



REGULAR BOARD OF EDUCATION MEETING

Monday, September 8, 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. Teacher of the Year - Joey Meyer
4. Student Representatives' Report
 - A. Amalia Baird, Class of 2027
 - B. Ariana Stevenson, Class of 2027
 - C. Taylor Balthazar, Class of 2028
5. Information Session for Public Comment
6. Business Requiring Action
 - A. Establish Date for Graduation, Class of 2026
 - B. Approval of Finalized Graduation Date for the 2025-2026 School Calendar
 - C. Acceptance of Revised Board of Education Policy and Regulation #5131.9 School Climate and Bullying Policy
 - D. Acceptance of NEW Board of Education Policy #5131.92 Restorative Practices Response Policy for Challenging Behaviors
 - E. Acceptance of Revised Board of Education Policy #3542.43 Food Service Charging
 - F. Acceptance of NEW Board of Education Policy #3542.2 Food Service Personnel - Code of Conduct
 - G. Acceptance of Revised Board of Education Policy #5118.1 Children of Out-of-Town Board of Education Employees
 - H. Acceptance of Revised Board of Education Policy #6153 School Sponsored Trips
 - I. Acceptance of Kenneth Joyce Foundation Donation
 - J. Approval of Submission of the CAFE Board of Education Recognition Award Application
 - K. Approval of the August 11, 2025 Meeting Minutes
7. Reports and Discussion
 - A. School Counseling Report
 - B. Scholastic Aptitude Test (SAT) and Advanced Placement (AP) Report

- C. Post Secondary Plan Report, Class of 2025
- D. World Language/Multilingual Learner Report
- E. Status Enrollment Report
- F. 2024-2025 Assessment Performance
- G. Opening Day Professional Development
- H. Glastonbury Education Foundation
- 8. Committee Chair Reports
- 9. Chairman's Reports
- 10. Superintendent's Report
 - A. Faculty Scholar Award
 - B. Capital Improvement and Other Maintenance Projects Update
 - C. Self-Insurance Reserve Update, August 2025
 - D. School Enrollment Report, September 2025
 - E. Dates to Remember
- 11. Adjournment
 - A. Please note: It is possible that the Board of Education may go into Executive Session

How to Participate in Board of Education Meeting Public Comments

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

1) In-Person Comment.

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

2) Written Comment.

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

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

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.
9/8/2025 8:33:25	Kevin Anderson	209 Lancaster Rd	<p>Part 1 of 2</p> <p>Chairman Foyle,</p> <p>There are students graduating Glastonbury High School with honors (Academic) and high honors (Faculty Scholar) GPA's over their full 4 years of high school and the Glastonbury Public School System and the Glastonbury Board of Education refuses to recognize them for their academic achievements.</p> <p>Your failure and unwillingness to support the academic achievements of the students of Glastonbury, the lack of oversight of the school administration and then the continuous effort to carefully disguise and cover up the actual facts is unacceptable to the students and residents of Glastonbury. As the Chairman of the BOE you failed to listen, you failed to acknowledge and you failed to initiate change when change was needed. You evaded the responsibilities to hold administrators accountable for their actions and to provide the support structure for the students of Glastonbury High School to be recognized for their academic achievements.</p> <p>You chose to follow and support the administration's position of "historical practices" and "verbal communication" as a way to run the Glastonbury School System instead of abiding by the written policies as documented in the Glastonbury High School Handbook that was provided by the Glastonbury Public School System to the students and families of Glastonbury. These policies written in the student handbook are the same policies that yourself as the Chairman of the BOE and the Board of Education Board members reviewed and approved for release by the Glastonbury Public School System.</p> <p>Continued.....</p>
9/8/2025 8:33:56	Kevin Anderson	209 Lancaster Rd.	<p>Part 2 of 2</p> <p>You are an elected official of the Glastonbury Board of Education and a professor at a higher educational institution. Your decision to not support and recognize students for their academic success is demeaning to those that you were elected to serve and to those you teach. You are no different than your counterparts within the Glastonbury school administration - insecure with the ability to both lead and make changes that improve the students experience and instead pushing issues to the side or treating them as insignificant.</p> <p>This is an embarrassment to the Glastonbury Public School System.</p> <p>With that being said, as a parent of students past and present in the Glastonbury Public School System and a resident of the Town of Glastonbury I am demanding your immediate resignation as Chairman and Board Member of the Glastonbury Board of Education for the reasons stated above.</p> <p>Kevin Anderson</p>

GLASTONBURY HIGH SCHOOL

330 Hubbard Street, Glastonbury, Connecticut 06033

Tel. 860.652.7200

www.glastonburyus.org

Fax 860.652.7267

Dr. Nancy E. Bean, Principal

*Assistant Principals: Mrs. Rebecca M. Comenale, Mr. Jeremy D. Gervais, Mr. Andrew M. Minor, Mrs. Kristen D. Sparks
Mr. Edward D. Gregorski, Director of School Counseling*

September 8, 2025

TO: Alan B. Bookman, Ph.D.

FROM: Nancy Bean

RE: Graduation Date

I am requesting the graduation date be set by the Board of Education for Thursday, June 11, 2026 regardless of canceled days for snow or any other reason.

School Calendar

The Board of Education directs the superintendent to develop a school calendar that meets the legal requirements and the needs of the community, students and personnel.

Such calendar shall show the beginning and ending of school dates, legal and local holidays, orientation meeting days, number of teaching days, vacation periods, and other pertinent dates.

The Board of Education may declare a holiday in the schools under its jurisdiction for good reason.

The Board of Education may use the Regional Educational Service Center (RESC) developed and approved uniform regional school calendar.

The Board of Education may establish for any school year a firm high school graduation date which is no earlier than the one hundred eightieth day noted in the school calendar originally adopted by the Board for that school year.

Legal Reference: Connecticut General Statutes
 1-4. Days designated as legal holidays.
 10-15. Towns to maintain schools.
 10-29.a. Certain days to be proclaimed by governor. Distribution
 and number of proclamations.
 10-261 Definitions.
 10-16l Establishment of graduation date.
 10-66q Development and adoption of uniform regional school
 calendar. Report.

Policy

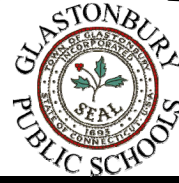
Adopted: October, 1981

Revised: March 27, 2006

Revised: October 30, 2017

Revised: September 12, 2022

SCHOOL YEAR AT A GLANCE



2025 2026

SCHOOL BEGINS: AUG 27 Gr. 7-12
SCHOOL BEGINS: AUG 28 Gr. K-6

M	T	W	TH	F
AUGUST 2025				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER 2025					20 DAYS
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				

OCTOBER 2025					20 DAYS
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

NOVEMBER 2025					17 DAYS
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

DECEMBER 2025					17 DAYS
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

JANUARY 2026					Gr. 7-12 18 Days Gr. K-6 19 Days
		1	2		
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

- AUG 25 Teacher Work Day-Convocation
- AUG 26 Teacher Professional Development
- AUG 27 **FIRST DAY OF SCHOOL, GRADES 7-12**
Teacher Work Day, Grades K-6
- AUG 28 **FIRST DAY OF SCHOOL, GRADES K-6 FULL DAY**
- SEPT 1 Labor Day
- SEPT 23 Rosh Hashanah
- OCT 2 Yom Kippur
- OCT 13 Columbus Day
- Oct 20 Diwali
- NOV 4 Election Day - No School for Students
- NOV 26 Early Dismissal
- NOV 27-28 Thanksgiving Recess
- DEC 24- JAN 2 Holiday Recess
(Includes New Year's Day)
- JAN 19 Martin Luther King Day
- JAN 15-21 Grades 7-12: Mid-Term Exams
(Early Dismissal Grades 9-12 only)
- JAN 22 Gr. 7-12 No School for Students
Teacher Work Day, Grades 7-12
- FEB 16-17 Winter Recess (includes Presidents' Day)
- APRIL 3 Good Friday
- APR 13-17 Spring Recess
- MAY 25 Memorial Day
- JUNE 4-9 Grade 12 ONLY - Final Exams (Early Dismissal)
- JUNE 11 GHS Graduation
- Last 4 Days Final Exams, Grades 7-11
(Early Dismissal Grades 7-11)
- Projected Last Day – June 11**
(Early Dismissal Grades K-11)
- Projected Teacher Work Day – June 12**
Teacher Work Day will be the first work day following the last day for students in grades K-11.
- **SCHOOL CLOSED**

GHS Graduation - June 11, 2026
Projected Last Day - June 11, 2026

M	T	W	TH	F
18 DAYS FEBRUARY 2026				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

22 DAYS MARCH 2026				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

16 DAYS APRIL 2026				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

20 DAYS MAY 2026				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

9 DAYS JUNE 2026				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

***SCHOOL ENDS JUNE 11**
Grades K-11
*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June up to 4 days.
If additional days are needed, they will be taken from the Spring Recess, beginning April 13.

BULLYING PREVENTION AND INTERVENTION POLICY

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

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

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

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

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

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

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

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

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

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

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

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

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

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

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

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

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

Legal References:~~Public Act 19-166~~~~Public Act 21-95~~~~Conn. Gen. Stat. § 10-145a~~~~Conn. Gen. Stat. § 10-145o~~~~Conn. Gen. Stat. § 10-220a~~~~Conn. Gen. Stat. § 10-222d~~~~Conn. Gen. Stat. § 10-222g~~~~Conn. Gen. Stat. § 10-222h~~~~Conn. Gen. Stat. § 10-222j~~~~Conn. Gen. Stat. § 10-222k~~~~Conn. Gen. Stat. § 10-222l~~~~Conn. Gen. Stat. § 10-222q~~~~Conn. Gen. Stat. § 10-222r~~~~Conn. Gen. Stat. §§ 10-233a through 10-233f~~~~Connecticut State Department of Education Circular Letter C-8,~~~~Series 2008-2009 (March 16, 2009)~~~~Public Act 23-167 An Act Concerning Transparency in Education §4~~~~Adopted: March 10, 2003~~~~Revised: February 14, 2005~~~~Revised: May 11, 2009~~~~Revised: November 14, 2011~~~~Revised: September 22, 2014~~~~Revised: February 25, 2019~~~~Revised: January 24, 2022~~~~Revised: April 1, 2024~~~~Revised: October 7, 2024~~

SAFE SCHOOL CLIMATE PLAN

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

I. ~~Prohibition against Bullying and Retaliation~~

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

II. Definition of Bullying

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

III. Other Definitions

A. ~~“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.~~

B. ~~“Electronic communication” means any transfer of signs, signals, writing, images, sounds, i. data or intelligence of any nature transmitted in whole or in part by a wire, radio, ii. electromagnetic, photo electronic or photo optical system;~~

C. ~~“Emotional intelligence” means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.~~

D. ~~“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;~~

E. ~~“Mobile electronic device” means any hand held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;~~

F. ~~“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;~~

G. ~~“Positive school climate” means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.~~

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

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

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

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

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

L. ~~“Social and emotional learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.~~

M. ~~“Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship~~

IV. ~~Leadership and Administrative Responsibilities~~

A. ~~Safe School Climate Coordinator~~

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

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

B. ~~Safe School Climate Specialist~~

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

V. ~~Development and Review of Safe School Climate Plan~~

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

~~(3) medical and mental health personnel assigned to such school; and in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.~~

~~B. The Committee shall:~~

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

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

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

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

VI. Procedures for Reporting and Investigating Complaints of Bullying

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

VII. Responding to Verified Acts of Bullying

~~A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.~~

~~B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a separate meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and the policies and procedures in place and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate.~~

~~C. In an instance where bullying is verified, the Safe School Climate Specialist or designee shall require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting to discuss specific interventions undertaken by the school to prevent further acts of bullying.~~

~~D. If bullying is verified, the Safe School Climate Specialist or designee, as timely as possible, will develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.~~

~~E. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.~~

F. ~~Notice to Law Enforcement~~

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

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

VIII. ~~Teen Dating Violence~~

~~A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.~~

~~B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.~~

~~C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.~~

IX. ~~Documentation and Maintenance of Log~~

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

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

~~C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.~~

X. ~~Other Prevention and Intervention Strategies~~

~~A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of a confidential complaint.~~

~~B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial actions as determined by the responsible administrator.~~

~~C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying:~~

~~i. Non-disciplinary interventions~~

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

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

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

~~ii. Disciplinary interventions~~

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

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

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

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

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

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

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

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

- ~~j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;~~
- ~~k. Use of peers to help ameliorate the plight of victims and include them in group activities;~~
- ~~l. Avoidance of sex role stereotyping;~~
- ~~m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;~~
- ~~n. Modeling by teachers of positive, respectful, and supportive behavior toward students;~~
- ~~o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;~~
- ~~p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.~~
- ~~q. Culturally competent school based curriculum focusing on social-emotional learning, self-awareness and self-regulation.~~

~~D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of "bullying."~~

XI. Annual Notice and Training

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

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

XII. ~~School Climate Assessments~~

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

Legal References:

~~Public Act 19-166~~

~~Public Act 21-95~~

~~Conn. Gen. Stat. § 10-145a~~

~~Conn. Gen. Stat. § 10-145o~~

~~Conn. Gen. Stat. § 10-220a~~

~~Conn. Gen. Stat. § 10-222d~~

~~Conn. Gen. Stat. § 10-222g~~

~~Conn. Gen. Stat. § 10-222h~~

~~Conn. Gen. Stat. § 10-222j~~

~~Conn. Gen. Stat. § 10-222k~~

~~Conn. Gen. Stat. § 10-222l~~

~~Conn. Gen. Stat. § 10-222q~~

~~Conn. Gen. Stat. § 10-222r~~

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

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

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

~~Adopted: March 10, 2003~~

~~Revised: February 14, 2005~~

~~Revised: May 11, 2009~~

~~Revised: November 14, 2011~~

~~Revised: September 22, 2014~~

~~Revised: February 25, 2019~~

~~Revised: January 24, 2022~~

~~Revised: April 1, 2024~~

~~Revised: October 7, 2024~~

SCHOOL CLIMATE and BULLYING POLICY

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

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

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

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and prepare for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy and subsequent regulations set forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Glastonbury Board of Education (the "Board") recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy and subsequent regulations will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

Legal Reference: Public Act 23-167, An Act Concerning Transparency in Education
General State Statutes Section 10-222cc

Policy
Adopted:

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.
3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** ~~means~~ **is defined** as unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

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8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
 9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
 10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system.
 11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
 12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
 13. **“School climate survey”** means a validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
 14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
 15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
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16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.
 17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
 18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
 19. **“Behavior Concern Report”** means the form that accompanies the Connecticut School Climate Policy and is intended for students, parents or guardians of students enrolled in the school, and school employees to report alleged challenging behavior and/or alleged bullying incidents. Such form must be included on the district’s web site and referenced in each of the schools’ handbooks.
 20. **“Tiered responses”** are responses to challenging behavior, based on level of impact or frequency of occurrence, that are designed to re-engage students who have become disengaged.
 21. **“Effective School Climate Improvement”** is a restorative process which includes:
 - A. Promoting collaborative decision-making;
 - B. Utilizing quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.
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School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in student handbooks and on school websites; and
3. meeting with the school climate specialist for each school to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, and (B) propose recommendations for revisions to the school climate improvement plan.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are representative of various roles in the school community. The school climate committee shall serve as a resource to the school climate specialist.

The school climate committee and/or School Climate Specialist shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform Behavior Concern Report, or similar complaint form used by the school, to the school community.

Reporting Challenging Behavior or Bullying

All school employees are required to report any alleged challenging behavior or bullying incident that results in student discipline, such as removal from the classroom, suspension, or expulsion. Students and parents or guardians of students enrolled in school may also report such incidents using the Behavior Concern Report, available electronically or in hard copy. Reports should include details such as the date, location, a description of the incident, and any known witnesses. The School Climate Specialist will confirm receipt of the form within a reasonable amount of time and will assist individuals in completing the form if needed.

Assessing Challenging Behavior and Bullying

Upon receiving a report, the School Climate Specialist or designee will assess the facts, severity, and intent of the behavior. This includes reviewing the report, consulting relevant individuals, examining supporting materials, and determining whether the conduct violates other policies related to discrimination or harassment. Throughout the process, confidentiality will be maintained as much as possible in accordance with applicable laws. Once the assessment is complete, the School Climate Specialist will determine whether further action is warranted and will follow up with the original reporter upon completing the assessment.

Challenging Behavior or Bullying That Results in Student Discipline

When a report of challenging behavior or bullying leads to disciplinary action, the school will follow existing student discipline policies and codes of conduct. In cases involving students with disabilities, notice will be provided to the student's PPT or 504 team for consideration. The District prohibits any form of retaliation against individuals who report or assist in the investigation of such incidents.

Students with Disabilities

The school shall ensure that any supports, services, or interventions provided in accordance with these regulations to any student who receives special education or accommodation for a disability comply such student's individualized education program or Section 504 plan and applicable law.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of, and response to all challenging behavior.

Training

~~For the school year commencing July 1, 2024, and each school year thereafter, each local and regional~~
The Board of Education shall provide resources and training to school employees annually regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school ~~district~~ system shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The ~~Board~~ School District shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference: Public Act 23-167, An Act Concerning Transparency in Education
General State Statutes Section 10-222cc

Regulation
Adopted:



BEHAVIOR CONCERN REPORT

Glastonbury Public Schools students, parents, guardians, and school employees use this form to report challenging behaviors and/or bullying. This form may be completed on a device or in writing.

Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

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

A school climate specialist or their designee will assess the facts of a challenging behavior incident. The assessment will be completed within a reasonable amount of time. Once the assessment is complete, the school climate specialist will determine whether further action is warranted and will follow up with the original reporter.

Please note: when a student exhibits challenging behavior, our priorities are to 1) ensure the safety of the students and the school and 2) work with the student(s) to resolve issues, take responsibility, repair harm, and prevent the recurrence of such behavior in the future.

All students' personal information will stay private during this process, except as allowed or required by law. Federal law protects student privacy, so we cannot share specific details about the student involved with the person who submitted the Challenging Behavior Report Form.

If this is an emergency and you or someone else is in imminent danger, please call 911.

Date			
Name of Person Completing Report			
I am a	<input type="checkbox"/> Student	<input type="checkbox"/> Parent or Guardian	<input type="checkbox"/> Employee
Email Address			
Phone			
Contact me by	<input type="checkbox"/> Email	<input type="checkbox"/> Phone	
Was the incident previously reported to a school employee?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes, identify whom, when, and what was reported.			

Where did the incident occur? Check any boxes that apply.		
<input type="checkbox"/> On school property <input type="checkbox"/> On a school bus <input type="checkbox"/> On the way to/from school	<input type="checkbox"/> At a school-sponsored activity off school property <input type="checkbox"/> Outside of school <input type="checkbox"/> Electronic communication (internet, social media, etc.) <input type="checkbox"/> Other	
Date and Time of Incident if known <i>(can be approximate)</i>		
Check any statement below that applies to what happened.		
<input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication <input type="checkbox"/> Spreading rumors or gossip <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, throwing something, or acts of physical aggression <input type="checkbox"/> Making intimidating, and/or threatening gestures or remarks <input type="checkbox"/> Getting another person to do any of the behaviors listed above <input type="checkbox"/> Unwanted or inappropriate contact (verbal, non-verbal, physical)		
Describe what happened. Include background information, the participants, and attempts to resolve the issue.		
Do you believe that the reported instance(s) of challenging behavior was about a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, or veteran status?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, explain below.		
If known, provide witness name(s). Include their contact info if they are not district staff or students.		
<i>For school climate specialist use only</i>		
School Climate Specialist		
Date Report Received		

RESTORATIVE PRACTICES RESPONSE POLICY FOR CHALLENGING BEHAVIORS

The Glastonbury Board of Education (the “Board”) is committed to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the Glastonbury Public Schools (the “District”) shall address challenging behavior, bullying, and harassment in accordance with the Board’s Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

Definitions

1. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
2. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
3. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
4. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
5. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
6. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational

practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.

7. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

The Board directs the administration to develop a continuum of strategies to prevent, identify, and respond to challenging behavior, bullying, and harassment. Such strategies shall include research-based interventions, including restorative practices, and may be included in each school’s school climate improvement plan. Such strategies shall be shared with the school community, including, but not limited to, through publication in the relevant student handbook.

The Board further directs the Superintendent or designee to collect and maintain data regarding types of challenging behavior addressed using the Restorative Practices Response Policy and data concerning the implementation of restorative practices.

Legal References:

- Conn. Gen. Stat. § 10-222aa
- Conn. Gen. Stat. § 10-222dd
- Conn. Gen. Stat. § 10-222jj

Policy
Adopted:

Business and Non-Instructional Operations**Food Service****Meal Charging Policy**

Glastonbury Public Schools Food Services is an essential program that provides students with healthy and nutritious meals.

The Glastonbury Board of Education (Board) is a sponsor of the United States Department of Agriculture (USDA) Food and Nutrition Services' Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The District shall adhere to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. ~~has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.~~

In accordance with federal law, the Board will make a public announcement and notify parents and guardians of the eligibility criteria for free and reduced-priced meals and provide information regarding how a household can complete an application for these benefits. Such notice will be distributed at the beginning of each school year and will be available on the district's food services website.

~~Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.~~

~~The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.~~

~~Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.~~

Meal Charging Policy (continued)**Charging Meals**

The District uses an automated prepayment system (family.schoolcafe.com) for student meal accounts. Parents and guardians are responsible for providing meals or meal money for their student(s). Charging is intended to be for emergency purposes only and repayment is expected.

Students whose accounts have insufficient funds, and who do not bring a meal or other funds to school to pay for meals, may charge meals to their meal accounts. Students will be informed of their right to purchase a meal, which excludes a la carte items, for any school breakfast, lunch or other meal offered by the District, even if the student's account has insufficient funds. Students will be allowed to charge a single meal per day for breakfast and/or lunch to their student meal account.

The Board prohibits the public identification or shaming of a child/student for any unpaid charges including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student,
- Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.

A student needing to charge a meal will be informed of his/her right to purchase a meal, which ~~may~~ will exclude a-la-carte items, for any school breakfast, lunch or other feeding.

Collection of Unpaid Meal Charges

The District's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The District shall consider whether the benefits of potential collections outweigh the costs that would be incurred to achieve those collections.

For purpose of this policy, "delinquent debt" means unpaid meal charges.

The District will contact the parents/guardians of students who charge meals to their meal accounts in order for the District to collect the delinquent debt. Weekly emails will be sent through our meal payment system to the parent/guardian email on file. All communications regarding unpaid meal charges shall be made directly and discreetly to parents/guardians. Written communications provided to parents/guardians regarding collection of a student's unpaid meal charges shall include an application for free or reduce priced meals, contact information for local food pantries, the link to the town's website listing community services available to residents, and the Connecticut Department of Social Services' supplemental nutrition assistance program (SNAP).

Meal Charging Policy (continued)

In the event a student's unpaid meal charges are equal to or more than the cost of thirty (30) meals, the parents/guardians of such student will be referred to the District's homeless liaison.

The Board shall comply with applicable federal and state laws and other federal and state requirements concerning the collection of unpaid meal charges, including but not limited to requirements relating to delinquent debt and "bad debt", as defined by federal law, and record-keeping relating thereto. The Board may accept gifts, donations or grants from any public or private sources for the purpose of paying off any unpaid charges for school lunches, breakfasts or other such feeding.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff, and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

Dissemination of Policy

~~Applications for Free and Reduced Price Lunch:~~

~~In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.~~

~~If at any time, a parent or guardian anticipates a problem with paying for meals, he/she should contact the Food Service Director as soon as possible for assistance. Parents and guardians are encouraged to apply for free and reduced price meals for their children. In order to qualify, families must meet eligibility criteria. Applications can be filed at any time after July 1st of the coming school year or during the school year and new applications may be filed if there is a change in household income or in the number of household members. Applicants are responsible to pay for meals until the application for free and reduced price lunch is completed and approved.~~

Definitions

"Delinquent Debt" are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies

Meal Charging Policy (continued)

~~"Bad Debt" are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food service account, but must be restored using nonfederal funds.~~

~~Process for Addressing a Low or Negative Account Balance Elementary and Secondary Students (grades K-12):~~

~~The District uses MySchoolAccount.com, an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals up to an amount not to exceed the cost of thirty (30) meals. Negative balance status can be avoided by making a payment in the form of cash, check, or by credit card to the My SchoolAccount.com website. All other a la carte items shall not be charged.~~

~~Weekly communications with parents/guardians through automated calls regarding collection of a child's unpaid meal charges shall include information on local food pantries, application free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town residents.~~

~~The Board will accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.~~

This policy will be posted on the District's policy and school food services websites. This policy shall be provided to all District staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges shall be informed of this policy.

The District shall maintain, to the extent required by law, documentation of the methods used to communicate this policy to households and District staff responsible for policy enforcement.

The District shall provide this policy to the Connecticut State Department of Education during Administrative Reviews.

The Superintendent or designee may, if necessary and appropriate, develop administrative regulations in furtherance of this policy.

~~This policy shall be included in student/parent handbooks, placed on the District's website, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals~~

Meal Charging Policy (continued)

~~This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.~~

~~The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority level staff responsible for policy enforcement.~~

(cf. 3542 – Food Service)

(cf. 3542.31 – Free or Reduced Price Lunch Program)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees (as amended by PA 21-46).

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.
State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"

- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Operational Memorandum #11-22, State of Connecticut Bureau of Health,
Nutrition and Family Services "Connecticut Statutory Requirements for Unpaid
Meal Charges in Public Schools"

Policy adopted: October 30, 2017

Revised: October 4, 2021

Revised:

Food Service Personnel – Code of Conduct

The following conduct is expected of all persons who are engaged in the award and administration of contracts supported by the Child Nutrition Program (CNP) funds. These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program.

No employee, officer or agent of the Glastonbury School District shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

To ensure objective contractor performance and eliminate unfair competitive advantage, a person that develops or drafts specifications, requirements, statements of work, invitations, for bids, requests for proposals, contract terms and conditions of other documents for use by the child nutrition program in conducting procurement shall be excluded from competing for such procurements. Such persons are ineligible for such procurements regardless of the procurement method used.

Conflicts of interest arise when a school district employee:

1. Has a financial or other interest in the firm selected for the award;
2. Is an employee, officer, or agent of the firm selected for the award;
3. Has a member of the immediate family who is an employee, officer or agent of the firm selected for the award;
4. Is about to be employed by the firm selected for the award; or
5. Has a member of the immediate family who is about to be employed by the firm selected for the award.

The Glastonbury School District employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of material monetary value from contractors, potential contractors or parties to sub-agreements.

The purchase during the school day of any food or service from a contractor for individual use is prohibited.

Glastonbury Board of Education employees, officers and agents shall be governed by the following rules:

1. The purchase during the school day of any food or service from a contractor for individual use is prohibited.
2. The removal of any food, supplies, equipment or school property, such as official records, recipe books, and the like is prohibited unless express permission of the Food Service Director/Business Manager/Cafeteria Supervisor has been granted.

3. The outside sale of any items will be sold by contract between the Glastonbury School District and the outside agency.
4. Individual sales by any school person to an outside agency or other school person are prohibited.

Failure of any employee to abide by this Code of Conduct could result in a fine, suspension or dismissal.

Resolution of Controversies

Any supplier who is aggrieved in connection with a proposed purchase may protest to the Superintendent or his/her designee.

1. The protest shall be in writing.
2. The protest shall be delivered within 10 days of the action which is being aggrieved.
3. A hearing will be scheduled within 15 days of receipt of protest.
4. The proposed purchase will be delayed until the protest is resolved unless the delay will result in disruption of meal service to children. In the event it is determined that the purchase is necessary, an emergency shall be declared by the Superintendent/Assistant Superintendent for Business/purchasing agent and emergency purchase procedures will be followed until protest resolution.
5. The decision of the hearing officer shall be in writing and shall be delivered to the aggrieve supplier with proof of delivery required.
6. The aggrieved supplier shall be notified that an appeal of the hearing officer's decision is possible. The appeal request should be written and addressed to the Board of Education.

Public Access to Procurement Information

1. Procurement information shall be a public record to the extent provided in Connecticut's Freedom of Information law.
2. All bid/offers shall be taken under advisement. Between the time an IFB/RFP is opened and awarded it may be viewed by any company or individual who entered a response, to the proposed intent to purchase.
 - a. Any supplier providing information, as a part of a proposal or offer shall stamp each page or sealed envelope, which they consider proprietary information, "not for public release."
 - b. Should the school district receive a request to release this marked information the supplier shall be notified within 24 hours and given 10 working days to obtain a court order to stop release.
 - c. In 10 working days the party requesting the information shall be provided a copy of the court order or instructions on when the information may be reviewed.
3. After acceptance, procurement information is available to the general public except as noted above.

(cf. [3320](#) - Purchasing Procedures)
(cf. [3323](#) - Soliciting Prices)
(cf. [3326](#) - Paying for Goods and Services)
(cf. [3542.4](#) – Operation - School Lunch Service)
(cf. [6142.1](#) – Health and Wellness)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees.

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

[10-216](#) Payment of expenses.

State Board of Education Regulations

[10-215b-1](#) School lunch and nutrition programs.

[10-215b-11](#) Requirement for meals.

[10-215b-12](#) Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7 CFR Part 210 and 220).

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751

7 CFR Parts 210 & 220 - Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities

Title 7 Chapter 11 of the Code of Federal Regulation Federal Management Circular A- 102, Attachment 0 FNS Instruction 796-1 Revision 2.

2 CFR 200.318 General Procurement Standards

Operational Memorandum #10-16, State of Connecticut Bureau of Health/Nutrition, Family Services and Adult Education “Written Code of Conduct and Performance of Employees Engaged in Award and Administration Contracts”

Policy adopted:

Children of Out-of-Town Board of Education Employees

The Board of Education believes that permitting the children of its non-resident employees to attend its schools may be advantageous in its recruitment efforts. This may be especially beneficial as the district competes for certain highly competitive teaching, administrative and support positions. Accordingly, the children of Board of Education employees who live out-of-town may attend the Glastonbury Public Schools at a special tuition rate approved annually by the Board.

All requests to be included in this program must be endorsed by the superintendent and submitted to the Board for approval. Under normal conditions, students will be accepted only at the beginning of the school year. Notification of acceptance and tuition amount will be sent to out-of-town staff after Board approval. Attendance will be permitted only on a space available basis determined by the superintendent. The parent/guardian will be responsible for transportation to and from school.

The Board of Education instructs the superintendent/designee to set the tuition for this program annually. ~~at \$1,000 per child.~~ For those students currently enrolled in Glastonbury Public Schools, tuition will continue at the rate established at time of registration. As of the 2026/2027 school year, tuition will be set at 50% of the per pupil expenditure. In addition, any costs for additional services ~~required under an IEP or 504 Plan~~ will be paid by the employee.

Policy

Adopted: March 10, 1986

Revised: April 19, 1993

Revised: October 7, 1996

Revised: January 24, 2005

Revised: September 26, 2005

Revised: June 25, 2012

Revised: April 21, 2014

Revised: March 11, 2016

Revised: April 25, 2022

Revised:

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.

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

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:

Fwd: Kenneth Joyce Foundation GHS donation

Bookman, Alan <BOOKMANA@glastonburyus.org>
To: Denise Branciforte <branciforted@glastonburyus.org>

Mon, Aug 11, 2025 at 10:14 AM

----- Forwarded message -----

From: **Michael Joyce** <michaeljoyce@me.com>
Date: Fri, Aug 8, 2025 at 12:14 PM
Subject: Kenneth Joyce Foundation GHS donation
To: <bookmana@glastonburyus.org>
Cc: Pam Joyce, <p.joyce@cox.net>, Witkin, Trish <WitkinT@glastonburyus.org>

Dear Dr. Bookman,

I am writing on behalf of The Kenneth Joyce Foundation. Our foundation is eager to propose a donation to Glastonbury High School to purchase scoreboards for both the indoor facility and the football field. We propose two separate donations that can be funded individually for each project.

The Kenneth Joyce Foundation was established in Glastonbury in 2008 in memory of our son, Kenneth Joyce. Tragically, he was killed in an accident while in eighth grade. Kenneth, along with his three brothers, Thomas, Steven, and Jeffrey, all attended Glastonbury schools. Football was a particular passion for our son, and he shared this love with his brothers.

In honor of Kenneth, we established The Kenneth Joyce Foundation (KJLife) based on the principles of leadership, inspiration, and friendship to everyone. Through the foundation, we sponsored the KJLife Flag Football Tournament for ten years. This was a remarkable event that brought hundreds of Glastonbury and neighboring town volunteers, as well as thousands of Glastonbury students, together. Through this community effort, we were able to raise thousands of dollars over the years. Additionally, for over a decade, we have been donating scholarships to Glastonbury High School students based on the principles of our foundation. As a result, nearly 100 students have received scholarships.

After careful consideration, our board has decided to shift our focus to a slightly different initiative this year. While it was wonderful over the past 18 years to provide scholarships to GHS students, many of whom had participated in or volunteered for the football tournaments, that memory has faded over time. To create a more enduring legacy of Kenneth for the Glastonbury community, we have come up with the idea of purchasing scoreboards.

Trish Witkin, our athletic director, attended an event where she came across ScoreVision, a company our family has been involved with. She was impressed by the cutting-edge scoreboard systems that would enhance athletic functionality and provide substantial benefits to Glastonbury High School. Our family has collaborated with ScoreVision to propose two separate installations at the high school. The proposals are enclosed in this email.

The Kenneth Joyce Foundation is proposing a total donation of \$315,000. Pam and I are willing to make a small additional contribution if needed to fund the scoreboard project. However, this would require installation and ongoing support from the high school. We propose making the donations in two phases.

Donation Phase 1: Indoor digital scoreboard package - \$100,785

Donation Phase 2: Outdoor digital scoreboard package

Option 1: \$204,215 - for a 26' x 13' scoreboard. The donation would cover the entire cost.

Option 2: \$227,815 - for a 26 x 16' scoreboard. The donation would cover \$215,000 of the cost.

The foundation can fund each phase of the process at the time it is required. In discussion with Ms Witkin, it appears that you could move forward quickly with Phase 1 and then further investigate Phase 2, which can be donated at a later date.

The foundation's goal is to proceed with the indoor and outdoor scoreboard plan. We believe it would be a wonderful legacy for the memory of Kenneth Joyce and the immense hard work and dedication of the entire Glastonbury community. We are open to discussing all aspects of the proposal with you and the school board. Thank you for your attention to this matter.

Regards,

Michael and Pamela Joyce
Kenneth Joyce Foundation
Glastonbury, Connecticut
michaeljoyce@me.com

2 attachments



DS - SV - Glastonbury HS Outdoor Video Scoreboard Options 5-14-25 2.pdf
1968K



DS - Glastonbury HS Indoor Scoreboard Proposal_5.15.25[91] 3.pdf
1218K



Glastonbury High School Athletic Department

330 Hubbard Street, Glastonbury, Connecticut 06033

Tel. 860.652.7200

www.glastonburyus.org

Fax 860.652.7239

Trish Witkin, CMAA, Director of Athletics
Ashley Kitchens, CMAA, Assistant Athletic Director

August 15, 2025

Dr. Alan Bookman
Superintendent of Schools
Glastonbury Public Schools
P.O. Box 191
Glastonbury, CT 06033

Re: Kenneth Joyce Foundation Donation

Dear Dr. Bookman,

Over the past several months, I have had the pleasure of speaking with Dr. and Mrs. Joyce about their wishes to honor the legacy of their son, Kenneth, through the work of the foundation created in his name, KJLife, with a donation to Glastonbury High School.

Their generous donation includes digital scoreboards to be installed in the high school gymnasium and at the turf field. This donation would be presented to the high school in two phases, as outlined below:

Donation Phase 1: Indoor digital scoreboard package – \$100,785

Donation Phase 2: Outdoor digital scoreboard package

- *Option 1:* \$204,215 – for a 26' x 13' scoreboard (the donation would cover the full cost).
- *Option 2:* \$227,815 – for a 26' x 16' scoreboard (the donation would cover \$215,000 of the cost).

I respectfully request approval by the Board of Education to accept this donation. These scoreboards and curriculum-based software will not only enhance the athletic experience for our community, but they will also provide meaningful opportunities for students with a passion for athletics and sports media to engage in athletic programming.

Sincerely,

Trish Witkin, CMAA
Director of Athletics

Prepared For:

GLASTONBURY HIGH SCHOOL

City / State	Glastonbury, CT
Contact Name	Trish Witkin
Contact E-Mail	witkint@glastonburyus.org
Contact Number	860-652-7961



**DIGITAL SCOREBOARD
PACKAGE CONTRACT**



Prepared by

Tony Cioffi, Director of Sales

tony@digitalscoreboards.net

610-730-5179 mobile / 888-738-4230

Prepared by

Stephen Healy, SV Regional Consultant

stephen.healy@scorevision.com

704-778-5129 mobile



DIGITAL SCOREBOARDS

PACKAGE SUMMARY

(2) 12' x 7' Displays

ScoreVision Rack & Software Suite

Standard Installation

7-year parts/5-year labor warranty

QTY	ITEM	ITEM DESCRIPTION	TOTAL
2	Digital Display	12' x 7' – 3.9mm – 896 x 512 458,752 Pixels Per Display/ 917,504 Total Pixels	Included
2	Shot Clocks	Two (2) 2' x 2' – 3.9mm – 128 x 128 Shot Clocks with Protective Enclosure Mounting Hardware and Installation onto Backboard Stanchions	Included
1	Control System	ScoreVision Rack System, Nova Video Processor, iPad System, Connectors and Accessories <i>*SCT Server Provided Directly By ScoreVision</i>	Included
1	Software System	ScoreVision Software Suite (1 st year ASL Included) (\$7,500 ASL Beginning Year 2, Paid Direct to ScoreVision)	Included
1	Graphics Package	Digital Scoreboards Silver Level Animation and Graphics Package	Included
1	Tech	Onsite Tech, Commissioning & Training	Included
2	Installation	Installation onto Smooth Block Wall	Included
1	Lift Rental	Two-Man Scissors Lift Rental	Included
1	Digital Warranty	Industry Best 7-year parts / 5-year onsite labor (excludes lift) 3% Onsite Spare Parts Package 7 Day a Week In-House Support & Tech Center	Included
1	Freight	Freight to Destination	Included

PACKAGE PRICE, PRICING GOOD FOR 30 DAYS (SUBJECT TO CHANGE)

\$100,785.00



"THEY ARE GOING TO DO EVERYTHING TO HELP YOU, YOUR SCHOOL, AND YOUR ATHLETIC DEPARTMENT"

KEOKUK (IA) HIGH SCHOOL ATHLETIC DIRECTOR
ZACH SUMMERS



INDOOR

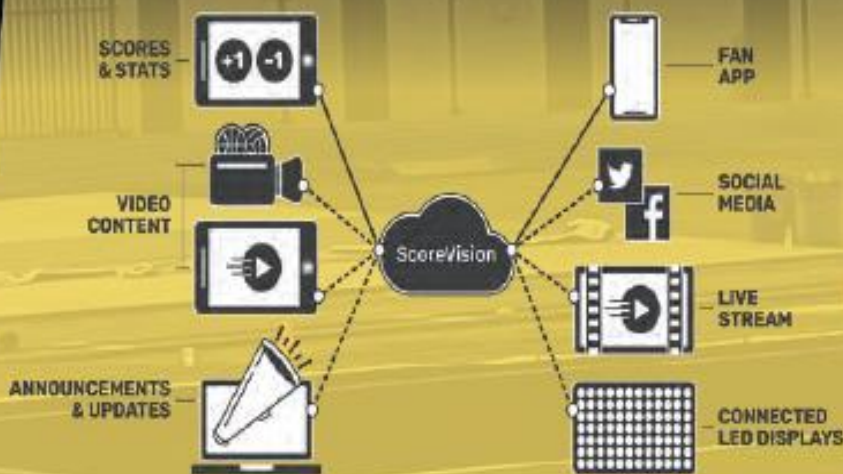
Pixel Pitch: 3.9mm, 2.5mm, 1.9mm, 1.5mm
Industry Best Warranty
24/7 Live Diagnostics
7 Day a Week Support Center

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SCORES, STREAMS, VIDEO,
SOCIAL MEDIA & IN-VENUE
PRODUCTIONS



GET THE CROWD HYPED!



CUSTOM ANIMATIONS FOR ANY VENUE!

Silver Package

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- Includes 10+ animations that can be used across most sports
- Customized in team colors
- Incorporates school logo and team name where appropriate



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TO STREAMLINE YOUR PURCHASING



TIPS

- Contract #220704 (Audio, Visual, Supplies & Services)
- Contract #22090101 (Scoreboards & Services)

OMNIA / NCPA

Contract #08-38



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UNLEASH CREATIVITY

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WITH THE DS ACADEMY CURRICULUM PROGRAM

Get exciting lesson plans to teach students how to create dynamic sports videos. From basics to real-time integration, each plan is packed with clear steps, hands-on projects, and flexible customization for your school. *No digital media experience required.*



LESSON 1 **INTRODUCTION TO SPORTS MEDIA**
In this lesson, students will dive into the world of sports videos, gaining hands-on experience with video editing software and exploring the capabilities of the digital scoreboard.

LESSON 2 **EXPLORE ADVANCED TECHNIQUES**
Students will level up their scoreboard video skills by learning advanced techniques like animating elements, adding effects, and syncing score changes with game events. This hands-on lesson emphasizes creativity and technical mastery.

LESSON 3 **REAL-TIME INTEGRATION**
Students will master real-time scoreboard integration—linking live data, setting up software, and creating dynamic videos that sync seamlessly with game action!

DIGITAL SCOREBOARDS: CLIENT PROJECT TIMELINE

Stage 1 Pre-sale

- Prepare proposal & designs
- Preliminary Site Plans
- Schedule site visit
- Determine initial costing
- Assign project manager



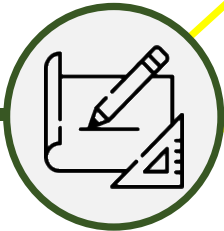
Stage 2 Contracting / Invoicing

- Final contract to customer
- Send deposit invoice or finalize financing plans



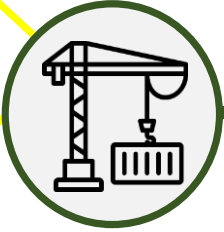
Stage 3 Pre-construction

- Finalize drawings & submittals
- Coordinate install timelines
- Finalize subcontractor list
- Coordinate any special site considerations



Stage 4 Assembly

- Prepare and prep final materials
- Transport product to venue for onsite assembly



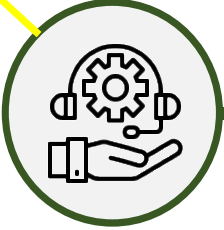
Stage 5 Construction

- Coordinate timeline of arrival
- Work with facility staff to ensure smooth install
- Complete installation



Stage 6 Customer Service

- Post-construction call w/ client
- Schedule equipment training
- Field customer questions post-installation
- Prepare final invoicing



DIGITAL SCOREBOARDS

TERMS AND CONDITIONS OF SALE

Interpretation, Definitions and Modifications. The following terms and conditions (“Terms and Conditions”) govern the sale of products (each, a “Product” and together the “Products”) and installation, maintenance, and other ancillary services (each, a “Service” and together the “Services”) by Digital Scoreboards, LLC, to the customer set forth in the Sales Agreement (“Buyer”). As used herein, “Agreement” shall mean the following (including, without limitation, all documents or instruments referenced herein):

- The Sales Agreement to which these Terms and Conditions are attached; and
- All Change Orders properly executed as set forth herein.

Capitalized terms used but not otherwise defined in this Section shall have the same meaning as provided elsewhere in the Agreement.

1. Proposal. The proposal to which these Terms and Conditions is attached (the “Proposal”) shall be valid for no more than 15 days, unless otherwise stated therein. The Proposal is subject to change by Digital Scoreboards, LLC at any time upon notice to Buyer. Once accepted by Buyer by written acceptance or acknowledgment (which may be via email), the Proposal shall become the “Sales Agreement,” a valid, binding and enforceable contract.

2. Change Orders. The Agreement, including but not limited to the Products and Services, may only be altered, modified, superseded, or amended by a written document (“Change Order”) that specifically references the Agreement, sets forth the change and is signed by an authorized Digital Scoreboards, LLC representative. Such document shall be referred to as a “Change Order.” In the event a Change Order is signed before Digital Scoreboards, LLC ships the Product to Buyer, Digital Scoreboards, LLC will include the additional cost of the Change Order in the sales invoice. In the event a Change Order is signed after Digital Scoreboards, LLC ships the Product to Buyer, Digital Scoreboards, LLC will invoice Buyer for the additional cost of the Change Order separately.

3. Price; Payment Terms. Buyer shall purchase the Products and Services from Digital Scoreboards, LLC at the price detailed in the Agreement (the “Price”) and on the payment terms set forth in the Agreement. Any deposit under the Agreement is non-refundable. The Price does not include fees for government required inspections, special assessments, permits (including but not limited to installation permits), union costs, tariffs, taxes (including sales, use and excise taxes, and any other similar taxes, duties and charges of any kind imposed by any governmental authority on any amounts payable by Buyer), and Buyer shall be responsible for all such charges, costs and taxes; if applicable, upon Digital Scoreboards, LLC’s request, Buyer shall provide a tax exemption certificate in a form acceptable to Digital Scoreboards, LLC in advance of the delivery of the Product. In addition to all other remedies available under the Agreement (which Digital Scoreboards, LLC does not waive by the exercise of any rights hereunder), Digital Scoreboards, LLC shall be entitled to suspend the delivery of any Product or Service if Buyer fails to pay any amounts when due hereunder and such failure continues for three (3) days following written notice thereof. Buyer shall not withhold payment of any amounts due and payable by reason of any set-off of any claim or dispute with Digital Scoreboards, LLC, whether relating to Digital Scoreboards, LLC’s breach, bankruptcy or otherwise, or arising under any other sales or service order or transaction between Digital Scoreboards, LLC and Buyer.

4. Delivery, Title, and Risk of Loss. (a) For all orders in the Continental USA, the Product is sold FOB Digital Scoreboards, LLC’s facility (the “Shipping Point”). Title to the Product passes to Buyer upon Digital Scoreboards, LLC’s placement of the Product into the carrier’s possession. Digital Scoreboards, LLC will insure the Product from risk of loss until it reaches the destination designated by Buyer (the “Destination”). Digital Scoreboards, LLC will, at its expense, put the Product in possession of a carrier at the Shipping Point and contract with the carrier for the shipment of the Product to the Destination. Buyer bears all other expenses and risks of transportation including, without limitation, loading and unloading, storage and freight. Buyer may not direct the Product to any destination other than that specified in the Agreement without the written permission of Digital Scoreboards, LLC. Delivery or shipping dates are approximate only and merely represent Digital Scoreboards, LLC’s best estimate of time required to make delivery or shipment. Shipment dates are contingent on prompt receipt by Digital Scoreboards, LLC of all necessary manufacturing, shipping, and delivery information. Digital Scoreboards, LLC is not responsible for failure to meet estimated shipping dates and will not be liable for any loss, cost, damage, or expense whatsoever incurred by Buyer or its customers that may result therefrom. (b) For all orders Outside the Continental USA, the Product is sold FOB the Shipping Point; title to and risk of loss passes to Buyer upon Digital Scoreboards, LLC’s placement of the Product into the carrier’s possession and Digital Scoreboards, LLC will not insure the Product from risk of loss after placing the Product into the carrier’s possession; except as otherwise stated in this Section 4(b), the provisions of Section 4(a) apply.

5. Services. With respect to the Services, Buyer shall: (a) cooperate with Digital Scoreboards, LLC in all matters relating to the Services, provide access to the Site (as defined below) and provide such other accommodations as Digital Scoreboards, LLC may reasonably request for the purposes of performing the Services; (b) respond promptly to any request of Digital Scoreboards, LLC for direction, information, approvals, authorizations, or decisions that are reasonably necessary for Digital Scoreboards, LLC to perform the Services in accordance with the requirements of this Agreement; (c) provide such materials or information as Digital Scoreboards, LLC may request to carry out the Services in a timely manner and ensure that such materials or information are complete and accurate in all material respects; and (d) obtain and maintain all necessary licenses and consents and comply with all applicable laws in relation to the Services before the date on which the Services are to start.

6. Site Access. Buyer is responsible for providing Digital Scoreboards, LLC with safe access to the location where the Product will be installed or has been installed (the “Site”), either through (1) providing an “Accessible Site”, which means the Product is accessible through the use of: (a) a 20 foot or shorter ladder; (b) a secure catwalk or base; and (c) a guard rail or a safety lifeline which is securely attached to the support structure if the Product display is over 6 feet off the ground, or (2) furnishing the use or bearing the cost of a bucket or broom truck and any other machinery or equipment capable of providing safe access to the Site reasonably requested by Digital Scoreboards, LLC. In the event Digital Scoreboards, LLC arrives to the Site and Buyer has failed to provide an Accessible Site or otherwise provide safe access to the Site as reasonably requested by

Digital Scoreboards, LLC, then Buyer will bear the cost of Digital Scoreboards, LLC's demobilization, delay, and remobilization; Digital Scoreboards, LLC will issue Buyer a Change Order including the invoice for such additional cost(s).

7. Installation and Subsurface Access. In the event Digital Scoreboards, LLC provides installation Services for the Product on behalf of Buyer at the Site, Buyer must have a representative on the Site prior to Digital Scoreboards, LLC's commencement of foundation work to direct the exact placement of the Product (the "Install"). Digital Scoreboards, LLC may rely on the direction of the representative. The Price quote for the Install is based on average bearing soil and assumes the absence of subsurface obstructions or high-water levels; in the event Digital Scoreboards, LLC encounters any subsurface obstruction, including but not limited to rock, abnormal soil, high water levels, or other unexpected subsurface conditions, Digital Scoreboards, LLC will suspend all Services related to the Install and will issue a Change Order. Digital Scoreboards, LLC will have no obligation to proceed with the Install until Buyer accepts or acknowledges such Change Order in writing (which may be by email).

8. Existing Structure. Except to the extent that Digital Scoreboards, LLC explicitly and in writing assumes responsibility for any structural element in accordance with the Agreement, Buyer represents and warrants that the existing structure will support the Product, including without limitation any existing steel, walls, columns, trusses, footings, hoists attachment points, wiring, or any other foundation or existing structural elements (collectively, the "Existing Structure") shall be adequate to support the weight, size, wind load, and all other technical specifications of the Product, and Buyer agrees to indemnify and hold Digital Scoreboards, LLC harmless for any failure of any Existing Structure or any losses, damages, claims or liabilities arising from or relating to any such failure. Digital Scoreboards, LLC recommends that Buyer has the Existing Structure reviewed and certified by a licensed structural engineer. In the event changes to the Existing Structure are required prior to the Install, a Change Order will be required.

9. Software. To the extent Buyer utilizes any Digital Scoreboards, LLC control or management software applications that are available on the Product (the "Software"), Digital Scoreboards, LLC grants to Buyer, for so long as Buyer owns Product, a limited, nontransferable, nonexclusive, non-sublicensable license to (a) use the Software only as installed on and in connection with the Product and Digital Scoreboards, LLC's ownership thereof; and (b) use the user documentation provided by Digital Scoreboards, LLC in connection with the Software as reasonably necessary for Buyer's authorized use of the Software. In addition, Digital Scoreboards, LLC will provide standard support for such Software for one (1) year from the date of shipment of the Product from Digital Scoreboards, LLC's facility, at no additional cost to Buyer. Buyer will not, directly or indirectly, (i) license, sell, redistribute, lease or otherwise transfer or assign the Software; (ii) alter or permit a third party to alter any part of the Software; (iii) use or permit the use of the Software for any unlawful purpose; (iv) reverse engineer or otherwise attempt to derive source code or other trade secrets from the Software; (v) use the Software in a way that could harm Digital Scoreboards, LLC's network (including by transmitting or uploading any viruses, worms, Trojan horses or other malicious code); (vi) use the Software to try to gain unauthorized access to any service, data, account or network by any means; or (vii) use or permit the use of Software in any other way not expressly approved by Digital Scoreboards, LLC. Buyer may elect to license and use third-party software in connection with the Product. Except as otherwise set forth in a separate agreement with respect to such third-party software (which may be electronic terms of use or service that must be accepted by Buyer prior to installation or use of such third-party software), Digital Scoreboards, LLC shall have no obligations or liabilities with respect to such third-party software, Buyer's use or operation thereof, or its interaction with the Software. In the event the third-party software modifies the Software, Digital Scoreboards, LLC will no longer have an obligation to provide support under this Section 9. Digital Scoreboards, LLC may terminate the licenses granted under this Section 9 immediately upon written notice of any material breach of the terms of this Section 9.

10. Intellectual Property. All drawings, know-how, designs, specifications, inventions, devices, developments, processes, copyrights and other information or intellectual property disclosed or otherwise provided to Buyer by Digital Scoreboards, LLC and all rights therein (collectively, "Intellectual Property") will remain the property of Digital Scoreboards, LLC and its licensors or suppliers and will be kept confidential by Buyer in accordance with these Terms and Conditions. Other than the limited licenses granted herein with respect to the Software (if installed), Buyer has no claim to, nor ownership interest in, any Intellectual Property, and all such Intellectual Property, in whatever form and any copies thereof, shall be promptly returned to Digital Scoreboards, LLC upon its request or, if it is subject to a limited license hereunder, upon termination of such license in accordance with these Terms and Conditions.

11. Graphics. Buyer must approve all elements of custom graphics to be affixed to the Product no later than three (3) weeks prior to the Product's scheduled shipping date. If Buyer fails to meet this deadline, Digital Scoreboards, LLC will issue a Change Order including an invoice for the cost of the delay.

12. Security Interest. As collateral security for Buyer's full payment to Digital Scoreboards, LLC of all amount(s) that may become due under this Agreement, Buyer hereby grants Digital Scoreboards, LLC a lien on and security interest in and to all of the right, title and interest of Buyer in, to and under the Product, wherever located, and whether now existing or hereafter arising or acquired from time to time, and in all accessions thereto and replacements or modifications thereof, as well as all proceeds (including insurance proceeds) of the foregoing. Buyer hereby irrevocably authorizes Digital Scoreboards, LLC at any time and from time to time while such security interest is in effect to file in any Uniform Commercial Code jurisdiction any initial financing statements and amendments necessary to perfect the foregoing security interest.

13. Limitation of Liability.

(a) IN NO EVENT SHALL DIGITAL SCOREBOARDS, LLC BE LIABLE TO BUYER OR ANY THIRD PARTY FOR ANY LOSS OF USE, REVENUE OR PROFIT OR ANY CONSEQUENTIAL, INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, OR PUNITIVE DAMAGES WITH RESPECT TO THE PRODUCTS, SERVICES OR THIS AGREEMENT, WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING WITHOUT LIMITATION NEGLIGENCE AND STRICT LIABILITY), OR OTHERWISE, REGARDLESS OF WHETHER SUCH DAMAGES WERE FORESEEABLE AND WHETHER OR NOT DIGITAL SCOREBOARDS, LLC HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

(b) IN NO EVENT SHALL DIGITAL SCOREBOARDS, LLC'S AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT, WHETHER ARISING OUT OF OR RELATED TO BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE AND STRICT LIABILITY), OR OTHERWISE, EXCEED THE TOTAL OF THE AMOUNTS PAID TO DIGITAL SCOREBOARDS, LLC FOR THE PRODUCTS OR SERVICES HEREUNDER, OR THE PURCHASE PRICE OF THE PRODUCT, WHICHEVER IS LESS.

(c) The limitation of liability set forth herein shall not apply to (i) liability resulting solely from Digital Scoreboards, LLC's gross negligence or willful misconduct and (ii) amounts paid or payable to third parties arising from death or bodily injury resulting solely from Digital Scoreboards, LLC's gross negligence or willful misconduct.

14. Indemnity. To the greatest extent permitted by law, Buyer shall indemnify, defend, and hold harmless Digital Scoreboards, LLC and its subsidiaries, officers, directors, shareholders, partners, representatives, employees, agents, insurers, successors and assigns of each of the foregoing from any and all losses arising out of or relating to (i) any negligent act or omission by Buyer or its personnel, agents, subcontractors, or others engaged by Buyer or under their control, or (ii) any claim against Digital Scoreboards, LLC by reason of or alleging any unauthorized or infringing use by Digital Scoreboards, LLC of any copyright, trademark, or other intellectual property right in any material, information, technology, process or data provided by Buyer and used by Digital Scoreboards, LLC at Buyer's direction.

15. Delay, Force Majeure. Any period for delivery or service provided for in the Agreement is approximate and not a guarantee of a particular date or time frame. Under no circumstances will Digital Scoreboards, LLC be liable or responsible to Buyer for any failure or delay in fulfilling or performing any term of this Agreement when and to such extent such failure is caused or results from acts or circumstances beyond the reasonable control of Digital Scoreboards, LLC including, without limitation, fire, flood, earthquake, act of God, explosion, governmental action, war, invasion or hostilities (whether war is declared or not), or other civil unrest, national emergency, revolution, insurrection, epidemic, pandemic, lockouts, strikes or other labor disputes (whether or not relating to either party's workforce), or restraints or delays affecting carriers or inability or delay in obtaining supplies of adequate or suitable materials or telecommunication breakdown or power outage. In such circumstances Digital Scoreboards, LLC has the right to extend the date of delivery for a reasonable period of time after the period of delay (but in no case for less than the period of delay) and the right to apportion its products among its customers in a manner it deems equitable. Buyer is not relieved from accepting delivery at the agreed price when the causes interfering with delivery are removed.

16. Use of Image. Digital Scoreboards, LLC may use Buyer's name along with images of the Product and the Site for marketing and promotional purposes including but not limited to website and marketing materials, without compensation to Buyer.

17. Entire Agreement. This Agreement contains the entire agreement between the parties, and supersedes all prior or contemporaneous understandings, agreements, negotiations, representations and warranties, and communications, both written and oral. These Terms and Conditions prevail over any of Buyer's general terms and conditions of purchase regardless of whether or when Buyer submits its purchase order or such terms, and fulfillment of Buyer's order does not constitute acceptance of any of Buyer's terms and conditions and does not serve to modify or amend these Terms and Conditions.

18. Severability. In the event one or more of the provisions of this Agreement are for any reason held to be invalid, illegal, or unenforceable in any respect by a court of competent jurisdiction, those provisions will not invalidate or otherwise affect any other provisions, and the Agreement will be construed as if the invalid, illegal or unenforceable provision was never a part of the Agreement.

19. Applicable Law, Limitations. This Agreement is being delivered in, performable in, and shall be governed, construed, enforced, and interpreted by, through and under by the laws of the state of Florida, without regard to conflict of laws principles that would cause the application of laws of another jurisdiction. For the purpose of any action or proceeding arising out of or relating to this Agreement, Buyer hereby irrevocably submits to the exclusive personal jurisdiction and venue of the Twelfth Judicial Circuit Court in and for Sarasota County, Florida, with respect to such dispute and agrees to waive any defenses to venue and jurisdiction including forum non conveniens, along with irrevocably agreeing that all claims in respect to such action or proceeding may be heard and determined exclusively in any such court. Buyer agrees that a final judgment in any action or proceeding shall be conclusive and may be enforced in other jurisdiction by suit on the judgment or in any other manner provided by applicable law. Buyer irrevocably consents to the service of the summons and complaint and any other process in any action or proceeding relating to the transactions contemplated by this Agreement, on behalf of itself or its property, by personal delivery of copies of such process to such party. Nothing in this section shall affect the right of any party to serve legal process in any other manner permitted by applicable law. Notwithstanding the foregoing, Digital Scoreboards, LLC will have the right, and in addition to all other remedies available to it at law, in equity or under this Agreement, to affirmative or negative injunctive relief from a court of competent jurisdiction in the event Buyer violates or threatens to violate the terms of Sections 9 or 10. Buyer acknowledges that a violation of Sections 9 or 10 would cause irreparable harm and that all other remedies are inadequate. Any legal action pertaining to this Agreement, other than Buyer's failure to pay any amount(s) owed to Digital Scoreboards, LLC, or any indemnification required by Buyer hereunder, must be commenced within one (1) year of the event giving rise to the legal action.

20. Assignment. Buyer may not assign any of its obligations under the Agreement without the written consent of Digital Scoreboards, LLC. Any attempted assignment not in conformity with this Section 20 is void.

21. Fees. Buyer shall be liable for any and all costs and expenses (including attorney's fees) incurred by Digital Scoreboards, LLC in enforcing any provision of this Agreement, including, without limitation, any costs of collection of amounts due to Digital Scoreboards, LLC hereunder.

22. No Waiver. All remedies of Digital Scoreboards, LLC hereunder are cumulative and may, to the extent permitted by law, be exercised concurrently or separately, and the exercise of any one remedy shall not be deemed to be an election of such remedy or to preclude the exercise of any other remedy. Any failure by Digital Scoreboards, LLC to enforce or exercise any provision of this Agreement shall not constitute a waiver of that right or provision.

23. Independent Contractors. The Agreement is not intended by the parties to constitute or create a joint venture, partnership, corporation, agency, trust, employment relationship, formal business organization or other permanent association of any kind, other than the alliance that is specifically defined in the Agreement, and the rights and obligations of the parties shall be only those expressly stated in the Agreement. Neither party shall have the authority to bind the other.

24. Survival. The Sections of these Terms and Conditions that by their nature survive expiration or termination of the Agreement, including, but not limited to, the following Sections: 10 ("Intellectual Property"), 13 ("Limitation of Liability"), 14 ("Indemnity"), and 19 ("Applicable Law, Limitations"), shall survive expiration or termination of the Agreement.

EXCLUDED ITEMS

Permitting	Local or State Permitting, if Required
Engineering	Wall of Structural Engineering, if Required
Floor Covering	Protective Floor Covering, if Required
Power	Providing Conduit, Power and Final Termination to Displays and Shot Clocks, if Included
Communications	Providing Conduit and Data Cable between Displays, Control Rack and Scoretable
Internet	Hard-Line Internet to Control Rack
Bonding	Performance Bonding, if Required
Sales Tax	State Sales Tax, if Applicable (if tax-exempt a certificate must be provided with order)

INSTALLATION CLAUSE

Installation included in this contract is based upon a smooth block or studded wall installation with standard scissors lift access. This installation does not include any special installation measures or protective floor covering, if required. If special installation measures and floor covering are required, a one-time install quote will be provided for approval based upon a site visit and scope of work determination.

CONTRACT AMOUNT

Total Contract Amount	\$100,785.00
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TERMS

Payment Terms	80% Deposit Upon Acceptance / 20% Net 30 Upon Installation * School may withhold a 5% retainage in the event minor misc. items remain incomplete and final balance will be paid net 30 upon full completion and signoff
Delivery & Installation	10-12 weeks from approved contract and receipt of deposit

BY SIGNING THIS DOCUMENT, BOTH PARTIES ACCEPT THE PACKAGE DETAIL AND TERMS AND CONDITIONS ENCLOSED

CUSTOMER	COMPANY
Glastonbury High School	Digital Scoreboards, LLC
628 Hebron Avenue - P.O. Box 191	107 N. Main St. Suite 3C
Glastonbury, CT 06033-2361	Columbia, IL 62236
Trish Witkin	Robert Steckel
Signature	Signature
Director of Athletics	Chief Operating Officer
Title	Title
Date	Date



Prepared For:

GLASTONBURY HIGH SCHOOL

City / State	Glastonbury, CT
Contact Name	Trish Witkin – Director of Athletics
Contact E-Mail	witkint@glastonburyus.org
Contact Number	860-652-7200 ext. 12116



**OUTDOOR VIDEO
SCOREBOARD PROPOSALS**

Digital Scoreboards Tony Cioffi, Sales Manager tony@digitalscoreboards.net 610-730-5179 mobile	Scorevision Stephen Healy, Regional Consultant stephen.healy@scorevision.com 704-778-5129
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DIGITAL SCOREBOARDS

PACKAGE SUMMARY

26' x 13' – 10mm Display

ScoreVision Rack & Software Suite

Engineering, Construction, Installation

11-year parts/5-year labor warranty

QTY	ITEM	ITEM DESCRIPTION	TOTAL
1	Digital Display	26' x 13' – 10mm – 672 x 384 294,912 Total Pixels 10,125 NIT - Ultra High Output Brightness	Included
1	Top Truss	Top 26' x 3' Truss with Nonlit Letters and Logos	Included
1	Fiber Convertors Fiber Enclosure	Single-Mode Fiber Convertors and All-Weather Fiber Enclosure	Included
1	Control System	ScoreVision Rack System, Nova Video Processor, iPad System, Handheld Remote, Connectors and Accessories	Included
1	SV Base Software	ScoreVision Base Scoring Software Suite (\$5,000 ASL Beginning Year 2, Paid Direct to ScoreVision)	Included
1	SV AD Software	ScoreVision Programmatic Advertising Software Suite (\$2,500 ASL Beginning Year 2, Paid Direct to ScoreVision)	Included
1	Graphics Package	Digital Scoreboards Silver Level Animation & Graphics Package	Included
1	Onsite Tech	Onsite Tech and System Commissioning & Training	Included
1	Training	Pre-Install, Install, and Post Install Hardware & Software Training	Included
1	Structure	Fabrication of Two Pole Structure with 10' HAGL	Included
1	Installation	Installation of Digital Display and Any Decorative Signage	Included
1	Digital Warranty	Industry Best 11-year parts / 5-year onsite labor (excludes lift, if no catwalks) 24/7/365 Live Diagnostics Monitoring with Full Redundancy 3% Onsite Spare Parts Package 7 Day a Week In-House Support & Tech Center	Included
1	Freight	Freight to Destination	Included

PACKAGE PRICE

PRICING GOOD FOR 7 DAYS (SUBJECT TO CHANGE)

\$204,215.00



DIGITAL SCOREBOARDS

PACKAGE SUMMARY

26' x 16' – 10mm Display

ScoreVision Rack & Software Suite

Engineering, Construction, Installation

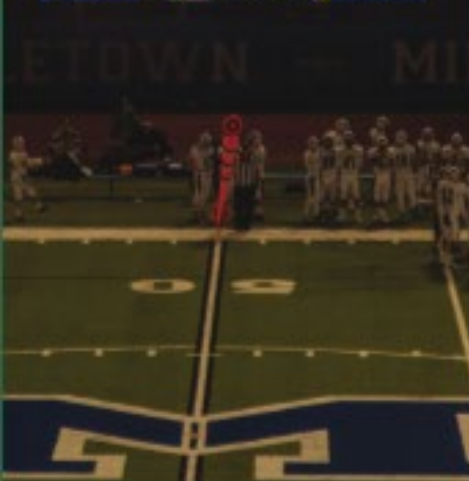
11-year parts/5-year labor warranty

QTY	ITEM	ITEM DESCRIPTION	TOTAL
1	Digital Display	26' x 16' – 10mm – 768 x 480 368,640 Total Pixels 10,125 NIT - Ultra High Output Brightness	Included
1	Top Truss	Top 26' x 3' Truss with Nonlit Letters and Logos	Included
1	Fiber Convertors Fiber Enclosure	Single-Mode Fiber Convertors and All-Weather Fiber Enclosure	Included
1	Control System	ScoreVision Rack System, Nova Video Processor, iPad System, Handheld Remote, Connectors and Accessories	Included
1	SV Base Software	ScoreVision Base Scoring Software Suite (\$5,000 ASL Beginning Year 2, Paid Direct to ScoreVision)	Included
1	SV AD Software	ScoreVision Programmatic Advertising Software Suite (\$2,500 ASL Beginning Year 2, Paid Direct to ScoreVision)	Included
1	Graphics Package	Digital Scoreboards Silver Level Animation & Graphics Package	Included
1	Onsite Tech	Onsite Tech and System Commissioning & Training	Included
1	Training	Pre-Install, Install, and Post Install Hardware & Software Training	Included
1	Structure	Fabrication of Two Pole Structure with 10' HAGL	Included
1	Installation	Installation of Digital Display and Any Decorative Signage	Included
1	Digital Warranty	Industry Best 11-year parts / 5-year onsite labor (excludes lift, if no catwalks) 24/7/365 Live Diagnostics Monitoring with Full Redundancy 3% Onsite Spare Parts Package 7 Day a Week In-House Support & Tech Center	Included
1	Freight	Freight to Destination	Included

PACKAGE PRICE

PRICING GOOD FOR 7 DAYS (SUBJECT TO CHANGE)

\$227,815.00



OUTDOOR

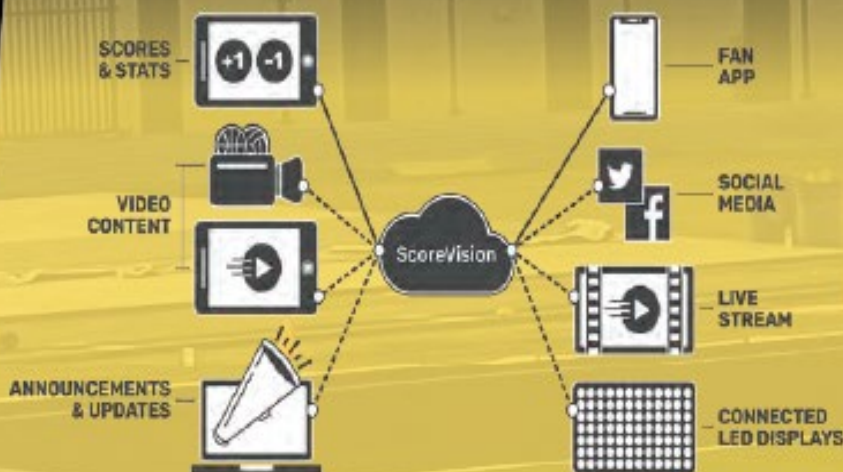
WWW.DIGITALSCOREBOARDS.NET

Pixel Pitch: 10mm, 8mm, 6mm
 Industry Best 11/5 Year Warranty Package
 24/7 Live Diagnostics & Redundancy

MORE THAN THE SCORE



ENGAGE FANS WITH SCORES, STREAMS, VIDEO, SOCIAL MEDIA & IN-VENUE PRODUCTIONS



WWW.DIGITALSCOREBOARDS.NET

UNLEASH CREATIVITY

 **DIGITAL
SCOREBOARDS**
DigitalScoreboards.net

WITH DS ACADEMY

Get exciting lesson plans to teach students how to create dynamic sports videos, graphics, and animations that sync seamlessly with game action! From basics to real-time integration, each unit is packed with clear steps, hands-on projects, and flexible customization for your school.

No digital media experience required.



UNIT 1 INTRODUCTION TO SPORTS MEDIA

Students will dive into the world of sports videos, gaining hands-on experience with video editing software and exploring the capabilities of the digital scoreboard.

UNIT 2 EXPLORE ADVANCED TECHNIQUES

Students will level up their scoreboard video skills by learning advanced techniques like animating elements and adding effects. This hands-on unit emphasizes creativity and technical mastery.

UNIT 3 REAL-TIME INTEGRATION

Students will master real-time scoreboard integration—linking live data, setting up software, and creating dynamic videos, graphics, and animations that sync seamlessly with game action!

GET THE CROWD HYPED!



CUSTOM ANIMATIONS FOR ANY VENUE!

Silver Package

- Includes two animation styles for each sport at the facility
- Includes 10+ animations that can be used across most sports
- Customized in team colors
- Incorporates school logo and team name where appropriate



WWW.DIGITALSCOREBOARDS.NET

INDOOR • OUTDOOR • SOUND SYSTEMS • CONTROL ROOMS • ENGINEERING • TURNKEY INSTALLATIONS

DIGITAL SCOREBOARDS: CLIENT PROJECT TIMELINE

Stage 1 Pre-sale

- Prepare proposal & designs
- Preliminary Site Plans
- Schedule site visit
- Determine initial costing
- Assign project manager



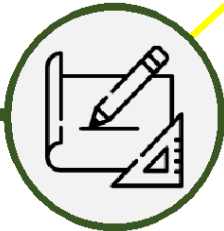
Stage 2 Contracting / Invoicing

- Final contract to customer
- Send deposit invoice or finalize financing plans



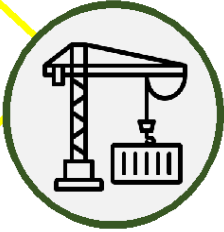
Stage 3 Pre-construction

- Finalize drawings & submittals
- Coordinate install timelines
- Finalize subcontractor list
- Coordinate any special site considerations



Stage 4 Assembly

- Prepare and prep final materials
- Transport product to venue for onsite assembly



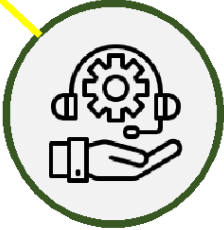
Stage 5 Construction

- Coordinate timeline of arrival
- Work with facility staff to ensure smooth install
- Complete installation



Stage 6 Customer Service

- Post-construction call w/ client
- Schedule equipment training
- Field customer questions post-installation
- Prepare final invoicing



DIGITAL SCOREBOARDS

TERMS AND CONDITIONS OF SALE

Interpretation, Definitions and Modifications. The following terms and conditions (“Terms and Conditions”) govern the sale of products (each, a “Product” and together the “Products”) and installation, maintenance, and other ancillary services (each, a “Service” and together the “Services”) by Digital Scoreboards, LLC, to the customer set forth in the Sales Agreement (“Buyer”). As used herein, “Agreement” shall mean the following (including, without limitation, all documents or instruments referenced herein):

- The Sales Agreement to which these Terms and Conditions are attached; and
- All Change Orders properly executed as set forth herein.

Capitalized terms used but not otherwise defined in this Section shall have the same meaning as provided elsewhere in the Agreement.

1. Proposal. The proposal to which these Terms and Conditions is attached (the “Proposal”) shall be valid for no more than 15 days, unless otherwise stated therein. The Proposal is subject to change by Digital Scoreboards, LLC at any time upon notice to Buyer. Once accepted by Buyer by written acceptance or acknowledgment (which may be via email), the Proposal shall become the “Sales Agreement,” a valid, binding and enforceable contract.

2. Change Orders. The Agreement, including but not limited to the Products and Services, may only be altered, modified, superseded, or amended by a written document (“Change Order”) that specifically references the Agreement, sets forth the change and is signed by an authorized Digital Scoreboards, LLC representative. Such document shall be referred to as a “Change Order.” In the event a Change Order is signed before Digital Scoreboards, LLC ships the Product to Buyer, Digital Scoreboards, LLC will include the additional cost of the Change Order in the sales invoice. In the event a Change Order is signed after Digital Scoreboards, LLC ships the Product to Buyer, Digital Scoreboards, LLC will invoice Buyer for the additional cost of the Change Order separately.

3. Price; Payment Terms. Buyer shall purchase the Products and Services from Digital Scoreboards, LLC at the price detailed in the Agreement (the “Price”) and on the payment terms set forth in the Agreement. Any deposit under the Agreement is non-refundable. The Price does not include fees for government required inspections, special assessments, permits (including but not limited to installation permits), union costs, tariffs, taxes (including sales, use and excise taxes, and any other similar taxes, duties and charges of any kind imposed by any governmental authority on any amounts payable by Buyer), and Buyer shall be responsible for all such charges, costs and taxes; if applicable, upon Digital Scoreboards, LLC’s request, Buyer shall provide a tax exemption certificate in a form acceptable to Digital Scoreboards, LLC in advance of the delivery of the Product. In addition to all other remedies available under the Agreement (which Digital Scoreboards, LLC does not waive by the exercise of any rights hereunder), Digital Scoreboards, LLC shall be entitled to suspend the delivery of any Product or Service if Buyer fails to pay any amounts when due hereunder and such failure continues for three (3) days following written notice thereof. Buyer shall not withhold payment of any amounts due and payable by reason of any set-off of any claim or dispute with Digital Scoreboards, LLC, whether relating to Digital Scoreboards, LLC’s breach, bankruptcy or otherwise, or arising under any other sales or service order or transaction between Digital Scoreboards, LLC and Buyer.

4. Delivery, Title, and Risk of Loss. (a) For all orders in the Continental USA, the Product is sold FOB Digital Scoreboards, LLC’s facility (the “Shipping Point”). Title to the Product passes to Buyer upon Digital Scoreboards, LLC’s placement of the Product into the carrier’s possession. Digital Scoreboards, LLC will insure the Product from risk of loss until it reaches the destination designated by Buyer (the “Destination”). Digital Scoreboards, LLC will, at its expense, put the Product in possession of a carrier at the Shipping Point and contract with the carrier for the shipment of the Product to the Destination. Buyer bears all other expenses and risks of transportation including, without limitation, loading and unloading, storage and freight. Buyer may not direct the Product to any destination other than that specified in the Agreement without the written permission of Digital Scoreboards, LLC. Delivery or shipping dates are approximate only and merely represent Digital Scoreboards, LLC’s best estimate of time required to make delivery or shipment. Shipment dates are contingent on prompt receipt by Digital Scoreboards, LLC of all necessary manufacturing, shipping, and delivery information. Digital Scoreboards, LLC is not responsible for failure to meet estimated shipping dates and will not be liable for any loss, cost, damage, or expense whatsoever incurred by Buyer or its customers that may result therefrom. (b) For all orders Outside the Continental USA, the Product is sold FOB the Shipping Point; title to and risk of loss passes to Buyer upon Digital Scoreboards, LLC’s placement of the Product into the carrier’s possession and Digital Scoreboards, LLC will not insure the Product from risk of loss after placing the Product into the carrier’s possession; except as otherwise stated in this Section 4(b), the provisions of Section 4(a) apply.

5. Services. With respect to the Services, Buyer shall: (a) cooperate with Digital Scoreboards, LLC in all matters relating to the Services, provide access to the Site (as defined below) and provide such other accommodations as Digital Scoreboards, LLC may reasonably request for the purposes of performing the Services; (b) respond promptly to any request of Digital Scoreboards, LLC for direction, information, approvals, authorizations, or decisions that are reasonably necessary for Digital Scoreboards, LLC to perform the Services in accordance with the requirements of this Agreement; (c) provide such materials or information as Digital Scoreboards, LLC may request to carry out the Services in a timely manner and ensure that such materials or information are complete and accurate in all material respects; and (d) obtain and maintain all necessary licenses and consents and comply with all applicable laws in relation to the Services before the date on which the Services are to start.

6. Site Access. Buyer is responsible for providing Digital Scoreboards, LLC with safe access to the location where the Product will be installed or has been installed (the “Site”), either through (1) providing an “Accessible Site”, which means the Product is accessible through the use of: (a) a 20 foot or shorter ladder; (b) a secure catwalk or base; and (c) a guard rail or a safety lifeline which is securely attached to the support structure if the Product display is over 6 feet off the ground, or (2) furnishing the use or bearing the cost of a bucket or broom truck and any other machinery or equipment capable of providing safe access to the Site reasonably requested by Digital Scoreboards, LLC. In the event Digital Scoreboards, LLC arrives to the Site and Buyer has failed to provide an Accessible Site or otherwise provide safe access to the Site as reasonably requested by

Digital Scoreboards, LLC, then Buyer will bear the cost of Digital Scoreboards, LLC's demobilization, delay, and remobilization; Digital Scoreboards, LLC will issue Buyer a Change Order including the invoice for such additional cost(s).

7. Installation and Subsurface Access. In the event Digital Scoreboards, LLC provides installation Services for the Product on behalf of Buyer at the Site, Buyer must have a representative on the Site prior to Digital Scoreboards, LLC's commencement of foundation work to direct the exact placement of the Product (the "Install"). Digital Scoreboards, LLC may rely on the direction of the representative. The Price quote for the Install is based on average bearing soil and assumes the absence of subsurface obstructions or high-water levels; in the event Digital Scoreboards, LLC encounters any subsurface obstruction, including but not limited to rock, abnormal soil, high water levels, or other unexpected subsurface conditions, Digital Scoreboards, LLC will suspend all Services related to the Install and will issue a Change Order. Digital Scoreboards, LLC will have no obligation to proceed with the Install until Buyer accepts or acknowledges such Change Order in writing (which may be by email).

8. Existing Structure. Except to the extent that Digital Scoreboards, LLC explicitly and in writing assumes responsibility for any structural element in accordance with the Agreement, Buyer represents and warrants that the existing structure will support the Product, including without limitation any existing steel, walls, columns, trusses, footings, hoists attachment points, wiring, or any other foundation or existing structural elements (collectively, the "Existing Structure") shall be adequate to support the weight, size, wind load, and all other technical specifications of the Product, and Buyer agrees to indemnify and hold Digital Scoreboards, LLC harmless for any failure of any Existing Structure or any losses, damages, claims or liabilities arising from or relating to any such failure. Digital Scoreboards, LLC recommends that Buyer has the Existing Structure reviewed and certified by a licensed structural engineer. In the event changes to the Existing Structure are required prior to the Install, a Change Order will be required.

9. Software. To the extent Buyer utilizes any Digital Scoreboards, LLC control or management software applications that are available on the Product (the "Software"), Digital Scoreboards, LLC grants to Buyer, for so long as Buyer owns Product, a limited, nontransferable, nonexclusive, non-sublicensable license to (a) use the Software only as installed on and in connection with the Product and Digital Scoreboards, LLC's ownership thereof; and (b) use the user documentation provided by Digital Scoreboards, LLC in connection with the Software as reasonably necessary for Buyer's authorized use of the Software. In addition, Digital Scoreboards, LLC will provide standard support for such Software for one (1) year from the date of shipment of the Product from Digital Scoreboards, LLC's facility, at no additional cost to Buyer. Buyer will not, directly or indirectly, (i) license, sell, redistribute, lease or otherwise transfer or assign the Software; (ii) alter or permit a third party to alter any part of the Software; (iii) use or permit the use of the Software for any unlawful purpose; (iv) reverse engineer or otherwise attempt to derive source code or other trade secrets from the Software; (v) use the Software in a way that could harm Digital Scoreboards, LLC's network (including by transmitting or uploading any viruses, worms, Trojan horses or other malicious code); (vi) use the Software to try to gain unauthorized access to any service, data, account or network by any means; or (vii) use or permit the use of Software in any other way not expressly approved by Digital Scoreboards, LLC. Buyer may elect to license and use third-party software in connection with the Product. Except as otherwise set forth in a separate agreement with respect to such third-party software (which may be electronic terms of use or service that must be accepted by Buyer prior to installation or use of such third-party software), Digital Scoreboards, LLC shall have no obligations or liabilities with respect to such third-party software, Buyer's use or operation thereof, or its interaction with the Software. In the event the third-party software modifies the Software, Digital Scoreboards, LLC will no longer have an obligation to provide support under this Section 9. Digital Scoreboards, LLC may terminate the licenses granted under this Section 9 immediately upon written notice of any material breach of the terms of this Section 9.

10. Intellectual Property. All drawings, know-how, designs, specifications, inventions, devices, developments, processes, copyrights and other information or intellectual property disclosed or otherwise provided to Buyer by Digital Scoreboards, LLC and all rights therein (collectively, "Intellectual Property") will remain the property of Digital Scoreboards, LLC and its licensors or suppliers and will be kept confidential by Buyer in accordance with these Terms and Conditions. Other than the limited licenses granted herein with respect to the Software (if installed), Buyer has no claim to, nor ownership interest in, any Intellectual Property, and all such Intellectual Property, in whatever form and any copies thereof, shall be promptly returned to Digital Scoreboards, LLC upon its request or, if it is subject to a limited license hereunder, upon termination of such license in accordance with these Terms and Conditions.

11. Graphics. Buyer must approve all elements of custom graphics to be affixed to the Product no later than three (3) weeks prior to the Product's scheduled shipping date. If Buyer fails to meet this deadline, Digital Scoreboards, LLC will issue a Change Order including an invoice for the cost of the delay.

12. Security Interest. As collateral security for Buyer's full payment to Digital Scoreboards, LLC of all amount(s) that may become due under this Agreement, Buyer hereby grants Digital Scoreboards, LLC a lien on and security interest in and to all of the right, title and interest of Buyer in, to and under the Product, wherever located, and whether now existing or hereafter arising or acquired from time to time, and in all accessions thereto and replacements or modifications thereof, as well as all proceeds (including insurance proceeds) of the foregoing. Buyer hereby irrevocably authorizes Digital Scoreboards, LLC at any time and from time to time while such security interest is in effect to file in any Uniform Commercial Code jurisdiction any initial financing statements and amendments necessary to perfect the foregoing security interest.

13. Limitation of Liability.

(a) IN NO EVENT SHALL DIGITAL SCOREBOARDS, LLC BE LIABLE TO BUYER OR ANY THIRD PARTY FOR ANY LOSS OF USE, REVENUE OR PROFIT OR ANY CONSEQUENTIAL, INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, OR PUNITIVE DAMAGES WITH RESPECT TO THE PRODUCTS, SERVICES OR THIS AGREEMENT, WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING WITHOUT LIMITATION NEGLIGENCE AND STRICT LIABILITY), OR OTHERWISE, REGARDLESS OF WHETHER SUCH DAMAGES WERE FORESEEABLE AND WHETHER OR NOT DIGITAL SCOREBOARDS, LLC HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

(b) IN NO EVENT SHALL DIGITAL SCOREBOARDS, LLC'S AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT, WHETHER ARISING OUT OF OR RELATED TO BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE AND STRICT LIABILITY), OR OTHERWISE, EXCEED THE TOTAL OF THE AMOUNTS PAID TO DIGITAL SCOREBOARDS, LLC FOR THE PRODUCTS OR SERVICES HEREUNDER, OR THE PURCHASE PRICE OF THE PRODUCT, WHICHEVER IS LESS.

(c) The limitation of liability set forth herein shall not apply to (i) liability resulting solely from Digital Scoreboards, LLC's gross negligence or willful misconduct and (ii) amounts paid or payable to third parties arising from death or bodily injury resulting solely from Digital Scoreboards, LLC's gross negligence or willful misconduct.

14. Indemnity. To the greatest extent permitted by law, Buyer shall indemnify, defend, and hold harmless Digital Scoreboards, LLC and its subsidiaries, officers, directors, shareholders, partners, representatives, employees, agents, insurers, successors and assigns of each of the foregoing from any and all losses arising out of or relating to (i) any negligent act or omission by Buyer or its personnel, agents, subcontractors, or others engaged by Buyer or under their control, or (ii) any claim against Digital Scoreboards, LLC by reason of or alleging any unauthorized or infringing use by Digital Scoreboards, LLC of any copyright, trademark, or other intellectual property right in any material, information, technology, process or data provided by Buyer and used by Digital Scoreboards, LLC at Buyer's direction.

15. Delay, Force Majeure. Any period for delivery or service provided for in the Agreement is approximate and not a guarantee of a particular date or time frame. Under no circumstances will Digital Scoreboards, LLC be liable or responsible to Buyer for any failure or delay in fulfilling or performing any term of this Agreement when and to such extent such failure is caused or results from acts or circumstances beyond the reasonable control of Digital Scoreboards, LLC including, without limitation, fire, flood, earthquake, act of God, explosion, governmental action, war, invasion or hostilities (whether war is declared or not), or other civil unrest, national emergency, revolution, insurrection, epidemic, pandemic, lockouts, strikes or other labor disputes (whether or not relating to either party's workforce), or restraints or delays affecting carriers or inability or delay in obtaining supplies of adequate or suitable materials or telecommunication breakdown or power outage. In such circumstances Digital Scoreboards, LLC has the right to extend the date of delivery for a reasonable period of time after the period of delay (but in no case for less than the period of delay) and the right to apportion its products among its customers in a manner it deems equitable. Buyer is not relieved from accepting delivery at the agreed price when the causes interfering with delivery are removed.

16. Use of Image. Digital Scoreboards, LLC may use Buyer's name along with images of the Product and the Site for marketing and promotional purposes including but not limited to website and marketing materials, without compensation to Buyer.

17. Entire Agreement. This Agreement contains the entire agreement between the parties, and supersedes all prior or contemporaneous understandings, agreements, negotiations, representations and warranties, and communications, both written and oral. These Terms and Conditions prevail over any of Buyer's general terms and conditions of purchase regardless of whether or when Buyer submits its purchase order or such terms, and fulfillment of Buyer's order does not constitute acceptance of any of Buyer's terms and conditions and does not serve to modify or amend these Terms and Conditions.

18. Severability. In the event one or more of the provisions of this Agreement are for any reason held to be invalid, illegal, or unenforceable in any respect by a court of competent jurisdiction, those provisions will not invalidate or otherwise affect any other provisions, and the Agreement will be construed as if the invalid, illegal or unenforceable provision was never a part of the Agreement.

19. Applicable Law, Limitations. This Agreement is being delivered in, performable in, and shall be governed, construed, enforced, and interpreted by, through and under by the laws of the state of Florida, without regard to conflict of laws principles that would cause the application of laws of another jurisdiction. For the purpose of any action or proceeding arising out of or relating to this Agreement, Buyer hereby irrevocably submits to the exclusive personal jurisdiction and venue of the Twelfth Judicial Circuit Court in and for Sarasota County, Florida, with respect to such dispute and agrees to waive any defenses to venue and jurisdiction including forum non conveniens, along with irrevocably agreeing that all claims in respect to such action or proceeding may be heard and determined exclusively in any such court. Buyer agrees that a final judgment in any action or proceeding shall be conclusive and may be enforced in other jurisdiction by suit on the judgment or in any other manner provided by applicable law. Buyer irrevocably consents to the service of the summons and complaint and any other process in any action or proceeding relating to the transactions contemplated by this Agreement, on behalf of itself or its property, by personal delivery of copies of such process to such party. Nothing in this section shall affect the right of any party to serve legal process in any other manner permitted by applicable law. Notwithstanding the foregoing, Digital Scoreboards, LLC will have the right, and in addition to all other remedies available to it at law, in equity or under this Agreement, to affirmative or negative injunctive relief from a court of competent jurisdiction in the event Buyer violates or threatens to violate the terms of Sections 9 or 10. Buyer acknowledges that a violation of Sections 9 or 10 would cause irreparable harm and that all other remedies are inadequate. Any legal action pertaining to this Agreement, other than Buyer's failure to pay any amount(s) owed to Digital Scoreboards, LLC, or any indemnification required by Buyer hereunder, must be commenced within one (1) year of the event giving rise to the legal action.

20. Assignment. Buyer may not assign any of its obligations under the Agreement without the written consent of Digital Scoreboards, LLC. Any attempted assignment not in conformity with this Section 20 is void.

21. Fees. Buyer shall be liable for any and all costs and expenses (including attorney's fees) incurred by Digital Scoreboards, LLC in enforcing any provision of this Agreement, including, without limitation, any costs of collection of amounts due to Digital Scoreboards, LLC hereunder.

22. No Waiver. All remedies of Digital Scoreboards, LLC hereunder are cumulative and may, to the extent permitted by law, be exercised concurrently or separately, and the exercise of any one remedy shall not be deemed to be an election of such remedy or to preclude the exercise of any other remedy. Any failure by Digital Scoreboards, LLC to enforce or exercise any provision of this Agreement shall not constitute a waiver of that right or provision.

23. Independent Contractors. The Agreement is not intended by the parties to constitute or create a joint venture, partnership, corporation, agency, trust, employment relationship, formal business organization or other permanent association of any kind, other than the alliance that is specifically defined in the Agreement, and the rights and obligations of the parties shall be only those expressly stated in the Agreement. Neither party shall have the authority to bind the other.

24. Survival. The Sections of these Terms and Conditions that by their nature survive expiration or termination of the Agreement, including, but not limited to, the following Sections: 10 ("Intellectual Property"), 13 ("Limitation of Liability"), 14 ("Indemnity"), and 19 ("Applicable Law, Limitations"), shall survive expiration or termination of the Agreement.

EXCLUDED ITEMS

Permitting	Local or State Permitting, if Required
Engineering	Structural Engineering, if Existing Structure
Utility Locates	Public and Private Utility Locates
Geotechnical	Soil Test or Geotechnical Report, if Required
Ground Covering	Protective Ground Covering for Grass, Turf & Track, If Required
Power	Providing conduit, power, and final termination to display & DOG Clocks, if Included
Communications	Providing conduit and fiber with terminations between display, pressbox & control rack
Internet	Hard-Line Internet to Control Rack (required for control system, diagnostics and service)
Bonding	Performance Bonding, if Required
Sales Tax	Sales Tax, if Applicable (if exempt a certificate must be supplied with order)
Acceptance	

SURFACE CLAUSE

The installation portion of the enclosed proposal does not include ground protection or ground repair from normal wear and tear to the surface of the ground during installation. Due to equipment mobilization, construction, and installation of this outdoor digital scoreboard normal ground disruption is expected and repair is not included.

SUBSURFACE CLAUSE, if NEW CONSTRUCTION

The installation portion of the enclosed proposal is calculated based upon normal site access with no obstructions and average bearing soil. No allowance has been made for rock, water, or abnormal soil or site conditions. If a problem is encountered, a customer representative will be contacted with corrective measures being taken on a time, equipment, and material basis to complete the project. Any such change order due to a subsurface issue will be invoiced upon the conclusion of the project.

RETROFIT INSTALLATION CLAUSE, if EXISTING STRUCTURE

The installation portion of this installation is quoted site unseen. Upon a successful site visit, either before or at the time of installation, structure upgrades or corrective measures are required, a School Representative will be contacted prior to proceeding and the required upgrades will be discussed and agreed to on a time and material basis. The subsequent change order will be invoiced upon the completion of the project.

CONTRACT AMOUNT

Total Contracted Amount	\$
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TERMS

Payment Terms	80% Deposit Upon Acceptance / 20% Net 30 Upon Installation * School may withhold a 5% retainage in the event minor misc. items remain incomplete and final balance will be paid net 30 upon full completion and signoff
Deliver & Install	10-12 weeks from approved contract, approved art and receipt of deposit

BY SIGNING THIS DOCUMENT, BOTH PARTIES ACCEPT THE PACKAGE DETAIL AND TERMS AND CONDITIONS ENCLOSED

Customer	Company
Glastonbury High School	Digital Scoreboards, LLC
	107 N. Main St. Ste 3C
	Columbia, IL 62236
	Robert Steckel
Signature	Signature
	Chief Operating Officer
Title	Title
Date	Date

Gifts to School Personnel/Schools

Suppliers, contractors and others doing or seeking to do business with the school system shall be discouraged from giving gifts to school employees. Where a student, adult or organization wishes to give a gift to a staff member, the gift must be in accordance with the Glastonbury Code of Ethics.

Principals, teachers and other staff members are urged to discourage the solicitation of funds from students for a class or group gift to an individual staff member. Expressions of gratitude or appreciation may more appropriately be addressed in letters or school donations, e.g. donation to the library, athletic equipment and plantings.

The appropriateness and selection of class gifts to the school shall be determined by the class involved in cooperation with the principal/designee and approved by the superintendent/designee.

In all cases, gift giving to schools or the school district must be pre-approved by the building administrator (where a gift is designated for a particular school), the superintendent/designee and/or the Board of Education. Gifts valued in excess of approximately \$10,000 and gifts of lesser value which predictably would require significant Board of Education expenditures for their assumption, installation or maintenance, require approval by the Board of Education prior to their acceptance.

(cf. Glastonbury Code of Ethics sec 2:56-69)
(cf. Policy 3280 Gifts, Grants & Bequests)

Policy

Adopted: October, 1981
Revised: May 22, 2000
Revised: June 7, 2004
Revised: November 8, 2004

CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

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

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

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

Deadline for submission is: **Friday, October 3, 2025**

REQUIRED CRITERIA

1. Board Leadership/Student Achievement

Level One (minimum of three)

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

2. Board Member Professional Development

Level One (minimum of three)

- A. A majority of Board members have taken part in workshops or other in-service training during the last year. **(provide list of workshops and/or in-service training)**
- B. The Board provides adequate funds to permit Board members to take part in training. **(provide budget or listing for Board professional development)**
- C. A majority of the Board attended the CABE/CAPSS Convention in the last 12 months. **(provide list of Convention participants)**
- D. A majority of the Board participated in the CABE Board Member Academy in the last 12 months. **(provide list of programs and board members who attended)**
- E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months. **(provide agenda)**
- F. New Board members are provided orientation, including attending CABE New Board Member Orientation. **(provide list of 2024-2025 participants)**
- G. The Board has participated in professional development about issues of diversity, equity and inclusion. **(provide a list of workshops and provider)**
- A. The Board of Education works to improve student achievement. **(provide description)**
- B. The Board relates the mission statement and goals to agenda items. **(provide examples)**
- C. The Board supports the appropriate use of technology in educational programming. **(provide examples)**

CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

Level Two (minimum of two)

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

3. Policy

Level One (minimum of three)

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

Level Two (minimum of three)

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

4. Community Relations

Level One (minimum of three)

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

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

Level Two (minimum of two)

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

5. Related Organizational Leadership

Level One (minimum of three)

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



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

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

_____	_____
Board Chair	Date
_____	_____
Superintendent	Date



Glastonbury Board of Education

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

September 12, 2025

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

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

1. Board Leadership/Student Achievement

Level One

- A. The Board has developed district goals for this year.
 - Board of Education Policy 9010 (Board Goals)
 - BOE Planning Framework 2025-2026
- B. The Board has conducted a self-evaluation and developed plan for improvement in the past 12 months.
 - Board of Education Policy 9020 (Board Self-Evaluation)
 - Board of Education Special Meeting Agenda, September 9, 2024
 - Board of Education Planning Framework 2025-2026
- C. The Board has conducted a superintendent evaluation in past 12 months.
 - Board of Education Meeting Minutes June 23, 2025
- D. The Board monitors its performance against a Board of Education code of conduct.
 - Board of Education Policy 9270 (Conflict of Interest and Code of Ethics)
 - Board of Education Policy 9271 (Conflict of Interest - Board Members Code of Conduct)
 - Glastonbury Code of Ethics
- E. The Board has conducted meeting pursuant to Board policy.
 - Board of Education Policy 9321 (Meeting - Time, Place, Notification of Meetings)
 - Policy 9322 (Meetings - Public and Executive Session)
 - Policy 9323 (Construction of Agenda)
 - Example Board of Education Meeting Agenda, May 19, 2025
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner.
 - Board of Education Policy 9321 (Meeting - Time, Place, Notification of Meetings)
 - Board of Education meeting calendars January 2025-January 2026 and January 2026-January 2027
 - Board Planning Framework 2024-2025 school year and 2025-2026 school year

- I. The Board conducts orientation for new Board members.
 - Board of Education Policy 9230 (Orientation of New Board Members)

Level Two

- B. The Board relates the mission statement and goals to agenda items.
 - Board of Education Mission and Strategic Plan 2023-2028
- C. The Board supports the appropriate use of technology in educational programming.
 - 2025 Annual Technology Report, Executive Summary July 14, 2025
 - Example Board of Education Meeting Agenda, July 14, 2025
 - Example Board of Education Meeting Agenda, June 23, 2025
 - Board of Education Policy/Regulation 6141.2 (Technology and Instruction)
 - Board of Education Planning Framework - Each July Technology Annual Report
- D. The Board uses data to make informed decisions regarding student achievement.
 - Example Board of Education Meeting Agenda, September 8, 2025. Scholastic Aptitude Test (SAT) and Advance Placement (AP) Report
 - Example Board of Education Meeting Agenda, September 8, 2025, Student Assessment Performance 2024-2025
 - Board of Education Policy 6140 (Assessment of Student Performance)
- E. The Board addresses issues of diversity, equity, and inclusion.
 - Example Board of Education Meeting Agenda, December 9, 2024. Equity, Diversity, and Inclusion Program Report
 - EDI Council Meeting Minutes, September 18, 2024, October 16, 2024, November 13, 2024, and January 15, 2025
 - Board of Education Meeting Agenda, August 12, 2024, Adoption of Equity Statement
 - Open Choice Student Welcoming Day, August 27, 2025 - Nayaug School

2. Board Member Professional Development

Level One

- A. A majority of Board members have taken part in workshops or other in-service training during the last year.
 - CABE Board Member Academy Credits Forms (Kali Cavanaugh, Jennifer Faust, Davis Peniston, Jr., and Julie Thompson)
 - Board of Education Budget Workshops Dates - Example Board of Education Meeting Agenda, November 11, 2024
 - Example Board of Education Budget Workshop Agendas and Minutes, January 2025
 - Board of Finance Special Meeting Workshop Minutes, February 4, 2025
- B. The Board provides adequate funds to permit Board members to take part in training.
 - Board of Education Budget Program 3300 - Board of Education Expenses
 - Board of Education Policy 9250 (Remuneration and Reimbursement)
- C. A majority of the Board attended the CABE/CAPSS Convention in last 12 months.
 - CABE Conference, November 2024
 - Purchase Order #250532

Level Two

- A. The Board has developed district goals and reviews them on a regular basis.
 - Board of Education Planning Framework 2025-2026
 - Board of Education Policy 9010 (Board Goals)
- C. The Board has incorporated Board professional development into policy.
 - Board of Education Policy #4131 (Staff Development)
 - Summer 2024 Professional Development Executive Summary, June 9, 2025
 - Opening Day Professional Development Executive Summary, September 8, 2025
 - Election Day Professional Development Executive Summary, November 11, 2024

3. Policy

Level One

- A. The Board has developed and adhered to procedure for policy review.
 - Board of Education Policy #9131 (Standing Committee - Policy Review and Formulation)
 - Example Board of Education Policy Committee Meeting Agenda, August 11, 2025
 - Example Board of Education Policy Committee Meeting Agenda, March 24, 2025
- C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
 - Glastonbury policy update services-CABE
 - Purchase Order #250358
 - Education Legislation Summary-CABE
- D. The Board has adopted all required policies.
 - Glastonbury Board of Education Policies and Regulations Website (<https://sites.google.com/a/glastonburyus.org/boe-policies/>)
- E. The Board has reviewed appropriate policies as law and regulations have changes.
 - Example Board of Education Meeting Agenda, April 7, 2025
 - Example Board of Education Policy Committee Meeting Agenda, March 24, 2025
 - Example Board of Education Policy Committee Meeting Agenda, August 11, 2025
- F. The Board relies on policies as “Living Documents,” by referring to them at Board meeting.
 - Board of Education Policy #3160 (Transfer of Funds between Categories; Amendments).
 - Example Board of Education Meeting Agenda, October 28, 2024
 - Example Board of Education Meeting Agenda, April 7, 2025
- G. The Board provides the district policy manual in a searchable online version.
 - Glastonbury Board of Education Policies and Regulations Website (<https://sites.google.com/a/glastonburyus.org/boe-policies/>)
- H. The Board has a Code of Ethics
 - Board of Education Policy #9270 (Conflict of Interest and Code of Ethics)

Level Two

- A. The Board relates applicable agenda items to appropriate policies.
 - Board of Education Policy #9000(b) (Role of Board of Education Members)
 - Board of Education Policy #9323 (Meetings - Construction of Agenda)

- B. Policy discussions are a regular part of Board meetings.
 - Example Board of Education Meeting Agenda, April 7, 2025
 - Example Board of Education Meeting Agenda, May 5, 2025
 - Board of Education Planning Framework 2025-2026

- C. The Board has adopted a policy addressing diversity, equity, and inclusion.
 - Example Board of Education Policy Committee Meeting Agenda, September 9, 2024
 - Example Board of Education Meeting Agenda, August 12, 2024

4. Community Relations

Level One

- A. The Board has clear, written policies on Community-Board Relations.
 - Board of Education Policy 1000 Series
(<https://sites.google.com/a/glastonburyus.org/boe-policies/home/1000>)
 - Board of Education Policy 1110 (Communications with the Public)

- B. The Board provides opportunities for appropriate participation at meetings by member of the community.
 - Board of Education Policy 1110 (Communications with Public)
 - Example Board of Education Meeting Minutes, February 10, 2025
 - Example Board of Education Meeting Minutes, January 13, 2025

- C. The Board seeks active community involvement with the schools.
 - Board of Education Policy 1210 (School/Community Organizations)
 - Board of Education Policy 1212 (School Volunteers)

- D. The Board demonstrates cooperation with news media.
 - Board of Education Policy 1112 (News Media Relationships)

- E. The Board promotes the school system to the public.
 - Board of Education School Report (mailing 4 times a year to all homes in Glastonbury –Summer 2025 attached)
 - Back to school letter from Superintendent, Board of Education Chairman, and Glastonbury High School Principal, published in the Glastonbury Citizen
 - School Calendar mail to all GPS parents

- F. The Board disseminates information to the public on its decisions in unified, timely manner.
 - Board of Education Policy 9322 (Meetings - Public and Executive Session)
 - Board of Education agendas and minutes are available on the district website (<https://www.glastonburyus.org/BOE/calendar-agenda-minutes>)
 - Board of Education Meeting Calendars, Agenda's and Minutes available on homepage website. (<https://www.glastonburyus.org/BOE/calendar-agenda-minutes>)

Level Two

- B. The Board has successfully worked with other community leaders.
 - Board of Education met with Board of Finance (Tuesday, February 4, 2025) and Town Council (Wednesday, February 26, 2025) to preview and review budget items. Special Meeting Agenda and Minutes, Glastonbury Board of Finance and Glastonbury Town Council
- C. The Board works with the community's local Cable access channel.
 - Glastonbury Board of Education Meetings are live streamed on Public Access, Channel 16; also available online at Glastonbury, CT Public Broadcast Video on Demand on our website.
(<https://vod.glastonbury-ct.gov/CablecastPublicSite/?channel=1>)

5. Related Organizational Leadership

Level One

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

Level Two

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

The Board of Education works very closely with our legislative team on all issues that impact our students, our educators, our grant funding, and our community. While we confer at the beginning of the session to discuss priorities, the continued communication throughout the session and over the summer have kept us informed and give our legislators insight into the impact of their decisions.

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

We have provided our local decision makers with comprehensive information regarding the challenges that remain in schools today. We continue to advocate for best learning environment while working collaboratively. As a community, we celebrate the successes of our students and educators.

CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

Questions:

Level One

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

Each member of the Glastonbury Public Schools Board of Education is committed to serving students, families, staff, and our community. We all understand the impact of the decisions we make. Our success rests on several factors. First, we have agreed on a vision and set of goals for Glastonbury Public Schools. Second, we are committed to active listening and collaborative decision-making. And lastly, we remain flexible and adaptable in a rapidly changing world.

The school district’s mission, core values, beliefs about learning, vision, and goals guide our decision-making. Our current strategic plan has served us well as we continue to prioritize 1) active learning and high expectations for students, 2) safe, supportive, and inclusive learning environments, and 3) the health and well-being of students and staff.

Asking ourselves, “What’s best for students?” is always a great starting point for our discussions and decisions.

Through the years, we have continued to prioritize active listening and thoughtful, respectful discussions with each other, with families, and with the community. Education decisions can be complex. They often involve competing priorities. We do not all agree on everything—that is to be expected. But each of our Board members knows that to serve effectively, we must listen to others and strive to understand their viewpoints.

In the last decade, adaptability and flexibility have also been crucial to our successful leadership. Our schools face constant change, from evolving student needs to shifting state and federal funding and requirements. We have made the appropriate adjustments to meet the needs of our students, families, and staff. We have remained open to new ideas and responsive to the challenges of the day.

Level Two

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

Our Board’s first strategic goal is to “promote active learning and high expectations for students.” We have three “levers” at our disposal to effectively influence student achievement. These include curriculum review, resource allocation, and the setting and upholding of school policies.

Our Board members spend considerable time during our meetings listening and learning from the district’s experienced administrators. Every fall, Board members come to meetings prepared to discuss each curriculum area. We ask questions to better understand how our teachers are

teaching and what our students are learning. We also share our perspectives, ideas, and concerns freely. The district has a regular cycle for reviewing all curriculum areas more deeply. The results of this year-long research for each curricular area are presented to the Board's Curriculum Committee and the full Board of Education. The Board also approves courses offered in the programs of study for grades 7–12.

In recent years, Glastonbury Public Schools educators have defined what good teaching and active learning should “look like” in the modern classroom. We have supported this work that is having a profound and positive impact on the curriculum and instruction our district provides in each subject area and grade level.

Another primary function of a successful Board of Education is providing the resources that students, teachers, and schools need. We are responsible for it all: from classroom supplies and technology to professional learning opportunities for faculty and staff.

We are also responsible for effective facility management and planning. Our buildings are a critical community asset that is supported by the community's tax dollars. We are currently evaluating our school buildings and student population projections to develop a new 10-year facilities plan. Our current plan expires in 2027, and we foresee significant space challenges at the elementary level. As always, we are seeking input from and informing our audiences along the way. Providing the proper school facility is critical to student achievement. We will be discussing and deliberating this important issue in the year to come.

Lastly, our Board continues to carefully consider, develop, and approve school district policies that support learning and achievement. Policies we have recently updated or introduced reflect the changing needs of our school community and support student achievement. They include policies related to balanced technology use in our schools, the use of restorative practices, school climate improvement, and play-based learning for our youngest scholars.

Regular Board of Education Meeting

Monday, August 11, 2025 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

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

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. Information Session for Public Comment

There were no in-person or written public comments.

4. Special Report

4.A. MP Planning Group Presentation

Patrick Gallager, of MP Planning Group, and Chuck Warrington, of Colliers International, shared their insights with the Board on initial short- and long-term planning for Glastonbury Public Schools.

5. Business Requiring Action

5.A. Approval of Final 2024-2025 Budget Transfers and End of Year Budget Report

Board approves the final 2024-2025 budget transfers and End of Year Report. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

5.B. Approval of Glastonbury High School Student Trip to Paris and Dinard, France
Board approves the Glastonbury High School student trip to Paris and Dinard, France, reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

5.C. Approval of Glastonbury High School Student Trip to Italy
Board approves the Glastonbury High School student trip to Italy, reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

5.D. Approval of Smith Middle School Student Trip to Salamanca, Spain
Board approves the Smith Middle School student trip to Salamanca, Spain, reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

5.E. Approval of the July 14, 2025 Meeting Minutes
Board approves meeting minutes of Monday, July 14, 2025. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mr. Matthew Saunig: Abstain

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

6. Reports and Discussion

6.A. Student Activity Report

Dr. Bookman shared key takeaways of the report with the Board.

6.B. School Food Services Report

Ms. Julie Thompson, along with Dr. Bookman, presented the essential sections of the report to the Board.

6.C. Early Learning Center (ELC) Update

Dr. Scott Hurwitz shared insights from report with the Board.

6.D. Glastonbury Education Foundation

Ms. Julie Thomspson acknowledged that the Foundation has not formally met this summer, but members are currently working on details for the fall GEF Gala fundraiser. Once a date is finalized, she will update the Board.

7. Committee Chair Reports

- A Communications Committee meeting is scheduled for Monday, August 18, 2025
- The Policy Committee met prior to the Board meeting and recommended policy changes that will be presented to the Board, for acceptance, at the September 8, 2025 Board of Education meeting.
- The Facilities Committee will reconvene in the Fall 2025. Once a date is finalized, it will be shared with the Board.

8. Chairman's Reports

- The ABC House will be holding a fundraiser on Saturday, September 20, 2025
- Dr. Foyle asked Kali Cavanaugh to update the Board on her recent Youth and Family Services Commission meeting. The following was discussed at the meeting:
 - e-bike safety and concerns
 - Stop the Stigma, Light the Way - Glastonbury's Day of Awareness is scheduled for Wednesday, August 27, 2025
 - A retirement reception will be held for Lori LaCapra, GYFS Director, on Tuesday, September 9, 2025

9. Superintendent's Report

Dr. Bookman shared the following:

- Copies of the 2025-2026 school year calendar with the Board members
- A detailed overview of the Self-Insurance Reserve Memo

9.A. Self-Insurance Reserve Update, July 2025

9.B. Staff Appointments

9.B.1. Kimberly Lane, Glastonbury High School, School Counselor

9.B.2. Amanda McDermott, Special Education Teacher, Hebron Avenue School

9.B.3. Brina Musshorn, Nayaug School, Special Education Teacher

9.B.4. Lucia Roberts, Nayaug School, Special Education Teacher

9.C. Staff Resignations

9.C.1. Maria Grabowski

9.C.2. Kristin McCarthy

9.D. Dates to Remember

10. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The meeting adjourned at 9:02 pm.

Mrs. Kali Cavanaugh: Yea

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

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

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:



School Counseling Report

Director: Edward D. Gregorski

Date: September 8, 2025

1. Highlight or summarize key achievements of the program that are unique to the past year.

- Five students were nominated as National Merit Semifinalists; twenty-six students were recognized as Commended Scholars.
- 443 students participated in the Early College Experience Program (ECE) through UConn, with total course enrollment at 808.
- 3,618 college applications were submitted electronically using the Electronic College Application Tool (EDOCS).
- Of the Class of 2025, 93% are attending two- or four-year colleges (82% are attending a four-year school and 11% are attending a two-year school).
- National Collegiate Athletic Association Evening (NCAA), Financial Aid Night, Junior Parent Night, and Scholastic Awards Program were well-attended and well-reviewed.
- Successfully led a department-wide book club of *The Anxious Generation* by Jonathan Haidt. Facilitated the “Community Conversations” series around topics from *The Anxious Generation* to engage the families and residents of Glastonbury around the impact of technology use on mental health and child development.
- Hosted the screening of the film *Screenagers: Elementary Edition* for elementary parents and students to promote awareness of the impact of screens on youth.
- Offered professional development opportunities for staff focused on the impact technology is having on the youth brain, as well as facilitated joint meetings with YFS on how to support our LGBTQIA+ students.
- Organized field trips and information sessions for students interested in attending vocational school as an option for high school.
- Low drop-out rate and retention were seen in large part due to the work of all our school counselors, specifically the “Smaller Caseload Counselors” model at the high school.

2. Outline key developments and/or revisions made to the curriculum within the past year.

Grade-Level / Course	Recent Development / Revision
Grade 6 (GWS)	<p>Adjusted the design of monthly lessons to allow for more timely presentations for students with the transition to <i>SchoolLinks</i></p> <p>Aligned lessons to the Connecticut School Counseling Association (CSCA) and American School Counseling Association (ASCA) standards with our transition to <i>SchoolLinks</i>.</p>

Grade-Level / Course	Recent Development / Revision
Grade 6 (GWS)	Revised and updated PTO Open Forum lesson on “Navigating Parenting Through the Transition to Adolescence.”
Grade 7 (SMS)	Increased frequency of our “Lunch and Learn” programs.
Grade 9 (GHS)	Implemented the 9th-grade program “Convo with Counselors.”
Grade 9 (GHS)	Revised the Career Exploration and Cluster Finder lessons offered through English Language Arts classes using <i>SchoolLinks</i> .
Grade 9 (GHS)	Adjusted developmental lessons offered to students during Mentor Study Hall (time management, study skills, note-taking, self-advocacy) using <i>SchoolLinks</i> .
Grade 10 (GHS)	Revise “Learning Styles and Resume Development” lessons offered through HPE 10 classes using <i>SchoolLinks</i> .
Grade 11 (GHS)	Revised “Junior Mini Groups” for college exploration or post-secondary options using <i>SchoolLinks</i>
Grade 12 (GHS)	Revised and implemented a new “CI Lecture Series” presentation to students, highlighting post-secondary options, timelines, and standardized testing options and requirements.
Grade K-8	Implementation of a program for parents and students on the impact of social media on mental health.

3. Share program areas of focus for the year ahead in accordance with the most recent 5-year Program Review and 6th Generation Strategic Plan.

- Analyze and ensure our School Counseling programs are inclusive and diverse, and all students feel safe and supported academically, socially, and emotionally.
- Facilitate sessions for school counselors on *SchoolLinks* for college admissions and career exploration, which is replacing Naviance this school year.
- Develop and implement additional programs to support students’ mental health needs.
- Facilitate professional learning opportunities on 504 regulations/laws for support staff.
- Continue to develop the role of school counselors and Student Support Centers clinicians in supporting restorative practices in our schools.
- Continue to align the middle and high school curriculum to deliver consistent and relevant material to students that focuses on the core values of the 6th Generation Strategic Plan.
- Use of Google Calendar by all school counselors (6-12) to allow all students/parents to make appointments remotely with their school counselor to enhance efficiency and communication.

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

- Increase the hours of the part-time secretary at SMS to support the School Counseling Office at SMS.
- Maintain the curriculum development budget to develop, revise, and enhance our curriculum.
- Revamp the 8th-grade transition lesson and support offered for students as they move to GHS.
- Continue licensed subscriptions to software and platforms such as *SchoolLinks*/ARC.

- Continue to sponsor and fund the following programs: 50th Reunion Breakfast, Scholastic Awards Program, Financial Aid Night, NCAA Night, Junior Parent Night, College Awareness Night, SMS Parent Forums, Career Fair, and the College Fair.
- Continue to provide ongoing professional development and training to all counselors to help students be successful academically, socially, and emotionally; specifically, training regarding the impact of social media and technology on our students.

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

Title of Report: SAT/AP Scores - Class of 2025

Board Meeting Date: September 8, 2025

Action:

Report:

Information: X

Discussion:

The SAT Reasoning Test scores for Glastonbury's Class of 2025 have recently been released in the yearly College Board SAT Cohort Final Report. Local, state, and national mean scores for the SAT Reasoning Test are included, as well as a comparison of Glastonbury's mean scores on these tests over the last five years (2021-2025).

Advanced Placement (AP) Test performance for the Class of 2025 is included in this report, as well as a comparison with the last four years of AP test results.

Highlights of SAT Summary Report

- GHS Evidence-Based Reading and Writing and Mathematics averages continue to be above state and national mean averages on both weekend SAT tests as well as CT SAT.
- Important to note is that this was seen on both weekend SAT tests as well as the CT SAT taken during the school day.
- Five National Merit Semifinalists were named from the Class of 2025. Semifinalists are the highest scorers on the PSAT/NMSQT in each of the 50 states and represent less than 1% of each state's high school seniors.
- Twenty-six students from the Class of 2025 received Letters of Commendation.

Highlights of Advanced Placement Test Performance

- In May 2025, 1,397 Advanced Placement Tests were taken by 645 students. In 2024, 1,245 tests were taken by 566 students.
- 91% of all AP tests taken resulted in student scores of 3 or better.
- Stellar performance (90-100% of students earning scores of 3 or better) is seen on 18 of the 29 AP tests, specifically: Macroeconomics, European History, Physics 1, Physics 2, Physics Electricity and Magnetism, Physics C Mechanics, French Language, Latin, English Language and Composition, English Literature and Composition, Biology, Chemistry, Calculus BC, Pre-Calculus, Drawing, Computer Science, Computer Science Principals, World History
- **Seventy-five** students were recognized as "AP Scholars" (*students who score 3 or higher on three or more AP exams*). **Fifty-four** students were recognized as "AP Scholars with Honor" (*students who score 3 or higher on four or more AP exams and have an average score of at least 3.25 on all AP exams taken*). **One hundred sixty-six** students were recognized as "AP Scholars with Distinction" (*students who score 3 or higher on five or more AP exams and have an average score of at least 3.5 on all AP exams taken*).

Submitted By: Edward D. Gregorski

Reviewed By: Alan B. Bookman

CLASS OF 2025**SAT Reasoning Test****(Total students = 455)**

Score	# Students Evidence Based Reading, Writing	% Students Evidence Based Reading, Writing	# Students Mathematics	% Students Mathematics
700-800	76	17	69	15
600-690	174	27	121	27
500-590	147	32	122	27
400-490	85	19	115	25
300-390	20	4	28	6
200-290	3	-	0	-
Mean Score 2025	575		565	
Mean Score 2024	560		557	
Mean Score 2023	573		574	
Mean Score 2022	567		579	
Mean Score 2021	559		592	

AP TEST RESULTS

	<u>2021</u>		<u>2022</u>		<u>2023</u>		<u>2024</u>		<u>2025</u>	
	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better
Macroeconomics									3	100%
Microeconomics							3	66%	4	75%
Psychology	38	74%	69	66%	67	76%	96	82%	94	80%
US History	118	64%	118	68%	116	73%	160	94%	168	89%
European History	29	79%	12	91%	36	80%	35	100%	42	90%
Human Geography									2	50%
Physics 1	100	66%	99	77%	110	82%	99	85%	91	99%
Physics 2	59	63%	78	82%	99	75%	87	87%	72	94%
Physics -										
Elec. & Mag.	13	92%	14	71%	19	89%	30	76%	23	96%
Physics C										
Mech.	13	92%	15	100%	22	100%	34	97%	25	100%
Environmental Sci.	29	76%	35	71%	54	74%	69	72%	85	87%
Chinese Lang.	16	94%	16	93%	18	94%	6	83%	8	88%
Spanish Lang.	46	91%	48	93%	46	97%	47	93%	44	89%
French Lang.	8	88%	6	100%	7	85%	7	100%	11	100%
Latin	7	57%	5	80%	7	14%	6	83%	6	100%
Eng. Lang./Comp	58	98%	77	92%	58	87%	26	92%	44	100%
Eng. Lit. Comp	25	88%	19	94%	50	96%	44	86%	72	93%
Biology	153	86%	137	97%	156	96%	120	97%	141	94%
Chemistry	47	91%	43	76%	38	100%	39	94%	60	93%
Calculus AB	26	92%	53	79%	41	78%	50	86%	58	86%
Calculus BC	25	96%	22	81%	38	78%	26	100%	39	97%
Pre-Calculus							88	98%	114	100%
Statistics	39	85%	38	86%	58	75%	78	69%	71	75%
Drawing	8	88%	8	100%	4	100%	3	100%	6	100%
Computer Science A	20	95%	19	94%	30	100%	32	100%	26	92%
Computer Science Principals	37	92%	34	97%	72	88%	47	93%	82	93%
US Government and Pol									2	50%
World History Modern									3	100%
Total # of Tests	917	81%	983	87%	1,153	87%	1,245	89%	1,397	91%

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

Title of Report: Post-Secondary Plan Report Class of 2025

Board Meeting Date: September 8, 2025

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

<u>Stated Plans</u>	<u># of Students</u>	<u>Percentage</u>
Four-Year College	374	82
Two-Year College	49	11
Vocational/Trade School	14	3
Military	2	1
Employment	13	2
Other	8	1
TOTAL	460 students	100%

GHS Graduates

- 93% of graduates will attend either a two-year or a four-year college.

<u>Class</u>	<u>Percentage</u>
2024	91
2023	92
2022	91
2021	91
2020	92

- 44% of graduates will attend Connecticut colleges (four-year, two-year, public, and private).
- Regarding the 8 students included in the “other” category:
 - 6 students are attending private schools for a post-grad prep year
 - 2 students are taking a Gap Year
- The school counseling staff processed a total of 3,618 applications for the Class of 2025.
 - 18 students applied to 20+ colleges
 - 57 students applied to 14-19 colleges
 - 91 students applied to 10-13 colleges

***36% of the Class of 2025 applied to 10+ colleges

<u>Class</u>	<u># Applications</u>
2024	3,289
2023	3,299
2022	3,203
2021	3,179
2020	3,320

- Listed below are the most frequently attended two-year and four-year colleges for students in the Class of 2025:

Four-Year Schools

UConn - 69	Fairfield U - 7	U of Hartford - 6	James Madison U - 4	U New Hampshire - 4
Central CT State - 24	Penn State - 7	Southern CT State - 5	Roger Williams U - 4	Bentley U - 3
Quinnipiac - 12	Bryant U - 6	Boston U - 4	Stevens Inst. of Tech. - 4	Louisiana State U - 3
U Rhode Island - 10	Northeastern U - 6	Endicott College - 4	Syracuse U - 4	Merrimack College - 3
Eastern CT State - 7	Sacred Heart U - 6	High Point U - 4	U of Michigan - 4	Providence College - 3

Two-Year Schools

CT State Community College - 45	Lincoln Tech Institute - 4	International Institute of Cosmetology - 4
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Submitted By: Edward D. Gregorski

Reviewed By: Alan B. Bookman



World Language / Multilingual Learner (ML) Report

Curriculum Director: Amanda Robustelli-Price

Date: September 8, 2025

1. Highlight or summarize key achievements of the program that are unique to the past year.

World Language

- Increased community participation in the second Kaleidoscope of Languages and Cultures event at SMS.
- The Glastonbury French program was honored by the American Association of Teachers of French as *Exemplary with Distinction*.
- GHS Russian students participated in classes at Connecticut College and Wesleyan and attended a virtual open house on post-secondary programs for Russian studies.
- SMS Chinese students participated in a virtual partnership with peers from the Yantai No. 14 Middle School in China.
- Twenty-seven students from the GHS Ancient Greek and Astronomy classes collaborated on a project at the GEHMS planetarium.
- In its final summer, the STARTALK Discover Chinese/Russian camp welcomed 80 students and 10 teachers.
- More than 50 GW students opted to study Chinese as their only world language as part of a pilot program for the 25-26 school year.
- One hundred and twenty-three students from SMS and GHS traveled to France, Quebec, and Spain on department trips.
- SMS and GW hosted 10 students and three teachers from Venezuela's Colegio El Ávila.
- One hundred fifty-two seniors earned the Seal of Biliteracy across 14 languages; 20 of these students earned the seal in two additional languages, and one student earned it in three additional languages.
- Students who achieved a 3 or higher on AP exams:
 - AP Chinese: 88% (*global score 89%*)
 - AP French: 100% (*global score 74%*)
 - AP Latin: 100% (*global score 58%*)
 - AP Spanish: 89% (*global score 85%*)
- Teachers incorporated restorative practices strategies in the target language.

Multilingual Learner Program

- K-12 Glastonbury teachers participated in a department-led presentation focused on supporting multilingual learners.
- Families accessed information via the multilingual learner ParentSquare group, including a new program orientation video.
- Forty students in grades K-12 participated in the ML camp.
- Six students took part in year 17 of the ML preschool storytime.
- Fifteen parents participated in year 15 of the Parents as Educational Partners program.

2. Outline key developments and/or revisions made to the curriculum within the past year.

Grade-Level / Course	Recent Development / Revision
Elementary Spanish, 1-5	<ul style="list-style-type: none"> • Revised the grade 1 course outline. • Developed three new units and revised one unit for grade 1.
6-8 Languages: Chinese, French, Russian, and Spanish	<ul style="list-style-type: none"> • Continued revisions of common unit performance assessments.
Ancient Greek and Latin, 9-12	<ul style="list-style-type: none"> • Revised the Latin AP course overview and course syllabus to align with College Board updates. • Drafted most Ancient Greek and Latin course overviews.
Chinese, 6-12	<ul style="list-style-type: none"> • Completed all course overviews (11 total). • Revised all units for AP Chinese.
French, 6-12	<ul style="list-style-type: none"> • Finalized the French 5 and 6 AP course overviews. • Continued work on the French 4 and 6 course overviews.
Russian, 6-12	<ul style="list-style-type: none"> • Revised the six course overviews for taught courses.
Spanish, 6-12	<ul style="list-style-type: none"> • Revised the 5 ECE course overview. • Revised the grade 6 course overview. • Worked on three units for Spanish 4.
Multilingual Learner Program	<ul style="list-style-type: none"> • Began revising all course overviews. • Integrated the 6-12 course overviews with English class resources.

3. Share program areas of focus for the year ahead in accordance with the most recent 5-year Program Review and 6th Generation Strategic Plan.

- **Curriculum**
 - Complete remaining course overviews for WL and ML.
 - Revise course overviews, units, and assessments to incorporate more student voice and choice and to reflect diverse student needs and interests.
 - Update AP course syllabi and curriculum for Chinese, French, and Spanish, to align with upcoming College Board changes.
 - Continue to analyze student data to drive revisions to language offerings and curriculum.
 - Explore expanding programs, including Spanish in kindergarten, Russian in grade 6, and courses for heritage/native Spanish speakers at SMS.
- **Professional Learning / Instructional Strategies**
 - Provide targeted professional development on Universal Design for Learning practices in the world language context.
 - Allocate department time for training and discussions on vertical alignment of essential questions, topics, resources, and functions/grammar.
 - Embed purposeful play strategies in elementary Spanish instruction.
 - Design lessons that balance screen-based and offline learning.

- Leverage technology to make learning accessible for all students.
- Reinforce department goals for acceptable use of generative AI.

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

- Allocate resources for the ML camp, parent program, and preschool storytime in anticipation of potential Title III funding loss.
- Add a 1.0 TESOL teacher to increase support for the more than 275 ML students.
- Add a 0.7 world language teacher at LINKS to expand access for all district students and facilitate mid-year returns to home schools.
- Continue funding curriculum revisions.

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

Title of Report: Enrollment Update

Board Meeting Date: September 8, 2025

Action:

Report: X

Information:

Discussion:

Overview:

The attached document provides an overview of enrollment across Glastonbury Public Schools at the start of the 2025-26 school year.

At the elementary level (K-5), there are currently 2,441 students enrolled in Glastonbury Public Schools. This year's K-5 enrollment is 23 students fewer than projected and 24 students fewer than the 2024-25 school year.

Kindergarten remains one of the most challenging grade levels to project. Although districtwide enrollment was 12 students below projections, the numbers varied considerably by school. Nayaug enrolled 16 more kindergarteners than anticipated. Conversely, Hopewell registered 15 fewer kindergarten students. Nonetheless, in collaboration with our principals, we are confident that class sizes and the number of sections offered across the district appropriately meet student needs.

At the secondary level, enrollments are slightly below the projections. In the sixth grade, Gideon Welles School has 1 fewer student than the projected enrollment while Smith Middle School has 3 fewer students than originally anticipated. Glastonbury High School currently has 1,697 students enrolled, which is 2 fewer than projected.

In total, Glastonbury Public Schools has 5,471 students, which is slightly lower than the forecasted enrollment of 5,498 students.

Please note that this update on enrollment is based on preliminary registrations through August 28, 2025. Registration numbers vary throughout the course of the school year. Each school district is required to submit official enrollment reports to the Connecticut State Department of Education each October. This report utilizes the enrollment data across the district as of October 1st in the year the report is submitted. We will use the October 1st data to develop the 2026-27 budget with enrollment projections and staffing needs.

Submitted by: Scott Hurwitz, Ed.D.

Reviewed by: Alan B. Bookman, Ph.D.

Glastonbury Public Schools 2025-2026 Enrollment Summary

	School	24/25 Sections	25/26 Budget Proj.	25/26 Sections	Enrollment as of 8/28/2025	Class Sizes based on Enrollment as of 8/28/25									
K	Buttonball	5	77	5	69	14	14	14	14	13					
	Hebron Ave	4	66	4	65	17	16	16	16						
	Hopewell	5	85	5	70	15	14	14	14	14					
	Naubuc	4	65	4	61	16	15	15	15						
	Nayaug	5	82	5	98	20	20	20	19	19					
Grade 1	Buttonball	4	85	5	86	18	17	17	17	17					
	Hebron Ave	4	68	4	64	16	16	16	16						
	Hopewell	5	97	5	93	19	19	19	18	18					
	Naubuc	4	63	4	59	15	15	15	14						
	Nayaug	5	85	5	85	17	17	17	17	17					
Grade 2	Buttonball	5	75	4	71	18	18	18	18						
	Hebron Ave	4	66	4	73	19	19	18	18						
	Hopewell	5	89	5	84	17	17	17	17	17					
	Naubuc	4	69	4	71	18	18	18	18						
	Nayaug	6	88	5	94	19	19	19	19	18					
Grade 3	Buttonball	4	86	4	91	23	23	23	22						
	Hebron Ave	4	90	4	89	23	23	22	22						
	Hopewell	4	94	5	91	19	18	18	18	18					
	Naubuc	4	72	4	67	17	17	17	16						
	Nayaug	4	114	5	116	24	23	23	23	23					
Grade 4	Buttonball	4	74	4	74	19	19	18	18						
	Hebron Ave	4	90	4	90	23	23	22	22						
	Hopewell	5	86	4	85	22	21	21	21						
	Naubuc	4	80	4	82	22	21	21	21						
	Nayaug	4	75	4	78	20	20	19	19						
Grade 5	Buttonball	3	-	-											
	Hebron Ave	4	80	4	80	20	20	20	20						
	Gideon Welles (HO,BB)	5	189	9	186	21	21	21	21	21	21	20	20		
	Naubuc	4	82	4	77	20	20	19	19						
	Nayaug	4	92	5	92	19	19	18	18	18					

Grade 6	Gideon Welles	441
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Grade 9	GHS	430
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Grade 7	Smith Middle School	447
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Grade 10	GHS	410
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Grade 8	Smith Middle School	445
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Grade 11	GHS	432
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Grade 12	GHS	425
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892

1,697

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT

Title of Report: 2024-2025 Assessment Performance

Board Meeting Date: September 8, 2025

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

Each year, students in Connecticut participate in state-mandated summative assessments to measure achievement in English/language arts, mathematics, and science, in accordance with federal and state accountability requirements.

This year, Glastonbury students once again demonstrated strong academic performance, with results reflecting high levels of proficiency across content areas. In alignment with our strategic plan’s emphasis on active learning, high expectations, and student achievement, we remain focused on advancing growth for all students across all academic areas. The four-year comparison chart that follows includes color coding to indicate student cohorts and their longitudinal performance over time.

Smarter Balanced Summative Assessment: Grades 3-8

The Smarter Balanced Assessment is the current Connecticut English/Language Arts (ELA) and Mathematics summative assessment used to measure student achievement in grades 3-8. It is based on learning expectations of the Common Core standards in English/Language Arts and Mathematics. Students complete these assessments on their school-issued iPad during the district’s designated testing “window” in April and May. Our achievement results are as follows:

Percent of Students Scoring at Level 3 or Level 4 (Proficient or Above) in ALL Grade Levels:

	ELA				MATHEMATICS			
	2022	2023	2024	2025	2022	2023	2024	2025
Glastonbury	73	73	73	73	69	73	73	74
State	49	49	49	50	40	43	44	46

Percent of GPS Students Scoring at Level 3 or Level 4 on ELA by Grade:

Grade 3				Grade 4				Grade 5			
'22	'23	'24	'25	'22	'23	'24	'25	'22	'23	'24	'25
71	66	72	69	73	72	70	71	78	80	74	71
Grade 6				Grade 7				Grade 8			
'22	'23	'24	'25	'22	'23	'24	'25	'22	'23	'24	'25
74	76	78	76	72	72	73	77	69	71	74	72

Percent of GPS Students Scoring at Level 3 of Level 4 on Math by Grade:

Grade 3				Grade 4				Grade 5			
'22	'23	'24	'25	'22	'23	'24	'25	'22	'23	'24	'25
72	77	80	79	74	75	73	77	71	77	72	70
Grade 6				Grade 7				Grade 8			
'22	'23	'24	'25	'22	'23	'24	'25	'22	'23	'24	'25
70	78	77	74	69	66	73	77	58	62	65	65

Next Generation Science Standards Assessments Grades 3 – 8

The CSDE Next Generation Science Standards Assessment was administered in spring 2025 in grades 5, 8, and 11.

Percent of GPS Students Scoring at Level 3 or Level 4 by Grade:

	Grade 5				Grade 8				Grade 11			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Glastonbury	73	76	69	68	65	71	72	74	65	65	62	63
State	51	51	51	52	47	48	48	50	44	47	47	46

Connecticut SAT School Day: Grade 11

The **Connecticut SAT School Day** is a measure of college and career readiness and correlates with Connecticut Core State Standards expectations of students at the end of grade 11 in English/Language arts and mathematics. For the third year, students completed the SAT digitally.

The data below captures the achievement of the Class of 2026 on the Connecticut SAT, which was administered on April 2, 2025.

	Average Scale Score (scores range from 200-800)							
	Evidence-Based Reading and Writing				Math			
	2022	2023	2024	2025	2022	2023	2024	2025
Glastonbury	565	552	568	574	565	554	558	565
Connecticut	501	493	491	497	486	482	471	472

Submitted by: Kate Lund

Reviewed by: Alan B. Bookman

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

Title of Report: Opening Day Professional Development

Board Meeting Date: September 8, 2025

Action:

Report: X

Information:

Discussion:

We launched the new school year on August 26, 2025, with a district-wide professional learning conference for all certified staff. The day re-centered our focus on Goal 1 of the Strategic Plan: promoting active learning and high expectations for all students, while also reinforcing the vital connection between achievement and wellness.

The day began with a community-building warmup of Rock, Paper, Scissors, engaging over 500 educators together in the GHS auditorium. Beyond the fun, this activity served as an entry point to Universal Design for Learning (UDL): players were successful because they understood the goal, had equal access to the game, and encountered minimal barriers to participate. This framing underscored UDL’s promise—designing learning so all students can thrive.

Following this keynote opener, staff engaged in a wide range of workshops facilitated by national experts, regional partners, and our own teacher leaders. Educators learned from UDL implementation specialists in a required workshop on UDL and executive function, deepened their practice with a Building Thinking Classrooms consultant, and explored co-teaching and station teaching practices to support special education students with EdAdvance facilitators. Equally important, our teacher leaders guided colleagues in workshops about small group instruction, flexible grouping models, distinctions between leveled and decodable texts, and the implementation of play-based learning in early grades. To honor diverse learning styles, staff were also offered self-guided options for professional learning. Together, these sessions reflected both the district’s priorities and the expertise of our community.

In the afternoon, educators were afforded meaningful choice. Some educators elected to join a staff-only book discussion of *The Anxious Generation*, an extension of the community conversation series that drew strong participation last spring. Others spent the afternoon in their home schools engaged in collaborative planning and preparation, building momentum for the start of the year.

A formal survey was administered to gather feedback on the day:

- 91% of staff agreed or strongly agreed that “Today’s overall professional learning experience was meaningful and aligned with the strategic plan.”
- 90% of staff agreed or strongly agreed that “Today’s overall professional learning provided individualized opportunities for engagement and new learning.”

The feedback affirms the value of a well-designed, responsive professional learning day that balances external expertise with the leadership of our own talented educators.

In addition to certified staff, we proudly offered professional learning for paraeducators. An overwhelming majority of our part-time paraeducators elected to join full-time colleagues in the required sessions on restorative practices and cultural competency, reinforcing our shared commitment to safe, supportive, and inclusive school communities.

Glastonbury Public Schools has begun the 2025-2026 school year with great excitement and clear direction for our staff and students. We express our gratitude to the Board of Education for their ongoing support of professional development and teacher advancement.

Submitted By: Kate Lund

Reviewed By: Alan B. Bookman

1.4

Faculty Scholar/Academic Honors

Graduating seniors with a GPA of 3.75 or better will be listed in the graduation program as Faculty Scholars. Graduating seniors with a GPA at or above 3.0 and below 3.75 will be listed in the graduation program as receiving Academic Honors. Graduating seniors with a 4.75 GPA or higher will be recognized during graduation and those with a 4.6 GPA or higher will be recognized for the newspaper. All academic honors for graduation described above will be calculated at the closure of the 3rd quarter of a student's senior year.

TOWN OF GLASTONBURY**MEMORANDUM**

DEPARTMENT OF ADMINISTRATIVE SERVICES**FINANCIAL ADMINISTRATION**

TO: Board of Finance
Jonathan Luiz, Town Manager

FROM: Keri Rowley, Director of Finance & Administrative Services

DATE: September 4, 2025

SUBJECT: Self Insurance Reserve Update August 2025

The attached report summarizes the Self-Insurance Reserve fund through **August**. The total reserve is **\$8,363,561**, allocated **\$5,943,924** and **\$2,419,637** between the Town and Board of Education, respectively. As of **August**, the fund is experiencing a **\$1,288,939** loss for the fiscal year.

There is **1** large loss claim which is defined as any claims that exceed 50% of the individual stop-loss limit. There is **1** large loss claim for the BOE and **none** for the Town. There are **no** claims that have exceeded the individual Stop Loss limit. The Individual stop-loss limit is **\$200,000** for BOE and **\$150,000** for the Town.

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

SELF INSURANCE RESERVE FUND

YTD Balances As of August 31, 2025

	Town	Education	Total
Contributions			
Employer	\$697,870	\$376,146	\$1,074,016
Employee	198,539	181,509	380,048
Stop Loss Reimbursement	226,884	730,703	957,587
Total Revenues	\$1,123,293	\$1,288,358	\$2,411,651
Expenditures			
Anthem			
ASO Fees	\$16,427	\$61,408	\$77,835
Claims	407,317	2,971,265	3,378,582
	\$423,744	\$3,032,673	\$3,456,416
Delta Dental			
ASO Fees	\$3,114	\$9,069	\$12,183
Claims	34,266	161,875	196,141
	\$37,380	\$170,944	\$208,324
Bank Fees/PCORI Fee/EAP Fee	\$8,307	\$5,043	\$13,349
CT Prime	-	-	\$0
OneDigital Consultant Fees	4,500	18,000	22,500
	\$12,807	\$23,043	\$35,849
Total Expenditures	\$473,930	\$3,226,659	\$3,700,590
Current Year Revenues Less Expenses	\$649,363	(\$1,938,302)	(\$1,288,939)
Reserve July 1, 2025	\$5,294,561	\$4,357,939	\$9,652,500
Reserve at end of month	\$5,943,924	\$2,419,637	\$8,363,561

	Town	BOE	Total
Reserve at end of month	\$ 5,943,924	\$ 2,419,637	\$ 8,363,561
Recommended Minimum Reserve ^A	\$ 971,940	\$ 4,032,056	\$ 5,003,996
Variance Over/(Under) Reserved	\$ 4,971,984	\$ (1,612,419)	\$ 3,359,565

A. As of June 2025. The next update will be provided for September 2025.

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT Sept 1, 2025

<u>Elementary</u>	<u>PreK = 71</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>
Buttonball		68	86	72	91	74			391
Hebron Ave.		64	64	73	89	90	80		460
Hopewell		72	93	84	91	85			425
Naubuc		59	59	71	67	83	78		417
Nayaug		97	85	94	116	78	92		562
Elementary Subtotal		360	387	394	454	410	250	0	2255
Gideon Welles							186	439	625
	K-6 Totals								2880
Elementary Total		360	387	394	454	410	436	439	2880

<u>Middle</u>	<u>7</u>	<u>8</u>	<u>Total</u>
Smith Middle	447	443	890
Middle Total	447	443	890

<u>Secondary</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
Glastonbury High	430	411	431	426	1698
Secondary Total	430	411	431	426	1698

TOTAL	5468
Pre-K	71
OUT OF DISTRICT (25) & GHS ALTERNATIVE PROGRAM (0)	25
GRAND TOTAL	5564

GRADE	RECAPITULATION		
	9/1/2024	9/1/2025	Change Over
	Enrollment	Enrollment	Previous Years
	<u>All</u>	<u>All</u>	<u>Enrollment All</u>
Pre-K	74	71	-3
K	379	360	-19
1	382	387	5
2	441	394	-47
3	393	454	61
4	437	410	-27
5	426	436	10
6	445	439	-6
Subtotal Elementary	2977	2951	-26
7	440	447	7
8	433	443	10
9	419	430	11
10	441	411	-30
11	430	431	1
12	462	426	-36
Subtotal Secondary	2625	2588	-37
TOTAL	5602	5539	-63
OUT OF DISTRICT & GHS ALTERNATE	30	25	-5
GRAND TOTAL	5632	5564	-68

School Enrollment by Class Sept 1, 2025

										GRADE K	TOTAL
Buttonball	14	14	14	13	13					=	68
Hebron	17	16	16	15						=	64
Hopewell	15	15	14	14	14					=	72
Naubuc	15	15	15	14						=	59
Nayaug	20	20	19	19	19					=	97
											<u>360</u>
										GRADE 1	
Buttonball	18	17	17	17	17					=	86
Hebron	17	16	16	15						=	64
Hopewell	19	19	19	18	18					=	93
Naubuc	15	15	15	14						=	59
Nayaug	18	17	17	17	16					=	85
											<u>387</u>
										GRADE 2	
Buttonball	18	18	18	18						=	72
Hebron	19	19	18	17						=	73
Hopewell	17	17	17	17	16					=	84
Naubuc	18	18	18	17						=	71
Nayaug	19	19	19	19	18					=	94
											<u>394</u>
										GRADE 3	
Buttonball	23	23	23	22						=	91
Hebron	23	23	22	21						=	89
Hopewell	19	19	19	17	17					=	91
Naubuc	17	17	17	16						=	67
Nayaug	24	23	23	23	23					=	116
											<u>454</u>
										GRADE 4	
Buttonball	19	19	18	18						=	74
Hebron	23	23	22	22						=	90
Hopewell	22	22	21	20						=	85
Naubuc	21	21	21	20						=	83
Nayaug	20	20	19	19						=	78
											<u>410</u>
										GRADE 5	
Buttonball										=	0
Hebron	20	20	20	20						=	80
Naubuc	20	20	19	19						=	78
Nayaug	20	18	18	18	18					=	92
Gideon	22	22	21	21	20	20	20	20	20	=	186
											<u>436</u>