting Agenda, September 9, 2024, Student Assessment Performance 2023-2024
 - Board of Education Policy 6140 (Assessment of Student Performance)
- E. The Board addresses issues of diversity, equity, and inclusion.
 - Example Board of Education Meeting Agenda, September 11, 2023. Equity, Diversity, and Inclusion Program Report
 - EDI Council Meeting Minutes, December 12, 2023, March 6, 2024, and May 1, 2024
 - Board of Education Meeting Agenda, August 12, 2024, Adoption of Equity Statement
 - Open Choice Student Welcoming Day, August 28, 2024 - Nayaug School

2. Board Member Professional Development

Level One

- A. A majority of Board members have taken part in workshops or other in-service training during the last year.
 - Board of Education Budget Workshops Dates - Example Board of Education Meeting Agenda, November 13, 2023
 - Example Board of Education Budget Workshop Agendas and Minutes, January 2024
 - Board of Finance Special Meeting Workshop Minutes, February 7, 2024
- B. The Board provides adequate funds to permit Board members to take part in training.
 - Board of Education Budget Program 3300 - Board of Education Expenses
 - Board of Education Policy 9250 (Remuneration and Reimbursement)
- C. A majority of the Board attended the CABA/CAPSS Convention in last 12 months.
 - CABA Conference, November 2023
 - Purchase Order #240539

- F. New Board Members are provided orientation, including attending CABE New Board Member Orientation.
- New Board Member Packet
 - Purchase Order #240765
 - Board Chair and Superintendent Orientation Meeting - November 10, 2023
 - New Board Member Training Workshop, December 6, 2023
 - Purchase Order #242070

Level Two

- A. The Board has developed district goals and reviews them on a regular basis.
- Board of Education Planning Framework 2024-2025
 - Board of Education Policy 9010 (Board Goals)
- C. The Board has incorporated Board professional development into policy.
- Board of Education Policy #4131 (Staff Development)
 - Summer 2024 Professional Development Executive Summary, May 20, 2024
 - Opening Day Professional Development Executive Summary, September 9, 2024
 - Election Day Professional Development Executive Summary, November 13, 2023

3. Policy

Level One

- A. The Board has developed and adhered to procedure for policy review.
- Board of Education Policy #9131 (Standing Committee - Policy Review and Formulation)
 - Example Board of Education Policy Committee Meeting Agenda, March 25, 2024
 - Example Board of Education Policy Committee Meeting Agenda, September 9, 2024
- C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- Glastonbury policy update services-CABE
 - Purchase Order #250358
 - Education Legislation Summary-CABE
- D. The Board has adopted all required policies.
- Glastonbury Board of Education Policies and Regulations Website (<https://sites.google.com/a/glastonburyus.org/boe-policies/>)
- E. The Board has reviewed appropriate policies as law and regulations have changes.
- Example Board of Education Meeting Agenda, April 1, 2024
 - Example Board of Education Policy Committee Meeting, March 25, 2024
 - Example Board of Education Policy Committee Meeting, September 9, 2024
- F. The Board relies on policies as “Living Documents,” by referring to them at Board meeting.
- Board of Education Policy #3160 (Transfer of Funds between Categories; Amendments).
 - Example Board of Education Meeting Agenda, August 12, 2024
 - Example Board of Education Meeting Agenda, April 22, 2024

- G. The Board provides the district policy manual in a searchable online version.
 - Glastonbury Board of Education Policies and Regulations Website (<https://sites.google.com/a/glastonburyus.org/boe-policies/>)
- H. The Board has a Code of Ethics
 - Board of Education Policy #9270 (Conflict of Interest and Code of Ethics)

Level Two

- A. The Board relates applicable agenda items to appropriate policies.
 - Board of Education Policy #9000 (Role of Board of Education Members)
 - Board of Education Policy #9323 (Meetings - Construction of Agenda)
- B. Policy discussions are a regular part of Board meetings.
 - Example Board of Education Meeting Agenda, April 1, 2024
 - Example Board of Education Meeting Agenda, April 22, 2024
 - Board of Education Planning Framework 2024-2025
- C. The Board has adopted a policy addressing diversity, equity, and inclusion.
 - Example Board of Education Policy Committee Meeting Agenda, September 9, 2024
 - Example Board of Education Meeting Agenda, September 23, 2024

4. Community Relations

Level One

- A. The Board has clear, written policies on Community-Board Relations.
 - Board of Education Policy 1000 Series (<https://sites.google.com/a/glastonburyus.org/boe-policies/home/1000>)
 - Board of Education Policy 1110 (Communications with the Public)
- B. The Board provides opportunities for appropriate participation at meetings by member of the community.
 - Board of Education Policy 1110 (Communications with Public)
 - Example Board of Education Meeting Minutes, January 22, 2024
 - Example Board of Education Meeting Minutes, February 26, 2024
- C. The Board seeks active community involvement with the schools.
 - Board of Education Policy 1210 (School/Community Organizations)
 - Board of Education Policy 1212 (School Volunteers)
- D. The Board demonstrates cooperation with news media.
 - Board of Education Policy 1112 (News Media Relationships)
- E. The Board promotes the school system to the public.
 - Board of Education School Report (mailing 4 times a year to all homes in Glastonbury –Summer 2024 attached)
 - Back to school letter from Superintendent, Board of Education Chairman, and Glastonbury High School Principal, published in the Glastonbury Citizen
 - School Calendar mail to all GPS parents
- F. The Board disseminates information to the public on its decisions in unified, timely manner.
 - Board of Education Policy 9322 (Meetings - Public and Executive Session)

- Board of Education agenda's and minutes are available on the district website (<https://www.glastonburyus.org/BOE/calendar-agenda-minutes>)
- Board of Education Meeting Calendars, Agenda's and Minutes available on homepage website. (<https://www.glastonburyus.org/BOE/calendar-agenda-minutes>)

Level Two

- B. The Board has successfully worked with other community leaders.
 - Board of Education met with Board of Finance and Town Council to preview and review budget items. Special Meeting Agenda and Minutes, Glastonbury Board of Finance, Friday, February 7, 2024.
- C. The Board works with the community's local Cable access channel.
 - Glastonbury Board of Education Meetings are life streamed on Public Access, Channel 16; also available online at Glastonbury, CT Public Broadcast Video on Demand on our website. (<https://vod.glastonbury-ct.gov/CablecastPublicSite/?channel=1>)

5. Related Organizational Leadership

Level One

- G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CABB's Negotiations Service.
 - Board of Education posts employment contracts on district websites. (<https://www.glastonburyus.org/district-info/employment>)

Level Two

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

The Board of Education meets with our state legislative delegation in the months before each session begins to discuss our priorities and to learn more about what is expected on the upcoming legislative agenda. These meetings and discussion form the basis for communication and collaboration as hearings are held and potential changes move forward. As important education legislation is considered, we provide insight and information.

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

We are fortunate to have an excellent and productive relationship with our legislators. There is communication on all issues and careful attention to the impact of potential changes on our students, teachers and larger community. Our legislators ask for input and are supportive of our efforts to make needed changes. We carefully consider the impact on our school system as well as the financial implications. Our concerns are heard and often addressed in collaboration with other communities. Our state legislators often find the time to join us to celebrate the many successes of our school system.

CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

Questions:

Level One

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

The Glastonbury Public Schools Board of Education leadership is effective because we focus on our lodestar: meeting student needs as we prepare them to succeed in the world. Each Board member is dedicated to empowering students to be active learners, curious thinkers, resilient individuals, and compassionate citizens. We believe that every student should have an equal opportunity for success and feel they belong, are understood, and are valued.

As a Board, we understand our responsibility to ensure our district and schools are open and welcoming to all. We strive to connect with and engage all audiences—students, parents, teachers and staff, administrators, and the community. We invite and appreciate their feedback. This input is respectfully received and considered as we review, discuss, and vote on Board matters.

Our Board votes are not always unanimous. This is no surprise, as education policy is complex and it is natural for our members to hold differing viewpoints. The matters we debate often involve competing values and priorities. The important thing is that despite our different viewpoints, we respect the outcome of split votes and move forward in the best interest of our students and district.

Our Board is also effective because we take seriously our duty to inform all audiences of school system decisions, initiatives, challenges, and successes. We harness a variety of print and digital resources to provide the background information necessary for building understanding, trust, and support for our district.

Level Two

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

Last year, our Board established a new five-year strategic plan. We are proud of how the plan's three goals mobilize the Board's efforts to improve student achievement.

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

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

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

By connecting our decisions and actions directly to these goals, we remain successful in preparing students for the careers and colleges that await them. We directly influence the success of these goals through board policy, resource allocation, and curricular review.

To meet goal one, Glastonbury Public Schools places qualified educators in every classroom. We ensure each year's budget provides the resources necessary to attract and retain quality teachers and support staff. We support initiatives such as the self-funded Early Learning Center which helps us to recruit exceptional teachers who seek convenient and quality childcare for their young children. We review the challenges, successes, and budget requests of every curricular area each fall. Each curriculum area is also studied in depth every five years. We provide the resources necessary to train and develop teachers to continually improve.

Goals two and three are the foundation for students to excel academically. As such, our Board supports initiatives that include our grade 6-12 student support centers and the expansion of social work services in our elementary schools. Most recently, we have been discussing and evaluating student use of technology at school and home and our district's ongoing efforts to promote inclusivity, diversity, and anti-racism.

Our annual budget is responsive to changing times. We strive to meet the increasing demands placed on school systems today. When required by the town, we scale back the budget where it has the least impact on teaching and learning. We remain mindful of the taxpayers' ability to pay because their continued support is also critical to student success.

Regular Board of Education Meeting

Monday, September 9, 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
Dr. Scott Hurwitz, 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 7PM.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Teacher of the Year - Carol Lemieux

3.B. Scott Hurwitz, Assistant Superintendent of Administration and Personnel

4. Student Representatives' Report

4.A. Hayley Lemieux, Class of 2025

Student Representative, Hayley Lemieux, Class of 2025, shared with the Board recent and upcoming events occurring at Glastonbury High School.

4.B. Amalia Baird, Class of 2027

Student Representative, Amalia Baird, Class of 2027, provided the Board with an update of happenings at Glastonbury High School.

5. Information Session for Public Comment

Andrew Ethier, 30 Bell Street, Glastonbury, shared his thoughts on the proposed policy revisions that were discussed at the Policy Committee meeting, earlier in the evening.

6. Business Requiring Action

6.A. Approval of Eastbury Modular Classroom Design

Board moves to approve Option #2 for modular purchase with and add alternative attached to the bid for a pitched roof, as described in Option #1. 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

6.B. Establish Date for Graduation, Class of 2025

Board approves the Glastonbury High School Graduation, for the Class of 2025, to be held on Tuesday, June 10, 2025. 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

6.C. Approval of Finalized Graduation Date for 2024-2025 School Calendar

Board approves the finalized 2024-2025 School Calendar. 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

6.D. Approval of the August 12, 2024 Meeting Minutes

Board approves meeting minutes of Monday, August 12, 2024. 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

7. Reports and Discussion

7.A. Capital Improvement and Other Maintenance Projects Update

Dr. Bookman Superintendent of Schools, highlighted areas of the report for the Board.

7.B. Program Reports

7.B.1. School Counseling Program Report

Ted Gregorski, Director of School Counseling, highlighted areas of the report for the Board.

7.C. Scholastic Aptitude Test (SAT) and Advanced Placement (AP) Report

Ted Gregorski, Director of School Counseling, highlighted areas of the report for the Board.

7.D. Post Secondary Plan Report, Class of 2024

Ted Gregorski, Director of School Counseling, highlighted areas of the report for the Board.

7.E. Status Enrollment Report

Dr. Scott Hurwitz, Assistant Superintendent of GPS, highlighted areas of the report for the Board.

7.F. 2023-2024 Assessment Performance

Kate Lund, Assistant Superintendent, highlighted areas of the report for the Board.

7.G. Opening Day Professional Development

Kate Lund, Assistant Superintendent of GPS, shared learning experiences offered to staff on Opening Day Professional Development.

7.H. Glastonbury Education Foundation

Julie Thompson shared that the GEF is scheduled to meet on Wednesday, September 11, 2024. She also reminded the Board of the GEF Gala is scheduled on November 15th, 2024 at 6:30PM.

8. Committee Reports

The following was shared:

- The Policy Committee convened a meeting, prior to tonight's Board of Education meeting, to discuss nine different policies and regulations.
- The Curriculum Committee has a meeting scheduled for October 16, 2024, at 10:00 am.

9. Chairman's Reports

Dr. Foyle shared the following information:

- A reminder to all Board members about the ABC House 50th Anniversary Gala scheduled for September 21, 2024 from 6:00 pm- 10:00 pm.

- Several Board members attended the Naubuc Ribbon Cutting Ceremony held on August 28, 2024.
- During the GPS Convocation, on August 26, 2024, he shared a message with faculty from the Board.
- Elementary Opening Day celebrations were attended by Board members and Central Office Administration.
- A reminder to all Board members of the Rotary dinner scheduled on September 16, 2024, 6:00 pm, at the Elks Club in Glastonbury.

10. Superintendent's Report

Dr. Bookman, Superintendent of GPS, shared that he has received questions about school security in light of recent events. Although he could not talk about security within our schools, he assured the Board that we have a high level of security for each school.

10.A. School Enrollment Report, September 2024

10.B. Staff Appointments

10.B.1. Scott Hurwitz, Assistant Superintendent of Administration & Personnel

10.C. Dates to Remember

11. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The meeting adjourned at 9:11 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

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

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:

Special Board of Education Meeting
Monday, September 9, 2024 8:30 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

1. Call to Order

Dr. Foyle called the meeting to order at 9:11pm.

2. Pledge of Allegiance

3. Reports and Discussion

3.A. Board of Education Self-Evaluation

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

4. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. Meeting was adjourned at 10:11 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

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

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:

Glastonbury Board of Education Special Meeting September 9, 2024



Annual Program Report

Academic Program: Science

Director: Christine Tedisky

Date: September 23, 2024

1. *Highlight program events and summarize the key achievements of the program that are unique to the past year.*

Advanced Placement Examinations

Glastonbury High School student participation and achievement on 2024 Advanced Placement Science Examinations was excellent. For each AP science exam, GHS student average exam scores continue to exceed the state and global averages and percentages of test takers scoring a 3 or higher.

Subject	# of students enrolled	# of exams taken	Percent of test takers scoring 3 or higher	Average Exam Score
AP Biology	122	120	97.5	4.14
AP Physics 1&2*	107	99	85.9	3.56
		87	79.3	3.23
AP Chemistry	44	39	94.9	3.90
AP Environ. Sci.	129	69	72.5	3.26
AP Physics C*	39	30	76.7	3.73
		34	97.1	4.35
Total Science	441	478		

*The College Board offers 2 exams for AP Physics 1&2 and AP Physics C.

Next Generation Science Standards Assessments

The CSDE Next Generation Science Standards Assessments were administered in Spring 2024 in grades 5, 8, and 11.

	Spring 2024	Spring 2023	Spring 2022
Grade 5	70%	76%	73%
Grade 8	72%	70%	65%
Grade 11	62%	65%	65%

*Scores represent percent of students scoring a 3 or better.

Advanced Research Mentorship (ARM)

Approximately 3700 hours of independent research were logged by 37 students during the 2023-2024 school year and were showcased in the annual STEMposium. Students also published the thirteenth annual *Journal of Advanced Research Mentorship*.

- One ARM student presented at Quinnipiac University’s Behavioral Science Neuron Conference as a result of research entitled *Proteomic Analysis of Autism-Associated Variants in the Human ASPM Gene*

Center for Robotics, Engineering, Science, and Technology (CREST)

Our GHS grade 10 students were the first in the history of Biology 5410 and 5420 courses to utilize CRISPR/Cas9 biotechnology in CREST. CRISPR is a revolutionary gene-editing tool that allows precise modification of DNA, holding immense current and future potential for applications in medicine, agriculture, and beyond. In the unit of study, the objective was to allow students to learn the foundations of genetics, engage in genetic modification technology, and consider its potential applications in treating genetic disorders. Advanced biotechnology labs such as these are made possible due to the sophisticated equipment in CREST.

Elementary STEAM Celebrations

During the month of March, each elementary school hosted a Family STEAM Celebration night. Under the coordination and support of the PACE teachers, our students and their families engaged in a variety of hands-on STEAM activities in the schools and showcased their own science experiment or engineering task.

Science Bowls and Olympiads

- Seven GHS students placed first in the *Chemistry Olympiad* at UConn, with one student qualifying and advancing to the National Exam.
- The GHS *Science Olympiad* team placed second overall in this year’s competition.
- Ten SMS students participated in the *Science Bowl*, held at Smith Middle School, with one team placing ninth overall and the other team placing twelfth overall.

2. *Outline any revisions made to the curriculum within the past year and identify areas for curriculum development for the 2024-2025 SY.*

Grade-Level / Course	Area of Development / Revision	Next Steps / Progress
K-5/Life, Physical, & Earth Science	At-A-Glance completion and transfer of units and lesson documents to GPS Curriculum Platform	<ul style="list-style-type: none">● Revisions to lessons in Grade 2/Life Science
6/Life Science	At-A-Glance completion and transfer of units to GPS Curriculum Platform	<ul style="list-style-type: none">● Development of Digital Text Resources to support curriculum units● Alignment and assessment of science and engineering practices across grades 6-8
7/Planet Earth	At-A-Glance completion and transfer of units to GPS Curriculum Platform	<ul style="list-style-type: none">● Development of common unit assessments● Alignment and assessment of science and engineering practices across grades 6-8

8/Concepts of Physics	At-A-Glance completion and transfer of units to GPS Curriculum Platform	<ul style="list-style-type: none"> ● Identification of cross-cutting concepts across units of study ● Alignment and assessment of science and engineering practices across grades 6-8
9/Chemistry & Integrated Science	At-A-Glance completion and transfer of units to GPS Curriculum Platform	<ul style="list-style-type: none"> ● Alignment and assessment of science and engineering practices across grade 9 and 10 courses
10/Biology & AP Biology	<i>Biology</i> : At-A-Glance completion and transfer of units to GPS Curriculum Platform <i>AP</i> : At-A-Glance development and drafting of units	<ul style="list-style-type: none"> ● Alignment and assessment of science and engineering practices across grade 9 and 10 courses ● Continued development of Digital Text Resources to support curriculum units
11/Physics & AP Physics 1&2/C	<i>Physics</i> : At-A-Glance completion and transfer of units to GPS Curriculum Platform <i>AP</i> : At-A-Glance development and drafting of units	<ul style="list-style-type: none"> ● <i>Physics</i>: Finalize common unit assessments ● Continued At-A-Glance and unit development (AP courses)
11-12/Electives: Astronomy, Human Anatomy & Physiology, Forensic Science, AP Chemistry, ARM	<i>Astronomy/Forensic Science</i> : At-A-Glance completion and transfer of units to GPS Curriculum Platform <i>HAP/AP Chemistry/ARM</i> : At-A-Glance development and drafting of units	<ul style="list-style-type: none"> ● Continued At-A-Glance and unit development

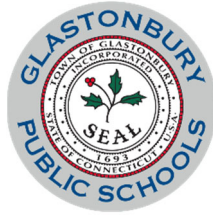
3. *Share plans for change and direction in accordance with the most recent 5-year Program Review and 6th Generation Strategic Plan. Include progress towards goals and district initiatives.*

- Complete the 5-year Curriculum Review process during the 2024-2025 school year; identify and share recommendations to support program advancement.
- Continue to expand Science, Technology, Engineering, the Arts, and Mathematics (STEAM) opportunities and pathways for all students in the STEAM Lab, STEAM courses, and library media program, including coding and robotics.
- Continue to implement science curriculum and assessments with fidelity to ensure consistency and continuity for our students, with a focus on vertical alignment of science and engineering practices.
- Continue to supply all classrooms/laboratories with appropriate technologies and scientific equipment that will provide students with the opportunities to deepen understanding of concepts and engage in hands-on, discovery-based experiences.
- Continue to increase the utilization of the Center for Robotics, Engineering, Science, and Technology (CREST) at GHS, designed to support authentic science research and engineering for all students.

4. *Detail the financial needs associated with the program, inclusive of curriculum hours, instructional resources, staffing, and professional development.*

In order to continue growth and improvement relative to District Strategic Goals, resources and support will be important to develop and implement these varied initiatives.

- Provide support for upgrades to current equipment and additional K-12 equipment and materials needed to support science experimentation and engineering design tasks, including digital resources.
- Provide funding to support professional development opportunities for teachers in the STEAM areas.
- Provide funding to support continued curriculum development for Advanced Placement science courses and other GHS science elective courses in addition to the vertical articulation and mapping of science and engineering skills and practices across grade levels.
- Provide funding to support continued curriculum development for STEAM across all grade levels, including Elementary Library Media.



Annual Program Report

Academic Program: Mathematics/ PACE & STEAM

Director: Brenda M. Gregorski

Date: September 23, 2024

1. *Highlight program events and summarize the key achievements of the program that are unique to the past year.*

Computer Science Achievements

- Coding Club had two teams place first and second in the prestigious Code Quest competition, hosted by Lockheed Martin, which draws hundreds of participants each year.
- Coding Club teams placed second and fourth in the Quinnipiac Computer Programming Competition.
- All of our students who participated in *Cybercup* through our Cybersecurity class placed in the top 40% of the competition.

Glastonbury High School Student & Staff Achievements

- Glastonbury High School's *Mu Alpha Theta* chapter, the National High School and Two-Year College Mathematics Honor Society inducted 54 new members and had 55 members all help out with the Elementary STEAM nights.
- The GHS Math Team competed in the Capital Area Mathematics League and finished 4th as a Team. Two of our students were the top two seniors in the league.
- One of our high school math teachers was chosen to speak at both the NCTM National Conference in Seattle as well as the Building Thinking Classroom Conference in Phoenix.
- Two students scored in the top 5% in the American Math Competition (AMC) and qualified for the AIME (American Invitational Mathematics Exam).

SAT & AP Test Results:

- The mean SAT score for mathematics in 2024 was 555. The state average was 471.

<i>AP Calculus AB:</i>	<i>AP Statistics:</i>	<i>AP Computer Science A:</i>
86% achieved a score of 3 or higher (91% participation rate) Average score: 3.72 (CT avg: 3.31)	70% achieved a score of 3 or higher Average score: 3.24 (CT avg: 3.01)	100% achieved a score of 3 or higher (100% participation rate) Average score: 4.59 (CT avg: 3.22)
<i>AP Calculus BC:</i>	<i>AP PreCalculus*</i> <i>*inaugural year running course</i>	<i>AP Computer Science Principles:</i>
100% achieved a score of 3 or higher (93% participation rate) Average score: 4.46 (CT avg: 4.02)	99% achieved a score of 3 or higher Average score: 4.65 (CT avg: 3.81)	93.6% achieved a score of 3 or higher (98% participation rate) Average score: 3.87 (CT avg: 3.15)

Smith Middle School and Gideon Welles Student/ Staff Achievement

- Smith Middle School MathCounts Team placed 7th in the Hartford Chapter MATHCOUNTS Competition. One of our students placed 3rd in the individual portion out of 116 Mathletes and qualified for the state competition, where they placed 22nd.
- A student at Gideon Welles School placed first in the state in the InvestWrite competition, Middle School Division.

2. *Outline any revisions made to the curriculum within the past year and identify areas for curriculum development for the 2024-2025 SY.*

Grade-Level / Course	Area of Development / Revision	Next Steps / Progress
Grades 2 - 5	Incorporated new Fact Family Program (Reflex) into math program and day for our Grade 2 - 5 students	Continue to review data and growth of students in their fact families
Grade 1	Developed Progress Monitoring tools on benchmark skills for Grade 1 students - helps focus Small Group Instructional (SGI) time and grow our teachers in the area of MTSS	Continue to revise these tools based on feedback from this year making sure to target the correct Grade 1 skills
Grade 2 - 4	Updated tasks and lessons based on SBAC data and teacher feedback	Develop Progress monitoring tools to help shape small group instruction (SGI_ time, based on data from tasks, SBAC, and teacher feedback
Grade 5	Incorporated a new sequence of the Grade 5 standards and more problem-solving tasks and group work within lessons	Update these based on teacher feedback as well as develop progress monitoring for more focused SGI time
Grade 6	Assessment updates/ Develop coding lessons to be added to CHIME	Continue to develop coding lessons
Grade 7/ 8	Developed accelerated learning lessons for students enrolled in the High Dosage Tutoring program	70% of the students met their growth target; overall SBAC meeting scores in Grade 7 grew 7% and in Grade 8 - 6%) Determine how to best maintain this acceleration program for our students in Grades 7 and 8
GHS - Cybersecurity	Developed the new Cybersecurity Class curriculum and sequence to include guest speakers for every unit	Revise based on year 1 feedback, update assessments, and develop speaker list for upcoming years
GHS - Data Structures and Algorithms	Developed the new curriculum for this course	Revise based on year 1 feedback

GHS - AP PreCalculus	Developed a new curriculum based on the College Board sequence	Revise based on results from this year's AP PreCalculus test; update assessments and tasks to incorporate more AP practice problems
Grades K - 5 Coding	Continued district coding lessons with the library media specialists, to increase opportunities for unplugged lessons with Story and STEAM as well as exploring other ways to engage students in coding (Legos)	Develop a cohesive and consistent district plan, including more CS lessons (both plugged and unplugged)

3. *Share plans for change and direction in accordance with the most recent 5-year Program Review and 6th Generation Strategic Plan. Include progress towards goals and district initiatives.*

- Continue to collaborate with library media specialists to develop coding experiences for students in all K – 5 classes.
- Develop opportunities for our 6 - 8 students to get involved in coding and Computer Science to continue to grow excitement towards the STEAM initiative.
- Coach teachers on the use of small group instruction (SGI) block to increase enrichment and reteaching opportunities for all students in grades 1 – 5
- Create progress monitoring tools for teachers to support effective use of Tier 1 strategies.
- Continue to revise curriculum documents with new district curriculum templates, including the At-a-Glance documents and the vertical alignment K-12 documents.
- Continue to develop our *Building Thinking Classrooms* active learning practices and expertise to include student self-assessment and interest in our 6 – 12 classrooms; expand this active learning approach to the elementary classrooms.
- Support teachers' understanding of how Building Thinking Classrooms practices are aligned with Restorative Practices.
- Continue to lead the Play-Based Learning initiative in kindergarten.

4. *Detail the financial needs associated with the program, inclusive of curriculum hours, instructional resources, staffing, and professional development.*

- Increase staffing for intervention and accelerated learning in grades 7- 8 by hiring a 1.0 Math Specialist at Smith Middle School.
- Continue to reevaluate and develop resources that support our elementary curriculum as well as refine our sequence, assessments, and resources for our curriculum in grades 6 - 12
- Continue to fund instructional technology platforms (e.g. Educreations, GoFormative, Reflex Math, and Classkick) for lesson delivery, reinforcement of skills practice, quick, real-time formative assessments, and math fact family practice.
- Support requests for professional speakers and coaches around Building Thinking Classrooms as well as support requests for technology, and materials/ furniture to help continue to transform our classrooms in Thinking Classrooms.
- Continue to support the expansion of STEAM experiences for all students K - 6, including funds designated for appropriate materials, technology, and literature to expand students' interest and curiosity around Computer Science.



Annual Program Report

Academic Program: Health and Physical Education

Director: Jennifer Spring

Date: September 23, 2024

1. *Highlight program events and summarize the key achievements of the program that are unique to the past year.*

Hoops for Heart: Smith Middle School raised over \$15K for the American Heart Association, ranking #1 among regional middle schools. Over 500 students participated, representing more than 50% of the school community.

Unified Sports: Successfully hosted K-12 Unified Sports tournaments in conjunction with Eastbury Programs, including participation from Gideon Welles students and staff.

Bike Education:

- Awarded a \$527 PTSO mini-grant for materials to teach basic bike maintenance and expanded lessons to more students through Alternative Environment (AEA) & Lifetime Activities (LA) at GHS.
- Provided a teacher-led professional learning session on bike maintenance.
- Received two grants to fund a rental fleet of 20 bicycles for GHS students and to purchase bike helmets to support our approved bicycle education unit at Glastonbury High School.

Health Education Upgrades:

- Health classrooms at GHS were upgraded with model thinking classroom whiteboards.
- Health classrooms at SMS added portable whiteboards to support the thinking classroom model.

Extracurricular/Other Program Highlights:

- Alternate Environment Activities offered an after-school fly fishing field trip that included 10 students on the Salmon River.
- 72 GHS student volunteers participated in the two-week Camp Sunrise program, earning PE credit with a 97% average.
- Two GHS teachers refreshed their CPR/First Aid/AED training, with plans for annual refreshers and biennial recertifications.
- 102 students achieved certification in one or more American Red Cross areas; 62 students obtained full certification in Adult & Pediatric CPR, AED, and First Aid.

2. Outline any revisions made to the curriculum within the past year and identify areas for curriculum development for the 2024-2025 SY.

Grade-Level / Course	Area of Development / Revision	Next Steps / Progress
HE 7	Revised existing <i>Health 7</i> research project to include active learning strategies and expand research topics to address student interest and align with National Standards	Pilot this collaborative lesson/unit in 24-25
HPE 9	Continued revision of our Mental and Emotional Health Unit using the Self-Management Skill as a focus	Pilot this unit and assessment 24-25
HPE 9	Continued revision of our Sexuality and Relationships unit using the Decision Making Skill as a focus	Pilot this unit and assessment 24-25
AEA, Lifetime, FAC	Revised course curriculum to incorporate Bike Education unit	Deliver professional learning session(s) for all 9-12 teachers on program/safety; Pursue future grants opportunities to support program in Y2; pilot this unit 24-25.
GHS 11-12	HPE Electives: shifting focus to student leadership and active learning	
Hebron Ave and Buttonball Lane Elementary PE	Create a new safety unit of instruction for K-5 students to incorporate new GAGA pit installation at elementary schools.	Obtain curriculum hours to create unit; pilot unit lessons

3. Share plans for change and direction in accordance with the most recent 5-year Program Review and 6th Generation Strategic Plan. Include progress towards goals and district initiatives.

- Complete the 5-Year Curriculum Review process during the 2024-2025 school year; identify and share recommendations that support program advancements
- Continue to revise curriculum documents with new district curriculum templates, including the At-a-Glance documents and the vertical alignment K-12 documents using Health Education and national standards.
- Provide and support professional learning opportunities that develop active learning strategies, restorative practices, department-specific skills and content.
- Examine the current schedule at GW to increase health education instructional time.
- Explore ways to increase health content delivery in grades 11-12 through PE classes or a dedicated course.
- Engage all K-12 students in health and physical activities through adapted instruction.
- Strengthen partnership with GPD to promote civic action and community well-being. Explore formal processes for regular officer participation in school events, workshops, and seminars on relevant student topics.

- Maintain a skills-based health approach to ensure students apply skills meaningfully in their daily lives.
- Continue to implement a PreK-12 SEL Scope and Sequence inclusive of CASEL standards, supporting Vision of the Graduate expectations.

4. *Detail the financial needs associated with the program, inclusive of curriculum hours, instructional resources, staffing, and professional development.*

- Allocate funds for quality professional development opportunities, both within and outside the district, to enhance instructional practices.
- Budget for the purchase of new equipment and the replacement of outdated supplies to support all lessons and units K-12, ensuring teachers and students have the necessary tools for effective learning.
- Increase staffing to ensure consistent delivery of PE/ADPE at Eastbury/LINKS and all elementary schools.
- Increase or realign staffing to provide consistent health education for 6th-grade students, supporting high-quality instruction.
- Allocate \$1,200 for the continuation of the Bike Education program in 2025-26, ensuring sustained resources for student learning, with potential for additional grant support. Explore storage options for potential purchase and ownership of bicycles in the future.
- Plan for increased funding to accommodate rising ARC certification rates, particularly for GHS student certifications, ensuring that students have access to essential certification opportunities.

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

TO: Board of Finance
Jonathan Luiz, Town Manager

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

DATE: September 13, 2024

SUBJECT: Self Insurance Reserve Update August 2024

The attached report summarizes the Self Insurance Reserve fund through August 2024. The total reserve is \$8,861,029 allocated \$4,859,472 and \$4,001,557 between Town and Board of Education, respectively. As of August the fund is experiencing a \$4,215,989 loss for the fiscal year. This large loss is related to the Board of Education's significantly lower contribution for July and August than other months of the year due to faculty summer vacation. As of August, we are expecting to receive reimbursement of \$1,500,722 from CT Prime for FY2024 large loss claims (\$869,729 for BOE and \$630,933 for the Town). This balance due is not reflected in the financial summary.

There is one large loss claim for the Town that has triggered the Stop Loss as of August. Currently, there are no large loss claims for the BOE to report. The Individual Stop Loss limit is \$200,000 for BOE and \$150,000 for the Town.

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

SELF INSURANCE RESERVE FUND

YTD Balances As of August 31, 2024

	Town	Education	Total
Contributions			
Employer	\$675,489	\$147,335	\$822,825
Employee	222,071	40,335	262,406
Stop Loss Reimbursement	-	5,727	5,727
Total Revenues	\$897,561	\$193,397	\$1,090,958
Expenditures			
Anthem			
ASO Fees	\$16,810	\$61,414	\$78,225
Claims	872,945	3,662,400	4,535,345
	\$889,755	\$3,723,814	\$4,613,569
Delta Dental			
ASO Fees	3,050.88	38,074	\$41,124
Claims	21,735	4,534	26,269
	\$24,785	42,607.92	\$67,393
Bank Fees/PCORI Fee	\$0	\$0	\$0
CT Prime	154,123	449,361	\$603,484
OneDigital Consultant Fees	4,500	18,000	22,500
	\$158,623	\$467,361	\$625,984
Total Expenditures	\$1,073,164	\$4,233,783	\$5,306,947
Current Year Revenues Less Expenses	(\$175,603)	(\$4,040,386)	(\$4,215,989)
Reserve July 1, 2024	\$5,035,075	\$8,041,943	\$13,077,018
Reserve at end of month	\$4,859,472	\$4,001,557	\$8,861,029

	Town		BOE		Total
Reserve at end of month	\$ 4,859,472	\$	4,001,557	\$	8,861,029
Recommended Minimum Reserve ^A	\$ 1,137,961	\$	3,917,305	\$	5,055,266
Variance Over/(Under) Reserved	\$ 3,721,511	\$	84,252	\$	3,805,763

A. As of August 2024. The next update will be provided in November 2024.

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

Revised 11.15.05

*See Reverse Side

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

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

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

Revised 11.15.05

***See Reverse Side**

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

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