



REGULAR BOARD OF EDUCATION MEETING

Monday, October 7, 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. Zeal Darbar, State Middle School Stock Market Game Award Winner
 - B. Cassandra Murphy, Director of Special Education
4. Student Representatives' Report
 - A. Hayley Lemieux, Class of 2025
 - B. Amalia Baird, Class of 2027
5. Information Session for Public Comment
6. Reports and Discussion
 - A. Program Reports
 1. Athletics Program Report
 2. Career and Technical Education (CTE) and Agriscience Program Report
 3. Special Education Program Report
 - B. Glastonbury Education Foundation
7. Business Requiring Action
 - A. Approval of Bid for Modular Classrooms at Eastbury School
 - B. Approval of Revised Board of Education Policy and Regulation #5131.9 Bullying Prevention and Intervention
 - C. Approval of Revised Board of Education Policy and Regulation #4118.11/4218.11 Non-discrimination
 - D. Approval of Revised Board of Education Policy and Regulation #4118.12/4218.12 and 5141.6 Sexual Harassment
 - E. Approval of Revised Board of Education Policy #3000 Concept and Roles in Business and Non-Instructional Operations
 - F. Approval of Revised Board of Education Policy #2131 Superintendent of Schools - Recruitment and Appointment
 - G. Approval to Go Out for School Bus Bids
 - H. Approval of Smith Middle School Student Trip to Quebec City, Quebec

- I. Approval of the September 23, 2024 Meeting Minutes
- 8. Committee Reports
- 9. Chairman's Reports
- 10. Superintendent's Report
 - A. School Enrollment Report, October 2024
 - B. Staff Appointments
 - 1. Alexis Egan, Smith Middle School, Special Education Teacher
 - 2. Rachel Mendes, LINKS, Special Education Teacher
 - 3. Cassandra Murphy, Director of Special Education
 - C. Gideon Welles School After School Activities 2024-2025
 - D. Smith Middle School Clubs 2024-2025
 - E. Dates to Remember
- 11. Adjournment
 - A. Please note: It is possible that the Board of Education may go into Executive Session

How to Participate in Board of Education Meeting Public Comments

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

1) In-Person Comment.

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

2) Written Comment.

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

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

Public Comments for BOE Meeting (Responses) 2024

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
10/5/2024 16:05:21	Lisa J Mendum	45 Candlewood Road	<p>NOTE: The following comment was submitted twice. The duplicate was removed.</p> <p>I want to begin by expressing my appreciation for all you do to improve our school community. During the special meeting on 9/9/24, Mr. Peniston offered to reach out to individuals and families to mediate, mentor, or counsel with the hopes of preventing racism, bullying, and violence in our school community in response to recent racist threats.</p> <p>Ms. Couture continues to advocate for environmental programs to promote students' environmental stewardship through the lens of needed climate action, but also climate anxiety which is affecting so many children today. Ms. Cavanaugh has extensive experience as a social worker and brings a unique and necessary perspective to students in ways that are compassionate and holistic.</p> <p>I have been following the tech college credits initiative with great interest as my own children could benefit. High school accreditation with technical colleges has been shown to positively impact students by minimizing student debt and strengthening the economy. Research supports these claims (see sources below). I'm excited to see GPS potentially leading in this effort as more districts in CT explore similar programs.</p> <p>Ms. Jennings has an incredible amount of expertise in this area, and I believe our district is fortunate to have such knowledge and insight on the Board. I was disappointed that the idea of this accreditation program, with its many clear benefits, has not been pursued previously. I hope the district will reconsider and adopt this program in the near future, ensuring all students, not just those achieving high academic results, can succeed without years of financial burden.</p> <p>I want to acknowledge the hours and dedication that each Board member brings to our community. The suggestion of a conflict of interest regarding Ms. Jennings at the 9/9/24 meeting was surprising. It is important to recognize that many contributions made by Board members, including Ms. Jennings, come from a place of genuine passion for bettering the community, not personal gain.</p> <p>Thank you for your continued efforts in serving our district and our children.</p> <p>Sincerely, Lisa J. Mendum</p> <p>Sources https://files.eric.ed.gov/fulltext/EJ1310506.pdf https://excelcentermd.org/2024/06/what-is-accreditation-and-why-does-it-matter-for-your-high-school-diploma/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10176056/ https://digitalscholarship.unlv.edu/jrtc/vol7/iss1/3/</p>
10/6/2024 21:24:04	Jessica Markowitz	128 Old Farms Rd	<p>I am writing to express my strong support for Chris Vozzolo, whose recent suspension is unjustified. I have the privilege of knowing Chris for many years and can attest to his character and dedication to GHS students and athletes.</p> <p>Chris is an advocate for Glastonbury youth sports at all levels, seeking to develop future athletes at GHS through several training programs and camps. He's a natural motivator, cheering at his own kids' sporting events on the sidelines and supporting their teammates when he is able to attend.</p> <p>Moreover, Chris is a favorite teacher and GHS coach as current and former students stop to greet him wherever he goes and he shows genuine interest in their well being. His enthusiasm for Glastonbury High School sports is unmatched and is committed to developing players and winning teams. He has become the face of the boys soccer and girls basketball programs with the soccer team's winning record this year due in large part to his coaching style and leadership.</p> <p>GHS administration has made a grave mistake by suspending Coach Vozzolo beyond the required two games as stated by the CIAC. To suspend a coach with this degree of passion, selflessness and dedication is without precedent and the punishment far exceeds the nature of the incident. I urge you to overturn this suspension - keeping Coach Vozzolo off of the soccer field is a disservice to the coach, the GHS boys soccer program, to GHS athletics and the Glastonbury soccer community.</p>
10/7/2024 8:20:55	Brian Markowitz	128 Old Farms Rd	<p>I am writing to express my strong support for overturning the season-long suspension of boys varsity soccer coach Chris Vozzolo. His exceptional track record as both a coach and a role model for Glastonbury's students is widely recognized and should be valued.</p> <p>It is important to highlight that the CIAC policy stipulates a two-game suspension for coaches who receive a red card, with a season-long suspension reserved strictly for incidents involving violence—circumstances that do not apply to Coach Vozzolo's situation.</p> <p>Considering Coach Vozzolo's profound positive impact on our student-athletes, his lack of prior infractions, and the established CIAC guidelines, it is evident that a two-game suspension is not only appropriate but the most reasonable outcome.</p>

Public Comments for BOE Meeting (Responses) 2024

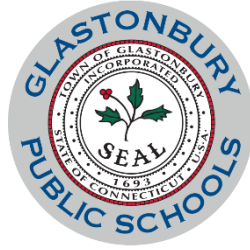
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10/7/2024 8:50:59	Dave Galonska	67 Country Lane, South Glastonbury, CT	<p>I am writing to share my concerns over the decision to suspend Coach Chris Vozzolo for the remainder of the boys soccer season. I do not have a child on this team, but Coach Vozzolo has coached each of my 4 daughters in varying capacities over the past several years. To put it bluntly, he's an excellent coach and an even better person. He's built a great culture within each of the teams he coaches, which is focused on developing young athletes into leaders and quality people.</p> <p>As I'm sure you are aware, Coach Vozzolo received a red card for arguing some calls in a recent game. This was a temporary lapse in judgement brought on by the emotions of a tough game. There was not any sort of profanity or threatening language used at all. The CIAC recommended a suspension of 2 games, which is standard for a red card infraction. The administration then made the decision to extend this suspension for the remainder of the season. This punishment simply does not fit the crime, and is nothing more than a pathetic attempt by the administration to make themselves feels better about addressing "an issue".</p> <p>I find it interesting how so many other transgressions and complaints amongst some of the other fall sports are overlooked, while Coach Vozzolo is punished severely for one singular mistake. Removing him is not only devastating to his team, but it also sends a horrible message to the community at large. The administration should be ashamed.</p>
10/7/2024 8:59:58	Brian Bisi	310 Eastbury Hill Rd	<p>I recently learned Chris Vozzolo was suspended for the remaining soccer season. Although I understand the circumstances around the incident leading to the suspension warranted disciplinary action, I feel the punishment is too extreme. I've known Chris for a number of years now and consider him a good friend with a strong character. As most of you know who are reading this, he runs various sport camps in town, coaches multiple sports at the high school, and always has the kids best interest in mind. If your son or daughter is playing a sport you hope Chris Vozzolo is coaching. Again, I understand he made a mistake, but taking someone away from the school community who treats our kids with respect, is a good role model, and genuinely cares is a disservice to our children. Chris has done right by so many in this town and it's time we support him because it's the right thing for our town of Glastonbury and our kids.</p>
10/7/2024 9:47:48	K. C. Warren	173 Tall Timbers Rd	<p>Board of Ed Members,</p> <p>At the time of this submission, I'm not sure we will have enough players available to hold a practice tonight. The majority of the team may be sitting in front you this evening, with others attending the college fair. Players and parents are confused, upset, and looking for answers relative to the season long suspension of Head Coach Chris Vozzolo.</p> <p>As a long time Assistant Coach for the program, I have agreed out of a sense of duty to Chris, the players, this team, our program, the school, and our community to assume the head coaching duties for the duration of his absence. However, my willingness to fulfill this obligation does not mean I am in agreement with the discipline that has been levied.</p> <p>Other than his wife and children, there may not be anyone more well suited than me, to attest to the type of man that Chris is. During the season, we speak on the phone at least once daily, prior to being together for hours at a time leading the team through practice sessions, games, and community service. Chris is a conscientious man of high character, integrity, impeccable values, and moral fortitude that would rival anyone. In my estimation, he has coached over 30, maybe as much as 40 seasons of various sports at GHS. His reputation in that time is spotless.</p> <p>This year, I am in the rare position to have a son on the team. This hasn't happened since the early 90's. Grady was one of 6 students in his class to receive the Presidents Award at the conclusion of his time at Smith Middle School. This put his mother and I in a position that we never imagined we'd be in. We gave Grady the option of attending private school. We knew 3 of the 6 Presidents Award recipients had committed to leaving Glastonbury Public Schools. Without hesitation he declined the option. As a long time ball boy for the program, he knew the value of a program being lead by Coach Vozzolo. A program that has a long and rich history of shaping students, athletes, and people.</p> <p>From an Assistant Coach's perspective, the loss of our head coach is immeasurable. Our greatest strength is the diversity of our staff. Its designed to be flexible, and allow for staff members to tend to other life obligations, while maintaining a high level of service to our players. Despite our best efforts, the level of service to our team will decrease.</p> <p>The suspension itself, is not reflective of any measurement of progressive discipline.</p>

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10/7/2024 9:53:26	Lisa Mendum	45 Candlewood Road	<p>I remember going to GHS to look at Kangaroo Kids for my daughter. I know that KK is not the same as the Early Learning Center at Eastbury, but given the low enrollment right now for GHS and classroom space for 600-700 extra students (more than one full grade of today's average of ~450 children), surely there is room to accommodate ELC, even temporarily, without the \$1m pricetag? Can a modular bathroom block be added and an enclosed playscape? What are the results from the feasibility study that reviewed all of our buildings and facilities for classroom space/future enrollment? Has that study been done yet? Shouldn't we be waiting for recommendations before committing \$1m taxpayer dollars on something that may not be needed. Obviously, it is not as simple as just relocating children and staff. Many other improvements are needed at GHS. Can they be done together? There is a shortage of student parking, Drop off and pick up time do not flow well, traffic flow at GHS could be improved, GHS students would benefit from an appropriate outdoor space. GPS seems to have funds to make at least some of these improvements for the longterm. Lets think carefully and weigh up ALL options before committing to the temporary bandaid of modulars. We are also now able to retain a 2% fund. We also desperately need shade for playscapes, reinstallation of dishwashers are decades overdue to reduce our vast amounts of single use waste and wasted money, (production of compostable plates/utensils is not an answer. Highly resource-intensive production is very harmful to the environment, and are only compostable under specific conditions (high heat and oxygenation). We STILL need vehicle no-idling signs to protect our kids and staff health, AC in our school gyms. Have the Fire Dept issues at GHS been addressed? Are there any more upgrades we can do to our buildings to make them more energy efficient for the longterm? There is also an added benefit of having the ELC at GHS for students pursuing childcare as a career. Could they spend hands-on time with ELC children like they did for Kangaroo Kids? Would they be eligible for college credits? What happens when the term is up for the GEHMS facility? Will the town reclaim that building for GPS use? Can the LINKS program go there?</p>
10/7/2024 9:57:39	K. C. Warren	173 Tall Timbers rd	<p>(Continuation)</p> <p>There is no parallel example of an accomplished, highly respected, and decorated coach being disciplined to this level. In an era of restorative practices for our students, in lieu of discipline, perhaps the same should be applied to Head Coach Vozzolo. The CIAC requires remedial training for the any Red Card infringement, along with a two game suspension. I urge you to follow their lead, by reducing the second levied suspension, and pairing it with in house remediation. We can lead the Connecticut High School sports landscape on this one. Please help us do so.</p>
10/7/2024 11:28:17	Stephanie Johnson	50 Smithbrook Terrace	<p>Dear Board of Education Members,</p> <p>Thank you for giving your time to serve on the BOE. I know it is somewhat thankless nevertheless it is your duty to represent the town and I hope you understand it is also my responsibility to engage with the Board on certain matters.</p> <p>I'm writing to you in regards to the agenda item 7E, asking for 2% non lapsing to be deposited into a fund from which the BOE can use per its discretion. I noticed that deposits and withdrawals from said 1% non lapsing fund were noted at a public meeting. What are the last few years of left over deposits from the BOE budget?</p> <p>Does this new proposal mean to imply that the BOE has consistently had 1% or plus left over from BOE budgets?</p> <p>Instead of seeking to stow away tax payer dollars for use at the BOE, might you consider that the BOE budget doesn't need to be so high, maybe even cutting the BOE budget given that there has been consistent leftover and consider that you might give the tax payer a reprieve from the forever increasing (unsustainable) BOE budget?</p> <p>Thank you for your consideration, Stephanie Johnson</p>
10/7/2024 11:34:20	Megan Abernathy	59 Pilgard Lane	<p>I have been preparing to make public comment on the Bullying Prevention and Intervention that is up for review tonight. It was first adopted in 2003 and reviewed in April of last year.</p> <p>Why are we doing so again? Regardless, for over a year, that document has said that parents should be made aware at the beginning of the year on how students can make anonymous reports and NEVER have I been made aware. Again, we are great at words and terrible at follow through and action items.</p> <p>Once again, this revision has been made in a bubble and will be instantly voted on and ratified without any parent or student input. Why are we making a change from anonymous to confidential? Did we look at other school districts and what they are doing? Is there research and evidence that makes the change from "anonymous" to "confidential" in the best interests of Glastonbury students? What steps are taken to maintain and ensure confidentiality.</p> <p>You can report a crime anonymously. There is reason for that. Those in marginalized communities need MORE safe spaces. There is fear of retaliation. That said, I wouldn't expect someone to be convicted of a crime based on an anonymous report – I would simply expect it to be investigated.</p> <p>West Hartford and Farmington both allow anonymous reports. It would take just a moment to create a google form on every school website that goes to the right officer. And of course, as students are made aware, they can also be made aware of the benefits of confidential reporting as opposed to anonymous reporting so they can make an informed decision on how they want to report if they ever need to. Is there an education plan around this for students? How are you making families and students aware of this change and the reasoning behind it?</p> <p>I look forward to learning more about this and hope my thoughts and concerns over this are heard.</p>

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10/7/2024 11:40:15	Megan Abernathy	59 Pilgard Lane	<p>I wanted to share concerns over your self-evaluation. It severely lacked substance. There was no reflection on the past year – what went well? What could have gone better? What were your goals? Did you meet them? How are you measuring that? What is the evidence? Based on that reflection, how will you improve as a team for the following year? What are your new goals? What are your action steps to help achieve those? How will you measure progress? This also sincerely makes me question the oversight that you have afforded to our Superintendent in his reviews.</p> <p>I felt that Doug Foyle really dismissed parents outreach to the Board of Education as well. It isn't always just about our one child. Perhaps what is going on with one child is going on with far more and it is serving as an example. You all also talked about responses to parents, but in my experience over the last few years, most of the Board does not respond to parents at all. I would love to see money be spent on hiring an independent firm be hired to assess the school climate, Board of Education, and Superintendent through a well designed anonymous survey to parents and students.</p> <p>I also agree with Jenn Jennings that if Doug is speaking on behalf of the board, he should let them know what he is saying and ask for their insight. Otherwise, you are just speaking for yourself.</p> <p>I am appalled at the attack on Jenn Jennings. She brings up a lot as a parent in public comment and saying her child would take tech classes if offered is not a conflict of interest. I agree that we should offer more. I also agree with what she has said about drivers' education being offered. While Glastonbury has a lot of financial privilege, not every family can easily afford drivers education, especially in this economy. Also, in the interest of public safety, offering it seems like a critical community investment.</p> <p>Finally, I do believe that written public comments should be read at BOE meetings. There is no accountability on all of you to hear our comments if they aren't read. I have no way to know which of you are reading this before the meeting. BOE agendas are released on the Friday before a meeting. Due to parent work schedules, children's sports and activities - there are a lot of reasons someone can't attend in person and writes in instead. Please let us know we are being heard by reading submitted comments during the public comment portion of your meeting.</p>
10/7/2024 11:58:24	Douglas Greco	421 Buttonball Lane	<p>I am writing to express my strong support for Coach Chris Vozzolo, my daughter's high school basketball coach. Coach Vozzolo consistently prioritizes the well-being and development of his players, demonstrating a commitment that is truly commendable. His focus is always on the players, fostering an environment where they can thrive.</p> <p>In a world that needs more dedicated coaches like him, his positive impact on young athletes is invaluable. While no one is perfect, Coach Vozzolo has built years of goodwill and deserves to be shown some grace. Athletics provide important learning opportunities—not just for players but for coaches as well, allowing everyone to grow and redeem themselves.</p> <p>I urge you to reinstate him to the soccer sidelines as soon as possible. Thank you for considering this request.</p>



Annual Program Report

Program: Athletics

Director: Trish Witkin, CMAA

Date: October 7, 2024

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

- 653 student-athletes earned All-Academic Honors.
- 629 student-athletes earned Guardian Achievement Honors.
- 126 student-athletes earned All-Conference recognition.
- 52 student-athletes earned All-State recognition.
- 12 student-athletes earned All-New England honors.
- 12 conference titles won (GXC, FH, BS, GSW, GIT, BSW, GHoc, BLAX, GOT, GG, GTen, BVB).
- 3 state championships won (GIT, GOT, GSCR).
- 1 head coach, Perkins, inducted into the CHSCA Hall of Fame.

2. *Please share any changes to your program's implementation.*

- Implemented and successfully executed summer coaching sessions in alignment with state guidelines.
- Transitioned to direct-hire athletic trainers to provide enhanced training services for student-athletes.
- Participated in a statewide sportsmanship initiative.
- Helped facilitate a new club focusing on mental health and wellness awareness for student-athletes (MorgansMessage.org)
- Introduced character education through "Character Matters" ([Why Leadership Matters](#)) for fall sports student-athletes.

3. *What are the long-term plans for change and direction in accordance with the current curriculum review and 6th Generation Strategic Plan?*

- Prepare for the opening of a new strength and conditioning center, integrating training into more athletic programs and serving more student-athletes and coaches.
- Provide coaching staff with training sessions on the purpose and implementation of the Emergency Action Plan.
- Continue offering programming and education on character development.
- Provide curriculum-based leadership training for captains and team leaders.

- Maintain a strong focus on sportsmanship initiatives, including collaboration with various partners (student-athletes, fan section leaders, etc.).

4. *What program objectives (current and future) have financial implications for the upcoming year?*

The following initiatives may require funding for resources, stipends, and/or training for staff and student-athletes:

- Sportsmanship initiatives
- Character development and education programs
- Leadership training programs
- Initiatives supporting mental health and wellness awareness
- Expansion of summer coaching opportunities
- Enhanced athletic training services



Annual Program Report

Academic Program: Agriscience & CTE

Director: Elizabeth Cole

Date: October 7, 2024

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

AgriScience

- A third teacher earned UCONN ECE certification.
- State Agriscience Research Fair held at UConn Division 3:
 - Animal Systems- 1st, 2nd, 3rd, Honorable Mention (4)
 - Environmental Services and Natural Resource Systems- 3rd
 - Food Products and Processing Systems- 1st
 - Plant Systems- 2nd, Honorable mention (2)
 - Power, Structural and Technical Systems- 1st
- Three students earned National recognition (Bronze) for their research projects.
- 24 Freshman earned their Youth for the Quality Care of Animals (YQCA) certification.
- Eight students earned their Biosecurity Certification in the Fall Livestock Class.
- Donors Choose grant awards: animal behavior lab, chicken breeding equipment.

Business

- 15 DECA members competed at the state level; 2 students placed in their events.
- Three DECA members were invited to compete in the International Convention in Anaheim.
- 27 newly inducted members into the National Business Honor Society.
- One Entrepreneurship student placed in the top 25 for the Stock Market Challenge out of 1,318 participants.
- 1st year participating in the KeyMaster Keyboarding Competition
 - KeyMaster Sprint 2nd, 3rd, 6th, 7th
 - KeyMaster Triathlon 2nd, 3rd, 8th, 9th
 - KeyMaster Marathon 7th, 9th
 - I am the KeyMaster 1st, 2nd
 - Code Master 7th
- Seven different business leaders from the CT River Valley Chamber of Commerce came to speak to students on various business topics as part of the Community Business Leader Guest Speaker series in the Entrepreneurship L1 course.

Family Consumer Science (FCS)

- GHS Fashion students produced their first fashion show which debuted in January at the GHS open house.

- Baking from the Heart club completed eight modules from Lead4Change and were awarded their grant proposal.
- Students in the Design Your Space course created original designs using new classroom materials/methods.
- Real Care Baby III Infant simulators were used in the Understanding Young Children Course (SMS).
- Donors Choose award of \$668 for Design Your Space materials.

Technology Education (CTE/STEAM)

- 43 students participated in the Hartford Builders Association (HBA) student design contest.
- One Architecture design student won 1 of 10 “Thinking outside the Box” HBA awards from 175 entries across the state.
- One student won the National Center for Women & Information Technology (CWIT) Aspirations in Computing award for Connecticut.
- One teacher was ECE certified for the UCONN Computer Science and Engineering (CSE) 1010 course; students earned UConn credit for the Game Design Course for the first time.
- A teacher won a Civil Air Patrol Educator Program grant, which provided \$500 for Arduino aerospace inventor kits at Smith.
- Donors Choose grant award for equipment in GHS E107.
- Smith- PTSO mini Grant awards: \$2,254 Raspberry Pi, Snap Circuit, Cricut vinyl cutter, Sphero robot, Wacom drawing tablets, Spike Prime robot kit, and project books.
- Two teachers were sponsored by Cyber.org to attend the cyber security/computer science summer professional learning conference in Orlando, FL.

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
6 / CHIME	Develop lessons using MIT App Inventor. Design projects that combine hardware and software components.	Continued vertical alignment with other STEAM/Computer Science course offerings.
7 / Computer Graphics	Revised curricula to include interactive graphics projects using Scratch, Google Doodle, and Animate a Name.	Continued revision and implementation of Scratch and other computer science/code opportunities for students.
8 / New Media	Revised curricula to reflect interdisciplinary STEAM components and the development of new media.	Update the video game design portion of the curricula.

8 / RoboCode	Design and implement standards-aligned project and incorporate code.org Computer Science Discoveries curriculum unit.	Continued revision and implementation of standards-aligned projects and other computer science/code opportunities for students.
Personal Finance	Realignment of course content and standards with new Financial Literacy graduation requirements.	Continued alignment across business courses with new Financial Literacy requirements. Revision of summative assessments and projects.
10-12 / Sports & Entertainment Marketing	Development of new course materials: At-A-Glance Guide, Unit Guides, summative assessments.	Continued development of course materials, unit guides and common summative assessments.
Financial Decision Making	Revision of At-A-Glance Guide, Crosswalk and realignment with Personal Finance Standards.	Continue to examine areas of overlap with new Financial Literacy graduation requirements.
Foundations of Education: If You Love it, Teach It	Development of course materials: At-A-Glance Guide, Unit Guides, summative assessments. Alignment with UConn ECE course requirements.	Continued development of course materials, unit guides and common summative assessments.
Foundations of Educations: Introduction to Special Education	Development of course materials: At-A-Glance Guide, Unit Guides, summative assessments. Alignment with UConn ECE course requirements.	Continued development of course materials, unit guides and common summative assessments.
AgriScience Leadership 2	Update Units 1 & 5 with associated Financial Literacy Standards.	Continued adjustments to unit and assessment criteria to align with Financial Literacy graduation requirement for ASTE program students.
AgriScience Leadership 3	Unit 4 revision to align Ag standards and Financial Literacy standards.	Continued adjustments to unit and assessment criteria to align with Financial Literacy graduation requirement for ASTE program students.
Advanced Floral Design	Align curriculum with UConn ECE requirements.	Investigate curricular adaptations across the calendar year.
Foundations of AgriScience	Revision of Plant Science and Natural Resource Units.	Revision of Mechanics and Animal Science Units, common summative assessments and scoring guides for projects.

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 revise curriculum documents with new district curriculum templates, including the At-a-Glance documents and Unit Guides.
- Review of Smith CTE facilities and courses for access, enrollment, curricular gaps/overlap and STEAM revision.
- Review program software used in elective courses (i.e. design software) in order to prepare students for college and industry expectations.
- Investigate industry-recognized credentials and certifications for students (e.g. Animal Science and Veterinary Tech certificate).
- Explore potential College Career Pathway opportunities for students to earn college credit transferable to CT Community College network.

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

- Refresh the Vex IQ robots for the RoboCode course and repurposing/updating DSLR cameras from GHS for use at SMS.
- Provide funding for industry-certifications and student experiences through off-campus learning opportunities.
- Continue to provide support for Computer Science, STEAM, and ASTE program opportunities for all students K-12 through curricular development, equipment, and instructional supply funds.
- Provide funding to support high quality professional development for CTE, Agriscience and STEAM teachers.
- Provide funding to update and repair Smith CTE labs/classrooms.
- Provide funding to repair and replace GHS Culinary Arts kitchen based on study recommendations.



Annual Program Report

Academic Program: Special Education

Director: Kimberly Brown, Administrator for Pupil Services

Date: October 7, 2024

1. *Share any program highlights from the past year.*

- The Special Education department ensures access to the general curriculum and school activities for students with disabilities, in compliance with the Individuals with Disabilities Education Act (IDEA), driven by Individualized Education Plans (IEP).
- PRIDE, LINKS, Intensive Preschool, and Intensive Life Skills programs offer highly specialized services, resulting in a decrease in outplacements from 48 in 2018-19 to 32 in 2023-24.
- A new extended school year program for students with dyslexia was launched in partnership with A.L.L Diagnostics & Consulting, LLC, utilizing structured linguistic literacy methodology. The successful pilot will inform future district programming.
- The Glastonbury Transition Academy (GTA) maintained job sites for our adult students in sixteen community settings, as well as work sites across the school district.
- Our preschool, PRIDE, Life Skills, and LINKS programs offered a variety of family engagement opportunities including home visits, family fun nights, parent information evenings, parent meetings, newsletters, open houses, unified theater performances, and unified sports games.

2. *Share any changes to your program's implementation and/or progress towards goals aligned with the district's 6th generation strategic plan.*

- The number of students with disabilities increased from 678 (October 1, 2022) to 745 (October 1, 2023). The department responded by adding staff and resources.
- LINKS Academy experienced growth, particularly at the elementary level, with 70 students enrolled in 2023-24 (23 of whom were in K-5). External referrals, especially for elementary students, increased, but capacity issues limited tuition-based admissions.
- New behavioral support services were implemented in elementary schools, enabling students to develop social-emotional skills and remain in their general education classrooms, preventing the need for restrictive placements at LINKS.
- The LINKS Mobile Intervention Team (MIT) provides case-specific consultation at all of our schools.
- School psychologists at LINKS have led the department in developing lessons to support social-emotional learning aligned to the CASEL competencies. Our next step is to partner with departments to identify access points for instruction, modeling, and supported practice of CASEL competencies across all areas.
- In partnership with dyslexia consultant Migdalia Fletcher, training in structured literacy assessment and instruction was delivered during our Fall PD series to all special education teachers, speech/language pathologists, and school psychologists. This will continue with ongoing training, including Structured Linguistic Literacy methodology.

- Special education teachers facilitated professional learning sessions for general education teachers focused on accommodations and modifications to support students with disabilities in the general education classroom.
- BCBA's led paraeducator training sessions offered monthly at each of our schools to ensure high-quality professional learning experiences for all staff.
- Several school psychologists and speech/language pathologists participated in training for the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2).
- Staff from the special education department provided Collaborative Problem Solving training in all of our schools. Additionally, staff at LINKS have modeled and implemented restorative practices.
- We purchased reading materials, specialized equipment, vocational materials, assessments, and specialized instructional materials for all of our schools.
- We are appreciative of PTSO and GEF grants that awarded funds for materials for our vocational programming and project-based learning at LINKS.
- We have maintained our partnership with YFS, which has assigned social workers in each of our school buildings. Elementary school hours were increased to thirteen hours/week for the 2023-24 school year. Additional hours of social work support are needed in our elementary schools.

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

- Maintain and develop programs and services in response to student needs, including staffing of special education teachers, related service providers, and paraeducators. We anticipate needing additional clinical staff (i.e. psychologist or social workers) at LINKS and in our elementary schools and a BCBA for Eastbury.
- Professional learning in specialty areas is necessary so that our teachers and related service providers are equipped to deliver highly specialized instruction. Paraeducator training is essential to ensuring all staff working with students have the necessary skills to implement programs.
- Resources/Materials to support specialized instruction including web-based platforms, reading materials, sensory materials, and assessments.
- Equipment that needs to be replaced due to wear and to support new and growing students.

Procurement and Installation of Modulares at Eastbury School

Contractors have been selected through a Sourcewell Cooperative Purchasing contract which allows State and Local Governments to utilize procurement services that have been vetted through a competitive bid process for specific trades, disciplines and work.

Sourcewell Contracting: Fabrication, Delivery and installation of Structures.		
Option A	Option B	Option C
<u>5 year Lease</u>	<u>7 year Lease</u>	<u>Purchase</u>
\$1,120,350	\$1,194,669	\$950,000
60 Months	84 Months	Purchase
Cost Per Year	Cost Per Year	Cost Per Year
\$224,070	\$170,667	n/a
Add Alternate - Estimated Cost for a Pitch Roof: \$400,000		
Removal of Modulares: TBD		

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

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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.
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- 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.
-

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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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:



Glastonbury Board of Education

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May 2024

Education System Uses of the 1% Fund 2013-2024

Expended Funds from the 1% Fund:

- Concrete sidewalks – All Schools
- Eastbury Playscape
- Eastbury Water Tank
- Gideon Welles Septic Tank Cleaning and repairs
- Roof Repairs -- Hebron Ave, Nayaug, Hopewell, Buttonball, Naubuc, Gideon Welles, Smith, and GHS
- Smith Phone System
- Smith Repair Hot Water Piping and Fittings
- Boiler Water Treatment and Cooling Towers Preventative Maintenance – All Schools
- GHS Auditorium Seat covering
- Buttonball, Hebron Ave, and Hopewell Elementary Library Air Conditioning
- GEHMS Planetarium Replacement of Electrical Panel
- GHS Greenhouse
- Naubuc Second Floor study and architectural work

Encumbered Funds Currently in the 1% Fund:

- Eastbury boiler and roof
- Naubuc 2nd Floor project
- Nayaug Chiller
- GHS Strength and Conditioning Center, including TP&Z Recommendations
- GHS Expanded Storage (as part of Strength and Conditioning Center)

Note: The Board of Education approved all deposits into and withdrawals from the 1% fund at a noticed public meeting.

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:

Glastonbury Public Schools
Glastonbury, Connecticut

Transportation Department
Phone: 860-652-7295
Fax: 860-682-1402

Date: October 7, 2024
To: Scott Hurwitz, Assistant Superintendent
From: Angelo Balesano, Transportation Coordinator
Subject: School Bus Bids for 2025 -2026

I would like to request permission to go out to bid for five school buses.

The following list indicates the buses we propose to replace given current conditions:

<u>Bus #</u>	<u>Year</u>	<u>Miles</u>	<u>Vin Number</u>
Bus 5 International	2011	153,507	4DRBUSKN8CB401950
Bus 32 International	2012	147,049	4DRBUSKN7CB613903
Bus 40 International	2009	168,397	4DRBUSKN69A109048
Bus 43 International	2012	166,223	4DRBUSKN0CB613905
Bus 25 International	2012	157,524	4DRBUSKN9CB613904

As in past years, I ask that the Board of Education give permission to bid the buses prior to the end of this fiscal year with the understanding that the buses will not be delivered, nor paid for until the 2025-2026 fiscal year, and pending the authorization of our 2025-2026 budget.

If we award a bid in October, we have been told by vendors that the estimated date of delivery will be sometime in July or early August. If we wait to award the bid any later in this fiscal year, we will be waiting until sometime after the first of the year before the buses will be delivered.

Glastonbury Public Schools

TRAVEL APPROVAL FORM

INTERNATIONAL US _____ CT _____

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

DESTINATION: Quebec City, Quebec Canada

DEPARTURE DATE: Saturday February 8, 2025

RETURN DATE: Tuesday February 11, 2025

ESTIMATED NUMBER OF PARTICIPANTS: 48 students

WILL ANY SCHOOL TIME BE USED: Yes (two days)

SPONSORING TEACHER: Scott Minnick

COST PER PARTICIPANT: \$1,145.00 USD

OTHER CHAPERONE(S): Jessica Bursztyn, Arlette DeKoning, John Landry, Erica Mangs, Cecile Perraud

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Jumpstreet Tours

SCHOOL(S) PARTICIPATING: Smith Middle School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: **Currently enrolled in 7th and 8th grade French program; in good academic and behavioral standing (per Board of Education policy); good attendance and successful completion of application process.**

PURPOSE OF TRIP: **To immerse students in authentic French language and Quebecois culture through a variety of engaging educational and cultural activities including seeing the largest winter parade in the world.**

ITINERARY (MAY BE ATTACHED): Please see attached.

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: **Students will return from this trip with knowledge of the history and culture of Quebec and a new linguistic confidence from having communicated in French in authentic situations.**

APPROVAL:

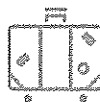
DIRECTOR: *Amanda Rioliselli-Frue* Sept. 13, 2024

PRINCIPAL (Smith Middle School): *Bobby Skarvelas* 9/16/2024
(DATE)

PRINCIPAL (Glastonbury High School): *Nancy Bean* 9/13/2024
(DATE)

SUPERINTENDENT APPROVAL: *Alan Burton* 9/18/24
(DATE)

BOARD OF EDUCATION APPROVAL DATE: _____



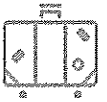
Saturday, February 08, 2025

- 05:30 AM The day has arrived! The trip you've been waiting for is finally here!! Hop aboard your locally chartered luxury motorcoach, get comfortable and get ready for your adventure!
- 12:30 PM Dinner stop en route at Mike's Restaurant (445 Boulevard Saint-Joseph, Drummondville, QC, J2C 2B3) for a nice sit-down meal.
- 02:00 PM All aboard! Next stop: Quebec City. Your tour leader will fill you in on what to expect from this magnificent city. You'll have some time to recharge your batteries before arrival.
- 04:00 PM Arrive at the hotel and unload the motorcoach. Hang in there a few more minutes as your tour leader gives you instructions for proper hotel conduct and for the upcoming activities. The fun starts now!
- 05:30 PM Line up in Limoilou for the parade! Jump and sing to keep warm during the "Défilé du Carnaval", the ultimate Winter Carnival festivity. Enjoy the show!
 > Exact time pending release of the 2025 Carnival schedule in early January.
- 07:00 PM Au Petit Chalet, it's time to treat yourself with a delicious gourmet burger or a Poutine!
- 08:30 PM Visit the Lower Town with your tour leader to get an introduction to the beginnings of French civilization in North America as you visit Place Royale and le Quartier du Petit Champlain.
- 09:30 PM Departure for the hotel.
- 10:00 PM Arrive at the hotel and get a good rest to be ready for your next day full of exciting activities!

Spend the night at the Hotel Plaza.
 3031, boul Laurier, Sainte-Foy, Quebec
 PH: 1(418) 658-2727

Sunday, February 09, 2025

- 07:30 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- 08:00 AM Be treated like royalty during your buffet breakfast at the Château Frontenac, named after Louis de Buade, Count of Frontenac, and governor of the colony of New France in the late 1600s.
- 09:30 AM Hop back on your motorcoach and travel to your next activity.
- 10:00 AM Enjoy yourself while dogsledding, snowshoeing and sliding at Pourvoirie du Lac-Beauport!
- 12:00 PM Hop back on your motorcoach and return to Quebec City.
- 12:30 PM Who is this funny-looking Bonhomme guy anyway?! Find out as you spend some time exploring Old Quebec and the sites of the largest winter carnival in the world: Carnaval de Québec! Don't forget to grab lunch along the way (at individual expense).
 > Need some tips on how NOT to freeze? Ask your tour leader about our famous motto: Winterize vs Dewinterize!
 Time for some ice sculpture hunting! Visit the sites of the Carnival to see how artisans carve magnificent figures in massive ice blocks. How "cool" does that sound?
- 03:00 PM Visit the Upper Town with your tour leader to see the St-Louis Gate, the Château Frontenac, the Dufferin Terrace, the Assemblée Nationale building and more.
- 05:00 PM For the best grilled meats, Côtes à Côtes is the place to be... That's where you're going. You're in luck! Enjoy a good meal with your friends in this restaurant, where you'll feel right at home with its warm welcome. Bon appétit!
- 07:00 PM Let the Canadian spirit take over during your curling session with our friends at Club de curling Victoria. Remember to bring a pair of clean running shoes to curl like a "pro"!
- 09:00 PM Departure for the hotel.



Monday, February 10, 2025

- 07:30 AM Begin your day with a lovely breakfast and orientation session at the hotel with your tour leader.
- 08:30 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- 09:30 AM Enjoy the many pleasures of winter including skating, cross-country skiing and snowshoeing at Le Domaine de Maizerets.
- 11:30 AM Lunch and free time at Les Galeries de la Capitale, a shopping center with an indoor amusement park! (individual expense)
- 01:30 PM Participate in a French-Canadian legends' theatre workshop. All will become actors... one will become a werewolf!
- 03:00 PM The Côte-de-Beaupré, also referred to as Québec's breadbasket, has deep agricultural roots running back to the First Nations and New France's earliest settlers. Time to discover another part of Quebec and head out there for your next activity!
- 03:30 PM Observe beautiful mosaics and a replica of Michelangelo's Pieta during your visit of the Ste-Anne de Beaupré shrine.
- 05:00 PM Tom Caribou! Le Loup-garou! La Chasse Galerie! Ti-Pit Vallerand! Discover some of Quebec's most famous legends and stories during your visit of l'Atelier Paré, the woodcarving shop.
- 05:30 PM All aboard! Next stop: the SUGAR SHACK!
Discover how the people of Quebec managed to brave the difficult winters through the tradition of maple syrup production as your tour leader shares their Sugar Shack story.
- 06:00 PM Ready to stretch your legs? It's time to celebrate 17th-century New France. On the program? Music and dancing, not to mention a traditional meal and maple taffy on snow - a must!
- 08:30 PM The Montmorency Falls is a true Quebec icon. They're the tallest waterfalls in the Province, the site of historic battles and legends, and John Keats even references them in his poetry. Keats! Plus, there's also a sweet suspended bridge that spans the top and you're about to walk across it. Acrophobics: prepare to conquer your fear!
- 09:00 PM Departure for the hotel.

Tuesday, February 11, 2025

- 08:00 AM Begin your day with a lovely breakfast and orientation session at the hotel with your tour leader.
- 09:15 AM You won't believe it, but the time has come...for your last day of this fantastic journey! Time to leave the hotel with your luggage and take advantage of today to say goodbye to these foreign lands.
- 10:00 AM Are you ready to visit one of the world's coolest hotels? See how guests stay warm in the themed suites of the Hotel de Glace de Québec during your self-guided visit of this hotel made out of snow and ice!
- 11:00 AM Some say it's worth learning French grammar in exchange for an inner tubing ride, so today, we're going to try out all of the fun slides at the Village Vacances Valcartier! The Himalaya, the Avalanche, and so many more. Let's goooooo! (Inner tube rental is included.)
- 01:00 PM Take a break from outside and fill up on energy with a delicious Italian buffet that has been prepared just for you by the Village Vacances Valcartier. Bon appétit!
- 02:15 PM Already time to leave! Wave goodbye to your tour leader and head back home.

Stops and dinner en route (at individual expense).
- 11:15 PM This is when you're expected to arrive back at your school, where your family and friends will be eager to hear all about your adventure!

Regular Board of Education Meeting

Monday, September 23, 2024 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Kali Cavanaugh: Present

Mrs. Alison Couture: Absent

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

Ms. Julie Thompson attended via Zoom.

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 7:00 pm.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Glastonbury FFA 2024 Agriscience Research Fair Award Winners

4. Student Representatives' Report

4.A. Hayley Lemieux, Class of 2025

Student Representative, Hayley Lemieux, Class of 2025, shared with the Board events happening at GHS.

4.B. Amalia Baird, Class of 2027

Student Representative, Amalia Baird, Class of 2027, shared with the Board events happening at GHS.

5. Information Session for Public Comment

Andrew Ethier, 30 Bell Street, Glastonbury, shared his thoughts on comments made at the Board of Education’s Special Meeting, held on September 9, 2024. He also expressed his support for offering trade school courses at Glastonbury High School.

Nick Korn, 73 Shagbark Road, Glastonbury, shared with the Board his thoughts on Equity, Diversity, and Inclusion.

Jenn Jennings, 34 Cranesbill Drive, Glastonbury, shared her desire for trade school courses, as an option, at Glastonbury High School.

6. Business Requiring Action

6.A. Acceptance of Revised Board of Education Policy and Regulation #5131.9 Bullying Prevention and Intervention for First Reading

Board accepts revised Board of Education Policy and Regulation #5131.9 Bullying Prevention and Intervention for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: 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.B. Acceptance of Revised Board of Education Policy and Regulation #4118.11/4218.11 Non-discrimination for First Reading

Board accepts revised Board of Education Policy and Regulation #4118.11/4218.11 Non-discrimination for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

6.C. Acceptance of Revised Board of Education Policy and Regulation #4118.12/4218.12 and 5141.6 Sexual Harassment for First Reading

Board accepts revised Board of Education Policy and Regulation #4118.12/4218.12 and 5141.6 Sexual Harassment for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: 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. Acceptance of Revised Board of Education Policy #3000 Concept and Roles in Business and Non-Instructional Operations for First Reading

Board accepts revised Board of Education Policy #3000 Business and Non-Instructional Operations for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Ms. Jenn Jennings: Nay
Mrs. Kali Cavanaugh: Yea

Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.E. Acceptance of Revised Board of Education Policy #2131 Superintendent of Schools - Recruitment and Appointment for First Reading

Board accepts revised Board of Education Policy #2131 Superintendent of Schools - Recruitment and Appointment for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: 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.F. Acceptance of Revised Board of Education Policy #9130 Committees (Standing, Special, and Ad Hoc Committees) for First Reading

Board accepts revised Board of Education Policy #9130 Committees (Standing, Special, and Ad Hoc Committees) for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

6.G. Approval of Submission of the District Consolidated Application for Federal Grants

Board approves submission of the District Consolidated Application for Federal Grants. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: 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.H. Approval of Submission of the CAFE Board of Education Recognition Award Application
Board approves the submission of the CAFE Board of Education Recognition Award application. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: 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.I. Approval of the September 9, 2024 Regular Board of Education Meeting Minutes
Board approves the meeting minutes of the Monday, September 9, 2024 Regular Board of Education Meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: 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.J. Approval of the September 9, 2024 Special Board of Education Meeting Minutes
Board approves the meeting minutes of the Monday, September 9, 2024 Special Board of Education Meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

7. Reports and Discussion

7.A. Program Reports

7.A.1. Science/PACE Program Report

Christine Tedisky, Director of Science, highlighted areas of her report with the Board.

7.A.2. Mathematics/PACE Program Report

Brenda Gregorski, Director of Mathematics, highlighted areas of her report with the Board.

7.A.3. Health and Physical Education Program Report

Jennifer Spring, Director of Health and Physical Education, highlighted areas of her report with the Board.

7.B. Glastonbury Education Foundation

Ms. Julie Thompson shared that tickets for the Ed Foundation Gala are now on sale.

8. Committee Reports

9. Chairman's Reports

Dr. Foyle shared the following:

- After discussion at the September 9, 2024 Board of Education Special Meeting, the agenda setting committee decided to keep the current board practice regarding public comment.
- The Conflict of Interest Advisory Opinion Request has been submitted to the Ethics Commission. A copy has been provided to the Board members.
- Regarding Board Leadership on racial issues, the agenda setting committee, referred this issue to the EDI Council to evaluate, brainstorm and report back.

10. Superintendent's Report

Dr. Bookman shared the following:

- An overview of the self-insurance reserve fund.
- Dr. Bookman and Dr. Hurwitz met with the MP Planning regarding progress with the enrollment study of the elementary schools. MP Planning will be conducting a walk-through of all elementary schools, including Gideon Welles, on November 1, 2024. Dr. Hurwitz will join them in the walk-through.
- With the connection of water to the Strength and Conditioning Center, there will no water at the Field House on September 28 and September 29, 2024. We have provided potable water, portable restrooms, and hand washing stations for the athletes and students to use during this time.
- A security guard has been placed in the junior parking lot in the morning and afternoon.

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

10.B. Staff Resignations

10.B.1. Shannon Vendetto

10.C. Student Suspension Report, August 2024

10.D. 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 9:31 pm.

Mrs. Kali Cavanaugh: 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:

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT October 1, 2024

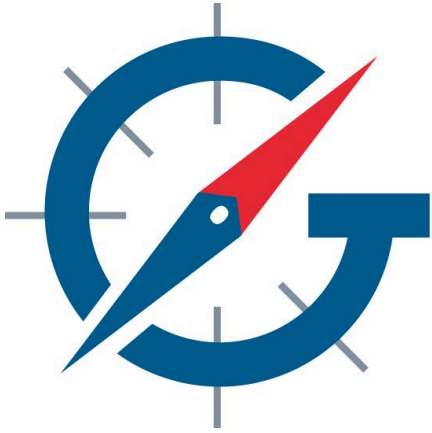
Elementary		Pre-K = 78	K	1	2	3	4	5	6	Total
Buttonball			82	75	86	71	78	69		461
Hebron Ave.			63	66	85	85	79	80		458
Hopewell			91	86	89	83	110			459
Naubuc			63	67	69	79	79	85		442
Naugaug			81	88	112	77	91	86		535
Elementary Subtotal			380	382	441	395	437	320	0	2355
Gideon Welles								107	445	552
		K-6 Totals								2907
Elementary Total			380	382	441	395	437	427	445	2907
Middle			7	8						Total
Smith Middle	Middle Subtotal		439	435						874
Middle Total			439	435						874
Secondary			9	10	11	12				Total
Glastonbury High	Secondary Subtotal		412	441	429	459				1741
Secondary Total			412	441	429	459				1741
		TOTAL								5522
		OUT OF DISTRICT (30 & GHS ALTERNATIVE PROGRAM (0)							Pre-K	78
										30
		GRAND TOTAL								5630

RECAPITULATION

GRADE	10/1/2023	10/1/2024	Change Over Previous Years Enrollment All
	Enrollment All Without M	Enrollment All Without M	
Pre-K	79	78	-1
K	373	380	7
1	431	382	-49
2	379	441	62
3	430	395	-35
4	413	437	24
5	426	427	1
6	437	445	8
Subtotal Elementary	2968	2985	17
7	419	439	20
8	421	435	14
9	449	412	-37
10	437	441	4
11	457	429	-28
12	441	459	18
Subtotal Secondary	2624	2615	-9
TOTAL	5592	5600	8
OUT OF DISTRICT & GHS ALTERNATE	28	30	2
GRAND TOTAL	5620	5630	10

School Enrollment by Class October 1, 2024

	GRADE K					=	TOTAL
Buttonball	17	17	16	16	16	=	82
Hebron	16	16	16	15		=	63
Hopewell	20	18	18	18	17	=	91
Naubuc	16	16	16	15		=	63
Nayaug	17	17	16	16	15	=	81
							<u>380</u>
	GRADE 1						
Buttonball	19	19	19	18		=	75
Hebron	17	17	16	16		=	66
Hopewell	18	17	17	17	17	=	86
Naubuc	17	17	17	16		=	67
Nayaug	19	18	17	17	17	=	88
							<u>382</u>
	GRADE 2						
Buttonball	18	18	17	17	16	=	86
Hebron	22	21	21	21		=	85
Hopewell	18	18	18	18	17	=	89
Naubuc	18	18	17	16		=	69
Nayaug	20	20	19	18	18	=	112
					17	=	<u>441</u>
	GRADE 3						
Buttonball	19	18	17	17		=	71
Hebron	22	21	21	21		=	85
Hopewell	21	21	21	20		=	83
Naubuc	21	20	20	18		=	79
Nayaug	20	19	19	19		=	77
							<u>395</u>
	GRADE 4						
Buttonball	20	20	19	19		=	78
Hebron	20	20	20	19		=	79
Hopewell	23	23	22	22	20	=	110
Naubuc	20	20	20	19		=	79
Nayaug	23	23	23	22		=	91
							<u>437</u>
	GRADE 5						
Buttonball	23	23	23			=	69
Hebron	20	20	20	20		=	80
Naubuc	22	21	21	21		=	85
Nayaug	22	22	22	20		=	86
Gideon	22	22	21	21	21	=	107
							<u>427</u>



GIDEON WELLES NAVIGATORS

ACTIVITY BOOKLET

FALL SESSION

September 2024 - December 2024



Gideon Welles School – After School Activities

- Activities start at 2:50 p.m. and end at 3:50 p.m.
- Students are dismissed directly to After School Activities.
- Some activities require signing up in advance; others allow students to attend without prior notice.

**Please read the descriptions carefully and keep
this packet for your reference.**

AFTER SCHOOL ACTIVITY GUIDELINES

- Appropriate behavior is a requirement for all activities. Students who do not meet this requirement will not be able to continue to participate in the activities.
- Students will require permission from their parents prior to coming to school on the days they plan to participate; they may not call from school to get permission to stay for After School Activities. It is not necessary to bring a note from home to stay for After School Activities.
- If the leader is unable to meet with the group on a given day, the activity will be canceled for the day. There may be occasions when the cancellation announcement will not be made prior to the day of the activity. Please check the GWS Daily Student Bulletin on our website for cancellations.
- Please arrive promptly for morning clubs so you can be let in the building by the advisor.

Transportation

- All participants must be picked up at the front of the school no later than 3:50 p.m. We have no provision for supervision of students after that time.
- Sixth grade participants may ride the activity bus home. Fifth grade participants are strongly encouraged to review the activity bus guidelines with their parents/guardians prior to riding the activity bus. This bus leaves Gideon Welles at 3:55 pm and goes to the high school where the students board another bus that drops students at a district stop. There is no activity bus on Thursday or on a Friday before a Monday holiday.
- The activity bus routes are on the last page of this brochure. Students should determine which activity bus is the appropriate one for them to take before they stay for an activity.
- Traffic Pattern: As after school activities begin, we ask that all families use the entrance closest to Strickland St. as the Entrance for Pickups. Pickups will be in front of the building. We reserve the driveway adjacent to the front circle of the school for Exit Only to facilitate a timely dismissal process.

GWS Ambassadors

GWS ambassadors are a small group of students that are trained each year to represent the school. They are seen as students that have great potential to be trusted, reliable leaders of the Gideon Welles student body. Ambassadors undergo training to provide knowledge and tours, welcoming newcomers to Gideon Welles School.

Interested students can email [Shannon Thomas](#)

Grades: 5&6

Leaders: Mrs. Thomas

Dates: Tuesdays 10/29, 11/26, 12/10

Place: Main Office

Participation limit: 20

Anime and Japanese Culture Club

Welcome to the ultimate anime adventure club! Get ready to dive into a world where creativity knows no bounds. We'll be unleashing our artistic skills as we sketch your favorite anime characters, binge-watching the most epic series, and exploring the vibrant tapestry of Japanese culture. Plus, we're turning up the flavor with some mouth-watering Japanese cuisine. It's going to be an exhilarating ride through art, entertainment, and taste sessions- don't miss out!

Interested students can sign up outside Room 226.

Grades: 5 & 6

Leaders: Ms. Edwards and Mrs. Bilodeau

Dates: Tuesdays 9/24, 10/29, 11/26, 12/10

Place: Room 102

Participation limit: 20

Art Club

Art Club is a fun and creative space for 5th and 6th graders to explore different types of art. You'll get to work on cool and learn how art can help express your feelings and build confidence. Each meeting will have both guided activities and time for your own ideas. It will be a great time to try new things, work with friends, and have fun. This club is all about growing as an artist while also feeling good, learning to handle emotions, and making new friends!

Interested students may email [Kathryn Smith](#)

Grades: 5&6

Leaders: Miss Smith and Mrs. Bruno

Dates: Tuesdays starting 9/24

Place: Art Room 131

Participation Limit: 20

Birthday Bulletin Board Club

Get ready to unleash your creativity because we're about to transform a bulletin board into a dazzling birthday extravaganza! Imagine vibrant colors, eye-catching designs, and a celebration of every single birthday for the month. It's going to be a spectacular showcase of festivity, shining a spotlight on our special birthday stars, and turning each month into a jubilant celebration. Let's make it unforgettable!

Interested students can sign up outside room 226.

Grade: 5&6

Leaders: Ms. Edwards

Dates: 9/30, 11/4, 12/2, 12/23

Place: Room 226

Participation limit: 20

Board Games and Puzzle Club

Do you enjoy playing board games or putting together puzzles? Then Board Game & Puzzle Club is for you!

This club is a place where you can build cooperation and problem-solving skills, practice your creativity, and take part in some friendly competition.

So join us after school for time to play your favorite board and card games or to put a puzzle together! Bring a buddy or come on your own to make a new friend.

Interested students may sign up outside room 104 or email [Efmorfia Efthimiou](mailto:Efmorfia.Efthimiou)

Grades: 6

Leaders: Mrs. Efthimiou

Dates: Tuesdays starting 9/24

Participation Limit: 25

Chess Club

Chess Club is designed to give students an opportunity to learn the game of chess, improve their chess skills, and to enjoy challenging their peers, while experiencing healthy competition and team spirit. Chess is used to develop critical thinking, problem solving, and decision-making.

Interested students may email [Stephanie Sampaio](mailto:Stephanie.Sampaio) to join.

Grades: 5&6

Leaders: Mrs. Sampaio

Dates: Fridays starting 9/27

Participation Limit: 16

Chamber Orchestra

This is an after-school, year long performance group that meets on Wednesdays. It's an extension of the string orchestra program. This is an auditioned group open to 6th grade string students looking for an extra challenge and an additional orchestra experience.

Mrs. Tinker will announce audition materials and dates during orchestra and lessons. Please see her for audition materials. This group will perform at the winter and spring concerts. All students may be picked up at 3:50pm or take the activity bus home.

Interested students can sign up with Mrs. Tinker during lessons and orchestra for an audition time.

Grade: 6

Leaders: Mrs. Tinker

Dates: Wednesdays after school beginning 10/9

Place: Room 133

Participation limit: 35



Courtyard Beautification

Help keep Gideon's courtyard the beautiful, welcoming space it is by joining the Courtyard Beautification club! We will meet on Thursdays to plant flowers, maintain the space and keep it looking its best. If you like being creative, working with nature, and taking pride in your school's environment, this is the club for you!

Interested students may email [Kent Hurlburt](#) to sign up.

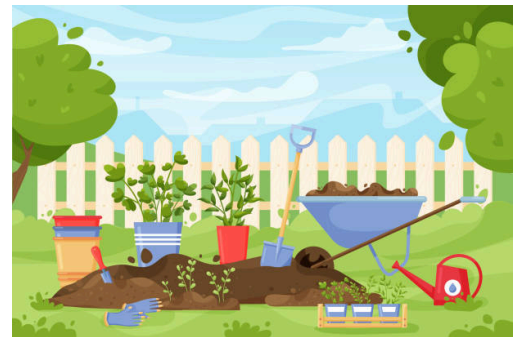
Grades: 5&6

Leaders: Mr. Hurlburt

Dates: Mondays beginning 9/30

Place: Main Office

Participation Limit: 10



Diamond Art Club

Welcome to the Diamond Art Club, where creativity sparkles! Join us after school to dive into the colorful world of diamond painting—a fun and relaxing activity that combines art and craft in a dazzling way. In this club, you'll create stunning designs by placing tiny, shiny "diamonds" onto a sticky canvas, bringing pictures to life with every sparkle. Each week, you'll work on your own unique project and you'll also get to share your work with friends. By the end of the club, you'll not only have some awesome diamond art to show off but also new friends who share your love for all things glittery. No experience is needed; just bring your imagination and get ready to shine!

Come join us, and let's make art that dazzles!

Interested students may email [Maria Searles](#) to join.

Grades: 6

Leaders: Mrs. Searles

Dates: Wednesdays starting 9/25

Participation Limit: 10

Donuts & Discussion

Are you an avid reader who loves to discuss books with others? If so, this club is for you! During our first meeting, we will select a 2025 Nutmeg book for each meeting date. Simply read the book and come ready to talk about it with your Gideon classmates! This is a great way to meet new friends who also love to read. Also, donuts!

Interested students can sign up by emailing [Mrs. Lips](#) - please include your name, team and homeroom teacher.

Grades: 5 & 6

Leader: Mrs. Lips

Dates: Friday mornings, 7:15 - 7:45 AM: 10/4, 10/25, 11/22, 12/13, 1/17, 2/21, 3/21, 4/25, 5/16

Place: Room 116

Participation Limit: 24



Drama Club

Whether you're interested in acting on stage, or working backstage with our stage crew, there are many ways you can be a part of the exciting world of the theater. The Gideon Welles Drama Club will perform *Beauty and the Beast Jr.* on Thursday - Saturday, December 7 - 9. All information on auditions, rehearsals, tech crew and more can be found on our Drama Club's google classroom page.

Grades: 5 & 6

Leaders: Chris Merisotis, Carrie Wechsler and Stacey Tinker, Directors

Dates: Informational meeting 9/17

The Enharmonics-

Gideon Welles Select Chorus

If you are interested in learning to sing in a small select ensemble, singing intricate harmonics, or just cannot get enough of singing, then THE ENHARMONICS is for you! Not only will we learn to sing in different languages and different styles of music, but we will also learn to sing independently and reach the full potential of our beautiful voices. Members will perform in conjunction with the Gideon Welles Chorus as well as special school-wide events. There will also be field trip opportunities. Please note that this ensemble is open to chorus members and by audition only. We rehearse EVERY TUESDAY after school. Please also note that The Enharmonics is a year-long commitment.

Grade: 6

Leader: Dr. Lung-Grant

Dates: Tuesdays

Place: Chorus/Music Room 130

Participation limit: 24

Flag Football Club

Ready to score touchdowns and have fun? Join our Flag Football club where fun meets teamwork! We will meet on Tuesdays to learn the ins and outs of the game while focusing on sportsmanship and teamwork. Whether you're a seasoned player or new to the game, all skill levels are welcome. Let's play some football!

Interested in playing? Please send Mr. Hurlburt an email.

Grades: 5&6

Leaders: Mr. Hurlburt and Mr. Zabroski

Dates: Tuesdays beginning 9/24

Place: Room 106

Participation Limit: 25



French Club

Join the French Club to discover more about the French language and Francophone cultures! The French Club is open to all students interested in the French language and culture. Typical activities will include: learning about food, music, games, movies, holidays, and other cultural celebrations!

Interested students can sign up via email to [Mme. Eaton Graupner](#)

Grade: 6

Leader: Mme. Eaton Graupner and Mme. Borsotti

Dates: Wednesdays: 10/23, 11/20, 12/11, 1/15, 2/12, 3/12, 4/9, 5/7

Place: Room 111

Participation Limit: 15

Greenhouse Growers

In the Greenhouse Growers club, students grow and care for a variety of plants, including succulents, herbs, flowering plants and more! This club also works to maintain the butterfly garden and other plantings around the schoolyard. If you would like to nurture your green thumb (or get one), this club is for you!

[Greenhouse Growers Sign up](#)

Note: Only students have access to the sign-up link and must log into their Glastonbury student accounts to access the form.

Grades: 5 & 6

Leaders: Mrs. Ames, Mrs. Hoskins, Mrs. Juan

Dates: Tuesdays beginning Oct.1

Place: Room 118

Participation Limit: 25



Gideon Welles GSA

The Gay/Straight Alliance is a club that creates a safe space for LGBTQIA+ students and their supportive straight friends who are known as "allies". It is also a club for students who have family members who identify as part of the LGBTQIA+ community. We gather to socialize, do fun activities, discuss what is on your mind, and plan fun events.

Interested students can sign up via email to [Mrs. Davis](#) or [Mrs. Falcigno](#).

Grades: 5 & 6

Leader: Mrs. Davis and Mrs. Falcigno

Place: Room 220

Participation Limit: 10



Homework Help

Get your homework done with us!

Join your teachers and support staff for help after school. Students are supported in the completion of their homework and/or learning study strategies for upcoming tests and quizzes.

No sign up required for this club. Just come to the Library Media Center after dismissal on Mondays, Tuesdays, and Wednesdays!

Grades: 5 & 6

Leaders: GW Faculty/Staff

Dates: Mondays, Tuesdays, and Wednesdays following the school calendar

Place: Library Media Center

Gideon Welles Jazz Band

The Gideon Welles Jazz Band is an auditioned group of 6th grade band students who perform songs in the genres of jazz, pop, and rock! If you are a band student looking for more of a challenge in your playing, Jazz Band might be a good fit for you.

All band students (flute, clarinet, saxophone, trumpet, French horn, trombone and baritone) are eligible to audition for Jazz Band.

All Gideon Welles 6th Graders are eligible to audition on the following instruments: **guitar, bass guitar, piano, and drum set**. The auditions for these instruments are sometimes competitive, and students generally need to take private lessons outside of school to be successful in the group.

Students who are interested in auditioning can sign up with Mrs. Rinaudo in the band room, and they will receive their audition music at that time. Sign-ups and music hand out will start the week of September 23. Band students may audition in their lessons, and additional audition times will be after school Oct. 1 and 2 for any other students wanting to audition. Our first rehearsal will be October 9.

The Jazz Band will meet on Wednesdays after school for the entire school year and perform in the winter concert on **January 15** and the spring concert on **May 20**.

Interested Band students can sign up outside room 132 - please also see Mrs. Rinaudo for audition materials.

Grade: 6

Leader: Mrs. Rinaudo & Mr. Francesco

Dates: Wednesdays

Place: Band Rm. 132

Participation Limit: 35



Kids' Lit Quiz



Kids' Lit Quiz members love to read, always have a book in their hand and have A LOT of knowledge about the hundreds of books they've read. If this describes you, come join our Kids' Lit Quiz Club!

This club is part book club and part competition...it's reading as a sport! We will spend the first few months of Kids' Lit Club reading, recommending, discussing and quizzing each other on books, authors, and genres. In late January we will go to the KLQ competition at a local school to compete against KLQ teams from around the area. If you love to read, come join Kids' Lit Quiz Club!

Interested students can sign up outside of the LMC.

Grades: 5 & 6

Leader: Mrs. Brennan

Dates: Tuesdays 9/24, 10/8, 10/15, 10/29, 11/19, 12/3, 12/10, 1/7, 1/21

Place: Lower Level LMC

Participation Limit: 16

Makerspace Mondays

Need a break from screen time? Love to work with your hands? Does spending time creating help you relieve stress? Then come join us to create, imagine, innovate and relax in our developing library low-tech makerspace. We will start off with the Cardboard Challenge; creating something new out of cardboard and recycled materials with Makedo tools. Future activities may include Keva Planks, mandala coloring, sticker mosaics, giant collaborative coloring mats, duct tape, Strawbees, fuse beads, puzzles, origami, legos and more! You help decide our activities!

Interested students, please sign up in the library

Grades: 5&6

Leaders: Mrs. Brennan

Dates: Mondays except for 10/7 10/21, 11/11, 12/9

Participation Limit: 15

Math Olympiad

Excite! Enrich! Energize! Join the Gideon Welles Math Olympiad Team. If you love mathematics and you love to solve complex problems this enrichment club is for you. The team will meet 3 times a month on Wednesdays to prepare for 5 contests. Please fill out the Google form if you are interested in participating.

If you are interested email [Meghan Carrier](#) or [Maureen Donohue](#)

Grades: 6

Leaders: Mrs. Carrier and Mrs. Donohue

Dates: Wednesdays beginning 10/16

Participation Limit: 30

Math Center

The Gideon Welles after school Math Center will take place on Mondays, Tuesdays and Wednesdays from 2:50 - 3:50. This math session will give all Gideon Welles 6th grade students the opportunity to practice and strengthen their skills while also receiving extra support and guidance with assignments. Students will gain a better understanding of how to be successful in their math classes. There is no need to sign up each day or each week. We will have an open door policy. All are welcome. We are excited to offer a time for students to ask questions, and build a love of math.

No sign up necessary, everyone is welcome!

Grade: 6

Leader: Ms. Vo and Mrs. Booth

Dates/Place: Wednesdays in room 213

Participation Limit: 28

Navegadores

Who are Navegadores? They are GW students excited about exploring Spanish language and culture! We will play games, watch videos, listen to music, make some arts and crafts and discover fun facts about Spanish speaking countries around the world. We hope to have you on board!

If you are interested in joining, sign up outside of Room 104 or email [Senorita Efthimiou](#).

Grade: 6

Leaders: Señorita Efthimiou

Dates: Every other Wednesday beginning September 25th

Place: 104

Participation Limit: 20-25 students



No Place for Hate Committee

Students in 5th and 6th grade are encouraged to fill out an application in order to be a part of Gideon's No Place for Hate Committee. Students work together throughout the school year to plan three school-wide activities promoting a respectful and equitable community where all students can be successful.

The No Place for Hate Committee is run in partnership with the Anti-Defamation League.

Our purpose will be to work towards:

- Building an inclusive and safe community in which respect and equity are the goals and where all students can thrive.
- Empowering students, faculty, administration and family members to take a stand against bias and bullying by incorporating new and existing programs under one message.
- Sending clear, unified messages that all students have a place where they belong.

Students will need to complete an application and submit teacher recommendations in order to be selected to participate on this committee. Please listen to the announcements for more information!

Grades: 5 & 6

Leaders: Senorita Efthimiou and Mrs. Ginman

Dates: Mondays

Place: Room 104

Participation Limit: 20

Origami Club

The word *origami* comes from the Japanese words *ori* (folding) and *kami* paper). Join us for some creative, mindfulness sessions to see how many different things a square paper can make! Come learn how to fold origami and then share your art talent with others!

Interested students can sign up by emailing [Srta. Efthimiou](#) or sign up outside of Room 104.

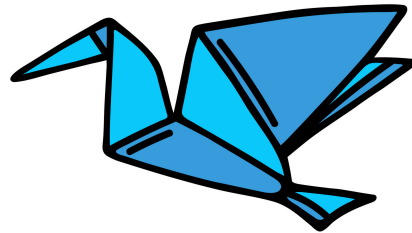
Grades: 5 & 6

Leader: Senorita Efthimiou

Dates: Tuesdays beginning 10/9

Place: Room 104

Participation Limit: 20



Readers' Advisory- Join the Library Squad!

Do you LOVE to read? Do you always have a book recommendation for a friend? Do you love spending time in the library? If you answered yes to any of these questions, join Readers Advisory and let your voice be heard! Readers' Advisory is a year-long club that participates in a variety of literary and library activities. As a member of Readers' Advisory, we will create book trailers, book displays, and bulletin boards. You might participate in adopt-a-shelf and help keep our library organized and inviting. Come share the book love and join Readers' Advisory!

Interested students may sign up outside the LMC

Grades: 5&6

Leaders: Mrs. Brennan

Dates: Wednesdays 9/25, 10/9, 11/6, 12/4

Participation Limit: 12



SHOC- Students Helping Our Community

Students Helping Our Community, or SHOC, is a community service club that meets every other Wednesday morning before school. As a member of SHOC, you will have the opportunity to participate in several projects to help better our school, town, state, national, and world communities. Some projects we will work on this year include fabric cutting shoe parts for people in Uganda, making clay beads for children undergoing cancer treatments, and reading to kindergartners. If you are interested in making your world a better place, then SHOC is for you! Because this club meets before school, you must have a ride to school to attend. The club meets from 7:15am to 7:45am. See the sign up sheet outside Ms. Ferraiolo's room 214, to sign up!

Interested students can sign up outside Room 214

Grades: 6

Leader: Ms. Ferraiolo

Dates: Wednesday mornings before school

Place: Room 214

Participation Limit: 25

Stock Market Game

What would you do with \$100,000? Welcome to the Stock Market Club where you can become a young investor and learn how to make your money grow! In this club, you will dive into the exciting world of stocks. You will learn how to pick the right stocks, understand why prices go up and down, and even compete in a fun national game. No experience needed—just bring your curiosity and a desire to learn! We'll use games, simulations, and real-world examples to help you understand how the stock market works, and by the end, you'll be making your own investment decisions like a pro. Join us to discover how to turn your ideas into action and maybe even grow into the next big



investor! The Stock Market Club meets on Tuesdays starting on October 8th and runs through December 10th. If you are interested fill out the Google form. We have room for 25 students.

Interested Students may fill out the Stock Market Club form.

Grades: 6

Leaders: Mrs. Carrier and Mrs. Searles

Dates: Tuesdays beginning 10/8

Participation Limit: 25

GWS Student Council

Representatives from each 6th grade homeroom as well as one executive board member from each team are elected to Student Council. STUCO will also include a representative and an alternate from each Grade 5 class. Alternates will only attend if the classroom representative is not able. Meetings will be held on a bi-monthly basis.

Students will be selected by election.

Grades: 5 & 6

Leaders: Ms. Ferraiolo and Mrs. Brennan

Dates: General Council will meet Tuesday after school every other week.

Executive Board will **additionally** meet one Tuesday morning a month

Place: Lower Level of LMC

Participation Limit: 28

Yearbook Committee

In this club, students will learn necessary design skills to create, edit and publish the GW Yearbook. This club is looking for creative, dedicated, organized, and responsible students to be a part of our team. It requires attention to detail, consistent work, and sometimes extra hours to meet publishing deadlines. We will meet weekly as a Fall/Spring commitment starting in December. Sign-ups will be outside of Mrs. Bruno's Art Class Rm 131.

Interested students can sign up outside the Art Room 131.

Grade: 6

Leader: Mrs. Bruno

Dates: Wednesdays

Place: Art Room 131

Participation Limit: 20

ACTIVITY ROUTES

NORTH

R - Hubbard Street, L - New London Turnpike, to – Naubuc Avenue, R - Parker Terrace, L – Naubuc Avenue, L - Main Street, R - Griswold Street, L - Harris Street, L - Prospect Street, R - Long Hill Drive, R - Candlewood Road, L - Griswold Street, L - Addison Road, R - Great Swamp Road, R - Wesleyan Road, R - Trinity Avenue, L - Cambridge Drive, L - Oxford Drive, R - Worthington Road, L - Addison Road

SOUTH

L - Hubbard Street, L - Main Street, L – Chestnut Hill Road, L – Northview Drive, R - Chestnut Hill Road, L - Main Street (if student is on the bus for this area), R - Water Street, L - Tryon Street, as far as Dug Road & turn around, R - Water Street, R - Main Street, R - Great Pond Road(if anyone is on the bus for the area) R - Main Street, R – Glastonbury Hunt Lane & return, L – Main Street, R - Kimberly Lane, L - Dayton Road, R - Main Street, R - Foote Road, R - Matson Hill Road, L - Woodland Street, L - Hopewell Road & return to Main Street

EAST - 1

R - Hubbard Street, L - New London Turnpike, R - Oak Street, R - Hebron Avenue, R - Marlborough Road, to Arbor Acres and turn around, L - Diamond Lake Road, R - Ash Swamp Road, L - Weir Street, R - Shoddy Mill Road, R - Manchester Road, L - Brook Street to Neipsic Road

EAST - 2

R - Hubbard Street across to Neipsic Road, L - Wickham Road, R - Candlelight Drive, L - Strickland Street, R - Hebron Avenue, R - Chalker Hill Road, R - Stanley Drive, R - Hurlburt Street, R - Manchester Road, L - Forest Lane, R - Thompson Street, R - Tollgate Road, R - Wassuc Road, R - Manchester Road, R - Chimney Sweep Hill, L - John Marshall Drive, L - Eastbury Hill Road, R - Manchester Road, L - Quarry Road, R - New London Turnpike

SOUTHEAST

L - Hubbard Street, L - Buttonball Lane, L - Farmstead Lane, R - Founders Road to Coleman Road, L - Chestnut Hill Road, R - Sunset Drive, R - Hopewell Road, R - Heather Glen, R - Leighgate Road, L - Stonepost Road, R - Olde Wood Road, R - Chestnut Hill Road, R - Hopewell Road, L - Woodland Street, L - Coldbrook Road to Mott Hill Road as far as Country Lane & return, R - Country Club Road, L - Wassuc Road, L - New London Turnpike

NORTHEAST

Bell Street at Hebron Ave, R - Bush Hill Road, R - Keeney Street, L - Howe Road, R - Manchester Road, L - Shady Hill Lane, L - Knollwood Drive to end & return (if STUDENT is on bus FOR THIS AREA, R - Woodhaven Road, L - Natchaug Drive, L - Minnechaug Drive, L - Mountain Road, R - Manchester Road, L - Shallowbrook Lane, L - Pane Drive, L - Indian Hill Trail, R - Manchester Road, L - Cedar Ridge Terrace, L - Manchester Road

**Gideon Welles School
1029 Neipsic Road
Glastonbury, CT 06033**

**Phone: 860-652-7800
Fax: 860-652-7825**

Mr. Kent Hurlburt, *Principal*

Mrs. Kimberly Herwerth, *Assistant Principal/Special Education Supervisor*

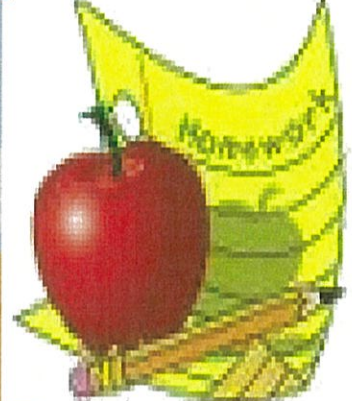


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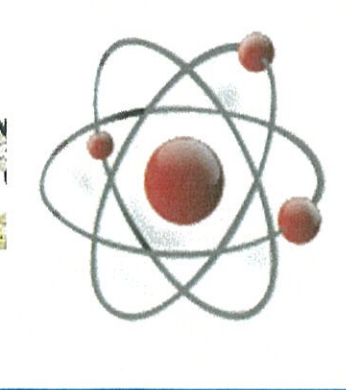
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Jenn Jennings
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Matthew Saunig

CENTRAL OFFICE ADMINISTRATION

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Dr. Scott Hurwitz, Assistant Superintendent
Kate Lund, Assistant Superintendent
Kimberly Brown, Administrator for Pupil Services
Karen Bonfiglio, Business Manager



SMS CLUBS 2024-2025



Smith After School Clubs 2024-2025

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
Advanced Rocketry Club	Giudice	Wednesday	Most Wednesdays starting in late February	Tech 1
Chamber Orchestra	Saunders	Wednesday	Every Wednesday beginning September 11 th	Music 1
Chess Club	Gowdy & Barlow	Wednesday	1st meeting is on Wednesday, Sept 18th	1305
Classics Club	de Koning	Tuesday	Once a month	1201
Costume Design Club	DelCoro	Tuesday	Meets every week starting 9/17/24	Art 3
Crochet Club	Dominioni	Monday	Every Monday After school	FCS 1
Cross Country	Rachel Peterson & Tom Cieslowski	MWF - Some T&Th	3x weekly from activity bus start date until state meet (usually first weekend in November)	Running trail/field, gym (when available if raining)
Dance Club	Reyes	Tuesday		Main gym
Debate Club	Rook	Tuesday	September 2024 - May 2025 Approximately 32-35 classroom meetings / year (2024-2025) NOTE: In addition, there will be 1 Saturday scrimmage and 3 formal debate tournaments and 1 championship. (IN PERSON). Dates: Scrimmage Oct 26 or Nov 2 Fall Tournament Dec 14 Winter Tournament Feb 22 April (Champ) Tournament April 5	1101
Discovery Math Stars	Shea-Florer	Monday & Tuesday	Sept: 9, 10, 16, 17, 23, 24, 30 Oct: 1, 7, 8, 15, (16 Wed.) 21, 22, 28, 29 Nov: 4, (6 Wed.), 11, 12, 18, 19, 25, 26 Dec: 2, 3, 9, 10, 16, 17 Jan: 6, 7, 13, 14, 21, (22 Wed.), 27, 28 Feb: 3, 4, 10, 11, 24, 25 March: 3, 4, 10, 11, 17, 18, 24, 25, 31 April: 1, 7, 8, 21, 22, 28, 29 May: 5, 6, 12, 13, 19, 20, 27, (28 Wed.) June: 2, 3—if needed	2104
Drama Club	Klin & Ingram	Monday - Friday	Get info 8/30/24	Auditorium
Drama Club -Tech Crew	Nichols, Vehlies	Monday - Friday Saturday Production	March: 17, 18, 19, 20, 21 (1.5 hr each day) March: 24, 25, 26, 27, 28 (4 hrs each day) April 1, 2, 3, 4, 5 (4 hrs each day)	Auditorium & 1105
Experience Spain	Klin	TBD	TBD	2101
French Club	de Koning or Perraud	TBD	Once a month	2110
Gay Straight Alliance	Broggini & Kastner	TBD	2x/month	1106 or 2106
<i>Guardians of The Galaxy: Peer Tutoring</i>	Wakim-Thompson	Monday	TBD - based on student need/schedules Starting September 30, 2024	2112
Jazz Band	Gowdy	Monday	1 st rehearsal w/everyone is Monday, September 23, 2024	Band room – Music 1
Los Exploradores	Villanueva & Reyes	Monday	September: 16 (Villanueva), 30 (Reyes) October: 7 (Villanueva), 21 (Reyes) November: 4 (Villanueva), 18 (Reyes) December: 2 (Villanueva), 16 (Reyes) January: 13 (Villanueva), 27 (Reyes) February: 10 (Villanueva), 24 (Reyes) March: 10 (Villanueva), 24 (Reyes) April: 7 (Villanueva), 21 (Reyes) May: 12 – Final Meeting (Villanueva & Reyes)	2310 & 2301

Smith After School Clubs 2024-2025

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
MathCounts MathCounts (Con't)	Troutman	Wednesday	Sept. 18, 25; Oct. 2, 9, 16, 23, 30 Nov. 6, 13, 20 Dec. 4, 11, 18 Jan. 8, 15, 29 Feb. 5, 12, 19, 26 March 5, 12, 19, 26 April 9, 23, 30; May 7, 14 (Dates from February 26 through May 14 are pending competition outcomes.)	1304
Model UN Club	Rook	Wednesday	1st Meeting = Wednesday, September 11, 2024 Final Meeting = Wednesday, May 21, 2025.	1101
No Place for Hate	Gertler & Garrish	Monday		2802
Quebec Club	Minnick	TBD	1st meeting date in December, January, February, March	1310
Russian Culture Club	Rook	Monday	1st Meeting – Monday, September 9, 2024 2X per month. Final club meeting date: Monday, 5/19/2025	1101, café, FCS room, gym, courtyard, outside
Science Bowl	Nichols (help w/regionals Kastner/Forcucci)	Monday	Oct. 7,21,28 Nov. 4,11,18,25 Dec. 2,9,16 Jan. 6,13,27 Feb. 3 and Feb. : Regional set up 6,7(4 hours each), 8(10 hours each)	1105
Select Chorus	Ingram	Tuesday	1-2 times per week every Tuesday with some added Wednesdays, also including <i>auditions Sep 3rd and 4th</i>	Music 2
<i>SMS Ambassadors Club</i>	Forcucci & Jacobsen	TBD	Various (depends on the season - meet more in the spring, but a few times in the fall too).	Varies... 1103 & 1108
SMS Book Club	Abbotts	Monday	September. 9, 16, 23, 30 October 7, 21, 28 November 4, 11, 18, 25 December 2, 9, 16	2102
SMS Gaming Guild	Sakal	Wednesday	Meet 1x/week	Art 4
<i>SMS Lit. Mag. Club</i>	Rodrigues, Gertler & Abbotts	Monday	November 4, December 2, January 6, February 3, March 3, April 7, May 5, May 27	1302
SMS Ski Club	Giudice/Lefkowitz	Monday	TBD	Off Site. Mt. Southington
Soccer Club	Hesseltine	Wednesday		Track Soccer field or lower fields
Student Council	Coburn	Tuesdays	Sept 10 & 24; Oct 1, 15, 29; Nov 12 & 26; Dec 10 & 17; Jan 7 & 21; Feb 4 & 25; Mar 11 & 25, Apr 8 & 22, May 13	2306
Time Traveling Techies	McGlynn	Tuesdays	Once per week or bi-weekly from September through the end of May	1303
Unified Basketball	Macchi/Hesseltine/ Cyr	Tuesday	December 10, 17 January 7, 14, 28 February 4, 11* (*Tournament Day)	Aux Gym
Unified Theater	Klin & Ingram	Monday +	Sept. 16th, 23rd, 30th Oct. 7th, 20th, 21st, 28th Nov 4th, 6th, 11th, 13th, 14th	Auditorium
Venezuelan Partnership	Villanueva	Wednesday	January: 8 (info meeting), 15 (applications due), 22 (prep meeting), 29 (prep meeting) February: 5, 12, 19, 26 March: 5, 12, 19, 26 *Additional date for Pot Luck gathering	2310
World Language Tutoring Club	Kisluk	Wednesday	October through May	1110
<i>Yearbook</i>	Nichols & Evans	TBD	TBD	TBD
Activity Bus By Street Listing				

Advanced Rocketry Club!



Are you experienced in basic rocketry or model building?
Looking to try interesting design projects with larger/ more powerful rockets?

Join the Advanced Rocketry Club with Mr. Giudice!

Additional information will be available on the daily announcements in February and on the bulletin board outside Tech 1 (Mr. Giudice's classroom).

Meetings: Most Wednesdays starting in late February



Galaxy Chamber Orchestra

The **Galaxy Chamber Orchestra** is for students who are enrolled in strings who would like to go above and beyond what we are learning in class. You must be enrolled in orchestra during the school day to join the chamber orchestra.

An audition is required to join. Auditions for the fall semester took place in April. If you are new to Glastonbury Schools, you may request a late audition by contacting the strings teacher (saundersz@glastonburyus.org) as soon as possible.

If you would like to join in the spring, there will be another round of open auditions in January. Anybody can participate in the auditions in January as long as you are enrolled in a strings class at SMS. Information will be shared on the strings Google Classroom pages.

Galaxy Chamber Orchestra meets on Wednesdays after school until about 4PM. The first meeting is on Wednesday, September 11th.

Questions? Ask Dr. Saunders at saundersz@glastonburyus.org :)



Check.....Mate!



The fame, the glory, it could
all be yours...

Come be a part of **CHESS CLUB!!**

Plus there are sometimes treats

All are welcome! Any skill level! It's FUN!

*It's a LOT of fun,
and the chess boards
are provided!*

*Play with friends!
And make new friends!*

Chess Club google classroom code: **gfr6sxe**



Our first meeting will be Wednesday, Sept 18th in Room 1305!

Come to SMS Classics Club!

Open to all Smith students

Meetings will take place once a month

from 2:45-3:45pm in room 1201

Interested? Join our Google Classroom:[aew2qpj](#)

Questions? E-mail the advisor Mrs. de Koning:
dekoninga@glastonburyus.org



Learn about classical topics, such as
mythology, ancient Roman and
Greek culture and history,
Latin and Greek languages.
How does it all relate to us?

Costume Design Club

With Mr. DelCoro

Every Tuesday (starting 9/17)

This is a great opportunity to experience first-hand the role a Designer plays in a theatrical production!

In this club you will:

Learn about and contribute to the creative process of a Costume Designer* from start to finish, including:

- Script reading and analysis
- Character and clothing research
- Collaborate with Director, Music and Choreography Director, Set Designer, etc
- Sketching your designs
- Costume construction and sewing, including clothing, headpieces, masks, and props.
- Fittings with actors
- (If you choose) Costume Crew for the production

Each student who commits to the club will get to design and construct the costumes for at least 1 character in the Smith Middle School's Spring production!

Sign up on Mr. Del Coro's Door (Art Room 3) or contact him at: delcoroc@glastonburyus.org

*Mr. DelCoro has 20 years' experience as a Costume Designer for theater, film, television, dance, opera, and magazine work



Crochet Club

MONDAYS AFTER SCHOOL IN FCS1

**Join us to make a small crochet project!
Bring a friend while we make a small
crochet items. Signups will be posted
outside of room FCS
See Ms Dominioni for More details!**



SMS CROSS COUNTRY REGISTRATION IS OPEN

ALL SIGN UP INFORMATION AND LINKS ARE ON THE SMITH CROSS COUNTRY WEBSITE- THE LINK IS ON CLUBS AND ACTIVITIES PAGE. YOU CAN USE THIS DIRECT LINK IF YOU WISH: <https://sites.google.com/glastonburyus.org/sms-xc-home>



This year the club meets on Monday, Wednesday and Friday at the trail entrance and surrounding areas. It is expected that when attendance is not possible that it is communicated with the coach ASAP. **1st practice will be September 9th and will run through the 1st week of November.**
Late registration will be allowed to September 30.

This is a learning and participation running club for students to have fun and improve their running skills and endurance. All levels of runners are welcome from the beginner to the more advanced runner.
We hope that you will join us!

Registration including physical must be completed before a student can practice. The school nurse is **NOT ABLE** to provide student physicals.

Dance For ALL



**ALL EXPERIENCE LEVELS WELCOME!
SALSA, HIP HOP, K-POP AND MORE!**

**WHO? 7TH AND 8TH GRADERS
WHEN? TUESDAYS, 2:35-3:35PM AT ROOM 2301
ADVISOR? SEÑORA REYES
INTERESTED? SIGN UP AT ROOM 2301!**



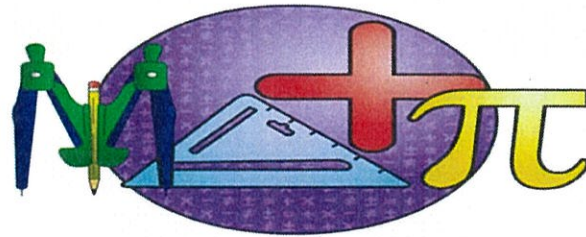
SMS Debate Team

with Mr. Rook (2024-2025 Season)

- Learn to *research significant & contemporary issues* facing our society, community, country and world. 😊
- Learn how to *formulate and argue a position* on any given issue or topic. 😊
- Engage in *respectful / informed debate* with your peers and improve your *argumentation and public speaking skills*. 😊
- **Compete** with other CT middle school debaters at in-person tournaments (total = 4) 😊
 - 1st event is a scrimmage/tournament. Date is still TBD (either Oct. 26 or Nov. 2) - Actual motion/topic is also TBD.

😊 **1st DEBATE TEAM MEETING** 😊

Tuesday, September 10, 2024
in Room 1101.



DISCOVERY MATH STARS

a Team Discovery afterschool club
designed to help you SOAR in your Math class

Who? Students on Team Discovery

When? Mondays and Tuesdays 2:40-3:40
Come every week or come as needed

Where? Room 2104

What? Work with student math tutors and Mrs. Florer
TO:

- Complete homework together
- Practice and relearn any concepts that need revisiting
- Prepare for upcoming assessments
- Retake formative assessments as needed
- Pre-learn upcoming concepts

Why? Practice + Preparation = Confidence + Success

Drama Club



Come be a star!

SMS Drama Club will hold a pre-audition meeting in November.

Auditions will be Dec. 13 or 16 depending on the role you are auditioning for.

Tech Crew not needed until after Feb Break.

Our spring production is April 4 & 5.

Please see Mrs. Klin (2101), Mrs. Ingram (Music 2) or the drama club google classroom for more information starting in November.

Drama Club

TECH CREW

Looking for interested students to
help behind the scenes:

Lighting

Sound

Props

Curtains

Costumes

Set designers

Artists

Coming March & April

Applications will be required since we only
have 25 positions available

Experience **Spain** Club



See what it's like to walk the cobblestone streets, sample traditional tapas, dance the flamenco, and explore cathedrals of Salamanca, Spain!



Here's a peek at what you'll see...

- Traveling
- Food
- Cultural Activities
- History of Salamanca
- Literature
- Host Families
- Spanish Immersion Classes

For more information, visit the Glastonbury Public Schools World Language Website at:

<https://www.glastonburyforeignlanguage.org/exchanges/spanish-immersion> or contact: Sra. Klin at klink@glastonburyus.org



This club is open ONLY to 8th grade students participating in the Spanish Immersion Program in Salamanca, Spain, February 14-22, 2025

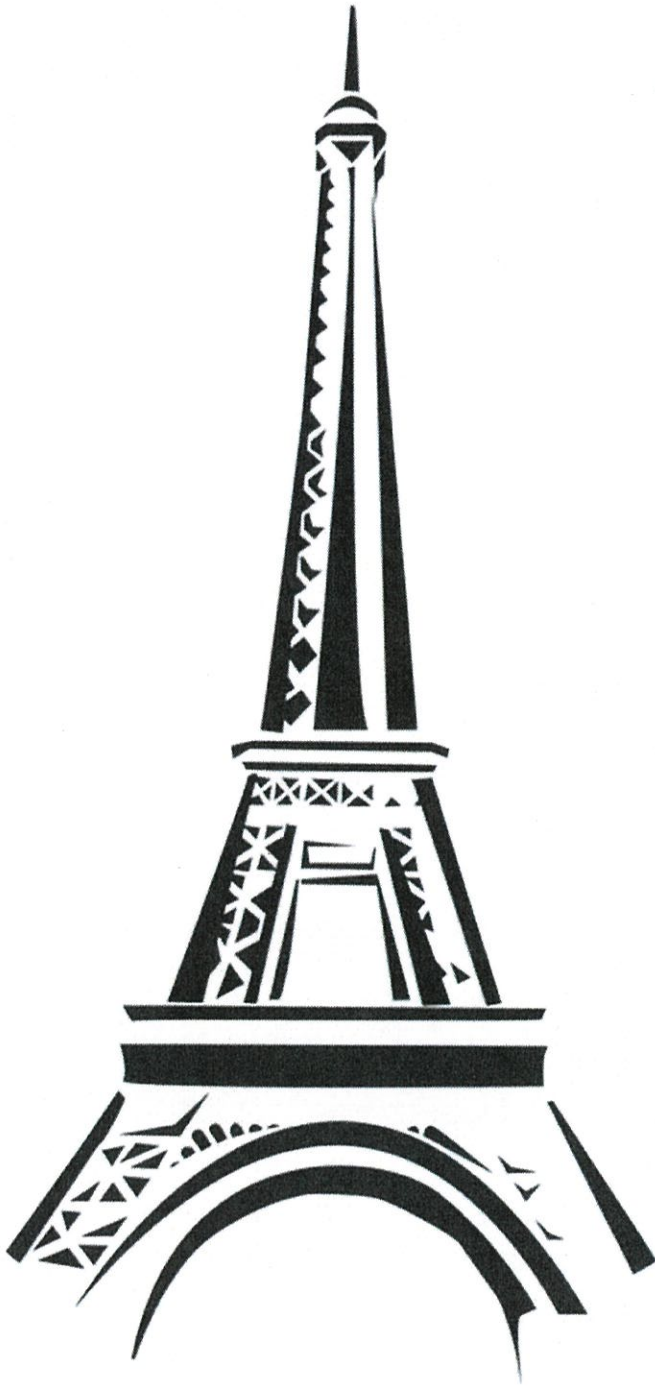
**Learn more about the
culture of the French speaking world...**

*join the
FRENCH CLUB!*

Interested?

E-mail Madame de Koning at
dekoninga@glastonburyus.org

or Madame Perraud at
perraudc@glastonburyus.org



**The club is open to all
Smith students, even if you
do not take French!
Meetings will be held once a
month in room 2110
after school.
Meeting dates and sign-ups
will be announced on the
student bulletin**

COME JOIN US! ALL ARE WELCOME!



The Gay Straight Alliance will meet 1-2 times per month. All are welcome to attend and bring a friend! The Gay Straight Alliance will play games, discuss social issues and school climate, and plan events. If you have any questions, please see Mr. Kastner or Dr. Broggin

Stop by in 1106 for a meeting to see what we're about!

Hope to see you there!





SMITH MIDDLE SCHOOL

Galaxy Fall Jazz Band

Do you love playing jazz, rock, blues, and other styles of music on your instrument? Yes?! Then come be a part of our Galaxy Jazz Band!

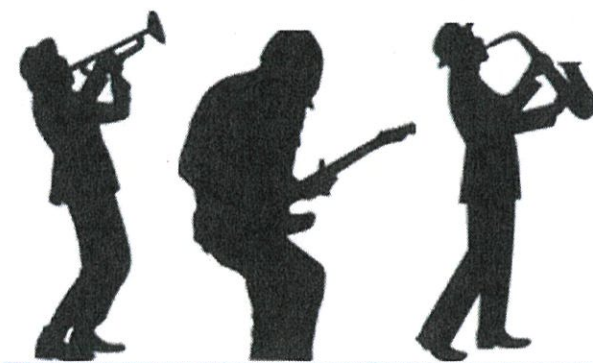
Who Can Join? Any band instrumentalist can audition...that's right, ANY instrument! We are also looking for guitar, bass guitar, drum set players, and piano players as well. Those instruments will need to sign up to stay after to audition.

When are auditions? Auditions will be held in class for band students on 9/16 and 9/17 (9/18-9/19 if needed). Auditions will be *after school* for drums, piano, guitar, and bass guitar on Sept 16th & 17th. Please sign up for an audition slot outside the band room (music can be found there as well) *Not all students who audition will make the group. If you make the group, it is also expected that you audition for Eastern Regions in December!*

Rehearsals: After school on most Mondays from 2:45-3:35pm. Our FIRST rehearsal with everyone is Monday, **September 23, 2024**

Performances: We will perform at the December 3rd instrumental concert, Wolf Pack, Yard Goats, Jazz Day... and more, stay tuned!

Questions? Stop by the band room and ask Mr. Gowdy or email him at gowdym@glastonburyus.org



Dates for Fall Semester 1 Jazz Band

Monday, Sept. 16 - Rhythm Section Auditions (drums/Guitar/Piano/Bass)

Monday, Sept. 23 - Jazz Band Rehearsal, 2:45-3:35 **(FIRST REHEARSAL!)**

Monday, Sept. 30 - Jazz Band Rehearsal, 2:45-3:35

Monday, Oct. 7 - Jazz Band Rehearsal, 2:45-3:35

Monday, Oct. 14 - No School (Indigenous People's Day)

Monday, Oct. 21 - Jazz Band Rehearsal, 2:45-3:35

Monday, Oct. 28 - Jazz Band Rehearsal, 2:45-3:35

Monday, Nov. 4 - Jazz Band Rehearsal, 2:45-3:35

Monday, Nov. 11 - Jazz Band Rehearsal, 2:45-3:35

Monday, Nov. 18 - Jazz Band Rehearsal, 2:45-3:35

Monday, Nov. 25 - Jazz Band Rehearsal, 2:45-3:35

Monday, Dec. 2 - Jazz Band Rehearsal, 2:45-3:35

Tuesday, Dec. 3 - Winter Concert Performance! 7pm

Saturday, Dec. 7th - E. Region Auditions

Monday, Dec. 9 - Jazz Band Rehearsal, 2:45-3:35

Monday, Dec. 16 - Jazz Band Rehearsal, 2:45-3:35

Tuesday, Dec. 17 - Tour of Schools Performance (during school day)

Monday, Jan. 6 - Jazz Band Rehearsal, 2:45-3:35

Sunday, Jan 12 - WOLF PACK PERFORMANCE @ 5pm

Monday, Jan 13 - Jazz Band Rehearsal, 2:45-3:35pm

LOS EXPLORADORES



This club is open to all who would like to participate. You do not need to be a Spanish student.

Come explore different components of the Spanish-speaking world with us!!

We will experience...

- music/dance
- arts/crafts
- foods
- games
- ...and so much more!



*Meetings in 2310 with Sra. Villanueva
or 2301 with Sra. Reyes*

MEETINGS ARE CURRENTLY SCHEDULED FOR THE FOLLOWING WEDNESDAYS:

September 16 & 30, October 7 & 21, November 4 & 18, December 2 & 16,
January 13 & 27, February 10 & 24, March 10 & 24, April 7 & 21, May 12

Please pay attention to morning announcements & student bulletins for updates



MATHCOUNTS[®]

COMPETITION SERIES

EST. 1983

Do you enjoy math
and problem solving?
If yes, then this club is for you!

Sign up to our Google Classroom if you are
interested in joining with code:

nidneyp

When?	Wednesdays after school starting September 18, 2024
Where?	Room 1304 (Mr. Eller's classroom)
Why?	To prepare for some competitions within SMS and against other schools
Why else?	To have fun!
What to bring?	Your calculator, your mind, and an eager attitude!

Please contact Mrs. Troutman if you have any questions:
troutmand@glastonburyus.org



Model
United
Nations

MODEL UN CLUB

with Mr. Rook (weekly on Wednesdays after school)

- Participate in Model UN Conferences with students from CT and potentially the US and abroad!
- Learn about significant world issues and affairs!
- Learn about the United Nations, diplomacy and international relations!
- Learn how to formulate a position on an issue and argue it.
- Engage in intellectual debate and practice your public speaking skills.



FIRST MEETING

Wednesday, 9/11/2024 Room 1101



Québec Club

*Learn about Quebecois culture, history, and language
with*

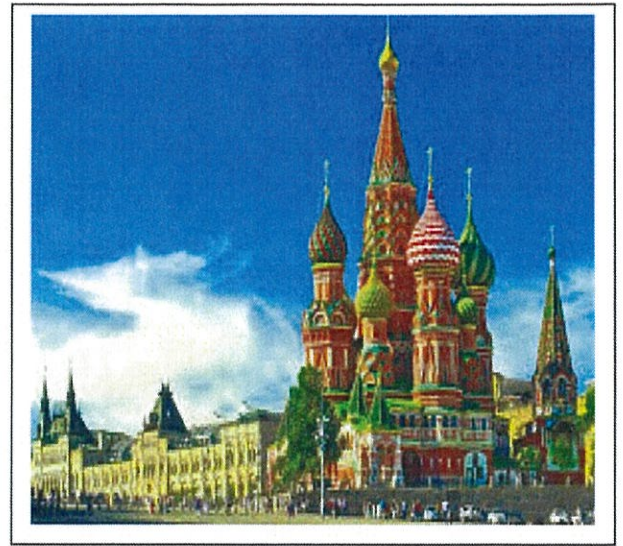
Monsieur Minnick in room 1310

(open to all students)

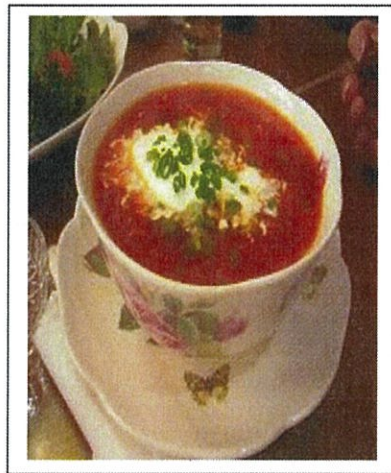
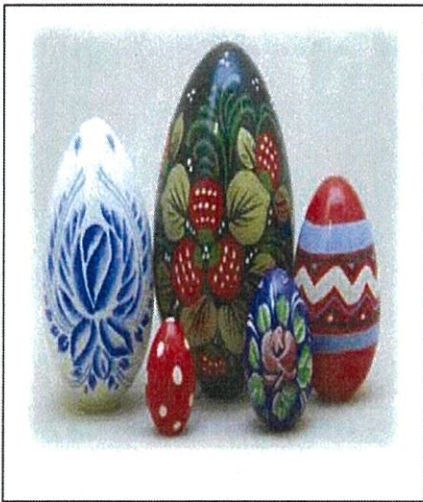
Club Meeting Dates and Activities:

- December – Watch a Quebecois film!
- January – Train to be a tourist!
- February – Quebec Trip Reunion Party (travelers only)
- March – Play a trivia game!

Russian Culture Club

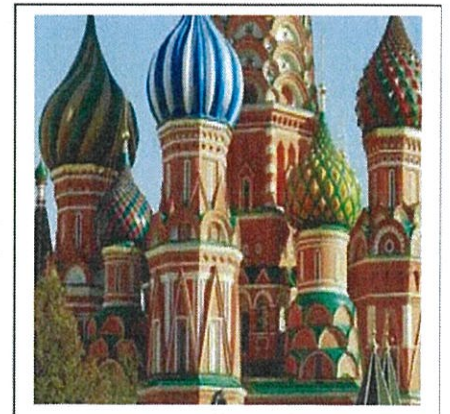
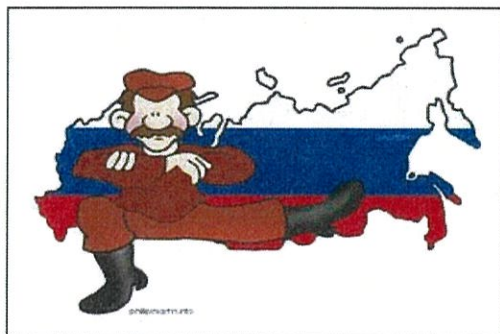


2024-2025



- Cooking
- Crafts
- Games

2X / Month - Monday after school
with Ivan Ivanovich (Mr. Rook)
1st Meeting - 9/9/2024 - Room 1101



Science Bowl

Do you enjoy science? Are you good at math? We have the club for you! The National Middle School Science Bowl is an event which encourages students to get involved in science and math activities. We will help provide enrichment in both areas so that we can compete against other middle schools in the area. The competition is academic based and each team of 4 students answer questions as fast as they can (like Jeopardy). We can only register 2 teams of 5, so you must commit to the weekly meetings. At each meeting we will review concepts, provide study material and sometimes give quizzes on selected topics. Weekly statistics will be recorded to assist with selecting team members for competition. Since the competition is in February, we will meet each Monday after school in room 1105.

Email Mrs. Nichols

for more details

nicholss@glastonburyus.org

Mondays

October—February

Sat. February 8th (competition)

Love to sing?




Select Chorus

Select Chorus is an auditioned group that meets every Tuesday from 2:35-3:40 to rehearse advanced repertoire. Select chorus performs at several “gigs”, including the Yard Goats, a 6 Flags vocal competition, the Veteran’s Day Ceremony, and a Gideon Welles tour, to name a few.

**Students must be registered for chorus in order to participate in Select Chorus.*





SMS Book Club

Attention, readers!
**Make new friends as you
meet to select titles, read,
snack, and talk BOOKS!**

Meeting Mondays @ 2:45

beginning 9/9

Room 2102 with Ms. Abbotts



**Smith Middle School
Gaming Guild**

First Meeting



**Sept. 11,
2024**

**2:45-3:45
PM**

Art Rm 4

Come Join the Smith Middle School Gaming Guild to learn all about Dungeons and Dragons, Magic the Gathering, and lots of other tabletop role playing games too!



The Smith Ski Club is fun and exciting!



The SMS ski club is planning trips after school this winter in January and February.

Be sure to listen to the AM/PM announcements for our late fall meetings where you will learn about:

- *All of the dates and locations of our trips
- *Club rules and requirements
- *Equipment and skill requirements

Have other questions?

Feel free to email Mr. Giudice or Mr. Lefkowitz anytime.

Information will also be posted on the bulletin board outside Mr. Giudice's room (Tech 1).

Show Your School Spirit....come...join...

STUDENT COUNCIL



First Meeting: September 10th

Location 2306

2:45 PM - 3:30 PM

Who: 7th and 8th Graders

What: Develop Leadership Skills
Promote School Spirit
Work as Part of a Team

When: Sept 10 & 24; Oct 1, 15, 29; Nov 12 & 26; Dec 10 & 17; Jan 7 & 21;
Feb 4 & 25; Mar 11 & 25, Apr 8 & 22, May 13

Where: Room 2306

Why: It's Fun!!

Any Questions, please contact Ms. Coburn at: coburnm@glastonburyus.org





Help bring the 18th century into the 21st century by joining the Time Traveling Techies!

- ◆ Receive training to become a tour guide at the Welles Shipman Ward House and the Green Cemetery.
- ◆ Participate as an assistant tour guide during the 5th grade tours at the Welles Shipman Ward House and the Green Cemetery.
- ◆ Use iPads to create interactive content showcasing life in the 18th century.
- ◆ Help create a virtual tour of the Welles Shipman Ward House.
- ◆ Participate in important events at the Welles Shipman Ward House.

The club will meet on Tuesdays in Mr. McGlynn's room 1303. If you are interested or would like more info, please stop by or email Mr. McGlynn.

Unified Basketball!

Dear Athletes and Partners,

Thank you for your interest in **Unified Basketball!** We are very excited for another great season. We know that the winter season can be very busy, so we have listed the dates below. The season begins on December 10th. You must wear sneakers and bring water to every practice. We are looking for partners and athletes who are dedicated to practicing with the team every week. Your attendance is very important so please make sure you check your calendars and make sure you're able to commit to our team. We can only take a certain amount of students so get your forms in quickly!

Be sure to join our [Unified Basketball Google Classroom!](#) That is where we post all of the important information regarding our team.

[Our Google Classroom Code is](#) **cfxp2b4**

Practices and Tournament dates are as follows:

Tuesday, December 10, 2024

Tuesday, December 17, 2024

Tuesday, January 7, 2025

Tuesday, January 14, 2025

Tuesday, January 28, 2025

Tuesday, February 4, 2025

Tournament - Tuesday, February 11, 2025

Please hand in your forms to Mr. Macchi or the main office by Wednesday, November 27, 2024. Make sure to join our [Google Classroom](#). We look forward to seeing you on the court!

Thank you,
Mr. Macchi, Ms. Hesseltine, and Mrs. Cyr



{ spotlight on ability }



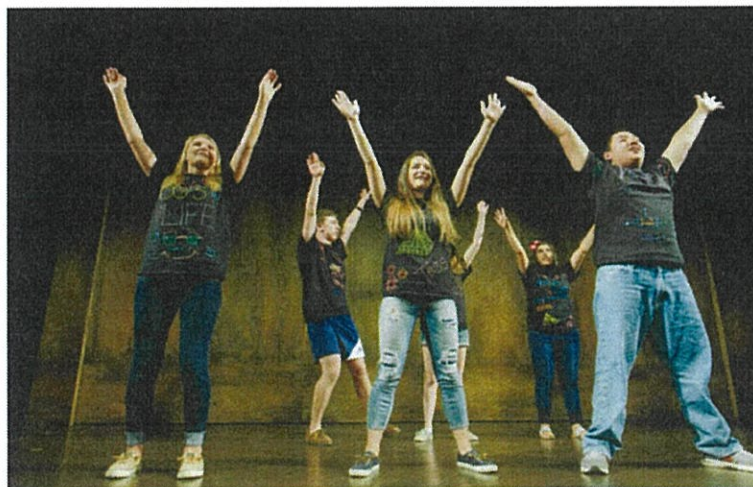
UNIFIED theater

Calling all students who love to act, sing, and/or dance!!! This club is for you! In Unified Theater, young people with and without disabilities, of all backgrounds, come together as equals to put on a production. The production is entirely organized, written, and directed by the students themselves!

ALL ARE WELCOME IN THIS CLUB, regardless of experience!

Unified Theater will meet each Monday from 2:45-3:40 in the auditorium. Our first meeting will be **September 16th** and will culminate with an evening performance on Thursday, November 14th.

Any students interested in being leaders of this club should contact Mrs. Ingram (ingramk@glastonburyus.org) or Mrs. Klin (klink@glastonburyus.org).





VENEZUELAN PARTNERSHIP

This club partners students from Smith Middle School with students from Colegio Integral El Ávila (Caracas, Venezuela) for their 4-week stay in CT.

This club runs January through March.



There are several ways to be involved:
Hosts, Alternates, Greeters, and Friends!
(Participants must be 7th Grade students.)

An informational meeting with all the details will be held in early January. If you have any questions before that meeting, please feel free to reach out to: Señora Villanueva (Room 2310)



**COLEGIO INTEGRAL
EL AVILA**





GHS World Language Honor Society Tutoring Club



**WHO: SMS Students of Spanish, French,
Russian and Chinese**

WHAT: Extra help in the target language

WHERE: Room 1110

WHEN: Wednesdays - October through May

**WHY: To get homework help and improve your
language skills**

ADVISOR: Mrs. Kisluk

Activity Bus by Street		
Acorn Ridge Road 6073	South	
Addison Pond Road 6033	North	
Addison Road 6033	North	
Applewood Lane 6033	Southeast	East 2
April Drive 6033	North	
Arbutus Trail 6033	East 1	
Arrowhead Drive 6033	South	
Ash Swamp Road 6033	East 1	
Aspen Drive 6073	East 2	
Augusta National 6033	Northeast	
Backland Road 6073	South	
Bader Lane 6033	Northeast	
Bailey Street 6033	East 1	
Baldwin Lane 6033	Southeast	East 2
Bantle Road 6033	North	
Barrington Way 6033	North	
Barry Lane 6033	North	
Bates Lane 6033	North	
Bayberry Road 6033	Northeast	
Beechwood Lane 6073	South	
Bell Street 6033	Northeast	
Belle Woods Drive 6033	Northeast	
Bellridge Road 6033	Northeast	
Belltown Road 6073	South	
Benton Lane 6033	East 1	
Bidwell Street 6033	East 2	
Birch Mountain Road 6033	East 1	
Birch Trail 6033	East 1	
Bittersweet Lane 6073	South	
Blue Hills Trail 6033	East 1	
Blueberry Lane 6073	South	
Bluff Point Road 6073	South	
Boulder Circle 6033	Southeast	
Boxwood Lane 6033	North	
Braeburn 6033	Northeast	
Breeds Hill Road 6033	Southeast	
Brentwood Drive 6033	East 1	
Brewster Road 6033	North	
Briarwood Drive 6033	Northeast	
Bridlepath Lane 6033	East 2	
Brittany Road 6033	Southeast	East 2
Broad Moor 6033	Northeast	
Broadleaf Circle 6033	East 2	
Brook Street 6033	East 1	

Brookfield Drive 6033	South	
Brookhaven Drive 6033	Northeast	
Brookview Drive 6033	Northeast	
Buckingham Drive 6033	East 1	
Bunker Hill Road 6033	Southeast	
Burning Tree 6033	Northeast	
Butler Drive 6033	East 1	East 2
Butternut Drive 6033	North	
Buttonball Lane 6033	Southeast	
Cambridge Drive 6033	North	
Candlelight Drive 6033	East 2	
Candlewood Road 6033	North	
Canione Road 6033	South	
Cardinal Lane 6033	Northeast	
Carini Road 6073	South	
Carriage Drive 6033	Southeast	
Carriage Drive, East 6033	Southeast	
Cart Road 6033	Southeast	
Carter Lane 6033	North	
Cattail Road 6033	North	
Cavan Lane 6033	East 1	
Cedar Ridge Drive 6033	Northeast	
Cedar Ridge Terrace 6033	Northeast	
Chalker Hill 6033	East 2	
Chamberlain Lane 6073	South	
Chapman Drive 6033	East 1	
Charlton Drive 6073	East 2	
Chase Hollow Lane 6033	East 1	
Chatham Hill Road 6073	South	
Checkerberry Drive 6033	North	
Chelsea Road 6073	East 2	
Chestnut Hill Road 226-end	Southeast	
Chestnut Hill Road 0-225	South	
Chestnut Hill Terrace 6033	Southeast	
Chimney Sweep Hill Road 6033	East 2	
Church Hill Road 6033	East 1	
Cider Mill Road 6033	East 2	Southeast
Clark Hill Road 6073	South	
Clinton Street 6033	North	
Clove Hill Road 6033	Northeast	
Coach Road 6033	Southeast	
Cobblestone Road 6033	East 2	
Coldbrook Road 6073	Southeast	
Coldspring Xing 6073	East 2	
Coleman Road 6033	Southeast	
Colony Circle 6033	East 2	
Colton Road 6033	East 2	

Coltsfoot Circle 6033	North	
Concord Street 6033	North	
Conestoga Way 6033	East 2	Southeast
Coop Road 6033	East 1	
Cooper Drive 6033	North	
Copley Road 6073	Southeast	
Coralberry Lane 6033	North	
Cortland Lane 6033	East 2	Southeast
Cotswold Close 6033	Southeast	
Cotton Hollow Road 6073	South	
Country Club Road 0-220	Southeast	
Country Club Road 221-end	South	
Country Lane 6073	Southeast	
Courtney Circle 6033	East 2	Southeast
Cranesbill Drive 6033	East 1	
Crescent Road 6033	East 2	Southeast
Crestdale Road 6033	East 1	
Cricket Lane 6033	East 1	
Crosby Road 6033	East 2	
Crossroads Lane 6033	North	
Crystal Ridge 6073	South	
Curtis Road 6033	South	
Cutter Lane 6033	Southeast	
Dayton Road 6073	South	
Dean Drive 6073	South	
Deerfield Drive 6033	North	
Delmar Road 6033	East 2	
Deming Road 6033	North	
Denslow Road 6033	North	
Di Bella Lane 6033	South	
Diamond Lake Road 6033	East 1	
Dickau Court 6033	North	
Dickinson Road 6073	Southeast	
Dogwood Lane 6033	Northeast	
Douglas Road 6033	North	
Drumlin Road 6073	South	
Duck Pond Road 6033	North	
Dug Road 6073	South	
Dutton Place Way 6033	East 1	
Duxbury Lane 6033	North	
Carriage Drive 6033	East 2	Southeast
Chimney Sweep Hill Road 6033	East 2	
E Lake Shore Trail 6033	East 1	
E Opal Drive 6033	North	
Eastbury Hill Road 6033	East 2	
Echo Lane 6073	South	
Edgewood Lane 6033	East 2	

Elm Tree Road 6033	South	
Empress Lane 6033	East 1	
Evergreen Lane 6033	Southeast	
Fairfield Lane 6033	East 1	
Fairlawn Road 6033	East 2	
Fairview Terrace 6073	South	
Fairway Xing 6033	Northeast	
Falcon Lane 6033	East 1	
Fallview Drive 6033	South	
Farmcliff Drive 6033	Southeast	
Farmstead Lane 6033	Southeast	
Fawn Run 6033	Southeast	
Feldspar Ridge 6033	East 2	Southeast
Fern Street 6033	East 1	
Ferry Lane 6073	South	
Fieldstone Drive 6073	Southeast	
Firethorn Drive 6033	North	
Fisher Hill Road 6033	East 2	
Foote Road 6073	South	
Forest Lane 6033	East 2	
Founders Road 6033	Southeast	
Fox Den Road 6033	Southeast	
Francis Drive 6033	East 1	
Franklin Lane 6033	East 2	
Freedom Way 6033	East 1	
Full Circle 6033	North	
Garland Drive 6033	North	
Gates Farm Road 6033	Southeast	
Gayfeather Lane 6033	North	
Georgetown Drive 6033	East 2	
Gideon Lane 6033	Northeast	
Glastonbury Boulevard 6033	North	
Glastonbury Hunt Lane 6073	South	
Glazier Drive 6073	South	
Glenwood Road 6033	East 1	
Goodale Hill Road 6033	East 2	
Goodrich Road 6033	East 2	
Grandview Drive 6033	East 2	
Granite Road 6033	East 2	
Great Pond Road 6073	South	
Great Swamp Road 6033	North	
Green Briar 6033	Northeast	
Greenwood Place 6073	East 2	
Greentree Drive 6033	East 2	
Gregory Hill Drive 6033	East 2	
Grey Rocks Court 6033	East 2	
Grindle Brook Road 6073	South	

Grist Mill Road 6033	East 2	
Griswold Street 6033	North	
Grouse Hill Road 6033	East 1	
Grove Street 6033	North	
Hale Road 6033	East 2	Southeast
Hampshire Drive 6033	East 2	Southeast
Hampton Court 6073	South	
Hanover Fields Road 6033	Southeast	
Hardin Lane 6033	South	
Harris Street 6033	North	
Harvest Lane 6033	East 1	
Hawthorne Mead Dr.	East 1	
Heather Glen Road 6033	Southeast	
Hebron Avenue 6033	East 1	
Hemlock Hill Drive 6033	East 1	
Heritage Drive 6033	Northeast	
Heywood Drive 6033	North	
Hi-Gate Farms Road 6073	South	
Hickory Drive 6073	South	
High Street 6073	South	
High Wood Drive 6073	East 2	
Highmead Trail 6033	Southeast	
Highridge Road 6073	South	
Hill Street 6033	East 1	
Hillcrest Road 6033	South	
Hillstown Road 6033	North	
Hilltop Trail 6033	East 1	
Hitching Post Lane 6033	East 2	Southeast
Hollis Lndg 6033	East 2	Southeast
Hollister Way N 6033	South	
Hollister Way S 6033	South	
Hollister Way W 6033	South	
Holly Lane 6033	North	
Holmes Road 6033	South	
Homestead Drive 6073	East 2	Southeast
Hope Lane 6033	Northeast	
Hopewell Hts 6073	South	
Hopewell Road 6073	South	
Horizon Lane 6033	East 1	
House Street 6033	North	
Howe Road 6033	Northeast	
Hubbard Drive 6033	South	
Hubbard Run 6033	South	
Hubbard Street 6033	South	
Hunter Lane 6033	Northeast	
Huntingridge Drive 6073	Southeast	
Hurlburt Street 6033	East 2	

Imperial Drive 6033	East 1	
Indian Hill Trail 6033	Northeast	
Island Green 6033	Northeast	
Jacques Lane 6073	Southeast	
Jamestown Court 6033	East 2	
Jasmine Rd 6033	East 1	
Jeremiah's Way 6073	Southeast	
John Marshall Drive 6033	East 2	
Johnny Cake Lane 6033	East 2	
Jonathan Trail 6033	East 1	
Juniper Lane 6033	East 2	
Juniper Lane W 6033	East 2	
Karen Lee Road 6033	East 2	
Keeney Street 6033	Northeast	
Kelsey Lane 6033	East 1	
Kenneth Drive 6033	North	
Kettle Pond Drive 6073	South	
Kimberly Lane 6073	South	
Kingsbury Lane 6033	North	
Kingswood Drive 6073	East 2	
Kinne Road 6033	East 2	Southeast
Knob Hill Road 6033	Southeast	
Knollwood Drive 6033	Northeast	
Kongscut Valley Trail 6033	East 1	
Kreiger Lane 6033	East 1	
Laddyslipper Lane 6033	Northeast	
Lake Shore Trail 6033	East 1	
Lakewood Circle 6073	South	
Lakewood Road 6073	South	
Larkspur Lane 6033	North	
Laurel Trail 6033	East 1	
Lazy Valley Road 6033	East 2	
Ledgewood Drive 6033	Southeast	
Leigh Gate Road 6033	Southeast	
Lenox Drive 6033	East 2	
Lenti Terrace 6033	Southeast	
Lexington Road 6033	North	
Liberty Drive 6073	East 2	
Lincoln Drive 6033	East 2	
Linden Street 6033	North	
Lindsay Lane 6033	North	
Line Street 6033	Northeast	
Little Acres Road 6033	South	Southeast
Long Hill Drive 6033	North	
Lookout Lndg 6033	East 1	
Macintosh Lane 6033	East 1	
Madison Road 6033	North	

Main Street 6073, 0-2099	South	
Main Street 6073, 2100-end	North	
Mallard Drive 6033	South	
Manchester Road 6033	East 2	Northeast
Maple Street 6033	South	
Margaret Lane 6033	Northeast	
Marilyn Drive 6033	Southeast	
Mark Drive 6033	Southeast	East 2
Marlborough Road 6033	East 1	
Martin Terrace 6033	East 1	
Matson Hill Road 6073	South	
Meadow Road 6033	South	
Meadowrue Drive 6033	North	
Medford Street 6033	North	
Melrose Street 6033	North	
Milestone Drive 6033	North	
Mill Street 6033	North	
Miller Road 6033	East 2	
Millstone Road 6033	East 2	
Minnechaug Drive 6033	Northeast	
Mockingbird Lane 6033	Northeast	
Monaco Lane 6033	East 2	
Montano Road 6033	Southeast	East 2
Morgan Drive 6033	South	
Moseley Terrace 6033	Southeast	
Mott Hill Road 6073	Southeast	
Mountain Road 6033	Northeast	
Mountain View Road 6033	East 2	
Murray Drive 6073	South	
Nanel Drive 6033	North	
Natchaug Drive 6033	Northeast	
Naubuc Avenue 6033	North	
Needletree Lane 6033	East 2	
Neipsic Road 6033	East 2	
New London Tpke 6033 0-999	North	
New London Tpke 6073 1000-end	Southeast	East 2
Newberry Lane 6033	North	
Newell Lane 6033	Southeast	
Newgate Drive 6033	East 2	
Nicole Drive 6073	Southeast	
Norman Drive 6033	North	
Northview Drive 6033	South	
Nuthatch Knob 6033	North	
Nutmeg Lane 6033	East 1	
Nye Road 6033	North	
Oak Street 6033	East 1	
Oakwood Drive 6033 off Neipsic	East 2	

Old Farms Road 6073	Southeast	
Old Hebron Road 6033	East 1	
Old Maids Lane 6073	South	
Old Manchester Road 6033	East 2	
Old Musket Road 6033	Southeast	
Old Reservoir Road 6033	Northeast	
Old Trail Road 6033	North	
Olde Stage Road 6033	Southeast	
Olde Village Road 6033	Southeast	
Olde Wood Road 6033	Southeast	
Opal Drive 6033	North	
Orchard Lane 6033	South	
Orchard St	East 1	
Overlook Road 6033	South	
Overshot Drive 6073	South	
Owens Lane 6033	East 1	
Oxbow Drive 6033	East 1	
Oxford Drive 6033	North	
Paddock Lane 6073	Southeast	
Palisade Terrace 6033	South	
Pane Drive 6033	Northeast	
Park Place 6073	South	
Parker Ter Exd 6033	North	
Parker Terrace 6033	North	
Partridge Lndg 6033	East 1	
Pasture la 6073	South	
Paxton Way 6033	Southeast	East 2
Peach Tree Lane 6033	South	
Peach Tree Road 6033	South	
Pearl Street 6033	North	
Pease Lane 6073	South	
Pebble Bch 6033	Northeast	
Pennywise Lane 6033	Southeast	
Penwood Xing 6033	East 1	
Pepperbush Lane 6033	North	
Periwinkle Lane	North	
Persimmon Lane 6033	North	
Pheasant Xing 6033	East 1	
Pilgard Lane 6033	Southeast	East 2
Pine Hurst 6033	Northeast	
Pine Tree Lane 6033	South	
Pinemeadow Drive 6033	East 2	
Pinnacle Rd 6033	East 1	
Pippin Drive E 6033	Southeast	East 2
Pippin Drive W 6033	Southeast	East 2
Plank Lane 6033	East 1	
Point Road 6033	North	

Pond Circle 6033	East 1	
Pound Foolish Lane 6033	Southeast	
Pratt Street 6033	North	
Princeton Lane 6033	North	
Prospect Street 6033	North	
Purtill Street 6073	South	Southeast
Pyquag Lane 6033	Northeast	
Quail Run 6033	East 1	
Quarry Road 6033	East 2	
Querido Drive 6033	North	
Quincy Road 6033	East 2	
Rambling Brook Lane 6033	East 1	
Rampart Drive 6033	Southeast	
Randolph Drive 6033	Southeast	
Rankin Road 6033	North	
Raymond Road 6073	South	
Red Hill Drive 6033	South	
Redbud Lane 6033	North	
Redwood Lane 6073	East 2	
Revere Lane 6033	Southeast	
Ridge Road 6033	East 1	
Ridgecrest Road 6033	Northeast	
Ridgewood Road 6033	South	
Ripley Road 6033	North	
Risley Road 6033	North	
Riverview Road 6033	South	
Robin Road 6033	Southeast	
Rolling Hills Drive 6033	East 2	
Roser Road 6033	East 2	
Rosewood Drive 6033	East 1	
Ruff Circle 6033	North	
Russet Road 6033	Southeast	East 2
Sachem Drive 6033	East 2	
Saddle Ridge Road 6033	Northeast	
Salem Court 6033	North	
Salmon Brook Drive 6033	North	
Sand Hill Lane 6033	East 2	
Saw Mill Road 6073	South	
School Street 6033	North	
Sea Is 6033	Northeast	
Shady Hill Lane 6033	Northeast	
Shagbark Road 6033	Northeast	
Shallowbrook Lane 6033	Northeast	
Shelburne Way 6033	East 1	
Shelly Lane 6033	North	
Sherman Road 6033	South	
Sherwood Drive 6033	Southeast	

Shipman Drive 6033	Southeast	
Shoddy Mill Road 6033	East 1	
Short Circle 6033	North	
Skyview Drive 6033	North	
Slater Road 6033	East 1	
Smithbrook Terrace 6033	East 2	Southeast
Snowberry Lane 6033	North	
Somerset Road 6033	Northeast	
Southgate Drive 6073	South	
Southpond Road 6073	South	
Spring Street 6033	North	
Spring Street Ext 6033	North	
Springbrook Drive 6033	North	
Springside Trail 6033	East 1	
Spruce Lane 6033	Northeast	
St Andrews 6033	Northeast	
Stallion Drive 6033	Northeast	
Stancliff Road 6033	Southeast	
Stanley Drive 6033	East 2	
Staples Lane 6033	East 2	
Starview Drive 6033	East 1	
Steep Hollow Drive 6033	Southeast	
Stevens Lane 6033	South	
Stockade Road 6073	South	
Stonecress Lane 6033	North	
Stonepost Road 6033	Southeast	
Stoney Brook Drive 6033	East 1	
Stratton Road 6073	South	
Strickland 6033	East 2	
Sturgeon River Road 6033	East 1	
Sulky Lane 6033	Southeast	
Summersweet Drive 6033	North	
Summit Crest Drive 6073	East 2	
Sunny Slope Drive 6033	East 2	
Sunrise Drive 6033	East 1	
Sunset Drive 6033	Southeast	
Surrey Lane 6033	Southeast	
Sycamore Street 6033	North	
Talcott Road 6033	South	
Tall Timbers Drive 6033	Southeast	
Tall Timbers Lane 6033	Southeast	
Tall Timbers Road 6033	Southeast	
Tanglewood Drive 6033	East 2	
Tannery Court 6033	East 2	
Tara Drive 6033	East 1	
Tarrybrook Drive 6033	North	
Taylor Town Road 6073	South	

Thompson Street 6033	East 2	
Three Mile Road 6033	East 2	
Timrod Trail 6033	Northeast	
Toll Gate Road 6073	East 2	
Towhee Lane 6033	North	
Treat Road 6033	East 1	
Trifiro Circle 6033	East 2	
Trinity Avenue 6033	North	
Trymbulak Lane 6033	East 1	
Tryon Street 6073	South	
Twelve Acre Lane 6033	North	
Uconn Avenue 6033	North	
Uplands Way 6033	East 2	Southeast
Urbanec Ave	North	
Valley View Road 6033	Southeast	
Village Place 6033	East 1	
Vista Lane 6033	North	
Westledge Road 6033	Southeast	East 2
Wadsworth Street 6033	East 2	
Wagon Road 6033	Southeast	
Warner Court 6033	East 2	
Washington Street 6033	North	
Wassuc Road 6073	East 2	
Water Street 6073	South	
Webster Lane 6033	North	
Weir Street 6033	East 1	
Welles Street 6033	North	
Wesleyan Road 6033	North	
Westview Lane 6033	South	
Whapley Road 6033	South	
Whitney Lane 6033	North	
Wittles Way 6033	East 2	
Wickham Road 6033	East 2	
Wickham Road Exn 6033	East 2	
Williams Glen Way 6033	South	
Williams Street E 6033	South	
Williams Street W 6033	South	
Willieb Street 6033	South	
Willow Brook Road 6033	North	
Willow Green Lane 6033	South	
Willow Green Way 6033	South	
Windwood Drive 6033	North	
Winterberry Lane 6033	North	
Winthrop Dr.	North	
Wood Pond Road 6033	Southeast	
Woodbridge Road 6033	South	
Woodfield Xing 6033	Northeast	

Woodhaven Road 6033	Northeast	
Woodland Street 6073	South	
Worthington Road 6033	North	
Wren Hollow 6033	East 1	
Wrights Lane 6033	North	
Wyllys Street 6033	North	
Zenith Lane 6033	East 1	