

Glastonbury Public Schools SCHOOL REPORT

Spring 2025

A CALL TO ACTION

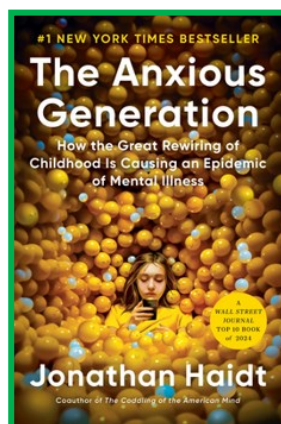
More Social,
Less Media

Hundreds of people watched the film “*Screenagers: Elementary School Age Edition*” at the high school in April. It was a great turnout.

One of the lasting takeaways of the film is the importance of everyone—schools, families, and communities—partnering to support children’s healthy use of technology. Parents who attended shared their wish to spread the word in our community. And one grandparent said she wished more caregivers would see the film because they often face the same tech challenges as parents.

Our district is committed to ensuring K-12 students use our school technology safely and with purpose. We have procedures in place so students cannot access social media, YouTube, or gaming platforms on their school iPads. Our grade K-8 schools and grade 9-12 classrooms are phone-free. A year ago, we created K-5 iPad guidelines to promote active learning and prioritize student well-being. Guidelines for grades 6-12 will be in place next fall.

Join our Summer Community Conversation!



This summer, we invite families, staff, and community members to read *The Anxious Generation* by Jonathan Haidt. Four Wednesday evenings in July, we will host discussions about the book and what it describes as the “great rewiring of childhood.”

Please visit the **Family Digital Citizenship** page of our website (under the Parents tab) to learn more and to register for the community conversations. There are a limited number of free books available thanks to the generosity of the Glastonbury Rotary Club.

Thank you to these groups that joined the Glastonbury Public Schools Counseling Department in co-sponsoring the event: *Glastonbury Youth and Family Services*, *the Glastonbury Youth Advisory Council*, and *the Glastonbury Rotary Club*.

Looking Ahead...

Board of Education Meetings

Mondays @ 7:00 pm
See BOE Meetings webpage for details

May 19
June 9 & 23
July 14
August 11

No School/Offices Closed

May 26
Memorial Day
No School, Offices Closed

July 4
Independence Day
Offices Closed

Early Dismissals

Wednesdays through June 2024
Grades K–5 Only
For Teacher Professional Learning

June 9, 10, 11, 12
Grades 7–11 Only
Final Exams

June 12
Grades PreK–11
Projected Last Day

Graduation

June 10
GHS Graduation at 6:30 pm

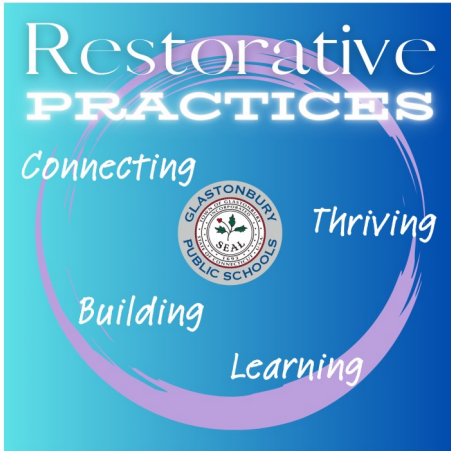


Please visit www.glastonburyus.org for school district information and to confirm meeting dates and times.

Alan B. Bookman, Ph.D., Superintendent of Schools

RELATIONSHIPS COME FIRST

*Building Trust
for Active
Learning*



Restorative Practices Are Proactive.

We know good teaching is relationship-based. Healthy relationships strengthen classroom and school communities. Restorative practices create positive school and classroom climates. The majority of restorative practices are proactive. They foster supportive relationships before conflicts arise. This work is tied directly to goal 2 of our strategic plan: *Provide safe, supportive, and inclusive learning environments.*

They Help Solve Issues.

When conflicts or problems occur, restorative practices help everyone involved to work together to resolve the issue. For example, this might include:

Circles. Groups of students and teachers come together to talk about how they're feeling or to solve problems.

Conferences. A structured conversation where students, teachers, and sometimes parents discuss an incident and agree on how to move forward.

Agreements. Students take responsibility for their actions and make commitments to repair any harm caused.



They Improve our Schools.

Prioritizing Relationships. Restorative practices help build stronger connections between students, teachers, and parents, creating a more positive school environment.

Teaching Life Skills. Students learn how to communicate effectively, resolve conflicts, and take responsibility for their actions—skills that will help them throughout their lives.

Increasing Accountability. Students understand the impact of their behavior and take active steps to repair any harm caused. Restorative practices often go hand-in-hand with traditional school consequences. In fact, consequences are more effective with the added layer of restorative practices.

Creating a Safer School. When students feel heard and respected, they are less likely to engage in harmful behavior, leading to fewer conflicts overall.

They Support Students and Parents.

Restorative practices focus on solutions rather than punishment. They help students feel supported and valued. This approach promotes student growth and improves their school experience. Often, this work includes parents, giving them a voice in their child's education and behavior. This collaboration helps create a united front to support the student.

Please visit the Restorative Practices page of our website (*under the Teaching and Learning dropdown*) to view a short video of our educators discussing these practices at Glastonbury Public Schools.

*Human beings are happier, healthier,
more cooperative and most likely to
make positive changes in their
behavior when those in positions of
authority do things with them rather
than to them or for them.*

—Ted Wachtel
International Institute for Restorative Practices