



## REGULAR BOARD OF EDUCATION MEETING

Monday, April 7, 2025 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. National Center for Women and Information Technology Recipients
  - B. Brooke Strauss - New Balance National Championship
4. Student Representatives' Report
  - A. Hayley Lemieux, Class of 2025
  - B. Amalia Baird, Class of 2027
5. Information Session for Public Comment
6. Business Requiring Action
  - A. Approval of Budget Adjustments to the Approved 2025-2026 Board of Education Budget
  - B. Funding for HVAC Units Project
  - C. Ratification of Agreement Between the Glastonbury Board of Education and Glastonbury School Administrators' Association for the Period of July 1, 2026-June 30, 2030
  - D. Approval of Glastonbury High School Rocketry Team Student Trip to The Plains, Virginia
  - E. Acceptance of Revised Board of Education Policy #5132 Student Dress Code
  - F. Acceptance of Revised Board of Education Policy and Regulation #6153 School Sponsored Trips
  - G. Acceptance of NEW Board of Education Policy #6148 Free Application for Federal Student Aid (FAFSA) Completion Program
  - H. Acceptance of NEW Board of Education Policy and Appendix #1510 Relations with Youth Organizations
  - I. Acceptance of Revised Board of Education Policy #9130 Committees - Standing, Special, and Ad Hoc
  - J. Approval of the March 24, 2025 Meeting Minutes
7. Reports and Discussion

- A. School Reports
  - 1. Nayaug School
  - 2. Smith Middle School
- B. Spring Professional Learning 2025
- C. Glastonbury Education Foundation
- 8. Committee Chair Reports
- 9. Chairman's Reports
- 10. Superintendent's Report
  - A. Self Insurance Reserve Update, March 2025
  - B. School Enrollment, April 2025
  - C. Student Suspension Report, March 2025
  - D. Staff Resignations
    - 1. Pamela Scudieri
    - 2. Carol Lemieux
    - 3. Marc Sumberg
    - 4. Deborah Nelson
    - 5. Jessica Jasilli
    - 6. Wendy Paggioli
    - 7. Kathy Scoppetto
  - 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) 2024-2025

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
4/4/2025 11:42:41	Danielle Forrest	64 Leigh Gate Rd.	Let's bring back paper and pencils. Let's bring back BOOKS. Get off the iPads and video teaching. Our kids are not being positively affected by the reliance of digital technology. Parents have difficulty supporting their children's learning when we have to rely on Google to help them prepare for texts and quizzes. This is not okay.
4/7/2025 9:25:45	Jessica Golino	73 Woodfield Crossing	My comment is a result of the iPad survey for middle schoolers. This survey triggered some concerns and questions I have about iPads at GHS. Do we think using iPads in high school vs chrome books are preparing our students for college ? If I'm being honest, this is a reason I'm considering sending my student to private high school.
4/7/2025 10:02:49	Audrey Yellen Quinlan	90 Candlelight Dr	"We believe that all students learn when they feel safe, included, respected, and valued by their community." This quote is from the GPS's 2023-2028 Strategic Plan. There seems to be a significant discrepancy between the words and the actions of GPS administrators. A recent incident between the GPS athletic director and a student violated the student's 504 plan. Section 504 is part of the Rehabilitation Act of 1973...it is a LAW. The law was broken because the AD was unaware of the student's 504 modifications and she removed the student from an extracurricular activity. This is an egregious school system failure. This is not an isolated incident. Other students have had similar experiences with the GHS administrators. The following questions must be addressed: Who is responsible for providing a student's 504 plan to staff? Why was GHS principal unaware of the student's 504 plan? Why did the AD abruptly remove the student from the extracurricular activity without consulting with the student's parents? If the AD and principal truly believed that "all students [should feel] safe, included, and respected," they would have met with the parents and reviewed the student's 504 plan together so they could discuss the situation. They chose not to engage the parents. The GPS administrators failed this student and have failed others. These students no longer feel safe, included, respected, or valued. GPS do better
4/7/2025 12:05:12	Emily Daigle	71 Sherwood Drive Glast	Thank you all for the time you dedicate to our students and community. In consideration of a well-past COVID climate my comment concerns the over reliance on the use of iPads in instruction. While I appreciate the surveys, the questions asked failed to allow me to provide the feedback I felt was important to share. My opinion is that we have strayed way too far from the tenants of good instruction that we know to be true- that good instruction lives in multi-sensory learning, is interactive, involves experiential activities, is scaffolded to meet diverse profiles, and is authentic. That all of us, especially children, learn by doing... and that this is what makes learning engaging... fostering student buy-in and positive outcomes. I am not sure why educators are surprised to find that instead of staring at their on line to-do lists in google classrooms children are instead straying to You Tube or finding games to play, how often do we do this as adults, multi tasking instead of being present- and our adult frontal lobes are fully formed. The idea that a child can resist the temptation to rabbit hole onto sites that are literally designed to be highly engaging and addicting is quite unrealistic. They are impulsive and highly distractible, the idea that a teacher can constantly police the classroom to make sure that over 20 students are "engaged on the correct learning platform" seems like an impossible task. Technology was introduced as a tool to supplement lessons, not replace them. The survey questions about how much I am policing my child's school iPad at home circumnavigates the real problem, and simply layers on to the guilt that I already pile on myself about the amount of check-ins, monitoring, timers, rules, restrictions that I manage on their home devices. We have reached information overload and we are at the end of our bandwidth. Unplug them. Pull out the actual microscopes, build things, use math manipulatives that are actually manipulatives, write things, use real flashcards, build stuff, do science experiments, use nature as a classroom again, knock things over and re-build them, and let's get those printers back in the budget. I respect how COVID impacted classrooms and I appreciate how quickly our teachers shifted to online platforms, but we have held on far too long to some of these pieces that were created as a solution during unprecedented times.

**GLASTONBURY BOARD OF EDUCATION  
EXECUTIVE SUMMARY REPORT**

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**Title of Report:** To Approve Five (5) Projects – Phase 2 HVAC State Grant Program and Utilize BOE Non-Lapsing Funds for Additional Equipment Costs

**Board Meeting Date:** April 7, 2025

**Action:** X

**Report:**

**Information:**

**Discussion:**

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The State School Construction Grants were offered to school districts on September 7, 2023 with grant application deadlines of December 31, 2023. The district prepared budget estimates for the grant application in early November 2023 utilizing a local mechanical contractor and engineer. Below are milestone action items.

1. The BOE and Town Council voted to approve Grant Applications on November 20, 2023 and December 5, 2023, respectively.
2. The BOE submitted the five (5) Grant applications to the State on December 18, 2023 just prior to the deadline.
3. State Grant Awards were received on May 13, 2024.
4. Town awarded the Design Services on September 3, 2024.
5. Design for five projects were completed on January 2025.
6. Bids for Construction were advertised on February 11, 2025 and received on March 11, 2025.

After meeting with the Budget Committee, their recommendation was to utilize up to \$600,000 from the BOE Non-Lapsing Fund to allow these five (5) projects to be completed this summer.

The resulting costs are below.

<b>Funding Allocation</b>	
<b>Town CIP Funds:</b>	<b>\$ 1,190,000</b>
<b>BOE Non-Lapsing Fund:</b>	<b>\$ 584,341</b>
<b>Total Contracts with Value Engineering:</b>	<b>\$ 1,774,341</b>

**Submitted By:** Al Costa

**Reviewed By:** Alan B. Bookman

**GLASTONBURY BOARD OF EDUCATION  
EXECUTIVE SUMMARY REPORT**

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**Title of Report:** Proposed Agreement between Board of Education and Glastonbury School Administrators' Association

**Board Meeting Date:** April 7, 2025

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

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**Overview:** During the winter and spring, informal discussions occurred between two representatives of the GSAA negotiating team and the Superintendent of Schools. As these discussions continued, this information was shared with the negotiating teams from both parties. In March, the two negotiating teams agreed on a final contract for administrators from July 1, 2026 to June 30, 2030. As required by law, negotiations occurred a year before the new contract would go into effect.

The chart below shows the GWI and the total compensation that includes a step increase. We also have included information about changes in health insurance.

**Salary Increases**

<b>Year</b>	<b>Total Compensation</b>	<b>GWI</b>
2026-27	4.2%	3%
2027-28	4.2%	3%
2028-29	4.2%	3%
2029-30	4.2%	3%

**Health Benefits**

For the Century Preferred PPO and the Blue Care HMO, administrators will pay an additional .5% each year.

For the Health Savings Accounts, administrators will pay an additional 2% the first year and an additional 1% each of the subsequent 3 years. In addition, rather than administrators receiving 50% seed money toward their deductible, they will receive 45% the first year of the contract and 40% each of the subsequent three years.

Offsetting the GWI with insurance savings each year, the 3% GWI will cost the Board of Education 2.87% in 2026-2027, 2.77% in 2027-2028, 2.74% in 2028-2029, and 2.68% in 2029-2030. The step increase of 1.2% will be an additional cost.

**Submitted By:** Alan B. Bookman

# *Agreement*

*Between the  
Glastonbury Board of Education and  
Glastonbury School Administrators' Association*

*for the period  
~~July 1, 2022-June 30, 2026~~  
July 1, 2026-June 30, 2030*

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**AGREEMENT BETWEEN THE  
GLASTONBURY BOARD OF EDUCATION  
AND THE  
GLASTONBURY SCHOOL ADMINISTRATORS' ASSOCIATION**

The Agreement is made by and between the Glastonbury Board of Education (hereinafter referred to as the "Board") and the Glastonbury School Administrators' Association (hereinafter referred to as the "Association").

The Agreement shall be construed as though it were a policy of the Glastonbury Board of Education in the subject areas covered by the Agreement for the duration of the Agreement and shall not be changed except by mutual consent of the parties of this Agreement. Such mutually consented change shall be in writing. Previously adopted policies, rules and/or regulations, to the extent that they be in conflict with this Agreement, are superseded by this Agreement. However, nothing in this Agreement which changes pre-existing Board policy will have retroactive applicability or operation unless specifically stated.

**ARTICLE 1  
RECOGNITION**

1.1 The Board recognizes the Association for the purpose of professional negotiations as the exclusive representative of the administrative/supervisory personnel employed by the Glastonbury Board of Education. Excluded from the unit are the Superintendent of Schools, Assistant Superintendents, Administrator for Pupil Services, Chief Technology Officer, ~~Director of Equity, Diversity and Inclusion~~, Director of Athletics, and all classified administrative personnel.

1.2 The Association agrees to represent equally all employees within the unit described in Section 1.1 (hereinafter referred to collectively as "administrators") without regard to membership or participation in the activities of the Association and to continue to admit administrators without qualifications other than employment in the Glastonbury School system.

## **ARTICLE 2**

### **BOARD OF EDUCATION FUNCTIONS**

2.1 It is recognized that the Board of Education has and will continue to retain, whether exercised or not, the sole and unquestioned right, responsibility and prerogative to direct the operation of the public schools in the Town of Glastonbury in all of its aspects as required by all applicable statutes and regulations.

2.2 These rights, responsibilities and prerogatives are not subject to delegation in whole or in part. No action taken by the Board with respect to such rights, responsibilities and prerogatives, other than as there are specific provisions herein elsewhere contained, shall be subject to the grievance provisions of the Agreement.

## **ARTICLE 3**

### **ADMINISTRATORS' SALARY SCHEDULE**

The Administrators' Salary Schedules for ~~2022-2023, 2023-2024, 2024-2025 and 2025-2026~~ **2026-2027, 2027-2028, 2028-2029, and 2029-2030** are attached as Appendix A and B. Each administrator will move up one step each year over the course of the contract with the following exceptions: 3.1 and 3.2.

3.1 No provision of this section prohibits the Board of Education from withholding a normal salary schedule increment, an adjusted raise to a new salary schedule, or both, for reason of less than satisfactory performance.

3.2 No provision of this section prohibits the Board of Education from granting more than one normal salary schedule increment to an employee for outstanding performance.

## **ARTICLE 4**

### **GRIEVANCE PROCEDURE**

4.1 Nothing in this agreement shall be construed as limiting the right of any administrator having a problem to discuss the matter informally with any appropriate member of the administration or with the Superintendent for referral to the Board.

4.2 A grievance shall be interpreted as a claim based upon a challenge of interpretation or application of existing Board of Education policy or this agreement as such event or condition may affect the salary or conditions of employment of an administrator.

## ARTICLE 4 – GRIEVANCE PROCEDURE (Continued)

4.3 Any administrator who has a grievance may appeal to the Superintendent of Schools, at which time the administrator may be represented by the Glastonbury School Administrators' Association or by any person of his/her own choice. Such an appeal must be made in writing within fifteen (15) days of the event which gave rise to the complaint. Upon receipt of this appeal, the Superintendent of Schools must respond to the administrator, in writing within fifteen (15) days.

4.4 If the grievance is not resolved to the satisfaction of the administrator by the Superintendent of Schools, the administrator may appeal to the Board of Education, submitting the appeal in writing at least ten (10) days before the next Board meeting at which meeting the hearing shall be held. The administrator may be represented by the person of his or her choice at the hearing.

4.5 The Board of Education shall decide on the appeal and reply in writing within fifteen (15) days after the hearing.

4.6 Arbitration:

(a) The administrator files a request for arbitration with the President of the Glastonbury School Administrators' Association. A copy of the request is delivered to the Superintendent of Schools within three (3) days of receipt by the administrator of the decision of 4.5.

(b) If the Association, after discussion with the administrator, feels a grievance still has sufficient merit, the Association President delivers a notice to the Superintendent within eight (8) days of the receipt by the administrator of the decision of 4.5 above.

(c) The Association President and the Board of Education Chairperson sign an agreement designating an arbitrator within ten (10) days of receipt by the Superintendent of the notice of 4.6(b).

(d) The arbitrator reviews the record, holds hearing, receives statements, and then renders to all parties in interest his/her action within twenty (20) days of his/her designation as arbitrator. The fees and expenses charged by the arbitrator shall be shared equally by the Association and the Board of Education.

(e) The decision of the arbitrator shall be final and binding.

(f) If no agreement can be reached in 4.6(c) as to the designation of an arbitrator, an arbitrator shall be chosen by the American Arbitration Association under its Rules for Voluntary Labor Arbitration.

NOTE: In each instance where a specified number of days is provided for filing, response, etc., the number of days shall be administrator work days and shall exclude weekends and designated holidays.

## **ARTICLE 5**

### **ADDITIONAL COMPENSATION**

5.1 The Glastonbury Board of Education shall, upon presentation of proper evidence of completion, reimburse administrators for advanced studies, up to two courses, up to two thousand seven hundred dollars (\$2,700) per course per semester (fall and spring), provided that prior approval has been granted by the Superintendent of Schools.

5.2 Protection of Administrators:

The Board will reimburse an administrator up to two hundred dollars (\$200) or the amount of the administrator's insurance deductible, whichever is less, for any personal property damaged or destroyed on Board property as a result of documented student negligence or malice. The Board's liability in this respect shall not exceed two hundred dollars (\$200) to any one person per incident or two thousand five hundred dollars (\$2,500) per school year. Claims will be paid each June. If the claims exceed \$2,500 the Board may, in its sole discretion, make additional reimbursements upon request, and may prorate claims as needed to meet the \$2,500 limit or any increase thereof which it may approve.

## **ARTICLE 6**

### **PAYROLL DEDUCTIONS**

6.1 The Board of Education agrees to deduct from the salaries of its employees, payments which the employees may request to pay.

## **ARTICLE 7**

### **PAYMENT PLAN**

7.1 The Board of Education shall pay all administrators in twenty-six (26) equal payments between July 1 of one year and June 30 of the next year. Payment will be made on alternate Friday's beginning in July.

## **ARTICLE 8**

### **SICK LEAVE**

8.1 Administrators may receive full salary when absent because of illness for fifteen (15) working days in each school year. This is effective from the beginning of the school year. Unused sick leave may be accumulated up to a total of one hundred and eighty (180) working days.

8.2 In the event of chronic or extended absence due to illness, an administrator may be required by the office of the Superintendent of Schools to submit a physician's or practitioner's certificate indicating the nature of the illness and certification of the employee's ability to return to work.

8.3 The Board of Education may grant a leave of absence without pay for ill health. This shall not entitle the administrator to credit for the experience factor on the salary schedule.

8.4 Administrators having worked in the Glastonbury School system for seven (7) years shall become eligible to begin accumulating fifteen (15) working days per year of seventy-five percent (75%) payment cumulative to ninety (90) working days. Such seventy-five percent (75%) payment sick leave shall be available after expiration of sick leave as provided in section 8.1 above.

8.5 A sick leave bank is available for administrators who have used all accumulated sick leave. It shall be administered by the Glastonbury School Administrators' Association. However, no administrator shall be granted more than twenty (20) working days from the sick leave bank in any one year.

The sick leave bank shall operate as follows:

Each administrator may elect to donate to the sick leave bank, one day per year of accumulated sick leave. Such declaration of intent to so donate must be made no later than July 1<sup>st</sup> of each year. An administrator may request that his/her election be considered a standing election from year to year until such time as the administrator has no accumulated sick leave, terminates employment, or rescinds such election.

## ARTICLE 9

### PERSONAL INJURY BENEFITS

9.1 Whenever an administrator is absent from school as a result of a personal injury which is covered by the regulations of workers' compensation, and where he/she has filed for and is currently being paid workers' compensation, he/she shall be paid at his/her full salary (less the amount of the workers' compensation award made) for the balance of the contract year. The Board shall deduct from the administrator's accumulated sick leave one-third ( $\frac{1}{3}$ ) of the total number of days absent, but shall not leave the administrator, for the balance of the school year, with fewer than fifteen (15) days' sick leave allowance remaining after return to his/her assignment. If fewer than fifteen (15) days accumulated sick leave is left, the Board shall reinstate such said portion to be non-cumulative.

## ARTICLE 10

### SABBATICAL AND PROFESSIONAL LEAVES OF ABSENCE

10.1 The maximum number of administrators that may be granted either a sabbatical or a professional leave of absence in any one (1) year will be left to the discretion of the Superintendent of Schools and approval of the Board of Education.

10.2 Application Requirements and Procedures for Sabbatical Leave of Absence.

(a) For an administrator who has been an active member of the Glastonbury Public Schools staff for a minimum of seven (7) years or an administrator for a minimum of five (5) years, a sabbatical leave of absence for a minimum of one academic semester and a maximum of one academic year may be granted for professional improvement, as detailed in a planned program of study, combined travel and study, research, or writing and publication. Application for such leave must be submitted in writing to the office of the Superintendent of Schools on or before February 1, prior to the school year for which the requests made. The application shall include a statement of the definite purpose for which such leave of absence is desired

(b) At the mid-point and conclusion of the sabbatical leave of absence, the administrator granted the leave will submit a written report to the Superintendent of schools, indicating the extent of study of school systems either at home or abroad in case of sabbatical leave for travel. In case of sabbatical leave for research, or writing and publication, the report shall include an outline of the work and recommendation concerning its applicability toward improving the instructional program in Glastonbury.

(c) The period of absence will be designated as credit on the salary schedule and shall be considered service to the Glastonbury Public School system.

The Board of Education will insure maintenance of a position for which the member of the professional staff is certified. After granting such a leave, a letter shall be sent to the administrator stating the intent of the Board of Education.

## ARTICLE 10 – SABBATICAL AND PROFESSIONAL LEAVES OF ABSENCE (Continued)

The position which is vacated by a sabbatical or professional leave shall only be filled on a temporary basis. It is understood that if the position is abolished by the Board of Education, or if that position is exclusively in a school which is closed, the administrator will be assigned to another position for which he/she is certified.

(d) If the administrator contracts to return to the Glastonbury Public School system for three (3) years, during the period of absence the Board of Education will pay the member of the professional staff seventy-five percent (75%) of the annual salary he/she would be entitled if actively employed in the school system. Release of the member of the professional staff from the three (3) year additional service requirement will be only upon application by the administrator and approval of the Board, and upon reimbursement by the member of the professional staff to the Board of the entire salary payment received during the year's leave of absence. Release after one (1) of the three (3) will be contingent upon repayment by the member of the professional staff of two-thirds ( $\frac{2}{3}$ ) of the salary payment, while release after two (2) of the three (3) years will be contingent upon repayment by the member of the professional staff of one-third ( $\frac{1}{3}$ ) of the salary payment.

(e) Application for sabbatical leaves may be acted upon by the Board of Education not later than March 1 prior to the school year for which application is made. The Board of Education shall have the authority to approve or reject such applications following review and recommendation of the Superintendent of Schools.

(f) The full contracted benefit package will remain in force during the sabbatical year.

### 10.3 Application Requirements and Procedures for Professional Leave of Absence:

(a) For an administrator who has been an active member of the Glastonbury Public Schools staff for a minimum of one (1) year, a leave of absence of one (1) academic semester or year may be granted to permit participation in academic year institutes, approved programs of graduate study, or overseas teaching assignments. Although the leave of absence will not be designated as a year of credit on the salary schedule, The Board of Education will ensure maintenance of a position for which the member of the professional staff is certified.

(b) Application for professional leave of absence must be submitted in writing to the office of the Superintendent of Schools on or before March 1 prior to the school year for which the request is made. The application shall include a statement of the definite purpose for which said leave is desired.

(c) Application for professional leave of absence shall be acted upon by the Board of Education not later than April 1 prior to the school year for which the application is made. The Board of Education shall have the authority to approve or reject such applications following review and recommendation of the Superintendent of Schools.

(d) The full benefit package will remain in force during the leave of absence.

## ARTICLE 11

### PERSONAL ABSENCES

11.1 Each administrator may receive full pay for a maximum of six (6) days in any school year for absences caused by death in the immediate family and for attendance at the resulting funeral, care of ill members of the immediate family, Glastonbury Public Schools cancellation due to emergencies and snow, weddings, graduations and legal matters at which attendance is required by a court of law. The immediate family shall be defined to include parents, spouse, domestic partner, child, siblings, spouse's parents, legal guardian, and any other relatives living in the employee's household. Under unusual circumstances the Superintendent of Schools may, in a particular instance, extend the definition of immediate family to include relatives other than those enumerated above and extend the maximum allowance of six (6) days per year.

11.2 A maximum of three (3) additional days at full pay in any school year will be allowed for observance of religious holidays obligated by church laws.

11.3 Permission for other absences for personal business may be approved by the Superintendent of Schools if specifically requested sufficiently in advance. One (1) day's salary deduction for each day of absence will be made from the employee's pay.

11.4 Special Education Supervisors/Elementary Assistant Principals ~~and Supervisor of Secondary English/Library Media~~ may request from the Superintendent a compensatory day off from work that will be made up during the school year.

## ARTICLE 12

### ANNUAL LEAVE AND HOLIDAYS

12.1 Annual leave shall be earned at the rate of thirty-five (35) days per year for administrators in Category 1B and 1C, Appendix A. Annual leave shall be earned at the rate of twenty-three to twenty-eight days (23-28) per year for administrators in Category 2, Appendix B.

12.2 An annual leave schedule for the succeeding year shall be submitted to the Superintendent no later than June 1 for his/her approval. Normally, annual leave will be scheduled for days when school is not in session. However, the Superintendent may grant permission to use up to three (3) days annual leave while school is in session upon written request by an administrator. For administrators within the bargaining unit prior to July, 2001, it is expected that earned annual leave will be used each year; however, annual leave may be accumulated up to a maximum of forty-five (45) days. For administrators within the bargaining unit beginning July 1, 2001, it is expected that earned annual leave will be used each year, however, annual leave may be accumulated up to a maximum of thirty-five (35) days.

12.3 Administrators are entitled to ~~thirteen (13)~~ **fourteen (14)** paid holidays as determined annually by mutual agreement between the Superintendent of Schools and the Association.

**ARTICLE 13**

**CHILDREARING LEAVE OF ABSENCE**

13.1 An Administrator may request, and will be granted, a leave of absence for up to one (1) school year without pay for the purpose of child rearing leave, following sick or FMLA leave related to the birth of a child or for the purpose of adoption of a child after proper notification that a child is available. That leave may be requested for the remainder of the year of the birth or adoption or for the following year. This request may occur only twice for a birth or adoption. Further requests may be made of the Superintendent, who may or may not grant the request at his/her sole discretion.

13.2 The Board shall receive a written request by such Administrator at least forty (40) days prior to the onset of such leave.

13.3 The Administrator shall be given the opportunity to continue insurance coverage in the school insurance program at his/her own expense, paying one hundred percent (100%) of the cost, subsequent to the exhaustion of his/her rights within the Family Medical Leave Act (F.M.L.A.).

**ARTICLE 14**

**RELATED BENEFITS – HEALTH INSURANCE**

14.1 Employees may elect to participate in one of the following insurance options:

<b>Anthem BCBS Century Preferred (PPO)</b>	<b>Anthem Blue Care Plus Option 1 (HMO)</b>	<b>Anthem High Deductible Health Plan (HDHP with HSA). HDHP includes:</b>
<u>Annual Deductible:</u> <u>\$200 (individual), \$400 (employee + one dependent), \$500 (family)</u>  <u>Out of Pocket Maximum:</u> <u>\$1,200 (individual), \$2,400 (employee + one dependent), \$3,000 (family)</u>  <u>Lifetime Maximum:</u> <u>\$1,000,000</u>  \$20 office visit co-pay	\$15 office visit co-pay	<u>Annual Deductible:</u> \$2,500 Employee only coverage \$5,000 Employee+1/Family coverage  \$0 office visit co-pays after annual deductible is met
Prescriptions: \$3 mail order, \$10 <del>\$10</del> \$15 generic, \$30 brand name; Annual maximum = \$2,000	Prescriptions: \$3 mail order, \$10 <del>\$10</del> \$15 generic, \$30 brand name; Annual max unlimited.	100% coverage for preventative/routine care

Inpatient Co-Pay \$250	Inpatient Co-Pay \$250	<del>Board Contribution towards annual deductible:</del> \$1,250 Employee Only Coverage \$2,500 Employee +1/Family Coverage Board Contribution to Deductible will be a variable percentage of the deductible: <ul style="list-style-type: none"> <li>• 45% in 2026-2027</li> <li>• 40% in 2027-2028</li> <li>• 40% in 2028-2029</li> <li>• 40% in 2029-2030</li> </ul>
Outpatient Co-Pay \$100	Outpatient Co-Pay \$100	Board shall make contribution to employee's account on July 1st of each year.
Emergency Room \$75	Emergency Room \$75	*Employees hired after July 1, 2014 who enroll in health insurance shall be required to take the HDHP.

**ARTICLE 14 - RELATED BENEFITS – HEALTH INSURANCE (Continued)**

14.2 To be eligible to receive the benefits set forth in Section 14.1 above, the employee shall annually contribute the following amount for such benefits:

	2022-23	2023-24	2024-25	2025-26
<del>Century Preferred (PPO)</del>	25%	25.5%	26%	26.5%
<del>Blue Care Plus Option I (HMO)</del>	25%	25.5%	26%	26.5%
<del>Anthem (HSA)</del>	15%	15.5%	16%	16.5%

	2026-27	2027-28	2028-29	2029-30
Century Preferred (PPO)	27%	27.5%	28%	28.5%
Blue Care Plus Option I (HMO)	27%	27.5%	28%	28.5%
Anthem (HSA)	18.5%	19.5%	20.5%	21.5%

\*Employees employed after July 1, 2014 shall be required to take the Anthem ~~(HAS)~~ (HSA) High Deductible plan.

14.3 The Board of Education agrees to pay a percentage equal to medical coverage for the individual, employee plus one dependent or family premium for the ~~Blue Cross Full Service Plan Rider~~ for Delta Dental Care, including Riders A, B, and C and D.

14.4 If the total cost of a group health plan or plans offered under this contract triggers an excise tax under Internal Revenue Code Section 4980I, any other local, state or federal statute or regulation, the Glastonbury Public Schools reserves the right to offer a group health plan or plans with a total combined cost that falls below the excise tax thresholds. Eligible employees will be given the option to enroll in the lower cost coverage option(s). If the employee chooses to enroll themselves and/or their eligible family members in coverage option or options that triggers an excise tax, 100% of any such excise tax will be borne solely by the employee.

14.5 All insurance benefits shall be subject to an “or equal” provision which shall allow the Board to effect whatever economies it may deem appropriate provided there is no decrease in the benefit that is negotiated and provided that the individual will retain choice of physician including current physician.

14.6 Administrators retiring from the Glastonbury Public Schools following a minimum of fifteen (15) years of continuous service to the Glastonbury Public Schools as an administrator shall be entitled to the following postretirement benefit: for new retirees after June 30, 2018, the Board will pay \$2,000 annually toward medical/hospital insurance premiums commencing with retirement and continuing to age sixty-five (65). However, this benefit shall terminate if an administrator who has retired from the Glastonbury Public Schools becomes re-employed and has medical insurance provided by his/her new employer.

14.7 Subject to law, including the rules and regulations of the Internal Revenue Service, the Board shall maintain a “Section 125” salary reduction agreement which shall be designed to permit exclusion from taxable income of the employee’s share of health insurance premiums. The Board shall make available on an optional basis, a “Section 125” Flexible Spending Account for Dependent Care.

#### **ARTICLE 14 - RELATED BENEFITS – HEALTH INSURANCE (Continued)**

14.8 For the plans listed within this article, dependent coverage shall include domestic partners only for those covered as of June 2018. The term domestic partner shall be deemed to include the following:

A covered person’s domestic partner of the same sex who has executed an affidavit in accordance with this provision.

14.9 If a plan is chosen that requires the “Cadillac Tax” to be in effect, the employee must choose a less costly plan that does not exceed the tax threshold.

14.10 For those employees who are enrolled in Medicare and are covered under one of the High Deductible Health Plans (HDHP), because no further contributions may be made to a Health Savings Account (~~HSA~~) (HSA), the contracted money to cover the deductible will be deposited into his/her account and is taxable.

#### **ARTICLE 15**

##### **RELATED BENEFITS – LIFE INSURANCE**

15.1 Each administrator may choose one of the following two options for term life insurance.

(a) The Board shall pay the premium necessary to provide a member of the Association with term life insurance in the amount of three and one-half (3.5) times the approved salary.

(b) The Board shall pay the premium necessary to provide a member of the Association with \$50,000 of term life insurance, plus an annual payment of \$900 in lieu of the additional term life insurance.

## **ARTICLE 16**

### **LONG-TERM DISABILITY INSURANCE**

16.1 The Board of Education will pay one hundred percent (100%) of the cost of the current long-term disability insurance.

## **ARTICLE 17**

### **REDUCTION IN FORCE**

If it is necessary to reduce the administrative staff, it shall be on the basis of length of administrative service within a titled position (secondary principal, elementary principal, secondary assistant principal, elementary assistant principal, special education supervisors, and a director in each of the disciplines per titled position) within the Glastonbury Public School System and certification.

In order to promote an orderly reduction in the administrative personnel, the following procedure will be used:

17.1 Any administrator relieved of his/her duties because of reduction of staff shall be offered an administrative opening for which he/she is certified and qualified as determined by the superintendent.

17.2 It is understood that in the event an administrative position is abolished, the Board of Education shall offer the administrator a vacant administrative position, if one exists, for which he/she is certified and qualified as determined by the superintendent.

17.3 If an administrator is relieved of his/her duties because of a reduction in staff or abolishment of position and does not qualify for another administrative position under this program, he/she will be offered a teaching position for which he/she is certified with full credit for his/her length of service with the Board as an administrator.

17.4 In the event an administrator is displaced to an administrative classification or to a teaching position with a salary lower than that which the displaced administrator previously earned; such administrator's salary shall not be reduced for the first two (2) years of the new assignment. From that point on, the administrator shall be compensated according to the salary schedule governing his/her position.

Section 17.4 will not apply for administrators hired for the school year 1995-96 or later.

17.5 Any administrator whose position has been eliminated will be placed on an administrative recall list for two years. If a vacancy occurs for which said administrator is certified and qualified as determined by the superintendent, he/she will be offered said position.

## **ARTICLE 18**

### **ANNOUNCEMENT OF RETIREMENT**

18.1 Administrators planning to retire at the end of the current year shall notify the Superintendent, in writing, on or before January 1<sup>st</sup> of the school year. The administrator shall receive a stipend of \$4,000. Such payment will be made during the month of July immediately following his/her retirement.

18.2 In order to qualify for this benefit, an administrator must qualify for any of the plans offered by the state Teachers' Retirement System. He/she will be required to provide documentation that he/she is receiving benefits.

18.3 Any administrator who elects to continue in an administrative role with the Glastonbury Public Schools while retired is ineligible for any benefits outlined in Article 17.1 until he/she permanently ends his/her employment with the Glastonbury Public Schools.

## ARTICLE 19

### CRIMINAL PROCEEDINGS INDEMNIFICATION

If criminal proceedings are brought against an administrator alleging an assault while acting in the scope of his employment, such administrator may request the Board to furnish legal counsel to defend him in such proceedings. If the Board does not provide such counsel, and the administrator prevails (including a nolle or dismissal) in the proceedings, then the Board shall reimburse the administrator a reasonable attorney's fee in defending the proceeding. The Board shall have no obligation under this paragraph if the administrator is convicted following a trial or the entering of a plea to the initial charge or a related charge.

## ARTICLE 20

### DURATION OF AGREEMENT

The provisions of this Agreement shall be effective as of ~~July 1, 2022~~ **July 1, 2026** and shall continue and remain in force and effect through ~~June 30, 2026~~ **June 30, 2030**.

For the  
Glastonbury Board of Education  
Association

For the  
Glastonbury School Administrators'

By \_\_\_\_\_  
Dr. Douglas Foyle, Chairperson

By \_\_\_\_\_  
Rebecca Comenale, President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX A**  
**ADMINISTRATOR CATEGORY 1 SCHEDULE**

**2022-2023**

Category 1A – Special Education Supervisors/Elementary Assistant Principals and Supervisor of  
 Secondary English/Library Media will be 207 Work Days  
 (194 work days plus 13 paid holidays)

Category 1B and 1C – 225 Work Days and 35 Annual Leave Days Per Year

<b>STEP</b>	<b>1A</b>	<b>1B</b>	<b>1C</b>
<b>1</b>	\$112,136	\$130,996	\$134,318
<b>2</b>	\$115,706	\$135,177	\$138,629
<b>3</b>	\$119,276	\$139,355	\$142,944
<b>4</b>	\$122,845	\$143,533	\$147,255
<b>5</b>	\$126,413	\$147,713	\$151,571
<b>6</b>	\$129,982	\$151,892	\$155,884
<b>7</b>	\$144,836	\$168,936	\$173,404

**2026-2027**

Category 1A - Special Education Supervisors/Elementary Assistant Principals  
 208 Work Days (194 work days plus 14 paid holidays)

Category 1B and 1C - 225 Work Days and 35 Annual Leave Days Per Year

Category 1D – Principal at LINKS Academy (209 work days plus 14 holidays)

<b>STEP</b>	<b>1A</b>	<b>1B</b>	<b>1C</b>	<b>1D</b>
<b>1</b>	\$122,569	\$143,184	\$146,815	\$136,646
<b>2</b>	\$126,472	\$147,755	\$151,528	\$140,766
<b>3</b>	\$130,373	\$152,322	\$156,244	\$144,886
<b>4</b>	\$134,275	\$156,889	\$160,956	\$150,036
<b>5</b>	\$138,175	\$161,457	\$165,673	\$154,156
<b>6</b>	\$142,076	\$166,025	\$170,388	\$159,306
<b>7</b>	\$158,312	\$184,654	\$189,538	\$176,816

**2023-2024**

Category 1A – Special Education Supervisors/ Elementary Assistant Principals and Supervisor of  
 Secondary English/Library Media will be 207 Work Days  
 (194 work days plus 13 paid holidays)

Category 1B and 1C – 225 Work Days and 35 Annual Leave Days Per Year

<b>STEP</b>	<b>1A</b>	<b>1B</b>	<b>1C</b>
<b>1</b>	\$114,378	\$133,616	\$137,004
<b>2</b>	\$118,020	\$137,881	\$141,402
<b>3</b>	\$121,661	\$142,142	\$145,803

<b>4</b>	\$125,302	\$146,404	\$150,200
<b>5</b>	\$128,941	\$150,667	\$154,602
<b>6</b>	\$132,581	\$154,930	\$159,002
<b>7</b>	\$147,733	\$172,315	\$176,872

**2027-2028**

Category 1A - Special Education Supervisors/Elementary Assistant Principals  
208 Work Days (194 work days plus 14 paid holidays)

Category 1B and 1C - 225 Work Days and 35 Annual Leave Days Per Year

Category 1D – Principal at LINKS Academy (209 work days plus 14 holidays)

<b>STEP</b>	<b>1A</b>	<b>1B</b>	<b>1C</b>	<b>1D</b>
<b>1</b>	\$126,246	\$147,480	\$151,220	\$140,745
<b>2</b>	\$130,266	\$152,187	\$156,074	\$144,989
<b>3</b>	\$134,284	\$156,891	\$160,931	\$149,233
<b>4</b>	\$138,303	\$161,595	\$165,785	\$154,537
<b>5</b>	\$142,320	\$166,300	\$170,644	\$158,781
<b>6</b>	\$146,338	\$171,005	\$175,499	\$164,085
<b>7</b>	\$163,061	\$190,194	\$195,224	\$182,120

**2024-2025**

Category 1A – Special Education Supervisors/ Elementary Assistant Principals and Supervisor of  
Secondary English/Library Media will be 207 Work Days  
(194 work days plus 13 paid holidays)

Category 1B and 1C – 225 Work Days and 35 Annual Leave Days Per Year

<b>STEP</b>	<b>1A</b>	<b>1B</b>	<b>1C</b>
<b>1</b>	\$116,666	\$136,288	\$139,744
<b>2</b>	\$120,380	\$140,638	\$144,230
<b>3</b>	\$124,094	\$144,985	\$148,719
<b>4</b>	\$127,808	\$149,332	\$153,204
<b>5</b>	\$131,520	\$153,680	\$157,694
<b>6</b>	\$135,233	\$158,028	\$162,182
<b>7</b>	\$150,687	\$175,761	\$180,409

**2028-2029**

Category 1A - Special Education Supervisors/Elementary Assistant Principals  
208 Work Days (194 work days plus 14 paid holidays)

Category 1B and 1C - 225 Work Days and 35 Annual Leave Days Per Year

Category 1D – Principal at LINKS Academy (209 work days plus 14 holidays)

<b>STEP</b>	<b>1A</b>	<b>1B</b>	<b>1C</b>	<b>1D</b>
<b>1</b>	\$130,033	\$151,904	\$155,756	\$144,968
<b>2</b>	\$134,174	\$156,753	\$160,757	\$149,339
<b>3</b>	\$138,313	\$161,598	\$165,759	\$153,710

<b>4</b>	\$142,452	\$166,443	\$170,758	\$159,173
<b>5</b>	\$146,589	\$171,289	\$175,763	\$163,544
<b>6</b>	\$150,729	\$176,136	\$180,764	\$169,008
<b>7</b>	\$167,953	\$195,900	\$201,080	\$187,584

**APPENDIX A - ADMINISTRATOR CATEGORY 1 SCHEDULE (Continued)**

**2025-2026**

Category 1A – Special Education Supervisors/ Elementary Assistant Principals and Supervisor of Secondary English/Library Media will be 207 Work Days  
(194 work days plus 13 paid holidays)

Category 1B and 1C – 225 Work Days and 35 Annual Leave Days Per Year

<b>STEP</b>	<b>1A</b>	<b>1B</b>	<b>1C</b>
<b>1</b>	\$118,999	\$139,014	\$142,539
<b>2</b>	\$122,788	\$143,451	\$147,115
<b>3</b>	\$126,576	\$147,885	\$151,693
<b>4</b>	\$130,364	\$152,319	\$156,268
<b>5</b>	\$134,150	\$156,754	\$160,848
<b>6</b>	\$137,938	\$161,189	\$165,425
<b>7</b>	\$153,701	\$179,276	\$184,017

**2029-2030**

Category 1A - Special Education Supervisors/Elementary Assistant Principals  
208 Work Days (194 work days plus 14 paid holidays)

Category 1B and 1C - 225 Work Days and 35 Annual Leave Days Per Year

Category 1D – Principal at LINKS Academy (209 work days plus 14 holidays)

<b>STEP</b>	<b>1A</b>	<b>1B</b>	<b>1C</b>	<b>1D</b>
<b>1</b>	\$133,934	\$156,461	\$160,429	\$149,317
<b>2</b>	\$138,199	\$161,455	\$165,579	\$153,819
<b>3</b>	\$142,462	\$166,446	\$170,732	\$158,321
<b>4</b>	\$146,726	\$171,436	\$175,881	\$163,948
<b>5</b>	\$150,987	\$176,428	\$181,036	\$168,450
<b>6</b>	\$155,250	\$181,420	\$186,187	\$174,078
<b>7</b>	\$172,992	\$201,777	\$207,113	\$193,212

**CATEGORY 1**

<b>Category 1A:</b> Special Education Supervisors/ Elementary Assistant Principals and Supervisor of Secondary English/Library Media
<b>Category 1B:</b> <b>Directors of:</b> Art, Equity, Diversity, and Inclusion, <del>World Language/ELL</del> World Language/ML, Health and Physical Education, History and Social Sciences,

Language Arts/Reading <b>K-5</b> , <b>English/Language Arts and Library Media 6-12</b> , Mathematics, Music, School Counseling, Science, and Career and Technical Education.
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<b>Category 1C:</b> Elementary Principals, Director of Special Education.
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<b>Category 1D:</b> Links Academy Principal
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Administrators holding a Doctorate degree will receive a stipend of \$4,000 over base salary per year.

**APPENDIX B**

**ADMINISTRATOR CATEGORY 2 SCHEDULE**

**2022-2023**

232-237 Work Days and 23-28 Annual Leave Days Per Year

<b>STEP</b>	<b>2A</b>	<b>2B</b>	<b>2C</b>
<b>1</b>	\$134,679	\$144,727	\$153,314
<b>2</b>	\$138,991	\$149,193	\$157,782
<b>3</b>	\$143,303	\$153,662	\$162,255
<b>4</b>	\$147,614	\$158,129	\$166,726
<b>5</b>	\$151,930	\$162,598	\$171,197
<b>6</b>	\$156,243	\$167,065	\$175,666
<b>7</b>	\$173,712	\$185,674	\$195,054

**2026-2027**

232-237 Work Days and 23-28 Annual Leave Days Per Year

<b>STEP</b>	<b>2A</b>	<b>2B</b>	<b>2C</b>
<b>1</b>	\$147,210	\$158,193	\$167,579
<b>2</b>	\$151,923	\$163,075	\$172,462
<b>3</b>	\$156,636	\$167,959	\$177,353
<b>4</b>	\$161,348	\$172,841	\$182,239
<b>5</b>	\$166,066	\$177,728	\$187,125
<b>6</b>	\$170,780	\$182,609	\$192,012
<b>7</b>	\$189,875	\$202,949	\$213,202

**2023-2024**

232-237 Work Days and 23-28 Annual Leave Days Per Year

<b>STEP</b>	<b>2A</b>	<b>2B</b>	<b>2C</b>
<b>1</b>	\$137,373	\$147,621	\$156,380
<b>2</b>	\$141,771	\$152,177	\$160,937
<b>3</b>	\$146,169	\$156,735	\$165,501
<b>4</b>	\$150,566	\$161,291	\$170,061
<b>5</b>	\$154,969	\$165,850	\$174,621
<b>6</b>	\$159,368	\$170,406	\$179,180
<b>7</b>	\$177,186	\$189,387	\$198,955

**2027-2028**

232-237 Work Days and 23-28 Annual Leave Days Per Year

<b>STEP</b>	<b>2A</b>	<b>2B</b>	<b>2C</b>
<b>1</b>	\$151,626	\$162,938	\$172,606
<b>2</b>	\$156,481	\$167,967	\$177,636
<b>3</b>	\$161,335	\$172,998	\$182,673
<b>4</b>	\$166,189	\$178,026	\$187,706

<b>5</b>	\$171,048	\$183,059	\$192,739
<b>6</b>	\$175,904	\$188,087	\$197,772
<b>7</b>	\$195,572	\$209,038	\$219,598

**2024-2025**

~~232-237 Work Days and 23-28 Annual Leave Days Per Year~~

<b>STEP</b>	<b>2A</b>	<b>2B</b>	<b>2C</b>
<b>1</b>	\$140,120	\$150,574	\$159,508
<b>2</b>	\$144,608	\$155,221	\$164,156
<b>3</b>	\$149,092	\$159,870	\$168,811
<b>4</b>	\$153,578	\$164,517	\$173,462
<b>5</b>	\$158,068	\$169,167	\$178,113
<b>6</b>	\$162,555	\$173,814	\$182,763
<b>7</b>	\$180,730	\$193,175	\$202,934

**2028-2029**

232-237 Work Days and 23-28 Annual Leave Days Per Year

<b>STEP</b>	<b>2A</b>	<b>2B</b>	<b>2C</b>
<b>1</b>	\$156,175	\$167,826	\$177,784
<b>2</b>	\$161,175	\$173,006	\$182,965
<b>3</b>	\$166,175	\$178,188	\$188,153
<b>4</b>	\$171,175	\$183,367	\$193,337
<b>5</b>	\$176,179	\$188,551	\$198,521
<b>6</b>	\$181,181	\$193,730	\$203,705
<b>7</b>	\$201,439	\$215,309	\$226,186

**PPENDIX B - ADMINISTRATOR CATEGORY 2 SCHEDULE (Continued)**

**2025-2026**

~~232-237 Work Days and 23-28 Annual Leave Days Per Year~~

<b>STEP</b>	<b>2A</b>	<b>2B</b>	<b>2C</b>
<b>1</b>	\$142,922	\$153,585	\$162,698
<b>2</b>	\$147,498	\$158,325	\$167,439
<b>3</b>	\$152,074	\$163,067	\$172,187
<b>4</b>	\$156,649	\$167,807	\$176,931
<b>5</b>	\$161,229	\$172,551	\$181,675
<b>6</b>	\$165,806	\$177,290	\$186,419
<b>7</b>	\$184,345	\$197,038	\$206,992

**2029-2030**

232-237 Work Days and 23-28 Annual Leave Days Per Year

<b>STEP</b>	<b>2A</b>	<b>2B</b>	<b>2C</b>
<b>1</b>	\$160,860	\$172,861	\$183,118

2	\$166,010	\$178,196	\$188,454
3	\$171,161	\$183,533	\$193,798
4	\$176,310	\$188,868	\$199,137
5	\$181,465	\$194,208	\$204,477
6	\$186,616	\$199,541	\$209,816
7	\$207,482	\$221,768	\$232,971

**CATEGORY 2**

Personnel in Category 2 have twenty-three (23) annual leave days plus one (1) additional annual leave days for each year of completed service beginning the second year of employment, up to a maximum of five (5) days after six (6) years of service.

<b>Category 2A:</b>	Middle School Assistant Principal
	High School Assistant Principal
<b>Category 2B:</b>	Middle School Principal
<b>Category 2C:</b>	High School Principal

Administrators holding a Doctorate degree will receive a stipend of \$4,000 over base salary per year.
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***Glastonbury Public Schools***  
**TRAVEL APPROVAL FORM**

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

INTERNATIONAL \_\_\_\_\_ US   x   CT \_\_\_\_\_

DESTINATION: The Plains (Warrenton), Virginia

DEPARTURE DATE: Thursday May 15, 2025

RETURN DATE: Monday May 19, 2025

ESTIMATED NUMBER OF PARTICIPANTS: 12 WILL ANY SCHOOL TIME BE USED: Yes :Thursday 5/15, Friday 5/15, and Monday 5/19/25

SPONSORING TEACHER: Arlette de Koning COST PER PARTICIPANT: est. \$800\*

OTHER CHAPERONE(S): Tom Leisten

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: TARC (the American Rocketry Challenge)

SCHOOL(S) PARTICIPATING: 100 top rocketry teams from high schools in the entire USA

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Being an active member of the GHS rocketry team

PURPOSE OF TRIP: To participate in the American Rocketry Challenge, the world's largest student rocket competition, which is the culmination ("championship") of a year-long quest to build rockets that hold 2 fresh eggs and reach over 790 ft in altitude and bring the eggs back in a parachute, unbroken. The GHS Rocketry Club members have been building and launching these rockets throughout the year, trying to meet this challenge.

ITINERARY (MAY BE ATTACHED):

For more info on the American Rocketry Challenge: <https://rocketcontest.org/about/>

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

Students will build rockets that hold 2 fresh eggs and launch them in this ultimate national competition, trying to reach over 790 ft in altitude and bring the eggs back in a parachute, unbroken.  
Students will gain valuable experience competing on this national level by exposure to and interaction with fellow high-level competitors, advisors, judges etc.

- The GHS Rocketry Club received a \$6,000 grant from the Hartford Foundation of Giving which has allowed us to purchase the many materials needed to build rockets and participate in the launches and challenges. This will also allow us to off-set most costs for this trip.

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**APPROVAL:**

DIRECTOR: \_\_\_\_\_ ( DATE )

PRINCIPAL(S): Nancy Bean 4/3/25  
(of first school where trip is taking place) ( DATE ) (of second school if applicable) ( DATE )

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

SUPERINTENDENT APPROVAL: Alan Booth 4/3/25  
( DATE )

BOARD OF EDUCATION APPROVAL DATE: \_\_\_\_\_

### Student Dress Code

Student dress should enhance the educational climate of the schools and avoid disruption of the educational process. Students are required to dress in a manner consistent with generally accepted standards of health, safety and decency.

~~Students who fail to comply with the dress code Board policy and administrative regulations concerning appropriate school attire will be subject to disciplinary measures up to and including expulsion in accordance with Board policy (cf.5114(a-1) (a-o))~~

The following may not be worn by any student attending a Glastonbury school:

- ~~1. Carbon content, black soled, lug type shoes and/or boots which can leave black marks on floors or walls or any other type of footwear which can damage school property.~~
- ~~2. Garments that expose the chest, midriff and/or buttocks.~~
- ~~3. Clothing or apparel bearing language or symbols that are obscene, profane or violent.~~
- ~~4. Attire or accessories which depict logos or emblems that encourage, glorify or parody the use of drugs, tobacco products or alcoholic beverages.~~

### Middle and High Schools

Building principals shall develop and implement student dress codes. ~~which are consistent with the above acceptable standards.~~ These codes shall be reviewed with students and included in student handbooks. Dress codes shall be appropriate for the students' age level and the disciplinary needs of the school.

### Elementary Schools

~~Principals may develop written standards of dress for their students, but it is recognized that at the elementary level, less formal communication of standards may be desirable.~~

All student dress codes shall be approved by the superintendent/designee before implementation ~~and published in the respective school handbooks.~~

~~Students who fail to comply with Board policy and administrative regulations concerning appropriate school attire will be subject to disciplinary measures up to and including expulsion in accordance with Board policy (cf.5114(a-1))~~

Policy

Adopted: October, 1981

Revised: February 28, 2005

Revised:

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### School Sponsored Trips

School trips of significant educational value and closely related to the instructional program shall be encouraged under policies and regulations established by the Board of Education and Superintendent of Schools.

Other types of school trips are permitted with the approval of the building principal and superintendent.

On all school trips, primary consideration shall be given to student, employee, and chaperone safety, proper adult supervision, care of school vehicles, and the reasonable protection of the Town.

Transportation for local school trips with school buses integral to designated curricular programs and units is supported through the school budget. Transportation for other trips in which town-owned vehicles are used shall be provided for a fee established by the director of transportation based on the cost of operating a vehicle for the trip. Cost of transportation on chartered vehicles or public carriers, except in the case of interscholastic sports teams and related groups shall not be responsibility of the school system. If **student** fees of any kind are involved, ~~no student will be denied the opportunity to participate in these trips due to lack of resources.~~ **financial support may be procured for families in need.**

Students participating in off-site school trips must have the school approved Agreement and Release Form signed by a parent/guardian.

#### Policy

Adopted: October, 1981

Revised: February, 1985

Revised: December 10, 2001

Revised: February 24, 2003

Revised: September 25, 2006

Revised: March 10, 2008

Revised: April 21, 2014

**Revised:**

## School Sponsored Trips

Board of Education Policy provides for student trips of significant educational value closely related to the instructional program. Each trip will be reviewed on an individual basis.

The administrative guidelines established for student trips are as follows:

### I. DEFINITIONS OF SCHOOL SPONSORED TRIPS

- A. Field Trip - An out-of-school field trip is a planned activity in which a class or group of students leaves the school grounds for the purpose of continuing and extending the program of instruction. As such, it is considered instructional and planned with objectives determined in advance and appropriate instruction preceding and following the field trip.
- B. Athletic Trip - an athletic trip is any trip off school grounds for the purpose of participating in any athletic contest or practice session.
- C. Extracurricular Trip - an extracurricular trip is any trip conducted off school grounds and scheduled at a time so as not to interfere with the normal school day. An extracurricular trip must be under the sponsorship of a school organization.
- D. International Trip - an international trip is a trip designed to provide an educational experience outside the United States, where students experience other languages, people and cultures.
- E. Chaperone – Adult accompanying students on school sponsored trips. Generally, the chaperone will be a teacher; but could be an administrator, sponsor, coach, or other staff member, and also may be a parent.

### II. APPROVAL PROCESS FOR SCHOOL SPONSORED TRIPS

- A. Field Trips must be authorized by a building principal and the appropriate program director after the completion of the Student Trip Request Form. Any trip involving an overnight stay or travel out-of-state must also be approved by the Superintendent or designee. Overnight trips must also be individually approved by the Board of Education in advance unless the trip has been pre-approved by the Board as part of a curriculum.
- B. Athletic Trips, including out-of-state and overnight trips, must be approved by the superintendent or designee. For extended trips (3 nights or more), Board of Education approval is also required.
- C. Extracurricular Trips, including out-of-state and overnight trips, must be approved by the Superintendent or designee. For extended trips (3 nights or more), Board of Education approval is also required.

School Sponsored Trips (continued)

D. International Trips must be approved by the Superintendent and Board of Education.

III. GUIDELINES FOR SCHOOL SPONSORED TRIPS

- A. All field trips must be preceded by appropriate preparatory instruction and be followed up by appropriate post-field trip assessment or other activities that lead to additional learning as an outcome of the trip or as an introduction to other learning.
- B. In general, field trips must be limited to an interval not to exceed the length of a school day and confined to a reasonable distance from Glastonbury.
- C. All trips must have a written itinerary with locations, phone numbers, and estimated time of arrival at each location. A copy of this itinerary must be left at the school office. Out of state and international itineraries must also be sent to the district administration.
- D. Chaperones must carry with them a complete list of the students and adults on the trip with emergency contact numbers listed for each individual. A copy of this list must be submitted in advance to school and district administration.
- E. Chaperones must be aware of special medical problems, allergies, handicaps, special prescriptions, etc., of students who are participants on the trip. Chaperones must also carry a list of any medications that students require and such medication must be carried by a Glastonbury Public Schools' staff member or the parent of the student. Pre-arrangements must be made for administering medication.
- F. Chaperones must carry a list of school emergency contact numbers so they can reach a school official if needed. Should accidents or medical emergencies occur, the teacher must immediately notify the principal **and/or director**. If an emergency occurs, teachers need to be prepared to provide complete information about the incident. Parents will be contacted by a school official. Please be advised that it may be necessary for you to make arrangements for your child if for any reason they need to quarantine or have a hospital stay. The parent/guardian is responsible for any costs associated with your child's care.
- G. If transportation is other than Glastonbury school bus, teachers must list the transportation carrier on appropriate documents. All vehicles must have a first aid kit on board.
- H. If a trip will cause a significant number of students to miss lunch at a school, teachers shall notify cafeteria personnel several days in advance.
- I. On trips outside of Glastonbury, it is advisable to use the following ratio of adult chaperones (inclusive of the teachers/sponsors). Depending upon the activity, this ratio may be adjusted by the Superintendent.

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**School Sponsored Trips** (continued)**Day Trips:**

<u>Grade</u>	<u>Students</u>	<u>Adults</u>
Pre-K-K	5	1
1 - 5	8	1
6 - 8	12	1
9 -12	20	1

**Overnight Trips:**

<u>Grade</u>	<u>Students</u>	<u>Adults*</u>
1 - 5	4	1
6 - 8	6	1
9 -12	10	1

**International Trips:**

<u>Grade</u>	<u>Students</u>	<u>Adults*</u>
6 -12	6	1

\*Overnight travel requires a minimum of 2 chaperones (see J. below)

- J. While the number of teacher chaperones may vary depending on the nature of the trip, any overnight trip must have a minimum of two chaperones and, if the student population on the field trip is both male and female, one chaperone must be male and one female. Chaperones must be approved by the district level administration.
- K. All chaperones/students must conform to the Board of Education Policy regarding Drug Free Workplace (reference 4118.231 and 4218.221).
- L. Adult chaperones (e.g., other staff personnel, parents, etc.) who accompany the group must be briefed by the teacher/sponsor as to purposes of the trip, procedures, possible hazards, supervisory responsibilities, etc., and must receive a copy of any written procedures.
- M. The Board of Education secures liability insurance, pursuant to Connecticut General Statutes, Sections 10-235 and 10-236, for protection of teachers and other employees who act as chaperones on trips.
- N. The Superintendent and/or Board of Education reserve the right to reconsider any previously approved student trip. In the event of such a cancellation, the Board of Education assumes no responsibility for losses incurred by parents.

School Sponsored Trips (continued)

- O. School system employees shall accept no commission or other remuneration except that employees may receive reimbursement of their expenses. On extracurricular and international trips, any reimbursement of expenses to the chaperones must be paid from fees collected from the participants. Students participating must be made aware of this provision.
- P. All fund-raising activities conducted to help finance such travel must be in accordance with Board of Education Policy for fund raising and preapproved by the superintendent/designee.
- Q. Parents are responsible for any cost incurred for students who are sent home early because of a behavioral infraction or returning home early for any other reason.
- R. If private vehicles are used, the person operating them must submit evidence of liability insurance.

IV. ADDITIONAL GUIDELINES FOR INTERNATIONAL TRAVEL

- A. All requests for trips outside the United States must be submitted at least four months prior to the planned departure. International trip request forms must also be completed at that time.
- B. In special circumstances, school time may be used for trips abroad. All requests for trips involving school time must have followed the approval process.
- C. All students must be in good standing in both academics and behavior. Students must not be failing any subject, must not have repeated offenses, and must exhibit appropriate conduct both in and out of school.
- D. Should accidents or medical emergencies occur, the chaperone must immediately notify the principal/administrator and the district level administration. Chaperones must carry a list of emergency contact numbers including embassy numbers. If an emergency occurs, chaperones need to be prepared to provide complete information about the incident. Parents will be contacted by a school official. Please be advised that it may be necessary for you to make arrangements for your child if for any reason they need to quarantine or have a hospital stay. The parent/guardian is responsible for any costs associated with your child's care.

School Sponsored Trips (continued)

- E. Following trip approval, the following steps are to be carried out:
1. Written parental consent and a completed student health history form must be obtained for student participation.
  2. Contracts with carriers or travel agencies must be reviewed by the superintendent/designee before a signature is affixed. A copy of the contract must be submitted to the office of the Superintendent or designee.
  3. Parents must be provided with specific written information to include objectives of the program, costs, daily itinerary, chaperones, accommodations, student and chaperone responsibilities, school behavior policies, trip cancellation procedures and refund policies.
  4. Students/families are responsible for securing appropriate travel documents including visas, passports as well as medical waivers and immunizations as needed.
  5. Conferences and/or orientation sessions are scheduled with students and their parents to assure that all plans and school policies are clearly understood and will include objectives of the program, costs, daily itinerary, chaperones, accommodations, student and chaperone responsibilities, school behavior policies, trip cancellation procedures, and refund policies.
- F. Prior to all overnight trips including, field trips, athletic trips, extracurricular trips and international trips, chaperones must receive orientation and training (provided by the Glastonbury Public Schools) which explains the procedures for travel. Chaperones are required to attend training every three years.
- G. In the event of adverse political, safety, or health conditions, or any other unforeseen circumstances, the Superintendent or Board of Education may cancel a previously approved school sponsored trip. In the event of such a cancellation, the Board of Education assumes no responsibility for losses incurred by parents. Parents must be informed of the Board's prerogative to cancel a trip and should be encouraged to purchase trip cancellation insurance.

**V. NON-SCHOOL SPONSORED TRIPS**

The Board of Education will not accept responsibility for trips not covered by Board Policy. Non-school sponsored trips planned for profit by staff members may not occur on school time and, therefore, are not to be planned on school time. ("Profit" is defined as monetary gain in excess of expenses.) The facilities of the schools may not be used in planning such trips. Letters to parents, directions or other communications may not be duplicated on school equipment or distributed at schools. Staff members planning such trips must look to community agencies or organizations outside the school.

Instruction

Regulation: 6153(e)

Revised

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## School Sponsored Trips (continued)

### Regulation

Approved: October, 1981

Revised: November, 1984

Revised: February, 1985

Revised: November, 1994 (International Travel Section Only)

Revised: December 10, 2001

Revised: February 24, 2003

Revised: September 25, 2006

Revised: March 10, 2008

Revised: April 21, 2014

Revised: August 10, 2022

Revised:

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**FAFSA Completion Program**

The Board of Education recognizes that college, for many students, continues to be an important pathway that helps to provide students with necessary skills for work and for lifelong learning.

Beginning with the class of 2027, graduating students must have 1) completed a Free Application for Federal Student Aid (FAFSA), 2) completed and submitted to a public institution of higher education an application for institutional financial aid for students without legal immigration status, or 3) completed a waiver, on a form prescribed by the Connecticut State Department of Education (CSDE), signed by the student’s parent/legal guardian or by the student if 18 years of age or older.

A principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student if the certified educator affirms that they have made a good faith effort to contact the parent/legal guardian or student about the completion of the application.

The Board will publish and make available on the District website the annual FAFSA student completion rate for the graduating class.

(cf. 6146 – Graduation Requirements)

Legal Reference: Connecticut General Statutes

Public Act 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Sect. 6, 7, 8

Public Act 23-204 An Act Concerning the State Budget for Biennium Ending June 30, 2025, and Making Appropriations Therefor, And Provisions Related to Revenue and Other Items Implementing the State Budget §319-320

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth §9

**Policy**

**Adopted:**

**Relations with Youth Organizations**

**BOE Memorandum of Understanding (MOU) with Youth Service Bureau**

The Board of Education recognizes that one or more municipalities or a private youth-serving organization may designate a youth service bureau as its agent. Additionally, that youth service bureau may be established by a private youth-serving organization designated to act as the agent of the Board of Education.

Upon request of the youth service bureau that provides services to the Board, the Board shall enter into a Memorandum of Understanding (MOU) with the youth service bureau. The MOU shall outline the circumstances under which the Board may share student education records with the bureau as required. The bureau shall maintain those records received in accordance with the Family Educational Rights and Privacy Act 1974 (FERPA).

Legal Reference: Connecticut General Statutes

Public Act 24-25 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 23 and 24

**Policy**

**Adopted:**

MEMORANDUM OF  
UNDERSTANDING BETWEEN THE  
GLASTONBURY BOARD OF EDUCATION  
AND THE  
GLASTONBURY YOUTH & FAMILY SERVICES

This agreement (“Agreement”) is made by and between the Glastonbury Board of Education (the “Board”) and the Glastonbury Youth and Family Services (the “YFS”) (collectively, “the Parties”).

WHEREAS, section 23 of Public Act 24-45, provides in relevant part:

(b) A local or regional board of education shall, upon request of the youth service bureau that provides services for such board, enter into a memorandum of understanding with such youth service bureau regarding the circumstances under which educational records of students may be shared between the board and the youth service bureau in the provision of services for which such youth service bureau is providing for such board.

(c) Any memorandum of understanding entered into under this section shall require that the local or regional board of education shall provide, and such youth service bureau shall receive and maintain, any educational records of students in a manner that is in accordance with the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g, as amended from time to time, and 34 CFR 99.1 et seq., as amended from time to time.

and,

WHEREAS, the Board and the YFS agree that students and their families working with the YFS can benefit from collaboration between the Board and the YFS, and such collaboration can include school officials sharing educational records of certain students with YFS personnel and YFS officials sharing information about such students with school officials, as contemplated by the enactment of Section 23 of Public Act 24-45, and

WHEREAS, the Board may delegate to the YFS services or functions to support students and their families, and

WHEREAS, access to personally-identifiable student information for YFS personnel providing such services or functions will aid YFS personnel in performing such services or functions on behalf of the Board as described herein

Whereas, YFS personnel performing such services or functions on behalf of the Board may be considered school officials as defined by the regulations implementing the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g at 34 C.F.R. § 99.31(a)(1),

NOW, THEREFORE, the Parties agree to the following:

1. When the Board has delegated responsibilities to the YFS for any of the services and functions listed in Paragraph 2 below, the Board, acting through the Superintendent or designee, may provide YFS personnel providing such services or functions personally-identifiable student information related to the behavior, discipline, disability, attendance, and academic performance of such student or students served by the YFS as required to fulfill such responsibilities.
2. Such services or functions performed by YFS personnel on behalf of the Board may include the following:
  - attendance support and truancy prevention, including participation on attendance review teams in accordance with Conn. Gen. Stat. § 10-198c(b)(2)
  - programming for students subject to exclusionary discipline,
  - behavioral health evaluation,
  - crisis intervention,
  - trauma support,
  - individual therapy, family therapy, or group therapy, teen pregnancy programs,
  - employment and training programs,
  - leadership development programs,
  - mentoring,
  - life skills training,
  - community service,
  - service learning,
  - teen parent education,
  - after-school programming,
  - summer programming.
  - needs assessment and planning,

Nothing in this section shall be construed to require the YFS to deliver services or provide functions other than those specifically agreed to.

3. The Parties agree that the YFS personnel providing such services or functions shall be under the direct control of the Board with respect to the use and maintenance of such education records.
4. The YFS and its personnel shall not use student information, student records and student-generated content for any purposes other than those authorized pursuant to this Agreement.
5. The YFS shall take such actions necessary and establish such protocols necessary to ensure the security and confidentiality of information provided to the YFS in accordance with this Agreement.



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

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

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

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

### **Ad Hoc Committees**

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

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

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

### Policy

Adopted: October, 1981

Revised: May 24, 2004

Revised: March 8, 2021

**Revised:**

## **Regular Board of Education Meeting**

Monday, March 24, 2025 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Kali Cavanaugh: Absent

Mrs. Alison Couture: Present

Mrs. Jennifer Faust: Present

Dr. Douglas Foyle: Present

Ms. Jenn Jennings: Present

Mr. David Peniston, Jr.: Present

Mr. Matthew Saunig: Present

Ms. Julie Thompson: Present

Julie Thompson joined 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. Board of Education Members

3.B. Joe Mancino - Presidential Award for Excellence in Mathematics and Science Teaching

### **4. Student Representatives' Report**

4.A. Hayley Lemieux, Class of 2025

Student Representative, Hailey Lemieux, Class of 2025 shared occurrences taking place at GHS.

4.B. Amalia Baird, Class of 2027

Student Representative, Amalia Baird, Class of 2027 spoke about upcoming events at GHS.

### **5. Information Session for Public Comment**

There was neither in person or written public comment for tonight's meeting.

### **6. Business Requiring Action**

6.A. Non-Renewal of Long-Term Substitutes and Temporary Teaching Assignments

Board moves to accept the Superintendent's recommendation to non-renew thirteen (13) long-term substitute agreements in accordance with the provisions of the Connecticut General Statutes Section 10-151 and that the Superintendent be directed to advise each individual in

writing of the Board action. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

6.B. Approval of Board of Education Planning Framework 2025-2026  
Board approves the 2025-2026 Board of Education Planning Framework. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

6.C. Approval of Revision to the 2025-2026 School Calendar  
Board approves the revision to the approved 2025-2026 school calendar. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

6.D. Approval of TEAM Mentors  
Board approves the recommended TEAM Mentors. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

Mrs. Alison Couture: Yea  
Mrs. Jennifer Faust: Yea  
Dr. Douglas Foyle: Yea  
Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Ms. Julie Thompson: Yea

6.E. Approval to Combine the Regular Board of Education Meetings of April 7, 2025 and April 21, 2025, to be held on April 7, 2025, at 7:00 pm, in Town Council Chambers  
Board approves combining the Board of Education meeting of April 7, 2025 and April 21, 2025 to be held on April 7, 2024, in Town Council Chambers. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

6.F. Approval of the March 10, 2025 Meeting Minutes  
Board approves meeting minutes of Monday, March 10, 2025. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

## **7. Reports and Discussion**

### 7.A. School Reports

#### 7.A.1. Gideon Welles School

Kent Hurlburt, Principal of Gideon Welles School, provided the Board with an overview of his school report.

#### 7.A.2. Naubuc Elementary School

Dr. Michael Litke, Principal of Naubuc Elementary School, shared highlights of his school report with the Board.

### 7.B. Glastonbury Education Foundation

Dr. Douglas Foyle, provided an update on behalf of Julie Thompson. He reminded the Board of the upcoming GEF 5K, scheduled on June 1, 2025.

## 8. Committee Chair Reports

- A Policy Committee meeting was held on March 24, 2025 at 5:30 pm. Several policies were reviewed and discussed. The reviewed policies will be on the April 7, 2025 Board of Education agenda for discussion and acceptance.
- A Communications Committee meeting is scheduled for Monday, April 7, 2025, at 6:00 pm.
- A Budget Committee meeting is scheduled for Monday, March 31, 2025, at 9:00 am.
- A Facilities Committee meeting is scheduled for Thursday, April 3, 2025, at 8:15 am.

## 9. Chairman's Reports

Dr. Foyle shared that today is Breakfast Club Day for those that celebrate.

## 10. Superintendent's Report

- Dr. Bookman distributed FFA Banquet invitations to all Board members.
- Dr. Bookman provide the Board with the requested information about Glastonbury High School credits.

### 10.A. Staff Resignations

10.A.1. Lisa Ames

10.A.2. Kenneth Barse

10.A.3. Denise Brennan

10.A.4. Brittney Brown

10.A.5. Barbara Dougan

10.A.6. Joanne Gertler

10.B. Student Suspension Report, February 2025

10.C. Dates to Remember

## 11. Adjournment

Board moves to adjourn the meeting. This motion, made by Mr. David Peniston, Jr. and seconded by Mrs. Alison Couture, Carried. The meeting adjourned at 8:26 pm.

Mrs. Alison Couture: Yea

Mrs. Jennifer Faust: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

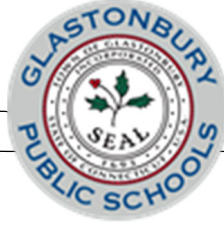
Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

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

Respectfully Submitted,  
Kali Cavanaugh, Secretary  
Approved:



## *Report to Glastonbury Board of Education*

**School:** Nayaug School

**Prepared by:** Kristine Garofalo

**Date:** April 7, 2025

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

- Our school community continues to stay well-connected with relationship building at the forefront of all interactions. School-wide *Family Meetings* remain an important venue for students to learn and grow together. Students build meaningful bonds with buddy classes and seek out trusted adults when in need of support or problem solving.
- Student Council is composed of fourth and fifth grade students who work in partnership with teacher facilitators and school leaders to create a positive, welcoming and fun learning environment. They sponsor school-wide spirit days, organize food drives, assist younger students when needed, advertise for school events, and welcome guests to our school. Over the course of the year they develop organizational, leadership, and communication skills.
- Our partnerships with families from Hartford continue to grow strong. We hosted a successful Open Choice welcoming day for all of our families this year. The well-attended event included a delicious breakfast, break-out groups, tours of the school, and the opportunity for families to get to know one another. Our Community Connectors group planned various events outside of school, in town, and in Hartford, to bring families and students together for networking, food, and fun!
- Honoring Our Veterans was an inspirational ceremony. Our school honored approximately 40 veterans to celebrate Veterans Day. Our students collected items such as t-shirts, socks, breakfast items, and snacks to donate to the non-profit, Boxes to Boots, which sends care packages overseas to the military. Students also wrote personal messages of kindness, love, and support to include in the packages, focusing on our "Kindness Begins with Me" initiative. Nayaug School was visited by news anchor Kevin Nathan and highlighted on NBC news for this effort.
- In December, students and staff participated in Connecticut Children's *Medical Center PJ Day for the Kids* fundraiser and donated \$1,353.00 to the cause. In January, Nayaug's student council hosted our annual Super Bowl food drive. Students brought in nonperishable goods and stacked them in front of the super bowl team they were rooting for. It is great fun for all. Goods were donated to the Glastonbury Food Bank.
- STEAM Night is always a highly anticipated event at Nayaug. Last March over 250 students and their families participated. The event includes engineering challenges, coding with BeeBots and robotics demonstrations, LEGO challenges, and more. Student-created STEAM projects are on display in the gymnasium for all to enjoy. Glastonbury High School Key Club members help support this night by hosting activities with our students.

- Nayaug's PTO works in partnership with staff, families, and community members to offer events for our school community to gather and enjoy. The following are just some of the very popular and well-attended events sponsored by our PTO: Kindergarten Fun Night, Family Bingo Night, Trunk-or-Treat, Hartford Wolfpack Game, Glow Run.
- Before & after school enrichment clubs at Nayaug provide students an array of opportunities to work with peers and grow their talents. Our school is proud to offer student council, newspaper club, the Midnight Singers, kindness ambassadors, drama club, garden club, March Madness, and unified sports.
- Nayaug's music teacher Alicia Luongo, and her performing ensemble, *The Midnight Singers*, has been selected to perform at the upcoming National Music Education Association Eastern Conference. The group was chosen from several prestigious music programs across 12 states in the eastern part of the country. The Midnight Singers will perform a 30-minute program at the national conference to be held in Hartford, CT this April.

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

- Restorative practices have been at the center of professional learning for all staff this year. The extensive training has been well-received by staff who began implementation at the start of school. Teachers and administrators continue to reflect on our practices and share techniques that positively impact our school community and strengthen the relationships we build with and among students. Our building-based team regularly facilitates new learning with restorative techniques and collaborative problem solving with faculty and staff.
- Play-based learning is being implemented in several kindergarten classrooms. Teachers participated in professional learning this past summer and receive continuous coaching throughout the school year. This child-centered approach uses strategies that allow explicit academic standards and targeted outcomes such as social skills and problem solving to be incorporated into play activities and play scenarios.
- The Glastonbury Education Foundation generously awarded Nayaug a grant to purchase a hydroponics growing system. The Nayaug School Hydroponic Program will introduce students to the exciting world of plant growth and cultivation through innovative hydroponic systems. Students will learn about the essential elements that plants need to grow, the water cycle, and the importance of sustainability in agriculture. Students will engage in activities such as planting seeds, monitoring plant growth, adjusting nutrient solutions, observing the development of roots and shoots in real-time, and harvesting our crops.

## **3. Challenges and Opportunities:**

- We work to meet the academic and social-emotional needs of all students through the MTSS framework. This includes regularly reviewing data to identify patterns and areas in need of development. Intervention plans are written to support both academic and behavioral needs. Last year, the BUILD classroom opened to provide direct instruction in lagging social-emotional skills. We work in partnership with GYFS social workers to support students and families and are hopeful for increased weekly social-work hours next year.
- Nayaug has a shared vision of community connectedness and building trusted relationships between Hartford and Glastonbury families. Over the past year and a half, the *Community Connectors* have planned well-attended events, both in town and in Hartford, such as family

game nights, a magic mingle, and collaborative art night. As the number of families increases, it is important that we expand the number of participants involved. We would like to foster conversations to include culture and diversity, celebrating differences, and ways we can support each other.

#### **4. Please highlight the long-term plans that support your school's interests and needs.**

##### **Goal 1: Active Learning and High Expectations**

- Continue to identify and communicate what “Good Teaching” and “Active Learning” is and what that looks like in classrooms at Nayaug School. We will keep this student-centered approach at the forefront of conversations around effective instruction and high-leverage instructional strategies. In addition, we will provide teachers continued opportunities to reflect and share with grade-level colleagues and through vertical teaming.
- Continue to develop the capacity of grade-level teams in data-driven decision making to ensure all students receive what they need when they need it.

##### **Goal 2: Safe, Supportive and Inclusive Learning Environments**

- Continue to provide staff with opportunities to grow their knowledge around Restorative practices/strategies and Collaborative Problem Solving in order to build relationships and connectedness.
- Support play-based learning and the development of executive functioning skills in students in all kindergarten classrooms. Provide staff with professional learning about play-based learning.
- Implement the district multi-tiered systems of support framework and continue growing our building-based team to ensure all students have access to support for both academic and social-emotional growth.
- Continue to foster authentic family partnerships by offering meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.

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

- Continue to explicitly teach our students about kindness and school community through common read-alouds about Bucket Filling. Our school-wide family meetings will continue to target self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Continue to offer before/after school clubs that target wellness such as Be Well Runners, Marathon Club, Garden Club, Unified Sports.
- Encourage health and wellness activities for staff through CHEER and our Be Well Team.
- Continue to partner with the PTO to provide financial support to families in need to ensure school events can be enjoyed by all.



## ***Report to Glastonbury Board of Education***

**School:** Smith Middle School

**Prepared by:** Dr. Bobby Skarvelas

**Date:** April 7, 2025

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

#### **Schoolwide Recognition/News:**

- Rated as a top middle school in CT by both Niche Best Schools and U.S. News & World Report.
- Earned the designation as a No Place for Hate School from the Anti-Defamation League.
- Earned the designation as a National Unified Champion School from the Special Olympics.
- National nominee for the Outstanding Heart Challenge Award by the American Heart Association.
- Featured on News 8's "What's Right with Schools" segment in collaboration with CAS.
- Several teachers were awarded PTSO mini-grants supporting STEAM pathways and inclusive learning initiatives.

#### **STEAM, Music, and other Scholastic Achievements:**

- SMS students earned 3rd, 4th, 8th, 10th, and 15th place in the Northeast Science Bowl and Southern New England Regional Tournament.
- Two SMS students were recognized as STEAM All Stars by the Hartford Yard Goats.
- Money Matters class students placed 2nd in the Connecticut Stock Market Game.
- A team of three SMS students ranked top 20 out of 450 in the Lieutenant Governor's Computing Challenge for their work on STEAM and sustainability.
- Two students won CT Scholastic Art Awards, earning Best in Show, Gold, and Silver Key honors.
- Six students qualified for the state math competition, with a four-person team placing 4th and advancing to the state level.
- The SMS Literary Magazine, "Cosmic Chronicle", received the Superior ranking in the 2024 NCTE Recognizing Excellence in Art and Literary Magazines (REALM) program.
- SMS Band members were featured as "Band of the Week" by Channel 3 News for their collaboration with the GHS Pep Band.
- SMS chorus, band, and orchestra students earned one-third of the total placements at the Eastern Regional Music Festival.
- SMS Chorus students earned 1st, 2nd, Best Soloist, and Top Overall Program in competition.
- Our Music Department has made significant contributions to our school and town community. They have represented us very well.
  - Spring, Fall and Winter Concerts and Performances, along with visits to elementary schools, participation in Veterans Day ceremony, GHS Football games, and Hartford Wolfpack games.
- Our World Language Department has continued to offer immersion opportunities for our students to locations like Quebec (French), Salamanca (Spanish), and Brighton Beach (Russian). In addition, we have maintained our Venezuelan partnership.

### **Student Council & School Culture:**

- The SMS Student Council sponsored spirit days, a school dance, raised funds and awareness for breast and childhood cancer, the Special Olympics, and a local food bank.
- The No Place for Hate Advisory Board organized a series of student-led activities focused on empathy and positive school culture.
- Over 100 students were recognized as members of the “Hall of Stars” for exceptional modeling of core values of Respect, Responsibility, Honesty, and Safety.

### **Athletic & Extracurricular Success:**

- The SMS Cross Country girls' team won the CT Middle School Cross Country State Championship.
- SMS currently offers nearly 40 after-school clubs and activities, with new proposals submitted annually.

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

Smith Middle School remains committed to fostering a positive and inclusive learning environment through key initiatives aligned with the Glastonbury Public Schools 6th Generation Strategic Plan. These efforts enhance school climate, support student well-being, and strengthen community partnerships.

### **Restorative Practices (RP) Implementation**

To improve relationships and create a supportive school culture, we continue expanding Restorative Practices (RP):

- Increased training for teachers and administrators to integrate RP effectively.
- Established an RP team to mentor staff and support school-wide implementation.
- Expanded RP participation to all members of the SMS community beyond just educators.
- Collaborative Problem Solving (CPS) engages students, staff, and parents in resolving behavioral challenges through dialogue.

### **No Place for Hate Designation**

Smith Middle School partnered with the Anti-Defamation League and earned a “No Place for Hate” designation. In our efforts to continue to receive the designation, we have:

- Created a No Place for Hate Advisory Board of students and staff to lead inclusion initiatives.
- Programs align with the district’s “Be Kind” core value and “Choose Love Not Hate” campaign.

### **Reinforced Cell-Phone Free Policy**

We continue emphasizing a cell-phone free environment to support academic focus and well-being.

- Ongoing collaboration with students, parents, and teachers to reinforce its benefits.

### **Strengthening School and Community Partnerships**

We are expanding meaningful collaborations to enhance student experiences:

- Student Leadership & Support: SMS student ambassadors, music, and language students assist our school, Gideon Welles and all our elementary schools through their involvement in a variety of programs.
- Peer Tutoring & Mentorship: Collaboration with a wide range of Glastonbury High School students.
- Career Exploration: Enhanced “Lunch and Learn” career sessions with local professionals.
- Unified Sports & Special Olympics: Growing involvement through events, fundraising, and hosting a CIAC sponsored middle school Unified Basketball tournament.

- Parent Engagement: Our parent group plays a vital role in student events, teacher support, and overall school initiatives.

These initiatives underscore our commitment to student success, and we appreciate the Glastonbury Board of Education's ongoing support in fostering a thriving school environment at Smith Middle School.

### 3. Challenges and Opportunities at SMS:

Our commitment to building positive relationships within our school community is more important than ever, as the mental health needs of students and staff continue to be a primary point of emphasis. To that end, we continue to expand and refine our strategies to support students holistically.

**Social-emotional supports:** Building the capacity of students to develop and practice skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making takes many forms at Smith Middle School:

- The Student Support Center provides services to students on a multitude of levels and continues to adapt to the ever-changing needs of our student body. Support services include, but are not limited to:
  - Partnering with students to facilitate collaborative problem-solving sessions
  - School avoidance interventions
  - Crisis Management
  - Small group support for executive function skills
  - Liaison between part time hospitalization programs and students full return to school
- Stress and organization workshops provided through our School Counseling Department and school psychologists focus on both individual needs and overarching issues adolescents deal with in the middle school years.
- Peer Support Groups are offered to assist in creating a safe place for students to process issues together, like grief and most importantly to make connections with others.
- Tiered support systems to assist students and families with a variety of issues are collaboratively developed and implemented among a student's support team.
- The ongoing relationship with Youth and Family Services with the placement of a social worker at SMS has been very successful in unifying town and school-based resources for families.

### 4. Please highlight the long-term plans that support your school's interests and needs.

Smith Middle School remains steadfast in our commitment to advancing the goals outlined in the Glastonbury Public Schools 6th Generation Strategic Plan. Through the efforts of our teachers, staff, and administrators, we continue to foster a safe, supportive, and high-achieving environment for all students.

#### *Goal 1: Advancing Student Centered Instruction & High Expectations*

Together we are moving from the creation of a shared understanding of good teaching and active learning to supporting the implementation of that understanding within the classroom.

- Planning and facilitating professional learning through committees, professional discussions, and individualized learning opportunities.

- Sustaining and nurturing a student-centered model aligned with the GPS Vision of a Graduate.

*Goal 2: Strengthening our Safe, Supportive and Inclusive Learning Environments*

- Enhancing our practices to further encourage positive interactions and relationship building among all members of our SMS community.
- Ensure that all students have access to support for both their academic and social emotional growth.

*Goal 3: Prioritizing Students and Staff Well-Being*

The health and well-being of students and staff continues to be a top priority and long-term focus at SMS.

- Evaluating and enhancing our wellness programs to create a sense of belonging within our school.
- Providing ongoing staff wellness opportunities.

On behalf of Smith Middle School, I thank and appreciate the Board of Education's continued support.

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

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**Title of Report:** Spring 2025 Professional Learning

**Board Meeting Date:** April 7, 2025

**Action:**

**Report: X**

**Information:**

**Discussion:**

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Glastonbury Public Schools certified staff continue to engage in professional learning that advances the district’s strategic priorities and promotes high-quality teaching and active learning. This spring, sessions have been designed with a focus on responsiveness to teacher and student needs, offering a blend of structured content, collaborative planning time, and self-selected opportunities.

Elementary professional learning focuses heavily on two key areas: the rollout of purposeful play-based learning in kindergarten and the first grade pilot expansion, and a suite of interdisciplinary sessions for grades 2–5 aimed at supporting knowledge transfer and natural curricular connections. Teachers will have dedicated time to reflect on year-one implementation of *Foundations* in K–3, with grade 3 teachers preparing for next year’s addition of cursive instruction. Our special education teachers and service providers continue to deepen their understanding of structured literacy and related strategies. Sessions are complemented by targeted time for curriculum planning, reflection, and vertical collaboration for all staff. The Spring 2025 PreK-5 At-a-Glance Professional Learning Calendar is attached.

As is our practice, the last four Wednesdays of the school year provide elementary staff with building level opportunities for end-of-the-year procedures, class placement, record keeping, and report card preparation. On May 14th, all incoming kindergarten families are invited to participate in school-based Kindergarten Orientations, a dedicated opportunity to support this important transition for our youngest students and their families.

**Grades 6–12:** Secondary sessions in February and March were responsive and differentiated, with a strong emphasis on department-based professional learning. In February, all sessions were facilitated by curriculum directors and served to advance department-specific initiatives, such as Building Thinking Classrooms (BTC), structured literacy, inquiry-based lesson design, and vertical alignment. March offerings included continued learning in structured literacy and restorative practices cohorts; facilitated sessions to support AI integration and phone-free classrooms; and independent planning sessions aligned with “Be Curious” and “Be Well.” Staff appreciated the ability to choose sessions aligned with both individual interests and departmental goals.

Both the elementary and secondary Professional Development & Evaluation Committees (PDEC) supported the development of this learning cycle, ensuring that choice, relevance, and opportunities for application remained central throughout the spring.

**Submitted By:** Kate Lund

**Reviewed By:** Alan Bookman

## PreK-5 Professional Learning & Meetings: SPRING 2025

SPRING 2025	PreK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Reading	Spec. Ed/Psychs/SLPs	LMS	Art	Music	HPE	WL
MAR 5	<b>Parent Conferences</b>										Youth Art Month - @GHS	Opening Meeting / @NG	Opening Meeting @CO	Purposeful Play, Spelling Bee & Curriculum Units @CO
MAR 12	<b>Parent Conferences</b>										Digital Collage and Image Search @BBL	Gr 3 Instrumental Recruitment Timeline @NA	EA Collaboration @EA	Curriculum Units @CO
MAR 19	<b>Parent Conferences</b>										Purposeful Play Goal @BBL	Professional Discussion @HO	Gymnastics/AdPE- @CO	Curriculum Units @CO
MAR 26	<b>Parent Conferences</b>										Collaboration meeting with Spec. Ed @ Home Schools			
APR 2	Building-Based Scout Team Training w/ School Climate Consultants (PreK-5) @ Knox Reading Room/ GHS LMC													
	<b>Parent Conferences</b>	Math - SF Lesson Guide and Sequencing @ Home Schools	Fundations / Curriculum Alignment @ HA	Professional Discussion: Fostering Interdisciplinary Connections ALL @ CO	Thinking Classroom Follow-up and SBAC Problems @ Nayaug Rooms 20/21	Structured Literacy Intensive Reading	Structured Literacy Intensive Reading <b>Psychs:</b> Scout Training <b>SLPs:</b> Structured Literacy	Collaboration/ Legos Scope Sequence @HO LMC	Curriculum Reflect and Plan @BBL	Curriculum Touchpoint @Home Schools	Fitness Score Review @CO	Curriculum Units @HA		
APR 9	Cultural Competency: Part II @ Knox Reading Room/LMC													
	Self-Select													
APR 16	<b>SPRING BREAK</b>													

<b>APR 23</b>	Purposeful Play Debrief @EA	Executive Functioning Strategies with EA @ CO Pilot K Group - Planning Final Units @ Home Schools	Follow-up: Documentation of Interdisciplinary Lessons NA/BB @NA Cafe NG/HA/HO @NG LMC		Fundations/ Words Their Way @ Home Schools	Math- Placement Grade 5 @ Home Schools	Collaboration/ Case Studies @NA LMC	Structured Literacy Intensive Reading <b>Psychs:</b> Prof. Discussion <b>SLPs:</b> Structured Literacy	Collaboration/ Legos Scope Sequence @BB LMC	Collaborative Conversations @BBL	Restorative Practices in the General Music @HE	Curriculum (Spring) Discussion & Planning @ TBD	WL 1-12 Meeting at @GW
<b>APR 30</b>	Aligning Evaluation Practice @EA	Executive Functioning Strategies with EA (and PACE) @ CO Pilot K Group - Planning last units @ Home Schools	The Why of Reflex @ HO	Fundations - Grade 3 Curriculum Overview @ HO	Professional Discussion: Fostering Interdisciplinary Connections @NA Cafe		Collaboration/ Case Studies @HA LMC	Structured literacy Intensive Reading <b>Psychs:</b> Prof. Discussion <b>SLPs:</b> Structured Literacy	Collaboration Story and Steam @NA LMC	Reflection, Feedback & Planning 25-26SY @BBL	Reflection, Feedback & Planning 25-26SY @BBL	Reflection, Feedback & Planning 25-26 @ CO	Curriculum Units @ HA
<b>MAY 7</b>	Aligning IEP Goals and Standards with the ELDS @EA	Purposeful Play @CO	Fundations /Curriculum Alignment @ HO	Fundations - Grade 3 Curriculum @ Home schools	Follow-up: Documentation of Interdisciplinary Lessons NA/BB/GW @ NA Cafe NG/HA/HO @ NG LMC		Fundations / Curriculum Alignment @ HO	Structured Literacy Intensive Reading <b>Psychs:</b> Prof. Discussion <b>SLPs:</b> Structured Literacy	Collaboration Story and Steam @HA LMC	Art Show Prep and Inventories  @ Home Schools	Concert Prep @Home Schools	Field Day Planning/Prep @Home Schools	Curriculum units @NG
<b>MAY 14</b>	<b>Kindergarten Visitation</b>												
	<b>Building Meeting/Class Placements</b>												
<b>MAY 21</b>	<b>Building Meeting/Class Placements</b>												
<b>MAY 28</b>	<b>Building Meeting/Class Placements</b>												
<b>JUN 4</b>	<b>Building Meeting/Class Placements</b>												

PL – 2 Hours Start time within 30 minutes of school dismissal on early release days  
 \*When bringing Gr. 5 together across schools, formal PD must begin at 2:00 and end by 3:00 to accommodate travel and early release start/stop times. Self-guided tasks may be given prior to/after the formal PD hour.

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

TO: Board of Finance  
Jonathan Luiz, Town Manager

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

DATE: April 2, 2025

SUBJECT: Self Insurance Reserve Update March 2025

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The attached report summarizes the Self-Insurance Reserve fund through **March**. The total reserve is **\$11,175,904**, allocated **\$5,454,833** and **\$5,721,071** between the Town and Board of Education, respectively. As of **March**, the fund is experiencing a **\$1,901,114** loss for the fiscal year.

There are **16** large loss claims which are defined as any claims that exceed 50% of the individual stop-loss limit. There are **ten** large loss claims for the BOE and **six** for the Town. There are **9** claims that have exceeded the individual Stop Loss limit; **six** for the BOE and **three** for the Town. The Individual stop-loss limit is **\$200,000** for BOE and **\$150,000** for the Town.

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

**SELF INSURANCE RESERVE FUND**

YTD Balances As of March 31, 2025

	Town	Education	Total
<b>Contributions</b>			
Employer	\$2,705,117	\$9,471,825	\$12,176,942
Employee	907,031	2,790,073	3,697,105
Stop Loss Reimbursement	640,274	1,637,294	2,277,568
<b>Total Revenues</b>	<b>\$4,252,423</b>	<b>\$13,899,192</b>	<b>\$18,151,615</b>
<b>Expenditures</b>			
<b>Anthem</b>			
ASO Fees	\$66,014	\$265,760	\$331,773
Claims	3,146,275	13,935,913	17,082,188
	<u>\$3,212,289</u>	<u>\$14,201,673</u>	<u>\$17,413,961</u>
<b>Delta Dental</b>			
ASO Fees	\$12,353	\$31,806	\$44,160
Claims	142,878	494,039	636,917
	<u>\$155,231</u>	<u>\$525,845</u>	<u>\$681,076</u>
Bank Fees/PCORI Fee/EAP Fee	\$6,976	\$0	\$6,976
CT Prime	444,669	1,438,546	\$1,883,215
OneDigital Consultant Fees	13,500	54,000	67,500
	<u>\$465,145</u>	<u>\$1,492,546</u>	<u>\$1,957,691</u>
<b>Total Expenditures</b>	<b>\$3,832,665</b>	<b>\$16,220,064</b>	<b>\$20,052,729</b>
Current Year Revenues Less Expenses	\$419,758	(\$2,320,872)	(\$1,901,114)
Reserve July 1, 2024	\$5,035,075	\$8,041,943	\$13,077,018
Reserve at end of month	<u>\$5,454,833</u>	<u>\$5,721,071</u>	<u>\$11,175,904</u>

	Town		BOE		Total
Reserve at end of month	\$ 5,454,833	\$	5,721,071	\$	11,175,904
Recommended Minimum Reserve <sup>A</sup>	\$ 1,025,014	\$	4,044,398	\$	5,069,412
Variance Over/(Under) Reserved	\$ 4,429,819	\$	1,676,673	\$	6,106,492

A. As of December 2024. The next update will be provided in May 2025.

**GLASTONBURY PUBLIC SCHOOLS  
GLASTONBURY, CONNECTICUT**

**SCHOOL ENROLLMENT April 1, 2025**

<b>Elementary</b>	<b>Pre-K = 87</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
Buttonball		84	73	87	72	80	70		466
Hebron Ave.		64	68	85	87	80	80		464
Hopewell		93	84	88	82	108			455
Naubuc		60	68	69	82	77	87		443
Naugaug		79	87	112	78	89	87		532
Elementary Subtotal		380	380	441	401	434	324	0	2360
Gideon Welles							108	445	553
	K-6 Totals								2913
<b>Elementary Total</b>		<b>380</b>	<b>380</b>	<b>441</b>	<b>401</b>	<b>434</b>	<b>432</b>	<b>445</b>	<b>2913</b>
<b>Middle</b>		<b>7</b>	<b>8</b>						<b>Total</b>
Smith Middle	Middle Subtotal	442	433						875
<b>Middle Total</b>		<b>442</b>	<b>433</b>						<b>875</b>
<b>Secondary</b>		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>				<b>Total</b>
Glastonbury High	Secondary Subtotal	410	438	427	459				1734
<b>Secondary Total</b>		<b>410</b>	<b>438</b>	<b>427</b>	<b>459</b>				<b>1734</b>
	<b>TOTAL</b>								<b>5522</b>
								<b>Pre-K</b>	<b>87</b>
	<b>OUT OF DISTRICT (33 &amp; GHS ALTERNATIVE PROGRAM (1))</b>								<b>34</b>
	<b>GRAND TOTAL</b>								<b>5643</b>

**RECAPITULATION**

	4/1/2024	4/1/2025	Change Over
	Enrollment	Enrollment	Previous Years
<b>Pre-K</b>	92	87	-5
<b>K</b>	368	380	12
<b>1</b>	435	380	-55
<b>2</b>	383	441	58
<b>3</b>	425	401	-24
<b>4</b>	419	434	15
<b>5</b>	429	432	3
<b>6</b>	434	445	11
<b>Subtotal Elementary</b>	<b>2985</b>	<b>3000</b>	<b>15</b>
<b>7</b>	420	442	22
<b>8</b>	419	433	14
<b>9</b>	436	410	-26
<b>10</b>	435	438	3
<b>11</b>	461	427	-34
<b>12</b>	437	459	22
<b>Subtotal Secondary</b>	<b>2608</b>	<b>2609</b>	<b>1</b>
<b>TOTAL</b>	<b>5593</b>	<b>5609</b>	<b>16</b>
<b>OUT OF DISTRICT &amp; GHS ALTERNATE</b>	32	34	2
<b>GRAND TOTAL</b>	<b>5625</b>	<b>5643</b>	<b>18</b>

## School Enrollment by Class April 1, 2025

	<b>GRADE K</b>					=	<b>TOTAL</b>	
Buttonball	17	17	17	17	16	=	84	
Hebron	16	16	16	16		=	64	
Hopewell	20	19	19	18	17	=	93	
Naubuc	16	15	15	14		=	60	
Nayaug	17	16	16	15	15	=	79	
							<u>380</u>	
	<b>GRADE 1</b>							
Buttonball	19	19	18	17		=	73	
Hebron	17	17	17	17		=	68	
Hopewell	18	17	17	17	15	=	84	
Naubuc	17	17	17	17		=	68	
Nayaug	19	17	17	17	17	=	87	
							<u>380</u>	
	<b>GRADE 2</b>							
Buttonball	18	18	17	17	17	=	87	
Hebron	22	21	21	21		=	85	
Hopewell	18	18	18	17	17	=	88	
Naubuc	18	17	17	17		=	69	
Nayaug	20	19	19	18	18	18	=	112
							<u>441</u>	
	<b>GRADE 3</b>							
Buttonball	19	19	17	17		=	72	
Hebron	22	22	22	21		=	87	
Hopewell	21	21	21	19		=	82	
Naubuc	21	21	20	20		=	82	
Nayaug	20	20	19	19		=	78	
							<u>401</u>	
	<b>GRADE 4</b>							
Buttonball	21	20	20	19		=	80	
Hebron	20	20	20	20		=	80	
Hopewell	23	22	21	21	21	=	108	
Naubuc	20	20	19	18		=	77	
Nayaug	23	22	22	22		=	89	
							<u>434</u>	
	<b>GRADE 5</b>							
Buttonball	24	23	23			=	70	
Hebron	20	20	20	20		=	80	
Naubuc	22	22	22	21		=	87	
Nayaug	22	22	22	21		=	87	
Gideon	23	22	21	21	21	=	108	
							<u>432</u>	



1. Total Number of Suspensions by Month	3	20	19	13	16	13	19	19			
In-School	2	19	15	13	13	11	19	19			
Out-of-School	1	4	4	1	4	3	6	3			
2. No. of 1 Day Suspensions											
3. No. of 2-4 Day Suspensions	0	12	15	7	11	9	8	12			
4. No. of 5-10 Day Suspensions	3	8	4	8	5	4	14	7			
5. * No. of Different Students Suspended for the Month	3	19	19	11	15	10	9	19			
6. * No. of Different Students Suspended this Year (Cumulative)	3	22	38	47	59	67	76	84			
7. * No. of Different Students Suspended More than Once this Month	0	1	0	2	1	1	2	2			
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	1	4	7	8	10	18	23			

Revised 11.15.05

\*See Reverse Side

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

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



<b>1.</b>	Total Number of Suspensions by Month	0	3	1	5	8	9	9	18			
	In-School	0	3	1	5	7	9	9	18			
	Out-of-School	0	0	0	0	1	0	0	0			
<b>2.</b>	No. of 1 Day Suspensions	0	0	0	0	0	3	2	3			
<b>3.</b>	No. of 2-4 Day Suspensions	0	3	1	5	7	6	7	14			
<b>4.</b>	No. of 5-10 Day Suspensions	0	0	0	0	1	0	0	1			
<b>5.</b>	* No. of Different Students Suspended for the Month	0	3	4	5	8	8	8	16			
<b>6.</b>	* No. of Different Students Suspended this Year (Cumulative)	0	3	4	9	15	21	28	39			
<b>7.</b>	* No. of Different Students Suspended More than Once this Month	0	0	0	0	0	1	1	2			
<b>8.</b>	* No. of Students Suspended More than Once this Year (Cumulative)	0	0	0	0	2	4	4	9			

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

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