



REGULAR BOARD OF EDUCATION MEETING

Monday, December 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. National Association for Music Education Eastern Division Conference Performers
 1. Nayaug Midnight Singers — Alicia Luongo (General Music and Choir Teacher at Nayaug Elementary School)
 2. Glastonbury High School Symphonic Band — Kacey Howard (Director of Bands)
 3. Glastonbury High School Choir — Ethan Nash (Director of Choirs)
 - B. FFA State and National Recognitions
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. Special Reports
 - A. Construction of Two (2) Rectangular Turf Fields at Glastonbury High School
 - B. Superintendent Presents Proposed Budget 2026-2027
7. Reports and Discussion
 - A. Music Report
 - B. English/Language Arts Report
 - C. Library Media Report
8. Business Requiring Action
 - A. Approval of Glastonbury High School Program of Studies 2026-2027
 - B. Approval of Smith Middle School Program of Studies 2026-2027
 - C. Approval of 2027-2028 Glastonbury Public Schools Calendar
 - D. Approval of 2028-2029 Glastonbury Public Schools Calendar
 - E. Approval of Board of Education Meeting Dates January 2027 - January 2028
 - F. Approval of Submission of the Perkins V Grant
 - G. Approval of November 24, 2025 Meeting Minutes

9. Committee and Liaison Reports
10. Chairman's Reports
11. Superintendent's Report
 - A. Self Insurance Reserve Update, November 2025
 - B. Environmental Systems Company Donation
 - C. Staff Resignations
 1. Twana Shirden
 - D. Student Suspension Report, November 2025
 - E. School Enrollment Report, December 2025
 - F. Dates to Remember
12. 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.
12/7/2025 22:04:02	Christopher Barclay	121 Birch Trl	<p>The recent resignation of Principal Shirden, the first Black woman to lead Hopewell Elementary School, has raised deep concern among many families of color in our community. While I do not presume to know the circumstances of her departure, the loss of a Black leader in a predominantly white district has understandably led families to worry about whether Hopewell – and, more broadly, Glastonbury Public Schools – provides a climate that is welcoming, safe, and sustainable for Black educators and staff.</p> <p>These concerns are intensified by the racialized threats made at the start of last school year, an incident that left many families questioning how effectively the district protects and affirms students and staff of color. Leadership transitions always require care, but in this context, the need for transparency, intentionality, and strong commitments to inclusion is even more essential.</p> <p>Why This Matters:</p> <ol style="list-style-type: none"> 1. Representation matters for all students and is especially meaningful in communities where diversity among educators is limited. 2. The departure of a leader of color can signal deeper climate issues if not addressed openly and proactively. 3. Glastonbury families of color want reassurance that the district is actively working to create a school environment where staff of color can thrive – and where students of color feel seen, valued, and safe. <p>My pleas are as follows: Please identify candidates with a demonstrated commitment to culturally responsive leadership, restorative practices, and inclusive school climate building. Provide clear updates on the interim leadership plan, the hiring timeline, and ways parents can participate or offer input. Please ensure that parents and staff of color are included in interviews or feedback phases. Please acknowledge community concerns about the experiences of Black staff in the district and articulate concrete steps being taken to ensure that Hopewell is a place where all educators feel supported and respected.</p> <p>I share these recommendations in the spirit of partnership and with deep care for all Hopewell students. This moment provides a critical opportunity for Glastonbury Public Schools to reaffirm its commitment to inclusion, representation, and a school climate where every student and educator can flourish. I respectfully ask the district to address these concerns with clarity, compassion, and meaningful action.</p>

GLASTONBURY HIGH SCHOOL FIELDS 12 & 13 RENOVATIONS

November 18, 2025 Revised

FieldTurf USA, Inc. is pleased to present the following proposal. FieldTurf pricing is based on the Capital Region Education Council (CREC) program. CREC is a member of The Association of Educational Purchasing Agencies (AEPA) program. The AEPA is a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process. AEPA IFB #024-A.



Click on the following AEPA hyperlink for more information: [AEPA IFB #24-A](#).

FieldTurf is pleased to offer to supply and install the following high performance turf system:

All pricing includes prevailing wage rates.

Prepared For: Dr. Alan Bookman – Superintendent of Schools, Glastonbury

Prepared By: Andrew Dyjak – Regional Vice President, FieldTurf

Chris Hulk, PE – Director of Design & Construction, New England

Jonathan Luster, PE – Regional Construction Manager, FieldTurf

Address: Glastonbury High School | 330 Hubbard St, Glastonbury, CT 06033

BASE BID 8 Pickleball Courts

FIELD NAME	Glastonbury High School – Fields 12 and 13
SQUARE FOOTAGE	+/- 179,000 s.f.
PRODUCT	FieldTurf Vertex Prime
FIELD MARKINGS	Soccer, Lacrosse and Field Hockey and Center 'G' Logos
TOTAL PRICE	\$ 2,650,000.00

Project Description

This proposal is based on existing site conditions, review meetings with the school, and a target construction period in winter / spring or summer 2026. The pricing assumes FieldTurf will provide a turnkey design-build delivery, including all necessary engineering, site protection, site construction, synthetic turf installation, and project closeout.

This pricing proposal proposes to convert the existing grass fields 12 & 13 to synthetic turf with various other site improvements included at Glastonbury High School.

For the conversion of the grass field to synthetic turf, all topsoil and irrigation systems will be removed. Earthmoving activities will be conducted to achieve proposed grades. The field will then have a perimeter concrete turf anchor curb, stone base, and a drainage system installed. The field will then be laser graded to achieve planarity before the turf is laid down and installed on the field. Additionally, 20' height ball safety netting along the lacrosse field end lines and electrical communication boxes within the synthetic turf field have also been added in the total base construction cost. Lastly, a concrete pad will be installed with ADA accessible bleacher system for 225 seats. Alternates have been included for additional ball netting.

The project is anticipated to be constructed in a $\pm 3 - 4$ month timeframe depending on start date. It is also anticipated that access and staging areas will be available in the adjacent parking lot.

BASE PROJECT TOTAL

- **Performance and Payment Bonds**
 - Furnish and supply performance and payment bonds for project
- **Removals/Sediment & Erosion Controls**
 - Furnish and install construction signage and orange construction fencing along existing site fencing for security as needed
 - Install sediment and erosion controls as required
 - Strip, load, and dispose of topsoil
 - Remove and dispose of irrigation system within field and cut/cap at appropriate location
- **Site Civil Construction**
 - Earthmoving activities (cuts/fills) to achieve proposed subgrade
 - Compact subgrade
 - Install storm drainage perforated collector pipe
 - Install perimeter turf anchor curb
 - Furnish and install geotextile fabric on subgrade
 - Import, spread, grade, roll, and laser grade dynamic base stone (4")
 - Import, spread, grade, roll, and laser grade dynamic topping stone (2")
- **Synthetic Turf**
 - Furnish and install synthetic turf for field
 - Synthetic turf with SBR rubber and sand infill
 - Center 'G' logos and up to 4 field markings per field
 - Post installation GMAX field testing
- **Site Improvements**
 - Supply and install 20' height ball safety netting includes foundations, ground sleeves, posts, netting, and hardware on lacrosse field. Foundations only on soccer field.
 - Supply and install turf communication boxes within synthetic turf field
 - Furnish and install conduits for future electrical and lighting system
 - Furnish and install stone dust pathways around field
 - Furnish and install 4' ht. chain link fencing and gates around field
 - Furnish and install concrete base for permanent bleacher system
- **225 Seat Permanent Bleacher System**
 - Furnish and install metal system of bleachers with ADA access ramp and ADA seating
- **Project Closeout**
 - Clean site and demobilize
 - Provide project as-built and warranty information
 - Provide field care training to staff and deliver attic stock to Town specified location on site

Alternate 1: Ball Netting Soccer Field**\$ 49,600.00**

- Furnish and install 16' netting above 4' tall fencing
- Includes, poles, hardware for poles, netting and installation
- +/- 200 l.f. each side of field

Alternate 2: Scoreboard**\$ 55,600.00**

- Furnish and install new LED fully programable scoreboard 4.5' x 18' scoreboard
- Furnish and install foundations

Alternate 3: Additional Scoreboard**\$ 25,000.00**

- Furnish and install additional scoreboard on foundation

Alternate 3: Scoreboard Upgrades**\$ 39,600.00**

- Furnish and install decorative truss above scoreboard
- Furnish and install naming panel above scoreboard
- Increase foundation size to accommodate upgrades

EXCLUSIONS:

- Any costs associated with necessary charges relating to the delineation of the field
- The supply of manholes or clean-outs or grates, or supply of the manhole covers
- Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders, and will become an extra charge over and above the offered price
- Soil stabilization or remediation of any type
- Rock excavation and/or ledge removal
- Offsite disposal of generated spoils other than topsoil
- Excavation or disposal of unsuitable or contaminated soils
- Site security
- Wetland remediation
- Alterations to buildings or structures
- All electrical wiring
- New scoreboard or existing scoreboard relocation
- Once subgrade has been established, a proof roll will be performed to ensure structural stability of the soils; in the event that unsuitable soils are encountered, a price to remedy these areas can be negotiated based on recommended methods per project Engineer
- Testing or Inspection Fees
- Site restoration, sodding, landscaping or grow-in beyond disturbed areas
- Repair or resurfacing existing asphalt parking lot if damaged by truck traffic
- All union labor, prevailing wages or other labor law levies
- Permits and permit fees
- Contingency
- Plantings
- Any work not listed in the inclusions

PROJECT PROPOSAL



The price is valid for a period of 90 days. The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction.

Please feel free to reach out to any member of our project team with questions about our offer:

Andrew Dyjak
Regional Vice President
(860) 333-7839

Andrew.Dyjak@Fieldturf.com


Chris Hulk, PE
Director of Design & Construction
(203) 676-4445

Christopher.Hulk@FieldTurf.com

Jonathan Luster, PE
Regional Construction Manager
(860) 227-4915

Jonathan.Luster@FieldTurf.com

Thank you again for your interest in FieldTurf, we look forward to working with you.

Per: 
Marie-Christine Raymond, Director of Operations
FieldTurf USA, Inc. / Tarkett Sports Canada, Inc.

FieldTurf USA, Inc. holds the Cooperative Purchase contract, any PO for Contract must be made out to FieldTurf USA, Inc. 175 N Industrial Blvd NE. Calhoun, GA 30701

If you have questions regarding the FieldTurf and Beynon SmartBuy Cooperative Purchasing Program, please contact Eric Fisher at: Eric.Fisher@smartbuycooperative.com.



CONDITIONS

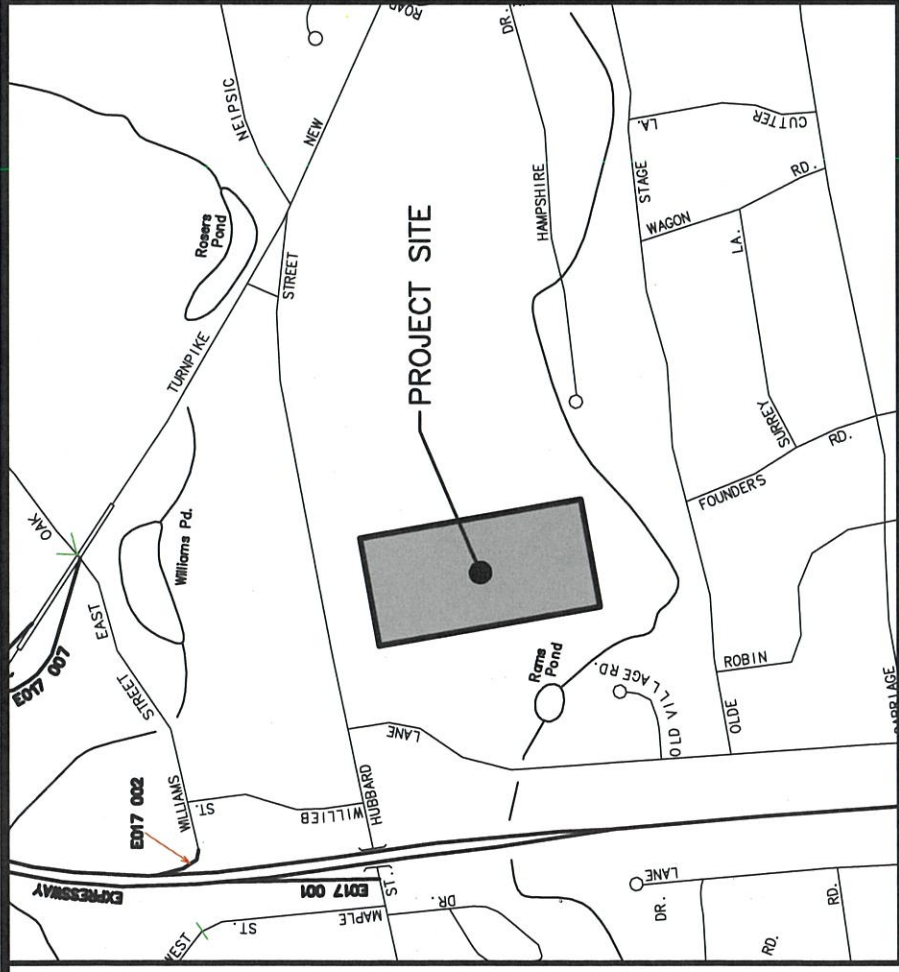
Notwithstanding any other document or agreement entered into by FieldTurf in connection with the supply and installation only of its product pursuant to the present bid proposal, the following shall apply:

- a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and *force majeure*.
- b) FieldTurf's preferred payment terms are as follows: (i) 50% of the Price upon Customer's execution of contract; (ii) 40% of the Price upon shipment of materials from FieldTurf's manufacturing facility; and (iii) Remaining balance of ten percent (10%) upon substantial completion of the field, which shall be achieved when Customer is able to use the field for its intended purpose, even if punchlist items remain and the Certificate of Completion has not been executed by Customer.
- c) Accounts overdue beyond 30 days of invoice date will be charged at an interest rate of 10% per annum.
- d) FieldTurf requires a minimum of 21 days after receiving a fully executed contract or purchase order and final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, FieldTurf further requires a minimum of 28 days per field to install the Product subject to weather and *force majeure*.
- e) FieldTurf requires a suitable staging area. Staging is anticipated in the last row of parking in the adjacent parking lot. minimum access of 15 feet wide by 15 feet high, and, no more than 100 ft from the site. A 25 foot wide by 25 foot long hard or paved clean surface area located within 50 feet of the playing surface shall be provided for purposes of proper mixing of infill material. Access to any field will include suitable bridging over curbs from the staging area to permit suitable access to the field by low clearance vehicles. Staging area surface shall be suitable for passage with motor vehicles used to transport materials to the site and/or staging area. FieldTurf shall not be liable for any damages to the staging area or its surface unless such damages are caused by FieldTurf's intentional misconduct or negligence.
- f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.
- g) Upon substantial completion of FieldTurf's obligations, the Customer shall sign FieldTurf's Certificate of Completion in the form currently in force; to accomplish this purpose, the Customer will ensure that an authorized representative is present at the walk-through to determine substantial completion and acceptance of the field, which may include a list of punch list items.
- h) FieldTurf shall not be a party to any penalty clauses and/or liquidated damages provisions.
- i) FieldTurf shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that FieldTurf pursues collection of payment of any past due invoice.
- j) All colors are to be chosen from FieldTurf's standard colors.

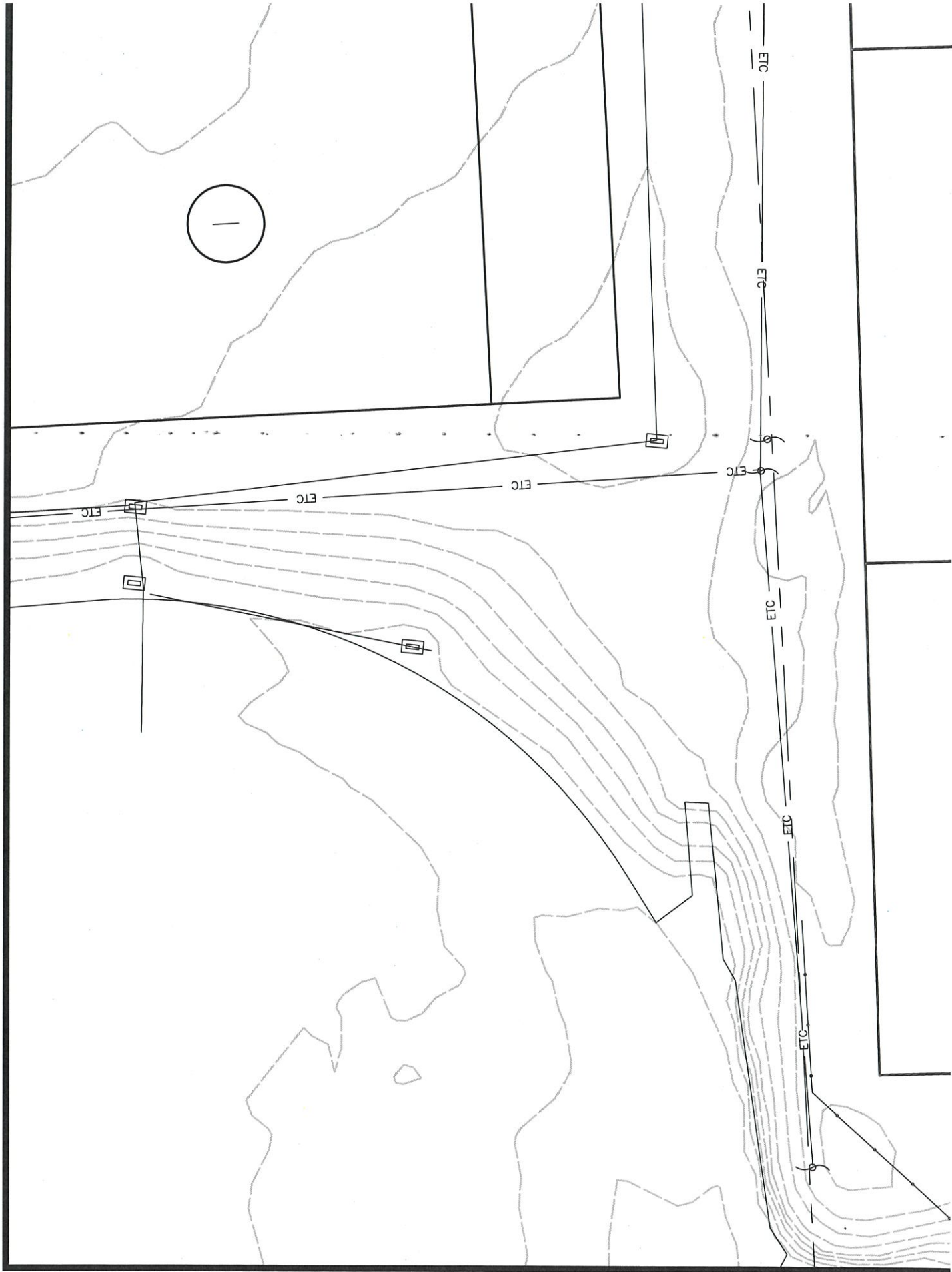
THE TARKETT SPORTS FAMILY - LEADERS IN SPORTS SURFACING



GLASTON FIELDS



LOCATION MAP
SCALE: 1" = 1000'





CONCRETE
-SEE DET./

1' MIN. COVER

VARIES
±3'-5' TYP.

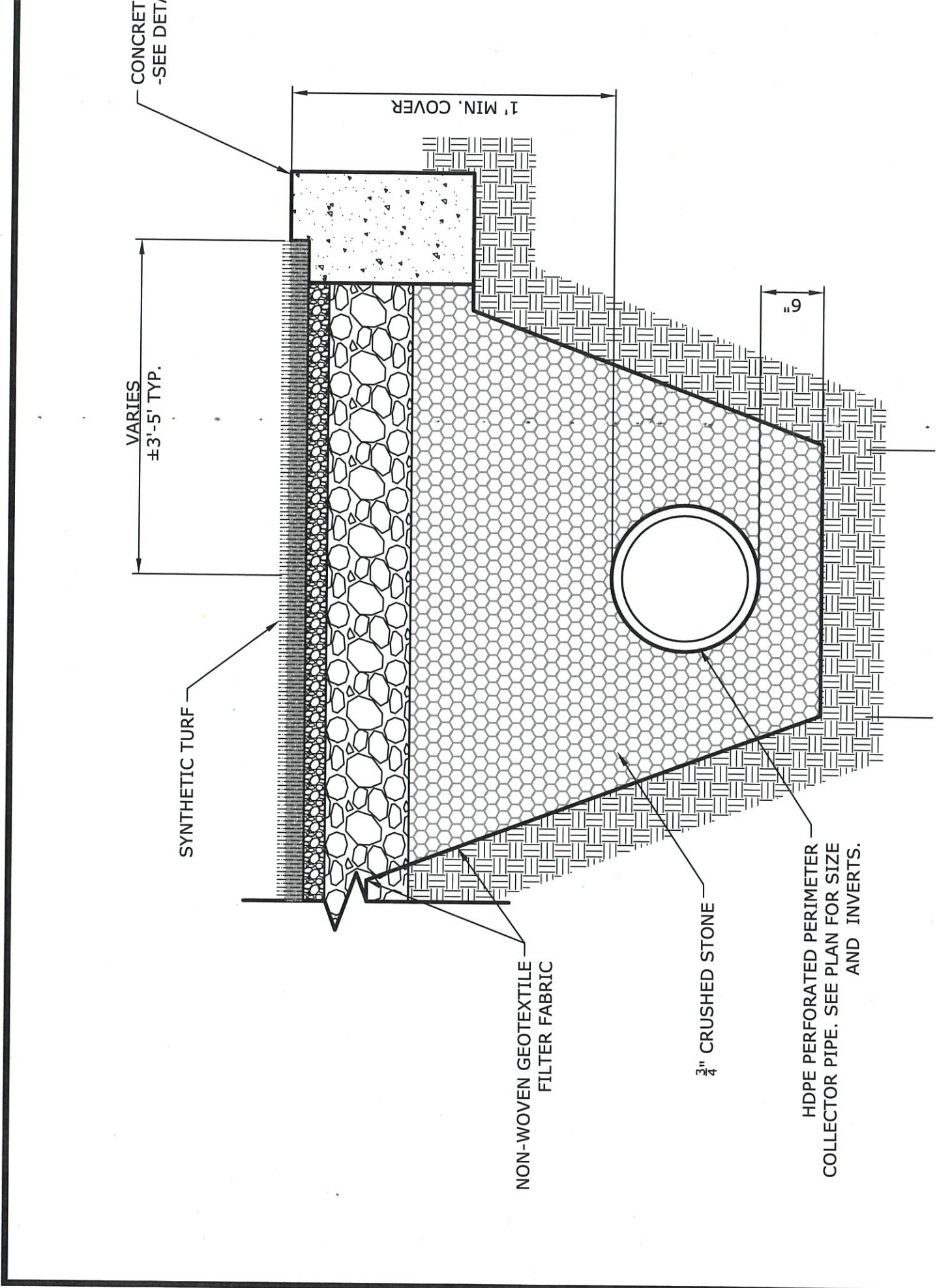
SYNTHETIC TURF

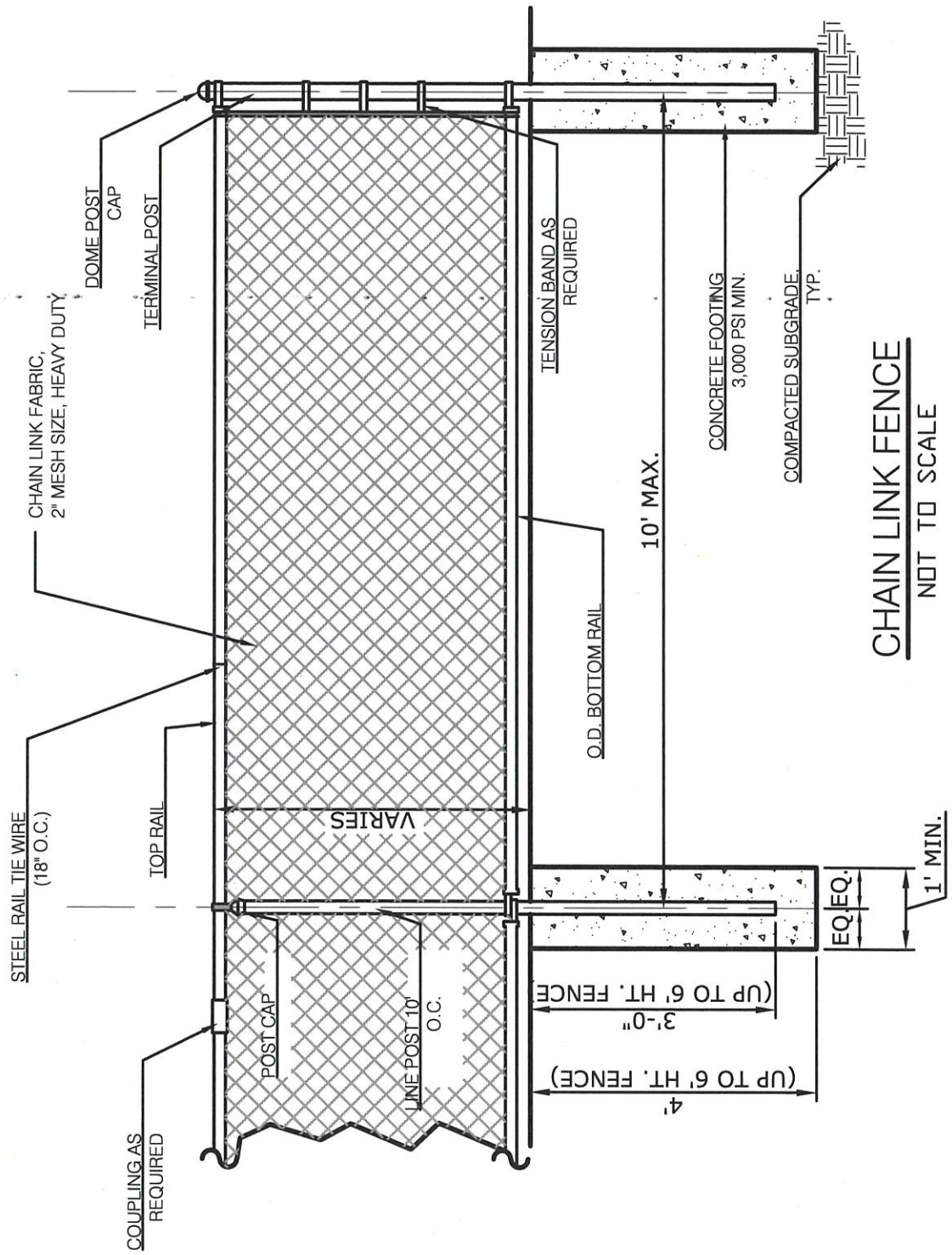
NON-WOVEN GEOTEXTILE
FILTER FABRIC

¾" CRUSHED STONE

HDPE PERFORATED PERIMETER
COLLECTOR PIPE. SEE PLAN FOR SIZE
AND INVERTS.

9"

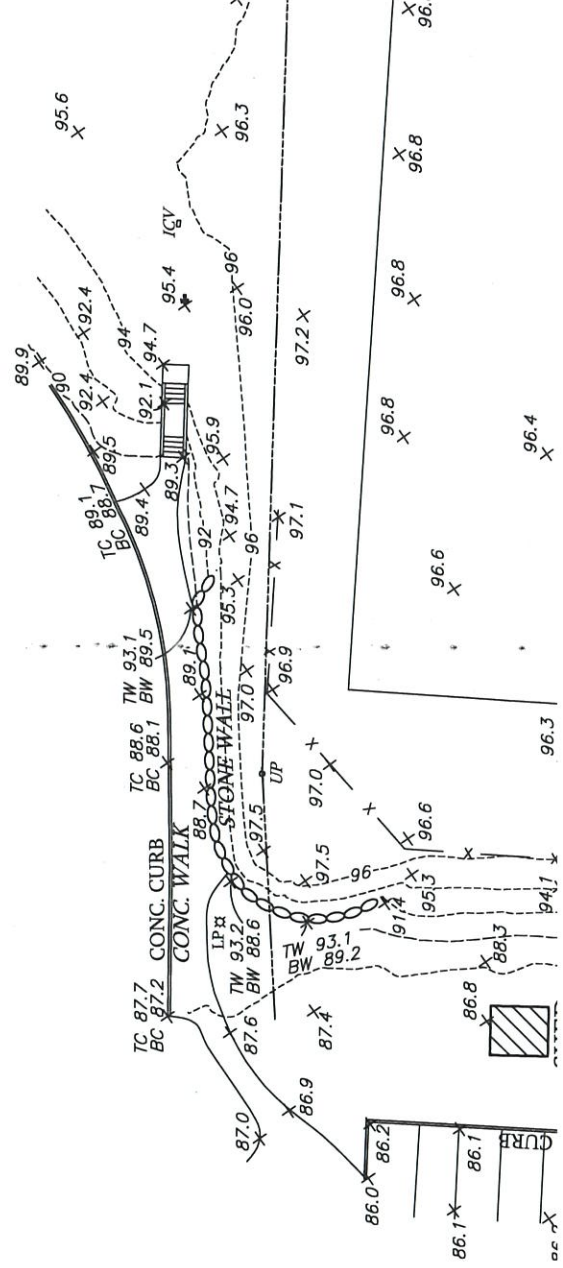




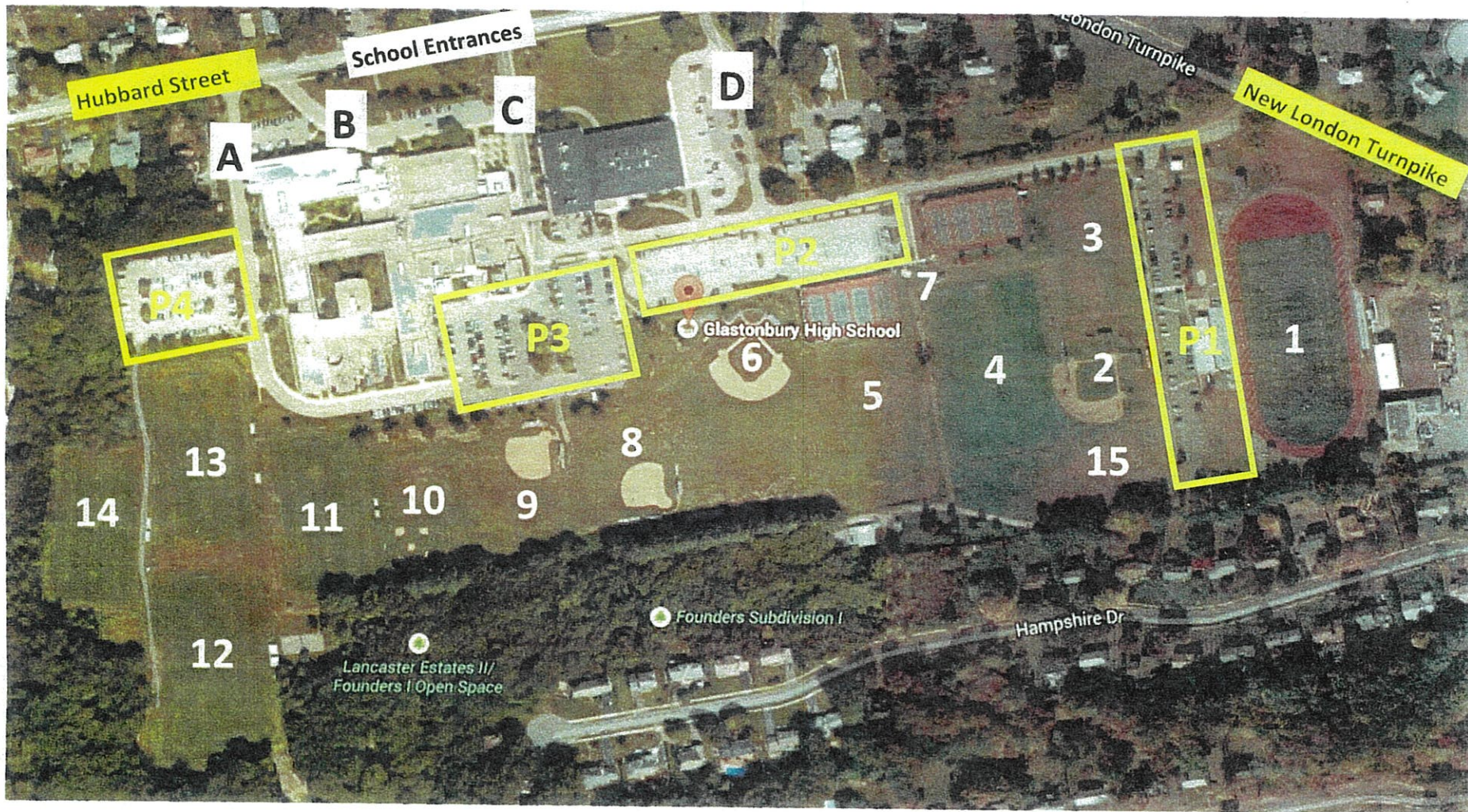
CHAIN LINK FENCE
NOT TO SCALE

NOTE:
1. ALL CHAIN LINK POSTS, RAILS, FABRIC AND HARDWARE TO BE BLACK VINYL

CHAIN LINK FENCE POST AND RAIL SIZING



Glastonbury High School Athletic Fields



Fields:

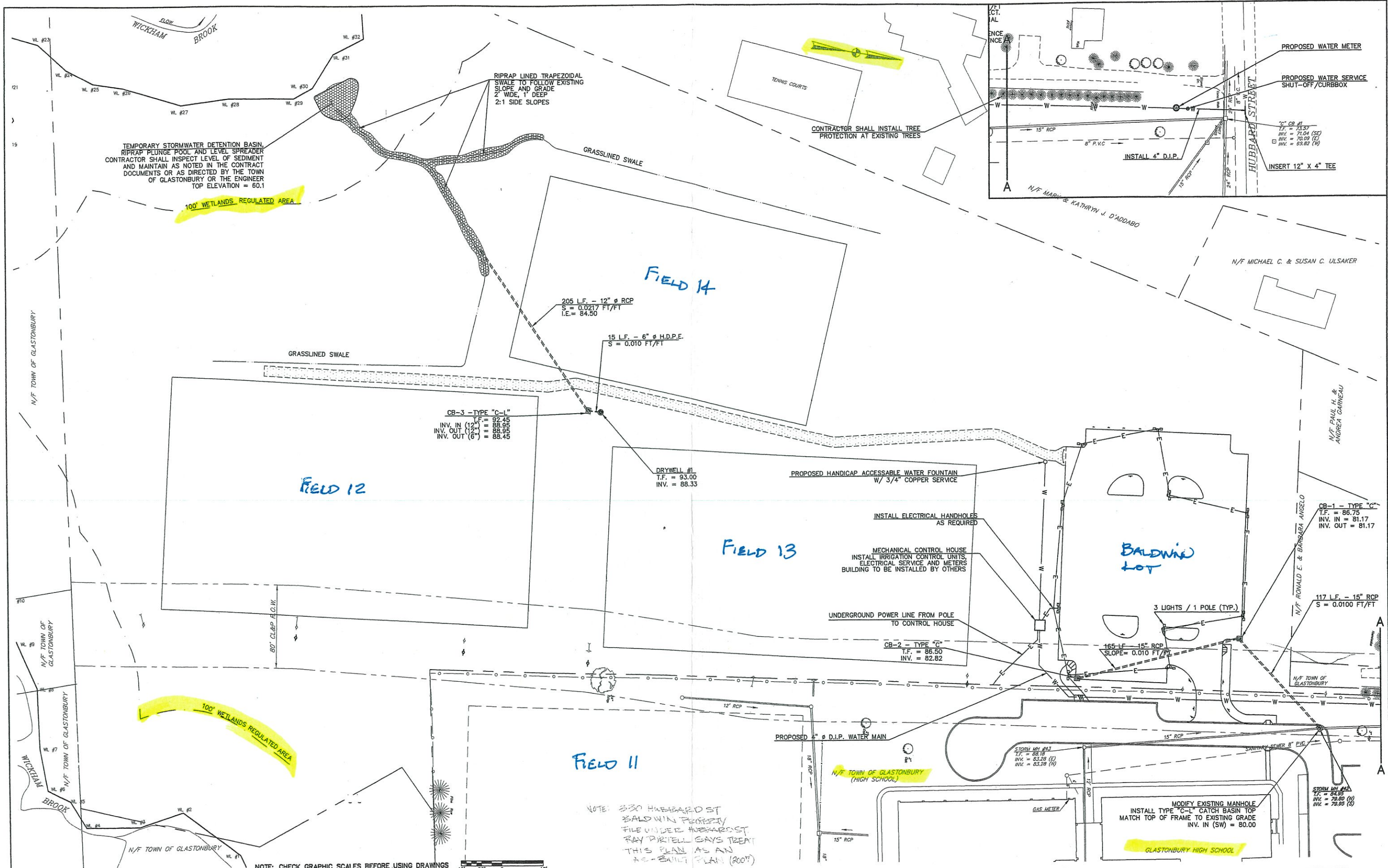
- 1) Track, Football, Field Hockey, Lacrosse
- 2) JV/FR Baseball
- 3) Practice Football, Track and Field Events
- 4) Varsity Soccer

- 5) Practice Soccer
- 6) Varsity Baseball
- 7) Tennis Courts
- 8) Varsity Softball
- 9) JV Softball
- 10) Freshman Softball

- 11) Boys Lacrosse, Field Hockey
- 12) Soccer, Girls Lacrosse
- 13) Soccer, Boys Lacrosse, Girls Lacrosse
- 14) Field Hockey, Lacrosse Practice
- 15) Practice Football

Parking:

- P1 Access via New London Tpk.
- P2 Access via Entrance D
- P3 Access via Entrance C
- P4 Access via Entrance A



1	1/18/98	PRELIMINARY REVISIONS TO LAYOUT	SUPV.	S.R.M.
2	2/18/98	TOWN OF GLASTONBURY COMMENTS	DESIGN	R.C.S.
3	1/29/99	PLANNING AND ZONING SUBMITTAL	DRAWN	A.W.P.
4	4/23/99	PLANNING AND ZONING CONDITIONS	CHECKED	J.A.C.
5	4/30/99	BIDDING AND CONSTRUCTION		
NO.	DATE	SUBMISSIONS		
			DATE	4/30/99

NOTE: CHECK GRAPHIC SCALES BEFORE USING DRAWINGS

SCALE 1" = 40'

GLASTONBURY PUBLIC WORKS
 FILE:
 STREET:
 HUBBARD STREET
 SHEET NO. 42

WMC CONSULTING ENGINEERS
 WENGELL, McDONNELL & COSTELLO
 87 HOLMES ROAD
 NEWINGTON, CT 06111
 (860) 667-9624

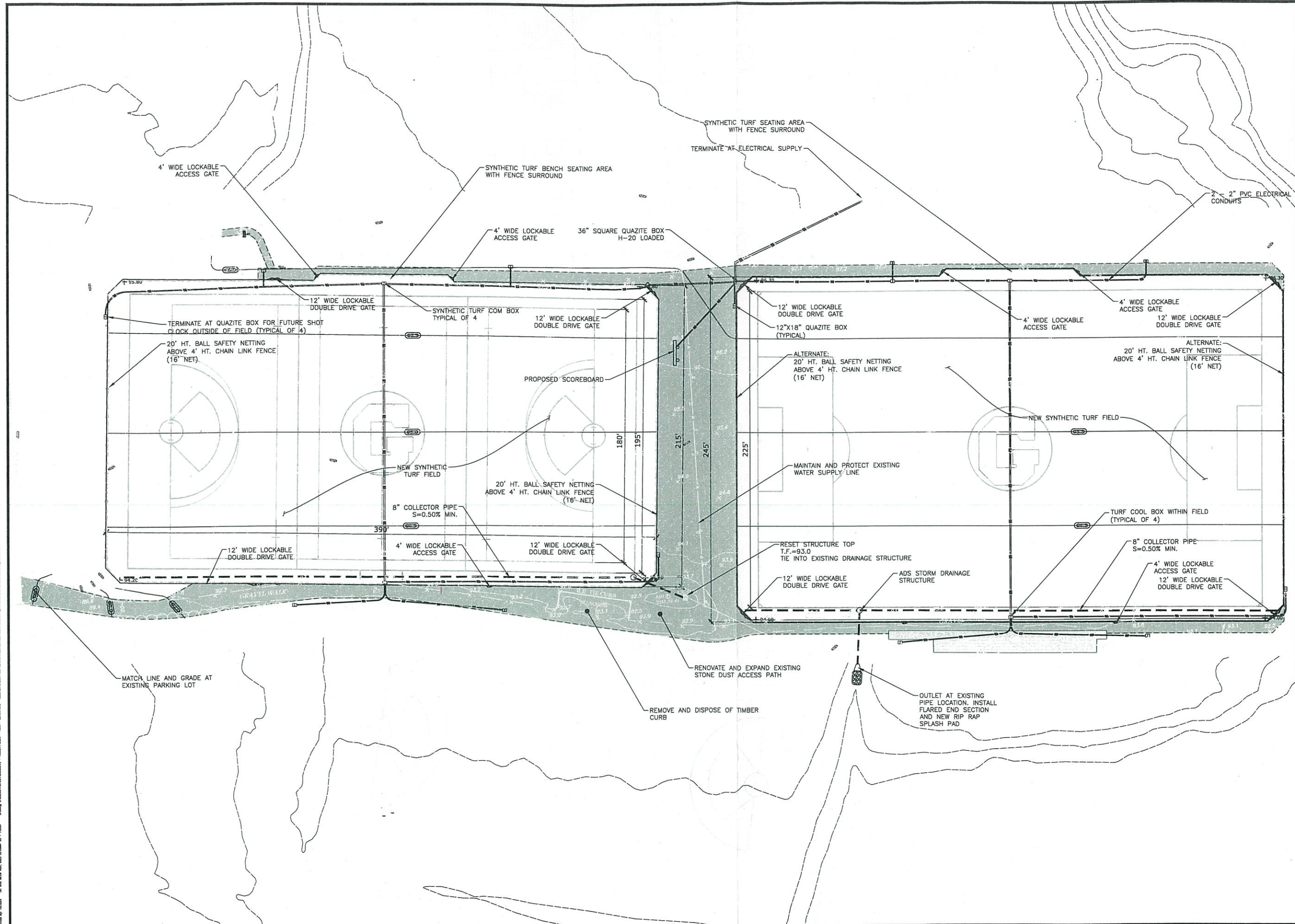
PREPARED FOR
 TOWN OF GLASTONBURY
 PARKS and RECREATION
 1086 NEW LONDON TPKE
 GLASTONBURY, CT 06033

PROPOSED ATHLETIC FIELDS
 UTILITY PLAN
 TOWN OF GLASTONBURY, CONNECTICUT

GLASTONBURY
 D - ATHLETIC FIELDS - BALLFLD - 98044 -
 SHE PROJECT FILE NAME NUMBER REV OF 14

SHEET 7

NOTE: 330 HUBBARD ST
 BALDWIN PROPERTY
 FILE UNDER HUBBARD ST
 RAY DIPIELLO SAYS TREAT
 THIS PLAN AS AN
 AS-BUILT PLAN (2007)



General Notes

General Notes section containing a north arrow and a graphic scale of 1"=30'.

No.	Revision/Issue	Date

Project Name and Address
**GLASTONBURY HIGH SCHOOL
 FIELDS 12 & 13
 IMPROVEMENT**
 330 HUBBARD STREET
 GLASTONBURY, CONNECTICUT

Sheet Name
**SITE DEVELOPMENT
 PLAN**

Drawn JDL	Sheet C-03
Checked CEH	
Date SEPT 23, 2025	

Replacing Glastonbury High School Synthetic Turf Field with Natural Grass

Estimated Costs and Implications

DRAFT 2-5-25

Recommend adding four natural turf fields in place of one synthetic field

Changing GHS synthetic turf field to natural turf

(removal, disposal of synthetic turf field, construction of new natural turf field)

\$754,750

Construction of three additional natural turf fields @ \$523,085/Field

\$1,569,255

Yearly material costs @ \$8,257/Field

\$33,028

Yearly maintenance costs @ \$6,980/Field

\$27,920

(manhours-174.5hrs@\$40/hr/per field)

Field Covers 4@\$3,123 (purchase, every 5 years)

\$12,492

Football/Soccer Goals \$9,695/set

\$38,780

Will need football/soccer goals for 2-4 of the newly constructed fields. The amount of play on the main regulation football field will result in the field deteriorating quicker, so practices will need to rotate to other fields to preserve playability on the main field since the field is utilized from March-November.

Implications, Hurdles, and other Considerations

Per athletic field contractor, town should budget \$200,000 per year to replace sod in the spring on the main field. The field would need to rest 6-8 weeks until turf is established each spring.

Per Athletic Director, having to utilize fields off school property is an issue due to limited transportation options.

Transitioning from Synthetic Turf to Natural Turf, estimated timeline:

- Work to commence in June of 2026
- Estimated construction 6-8 weeks
- Estimated rest time before opening for use 6-8 weeks
- Will affect fall GHS athletic programs.

Current operations- the town closes 5 irrigated rectangular fields in the summer until mid-August. The synthetic turf field becomes instrumental during the shutdown and is used not only for the newly approved CIAC rules allowing summer practices, but also when the regular athletic season opens for practice before school starts.

JANUARY 2026

BEYOND THE HORIZON:

Meeting the Future with Confidence.



**SUPERINTENDENT'S
PROPOSED BUDGET
2026-2027**



GLASTONBURY BOARD OF EDUCATION

Douglas C. Foyle Ph.D., Chair
Julie M. Thompson, Vice Chair
Kali Cavanaugh, Secretary
Alison Couture
Jennifer L. Faust
Jenn Jennings
David Peniston, Jr.
Matthew Saunig

CENTRAL OFFICE ADMINISTRATION

Alan B. Bookman, Ph.D., Superintendent
Scott Hurwitz, Ed.D., Assistant Superintendent
Kate Lund, Assistant Superintendent
Kimberly Brown, Administrator for Pupil Services
Karen Bonfiglio, Business Manager



Office of the Superintendent

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

January 2026

To: The Board of Education

The theme for the Superintendent's Proposed Budget for 2026-2027 is "Beyond the Horizon: Meeting the Future with Confidence." The Glastonbury Public Schools budget marks the horizon between our present and our future. Through the years, we have had great success looking beyond the horizon to implement initiatives that prepare students for their futures.

The proposed budget is 5.84% higher than the current year's budget. Salaries and health benefits make up virtually all of the 5.84% increase—2.93% for salaries and 2.88% for health insurance, leaving only 0.03% for all other costs.

The pressing issue driving the proposed budget is a 24% increase in health insurance. In the last two years, we have experienced both an increase in employee claims and an increase in high-cost claims. Our health insurance reserve fund is now underfunded. Shoring up this reserve is our top budget priority, as its current shortfall clouds the horizon and inhibits our ability to introduce any new initiatives next year.

In addition, workers' compensation costs for the district have been rising. We are moving toward workers' compensation self-insurance in an effort to hold down these costs.

To match enrollment, we propose reducing four elementary sections next year. The breakdown of students across schools allows for this consolidation. At the high school level, we expect only a modest growth in the student body and therefore propose no staffing changes.

We propose a number of Capital Improvement Projects (CIP) to properly maintain aging facilities. The existing GHS turf field and the track will be replaced this summer. We are also requesting the replacement of the GHS tennis courts and GHS gym curtains that divide the space. Naubuc School needs a new boiler, and Buttonball Lane School needs a new kitchen and cafeteria floor. Because the recent referendum regarding Naubuc and GHS roofs passed, these projects will be bonded and are not part of the CIP budget.

The proposed budget will help us meet the future with confidence. It stabilizes our health reserve fund, supports students' academic, social, and emotional needs, and will meet our community's demand for only the best from Glastonbury Public Schools.

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

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BEYOND THE HORIZON:

Meeting the Future with Confidence.

Education is people-centered. School district employees are our most valuable resource.

Glastonbury Public Schools must prioritize shoring up our health reserve fund. This pressing issue drives next year's school budget.

5.84%

Budget increase requested by the Superintendent

2.93%

budget increase
due to
staff salaries

2.88%

budget increase
due to
staff benefits

0.03%

budget increase
due to
all other



STRATEGIC PLAN UPDATE

GOAL 1: PROMOTE ACTIVE LEARNING & HIGH EXPECTATIONS FOR ALL STUDENTS

- Trained educators districtwide in active learning strategies to promote academic success
- Scaled up play-based learning to all K-1 classrooms
- Strengthened small group instruction in grades 2-5
- Expanded pre-vocational activities in grades 7-12 life skills programs

GOAL 2: PROVIDE SAFE, SUPPORTIVE, AND INCLUSIVE LEARNING ENVIRONMENTS

- Provided leaders with advanced restorative practices training and trained classified staff groups
- Trained PreK–12+ certified educators and special education paras/tutors in cultural competency
- Created unified handbook for all elementary schools
- Increased LINKS Academy space to meet student needs

GOAL 3: PRIORITIZE THE HEALTH AND WELL-BEING OF STUDENTS AND STAFF

- Developed grades 6–12 purposeful tech use and AI guidelines
- Adjusted 1:1 tech model from grades K–12 to 2–12
- Established therapeutic spaces in all elementary schools
- Supported family digital citizenship with films, book reads, family pledges, and shared resources

2025-2026 Administrative Staff

Building Administration

Glastonbury High School	Nancy E. Bean, Ed.D., Principal
Smith Middle School	Bobby Skarvelas, Ed.D., Principal
Gideon Welles School	Kent M. Hurlburt, Principal
Buttonball Lane School	Janet P. Balthazar, Principal
Hebron Avenue School	Linda Provost, Ed.D., Principal
Hopewell School	Twana Shirden, Principal
Naubuc School	Michael E. Litke, Ed.D., Principal
Nayaug School	Kristine E. Garofalo, Principal

Programs & Support

Art	Holly Buckley
Athletics & Clubs	Patricia M. Witkin
Career & Technical Education	Elizabeth Cole
Communications	Patricia Renaud
Equity, Diversity, and Inclusion	Tonya Claiborne, Ed.D.
Language Arts/Library Media K-5	Christina O'Brien
Eng./Language Arts/Library Media 6-12	Tracey DeDonato
Food Service	Jessica D'Agnese
Health & Physical Education	Jennifer Spring
History & Social Sciences	Brendan Callahan
Mathematics	Brenda Gregorski
Music	Leslie Lopez
Operations & Maintenance	Albert Costa
Science	Christine Tedisky
School Counseling	Edward D. Gregorski
Special Education	Cassandra Murphy
Technology	Christopher Macca
Transportation	Angelo A. Balesano
World Language & ML	Amanda Robustelli-Price

Board of Education Workshops

Public Comment Session Will Be Held Each Evening

Workshop/Meeting	Date & Time	Location
Superintendent Presents Proposed Budget	Monday, Dec. 8, 2025 7:00 PM	Town Council Chambers Town Hall 2155 Main Street
Budget Workshop <i>(Program Changes and Budget Priorities)</i>	Monday, Jan 5, 2026 6:00 PM	Town Council Chambers Town Hall 2155 Main Street
Budget Workshop <i>(Program Changes and Budget Priorities)</i>	Wednesday, Jan. 7, 2026 6:00 PM	Town Council Chambers Town Hall 2155 Main Street
Board of Education Meeting	Monday, Jan. 12, 2026 7:00 PM	Town Council Chambers Town Hall 2155 Main Street
CIP Workshops	Wednesday, Jan. 21, 2026 6:00 PM	Riverfront Community Ctr. 300 Welles Street
Annual Town Meeting	Tuesday, Jan. 27, 2026 6:00 PM	Town Council Chambers Town Hall 2155 Main Street
Final Budget Hearing	Wednesday, Mar. 18, 2026 7:00 PM	Town Council Chambers Town Hall 2155 Main Street

Budget Calendar

September 2025

- Administrators and program managers develop budget requests
- Central office staff compile budget requests and justifications
- Superintendent reviews budget requests and justifications
- Superintendent discusses budget requests with administrators and program managers

October – November 2025

- Superintendent and central office staff review budget information
- Central office staff prepare superintendent's proposed budget and presentation
- Board of Education reviews, prioritizes, and approves Capital Improvement Plan

December 2025

- Superintendent distributes proposed budget to administrators and Board of Education members
- Superintendent presents budget at Board of Education meeting
- Board of Education members individually review superintendent's proposed budget

January 2026

- Board of Education holds public workshops
- Board of Education requests further information and discusses budget changes
- Superintendent and central office staff respond to questions
- Board of Education adjusts and approves budget
- Central office staff prepare Board of Education approved budget document and presentation for the Annual Town Meeting
- Town Council presents Capital Improvement Plan at workshop
- Superintendent and Board of Education Chair present approved education budget at Annual Town Meeting

February – March 2026

- Superintendent and Board of Education Chair respond to Town Council and Board of Finance questions
- Board of Finance makes school budget recommendation
- Town Council reviews and adopts the Capital Improvement Plan
- Town Council approves the town and education budgets

Budget Summary

Superintendent's Proposed 2026-2027 Budget

Board of Education Budget (2025-26)	\$129,360,115
Superintendent's Proposed (2026-27)	\$136,919,050
Increase	\$7,558,935
% Change	5.84%

Four-Year Budget Comparison

	2023-24	2024-25	2025-26	2026-27
Superintendent requested	\$121,048,065	\$126,058,745	\$130,541,213	\$136,919,050
Increase from previous year	\$4,110,684	\$5,790,680	\$6,069,468	\$7,558,935
Percent change from previous year	3.52%	4.81%	4.88%	5.84%
Board of Education Approved	\$120,728,065	\$124,946,745	\$130,056,213	
Increase from previous year	\$3,790,684	\$4,678,680	\$5,584,468	
Percent change from previous year	3.24%	3.89%	4.49%	
Town Appropriated	\$120,268,065	\$124,471,745	\$129,360,115	
Increase from previous year	\$3,330,684	\$4,203,680	\$4,888,370	
Percent change from previous year	2.85%	3.50%	3.93%	

2026-2027 Budget Increases

Salaries	2.93%
Benefits	2.88%
Staff Changes	0.21%
Equipment	0.19%
Other	(0.37%)
Total Increase	5.84%

Superintendent Proposed Budget Increases

Comparison of Past 20 Years				
2006-2007	7.92%		2016-2017	2.89%
2007-2008	7.34%		2017-2018	3.10%
2008-2009	6.75%		2018-2019	2.20%
2009-2010	4.91%		2019-2020	3.60%
2010-2011	3.29%		2020-2021	3.60%
2011-2012	3.83%		2021-2022	2.48%
2012-2013	2.67%		2022-2023	3.80%
2013-2014	4.88%		2023-2024	3.52%
2014-2015	4.41%		2024-2025	4.81%
2015-2016	3.78%		2025-2026	4.88%

Requests Not Granted

Program	Item	Amount
Art	Instructional supplies	\$31,000
Science	Instructional supplies	\$20,000
Career & Technical Education	Instructional supplies	\$27,500
Libraries	Instructional supplies	\$38,800
Operations & Maint.	Van	\$62,000
Systemwide Sup.	Equipment	\$145,328
Elementary Education	0.5 Special Ed Teacher	\$40,000
	1 Reading Teacher	\$85,000
	1 Social Worker	\$85,000
World Lang. & ML	1 ML Teacher	\$80,000
	0.5 Elementary Spanish Teacher	\$40,000
	1 ML Tutor	\$19,000
School Counseling	PT Secretary to FT	\$14,000
Health Services	PT Nurse	\$27,000
	PT Health Para to FT	\$11,000
Operations & Maint.	Custodian Floater	\$78,000
Special Education	2 Supervisors	\$280,000
	2 Teachers	\$170,000
Student Activities	Add Hours to Asst. Director	\$10,000
	Add Hours to Secretary	\$3,000
	Add Hours to Trainers	\$11,000
	Activity Advisors	\$17,000
Agricultural Science	PT Office Para to FT	\$11,000
Elementary Ops	PT Para Grade 1	\$14,000
Systemwide	PT Comms Specialist to FT Comms Coordinator	\$46,000
Technology	Upgrade Positions	\$29,000
Total Requests NOT Granted		\$1,394,628

2026-2027
Budget by Program

Program	Amount	% of Budget	% Increase
0200 ART	\$ 1,469,325	1.07%	7.43%
0300 ELEMENTARY EDUCATION	\$ 17,960,494	13.12%	2.74%
0400 ENGLISH/LANGUAGE ARTS	\$ 4,747,956	3.47%	3.08%
0500 MATHEMATICS	\$ 3,444,426	2.52%	3.96%
0600 SCIENCE	\$ 4,086,828	2.98%	3.53%
0700 HISTORY & SOCIAL SCIENCE	\$ 2,755,904	2.01%	3.96%
0900 CAREER & TECHNICAL EDUCATION	\$ 2,253,133	1.65%	4.05%
1000 COMMUNITY SERVICES	\$ 407,944	0.30%	1.73%
1100 PACE: MATH/SCIENCE RESOURCE	\$ 707,504	0.52%	2.98%
1300 WORLD LANGUAGE & ML	\$ 5,288,226	3.86%	3.99%
1400 SCHOOL COUNSELING	\$ 3,070,736	2.24%	4.98%
1500 HEALTH EDUCATION & PHYSICAL EDUCATION	\$ 2,604,968	1.90%	2.93%
1600 HEALTH SERVICES	\$ 1,122,765	0.82%	0.01%
1900 LIBRARY MEDIA	\$ 1,562,711	1.14%	3.06%
2000 MUSIC	\$ 2,271,927	1.66%	5.09%
2100 OPERATIONS & MAINTENANCE	\$ 8,462,041	6.18%	5.67%
2200 UTILITIES	\$ 3,012,418	2.20%	1.97%
2300 PROGRAM & STAFF DEVELOPMENT	\$ 509,500	0.37%	-0.55%
2400 TRANSPORTATION	\$ 4,785,672	3.50%	-0.92%
2700 SPECIAL EDUCATION	\$ 20,421,896	14.92%	3.55%
2800 ATHLETICS & CLUBS	\$ 2,526,760	1.85%	3.31%
3000 AGRISCIENCE & TECHNOLOGY	\$ 501,107	0.37%	6.41%
3100 ELEMENTARY OPERATIONS	\$ 2,638,609	1.93%	2.98%
3200 SECONDARY OPERATIONS	\$ 2,948,578	2.15%	4.41%
3300 SYSTEMWIDE SUPPORT SERVICES	\$ 4,406,104	3.22%	9.86%
3400 FRINGE BENEFITS & SUBSTITUTES	\$ 28,585,812	20.88%	15.53%
3600 TECHNOLOGY SUPPORT SERVICES	\$ 4,365,706	3.19%	1.22%
TOTALS	\$ 136,919,050	100.00%	5.84%

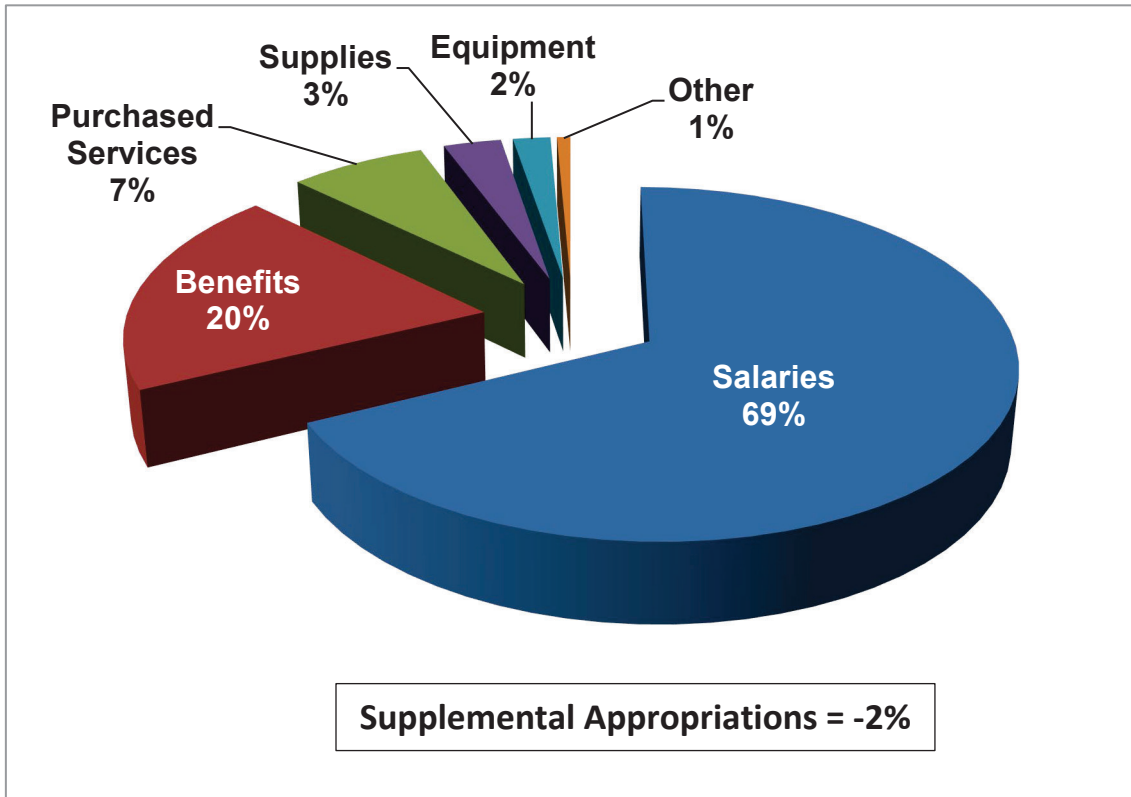
Summary by Object

Account	2025-2026 Fall Revised Budget	2026-2027 Supt. Proposed	Change	Budget Impact
Salaries	\$90,241,027	\$94,313,833	\$4,072,806	3.14%
Benefits	\$23,432,443	\$27,156,832	\$3,724,389	2.88%
Services	\$9,772,867	\$9,895,691	\$122,824	0.09%
Supplies	\$4,112,104	\$4,177,836	\$65,732	0.05%
Equipment	\$2,466,639	\$2,710,715	\$244,076	0.19%
Other	\$771,535	\$973,543	\$202,008	0.16%
Supplemental Appropriation	-\$1,436,500	-\$2,309,400	-\$872,900	-0.67%
BUDGET	\$129,360,115	\$136,919,050	\$7,558,935	5.84%

Salaries: Includes wages for all full and part time, certified and classified employees.
Benefits: Includes employee health, dental, life and disability insurances, plus workers and unemployment compensation, employer-share social security, and the classified retirement program.
Services: Includes purchased services such as heat, utilities, out-of-district tuition, liability/property insurances, maintenance agreements.
Supplies: Includes instructional materials plus supplies for custodial, maintenance, and transportation services.
Equipment: Includes school buses, maintenance vehicles, classroom/office furniture, and school/technology equipment.
Other: Includes dues/fees, tuition reimbursement, and travel for school business.
Supplemental Appropriation: Includes Custodial Fee Offset, Magnet School Transportation Grant, and Excess Cost Grant.

Budget by Object

Object	2026-2027
Salaries	\$94,313,833
Benefits	\$27,156,832
Purchased Services	\$9,895,691
Supplies	\$4,177,836
Equipment	\$2,710,715
Other	\$973,543
Supplemental Appropriations	-\$2,309,400
	\$136,919,050



Object Budget Summary

With Expenditures, Grants and Supplemental Appropriations

Object	Item	Fall Revised 2025-2026	Supt. Proposed 2026-2027	\$ + / -	% + / -
Salaries (Includes all full & part time employees)	Administrators	7,503,857	7,817,523	313,666	4.18%
	Teachers	56,558,390	58,983,743	2,425,353	4.29%
	Secretary/Para	6,684,547	7,206,151	521,604	7.80%
	Nurses	1,138,976	1,138,976	-	0.00%
	Custodians/Maintainers	5,428,316	5,494,278	65,962	1.22%
	Non-Contract Personnel	3,293,725	3,411,407	117,682	3.57%
	Security Guards	864,852	889,816	24,964	2.89%
	Part-Time Paras/Tutors	3,190,130	3,229,412	39,282	1.23%
	Busyard Personnel	3,734,607	3,968,059	233,452	6.25%
	OT/PT	764,600	795,950	31,350	4.10%
	Other Part-Time/Negotiation	234,137	509,672	275,535	117.68%
	Coaches/Advisors	844,890	868,846	23,956	2.84%
	BOE Funded Salaries	90,241,027	94,313,833	4,072,806	4.51%
	<i>Grant Funded Staff</i>	<i>1,641,746</i>	<i>1,641,746</i>	<i>-</i>	<i>0.00%</i>
SUBTOTAL	91,882,773	95,955,579	4,072,806	4.43%	
Benefits	Disability Insurance	63,430	63,430	-	0.00%
	Life Insurance	256,335	256,335	-	0.00%
	Health Insurance	16,715,198	19,973,536	3,258,338	19.49%
	Retirement/Classified	2,943,390	3,178,861	235,471	8.00%
	Social Security	2,886,798	3,116,170	229,372	7.95%
	Workers Comp.	503,792	505,000	1,208	0.24%
	Unemployment Comp.	35,000	35,000	-	0.00%
	Other Employee Benefits	28,500	28,500	-	0.00%
SUBTOTAL	23,432,443	27,156,832	3,724,389	15.89%	
Purchased Services	BOE Funded Services	9,772,867	9,895,691	122,824	1.26%
	<i>Grant Funded Services</i>	<i>203,034</i>	<i>203,034</i>	<i>-</i>	<i>0.00%</i>
	SUBTOTAL	9,975,901	10,098,725	122,824	1.23%
Supplies	BOE Funded Supplies	4,112,104	4,177,836	65,732	1.60%
	<i>Grant Funded Supplies</i>	<i>41,706</i>	<i>41,706</i>	<i>-</i>	<i>0.00%</i>
	SUBTOTAL	4,153,810	4,219,542	65,732	1.58%
Equipment	Music	25,420	26,584	1,164	4.58%
	Transportation	720,435	634,872	(85,563)	-11.88%
	Telecommunications	2,000	2,000	-	0.00%
	Operations/Maintenance	63,489	133,159	69,670	109.74%
	Systemwide	191,195	450,000	258,805	135.36%
	Technology	1,464,100	1,464,100	-	0.00%
SUBTOTAL	2,466,639	2,710,715	244,076	9.90%	
Other	BOE Funded	771,535	973,543	202,008	26.18%
	SUBTOTAL	771,535	973,543	202,008	26.18%
TOTAL EXPENDITURES		132,683,101	141,114,936	8,431,835	6.35%
SUPPLEMENTAL APPROPRIATIONS		(1,436,500)	(2,309,400)	(872,900)	60.77%
<i>FEDERAL & STATE GRANTS</i>		<i>(1,886,486)</i>	<i>(1,886,486)</i>	<i>-</i>	<i>0.00%</i>
BOE BUDGET		129,360,115	136,919,050	7,558,935	5.84%

Grant Descriptions

The federal and state grants below are received annually to supplement funds in the operating budget. The actual grant amounts for 2026-2027 will not be known until fall 2026.

IDEA B GRANT (Special Education and Related Services Grant - Ages 3 – 21)

Supplements local dollars for the purpose of ensuring all identified disabled children have available to them, a free and appropriate public education which includes special education and related services to meet their needs.

IDEA B PRESCHOOL GRANT (Preschool Entitlement - Ages 3 – 5)

Supplements local dollars for the purpose of ensuring identified disabled pre-school children receive a free and appropriate public education including special education and related services to meet their needs.

TITLE I (Improving Basic Skills)

This grant provides funds that must supplement programs that are already provided by the school district and designed to improve the basic skills in literacy and numeracy.

TITLE II A (Teacher and Principal Training and Recruitment)

This grant is designed to help provide school districts with high quality teachers and administrators. It supplements funding for training of existing teachers and administrators as well as funds for the recruitment efforts.

TITLE III GRANT (English Language Acquisition)

This grant supports the efforts with the ML program by providing additional tutorial services as well as certain supplies and training opportunities.

TITLE IV GRANT (Student Support and Academic Enrichment)

This grant provides funding for supports to ensure every student graduates from high school ready for college and career success. It addresses three priority areas: 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning; and 3) improve the use of technology in order to strengthen the academic achievement and digital literacy of all students.

PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION GRANT

Encourages the integration of academic and vocational education; supplements local dollars for the purpose of providing services for special need students in the vocational education program areas.

OPEN CHOICE GRANTS

Open Choice is a voluntary, inter-district program which enables Hartford students to attend school in Glastonbury beginning in kindergarten. This grant supports tuition to choice programs for Glastonbury students, multi-cultural library books, and support services for students.

ADULT EDUCATION GRANT

Supports mandated adult programs: Americanization and Citizenship; General Equivalency Diploma (G.E.D.); English for Adults with Limited English Proficiency.

Grant Funding

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
0300 ELEMENTARY ED GRANTS					
TITLE I	199,282	193,981	188,521	179,176	179,176
PROJECT CHOICE - EARLY BEGINNINGS, ACADEMIC & SOCIAL SUPPORT AND OPEN CHOICE	104,000 101,192	65,000 101,192	104,000 107,167	71,500 112,467	71,500 112,467
TOTAL	404,474	360,173	399,688	363,143	363,143
0900 CAREER & TECHNICAL ED					
PERKINS	56,914	53,284	53,284	50,450	50,450
1300 FOREIGN LANGUAGE					
TITLE III	19,974	25,225	25,776	26,245	26,245
2300 PROGRAM & STAFF					
TITLE II	81,708	81,282	75,295	75,322	75,322
TITLE IV	14,319	14,569	13,706	12,105	12,105
TOTAL	96,027	95,851	89,001	87,427	87,427
2700 SPECIAL EDUCATION					
IDEA B	1,240,928	1,299,836	1,307,337	1,307,337	1,307,337
PRE-SCHOOL	31,886	35,958	36,039	36,039	36,039
TOTAL	1,272,814	1,335,794	1,343,376	1,343,376	1,343,376
3300 SYSTEMWIDE SUPPORT					
ADULT EDUCATION	15,293	15,845	15,293	15,845	15,845
GRAND TOTAL	1,865,496	1,886,172	1,926,418	1,886,486	1,886,486

Ten-Year Expenditures by Program

PROGRAM	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Fall Revised 2025-2026	Supt Proposed 2026-2027
02 Art	1,210,174	1,120,092	1,194,625	1,231,955	1,257,322	1,476,807	1,495,779	1,431,539	1,367,659	1,469,325
03 Elementary Education	14,675,073	14,599,000	15,207,086	15,170,964	15,697,280	16,187,105	16,583,757	17,087,386	17,481,932	17,960,494
04 English/Language Arts	4,145,763	4,189,946	4,188,568	4,432,499	4,545,605	4,585,582	4,538,235	4,410,084	4,605,880	4,747,956
05 Mathematics	2,525,173	2,642,859	2,660,560	2,776,196	2,886,735	2,947,095	2,979,399	3,048,117	3,313,324	3,444,426
06 Science	3,373,323	3,374,522	3,512,743	3,561,671	3,584,910	3,771,026	3,704,420	3,690,816	3,947,375	4,086,828
07 History & Social Science	2,143,572	2,230,057	2,271,404	2,340,502	2,406,610	2,511,760	2,519,387	2,410,253	2,651,041	2,755,904
09 Career & Technology Education	1,554,017	1,499,249	1,606,868	1,631,297	1,667,708	1,934,416	1,949,460	2,053,912	2,165,386	2,253,133
10 Community Services	361,938	361,347	330,108	229,653	322,515	383,604	373,665	404,378	401,007	407,944
11 PACE/Math & Science Resource	618,681	561,589	580,322	601,190	627,474	640,623	653,426	666,849	686,998	707,504
13 World Language & ML	4,085,230	4,219,637	4,305,159	4,431,591	4,483,700	4,528,602	4,812,970	4,944,591	5,085,470	5,288,226
14 School Counseling	2,938,725	3,194,310	3,289,864	3,549,215	3,659,359	4,085,417	4,341,325	2,829,491	2,925,194	3,070,736
15 Health & Physical Education	1,937,844	1,995,320	2,048,665	2,103,146	2,134,305	2,246,823	2,315,871	2,401,034	2,530,886	2,604,968
16 Health Services	749,613	762,666	775,213	741,737	906,551	966,107	985,501	1,008,082	1,122,644	1,122,765
19 Library Media	1,305,466	1,232,810	1,331,521	1,150,327	1,113,636	1,180,983	1,394,434	1,479,231	1,516,374	1,562,711
20 Music	1,757,011	1,657,612	1,747,233	1,801,478	1,775,602	1,911,022	1,993,432	2,036,628	2,161,893	2,271,927
21 Operations & Maintenance	7,578,921	7,082,936	7,610,001	8,095,955	7,778,001	7,675,313	8,694,781	10,317,536	8,008,012	8,462,041
22 Utilities	2,070,618	2,306,270	2,117,249	2,119,244	2,309,130	2,313,260	2,305,335	2,858,853	2,954,303	3,012,418
23 Program & Staff Development	586,952	589,687	646,425	534,430	513,755	453,555	347,308	459,634	512,300	509,500
24 Transportation	3,644,692	3,823,995	3,614,905	3,690,718	4,018,510	4,321,417	4,237,229	4,342,320	4,830,026	4,785,672
27 Special Education	14,155,022	15,054,114	14,682,220	14,858,149	15,313,272	16,089,512	17,259,294	19,800,208	19,721,974	20,421,896
28 Athletics & Clubs	1,749,372	1,730,080	1,657,430	1,656,329	1,968,144	2,164,128	2,135,389	2,346,498	2,445,759	2,526,760
30 Agriscience & Technology	264,689	277,564	366,635	310,929	431,540	369,605	400,399	513,613	470,913	501,107
31 Elementary Operations	2,489,501	2,221,768	2,271,524	2,312,179	2,399,779	2,465,240	2,461,655	2,524,053	2,562,324	2,638,609
32 Secondary Operations	2,741,222	2,692,178	2,779,584	2,752,740	2,922,387	2,856,206	2,834,316	2,792,193	2,824,042	2,948,578
33 Systemwide Support Services	3,050,414	2,749,676	3,155,283	3,887,478	4,022,648	4,288,374	3,557,389	4,040,575	4,010,490	4,406,104
34 Fringe Benefits/Substitutes	19,257,392	20,781,889	21,516,109	22,493,904	22,228,482	20,976,408	22,060,571	22,427,409	24,743,640	28,585,812
36 Technology Support Services	3,962,772	3,883,049	3,655,626	3,847,246	3,874,279	4,113,783	4,340,323	4,234,096	4,313,269	4,365,706
Grant Expenditures	1,721,801	1,569,269	1,591,597	1,653,629	1,670,953	1,778,343	1,865,496	1,926,418	1,886,486	1,886,486
Supplemental Appropriations									1,436,500	2,309,400
Total Expenditures	106,654,971	108,403,491	110,714,527	113,966,351	116,520,192	119,222,116	123,140,546	128,485,797	132,683,101	141,114,936
Less Supplemental Appropriations	(1,080,035)	(1,294,834)	(1,377,427)	(1,414,818)	(1,504,769)	(1,474,347)	(1,273,477)	(2,308,713)	(1,436,500)	(2,309,400)
Less Grant Expenditures	(1,721,801)	(1,569,269)	(1,591,597)	(1,653,629)	(1,670,953)	(1,778,343)	(1,865,496)	(1,926,418)	(1,886,486)	(1,886,486)
Non Lapsing Fund	(458,168)	360,326	1,069,964	856,142	308,093	967,955	266,492	434,613		
Non Lapsing Fund		(467,951)	(50,840)							
Agricultural Science & Tech		(64,781)	(64,781)		(102,879)			(213,534)		
Budgeted Expenditures	103,394,967	105,366,982	108,699,846	111,754,046	113,549,684	116,937,381	120,268,065	124,471,745	129,360,115	136,919,050

Enrollment

Five-Year Enrollment Projections

	Actual					
	25-26	26-27	27-28	28-29	29-30	30-31
Kindergarten	361	404	410	405	368	380
Grade 1	387	372	416	422	417	379
Grade 2	396	398	383	428	435	430
Grade 3	455	412	416	400	447	454
Grade 4	412	467	424	427	410	459
Grade 5	436	420	476	432	435	418
Grades K-5	2447	2473	2525	2514	2512	2520
Grade 6	437	452	435	493	448	451
Grade 7	448	441	456	439	498	452
Grade 8	439	452	446	461	444	503
Grades 7-8	887	893	902	900	942	955
Grade 9	427	440	453	446	462	444
Grade 10	410	427	440	453	446	462
Grade 11	429	410	427	440	453	446
Grade 12	424	429	410	427	440	453
Grades 9-12	1690	1706	1730	1766	1801	1805
Grades K-12	5461	5524	5592	5673	5703	5731

	=Based on Students already enrolled
	=Based on Children born but not yet enrolled
	=Based on Children not yet born

2026-2027 ENROLLMENT & STAFFING PROJECTIONS

	School	26-27 Projections	26-27 Sections	Class Sizes				
K	Buttonball	79	5	16	16	16	16	15
	Hebron Ave.	69	4	18	17	17	17	
	Hopewell	90	5	18	18	18	18	18
	Naubuc	72	4	18	18	18	18	
	Nayaug	94	5	19	19	19	19	18
1	Buttonball	72	4	18	18	18	18	
	Hebron Ave.	68	4	17	17	17	17	
	Hopewell	72	4	18	18	18	18	
	Naubuc	59	3	20	20	19		
	Nayaug	101	5	21	20	20	20	20
2	Buttonball	87	4	22	22	22	21	
	Hebron Ave.	69	4	18	17	17	17	
	Hopewell	93	5	19	19	19	18	18
	Naubuc	63	4	16	16	16	15	
	Nayaug	86	4	22	22	21	21	
3	Buttonball	75	4	19	19	19	18	
	Hebron Ave.	80	4	20	20	20	20	
	Hopewell	87	4	22	22	22	21	
	Naubuc	76	4	19	19	19	19	
	Nayaug	94	5	19	19	19	19	18
4	Buttonball	96	5	20	19	19	19	19
	Hebron Ave.	92	4	23	23	23	23	
	Hopewell	90	4	23	23	22	22	
	Naubuc	71	4	18	18	18	17	
	Nayaug	118	6	20	20	20	20	19 19
5	Gideon Welles	159	8	20	20	20	19	
	Hebron Ave.	92	4	23	23	23	23	
	Naubuc	89	4	23	22	22	22	
	Nayaug	80	4	20	20	20	20	
K-5 Total		2473	128					

K-5 - Decrease of 4.0 FTEs

<i>Elementary Grades</i>			
Grade	Proj. Enroll	Sections	Avg Class
K	404	23	17.6
1	372	20	18.6
2	398	21	19.0
3	412	21	19.6
4	467	23	20.3
5	420	20	21.0
K-5 TOTAL	2473	128	

<i>Elementary Schools</i>	
BB	409
HE	470
HO	432
NA	430
NG	573

<i>Gideon Welles School</i>			
Grade	Proj. Enroll	Avg. Team	Avg. Class
5	159	N/A	N/A
6 (4 teams)	452	113	22.6
5-6 TOTAL	611		

<i>Smith Middle School</i>			
Grade	Proj. Enroll	Avg. Team	Avg. Class
7 (4 teams)	441	110	22.1
8 (4 teams)	452	113	22.6
7-8 TOTAL	893		

<i>Glastonbury High School</i>	
Grade	Proj. Enroll
9	440
10	427
11	410
12	429
9-12 TOTAL	1706

K-12 TOTAL 5524

Supporting Data

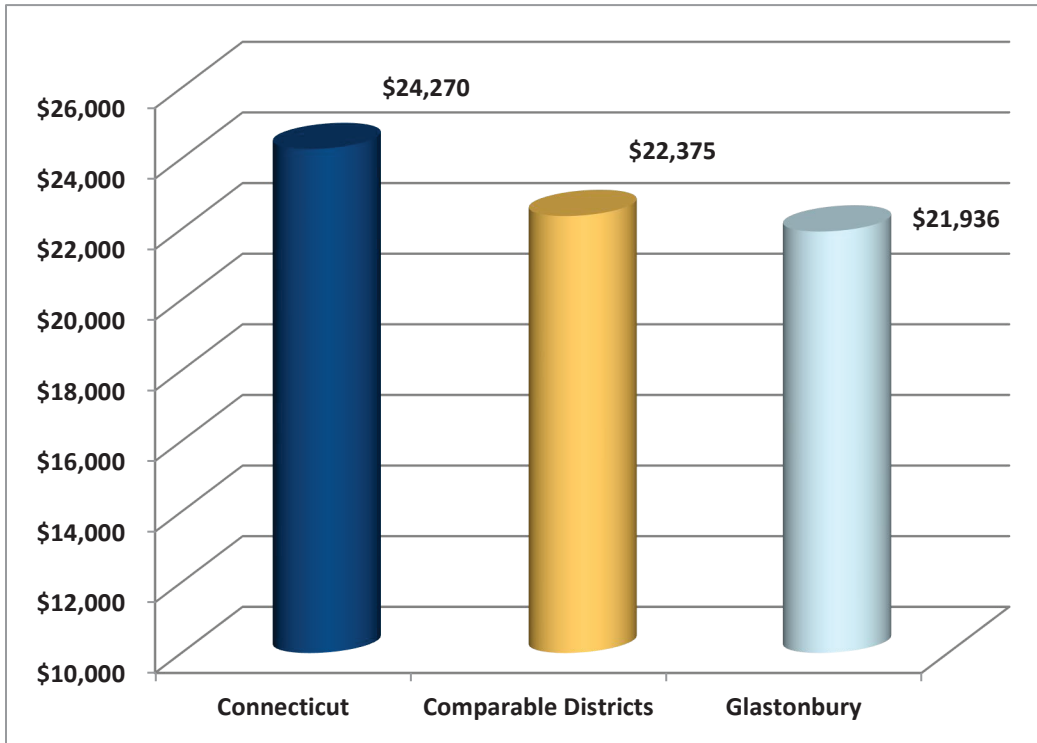
Adopted Budget Increases

Comparison Group	2021-22	2022-23	2023-24	2024-25	2025-26	Avg.
Glastonbury	1.61%	2.98%	2.85%	3.50%	3.93%	2.97%
Comparable Districts	2.93%	3.84%	4.48%	4.50%	4.48%	4.05%
COLA from SSA*	5.90%	8.70%	3.20%	2.50%	2.80%	4.62%

*Cost of Living Adjustments from SSA.GOV

Per Pupil Expenditures Comparison

2024-2025 PPE for Glastonbury, Comparable Districts, and CT



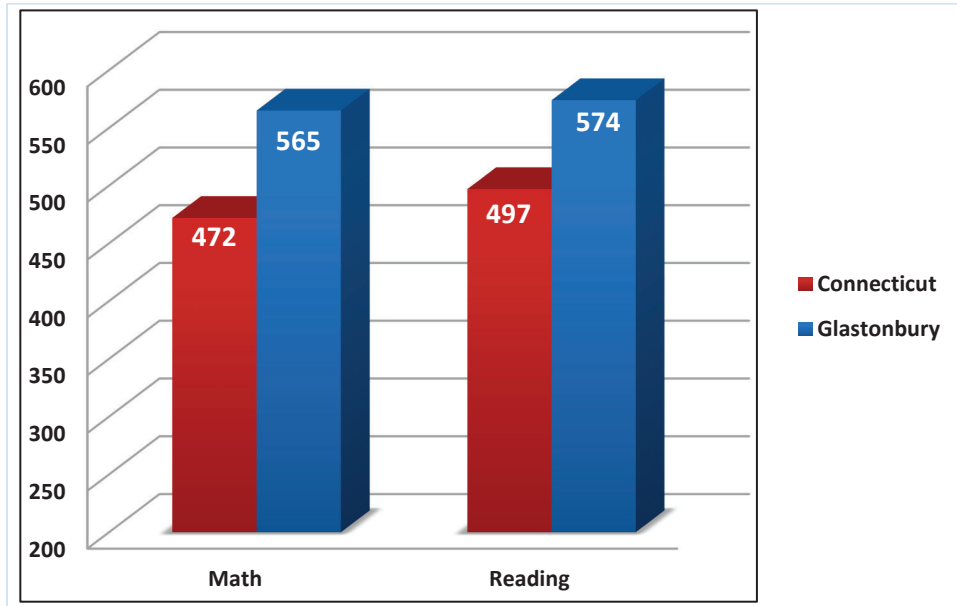
Projected Budget Using Other Comparison Group PPE's

Comparison Group	PPE	% Difference from Glastonbury	Budget Difference
Connecticut	\$24,270	10.6%	\$14,513,419
Comparable Districts	\$22,375	2.0%	\$2,738,381
Glastonbury	\$21,936	---	---

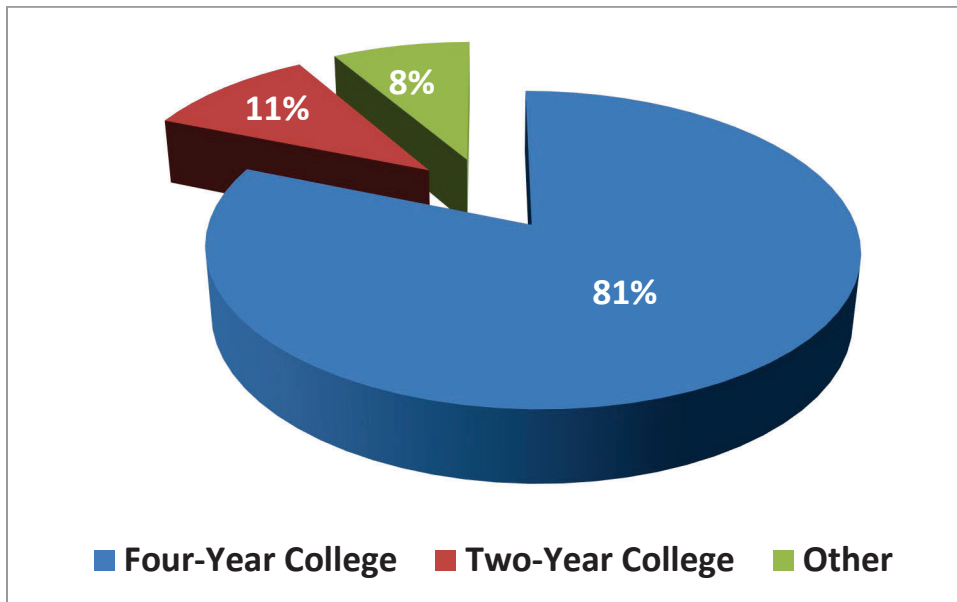
PPE from Connecticut State Department of Education, Oct 2025

SAT Performance & College Bound Students

SAT Performance: 2024-25 Average

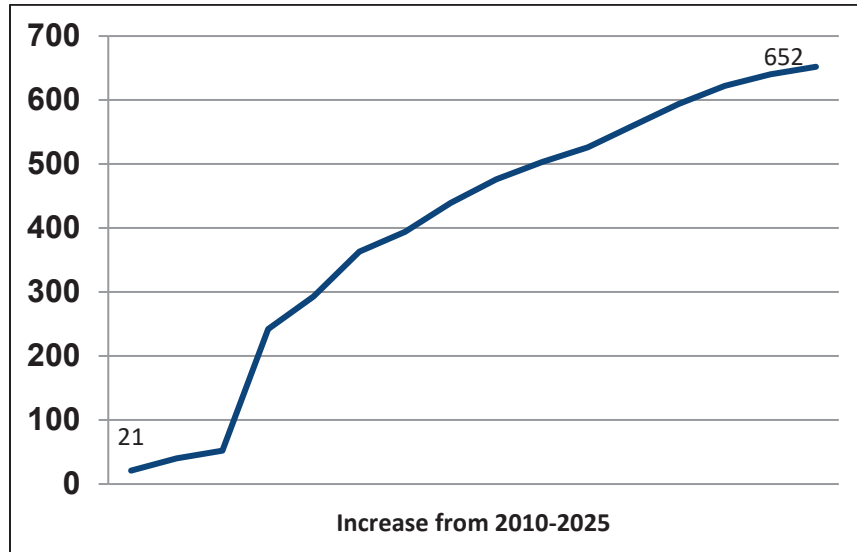


College Bound Students: Five-Year Average



High Deductible Health Plan & Health Insurance Costs

652 Out of 801 Employees Enrolled in HDHP



Health Insurance Costs

School Year	Budget Impact
2010-11	5%
2011-12	-3%
2012-13	8%
2013-14	1%
2014-15	-4%
2015-16	0%
2016-17	4%
2017-18	7%
2018-19	14%
2019-20	2%
2020-21	2%
2021-22	-5%
2022-23	-9%
2023-24	2%
2024-25	5%
2025-26	10%
2026-27	19%
17 year average	3.4%

Student Activities Fund

The Glastonbury Public Schools Student Activities Fund accounts are a separate fund that is used to support students. Primarily, their purpose is to enrich the education of students through extra-curricular activities, and at the secondary level, expose the students to the management of these activities and the cash flow involved. While all schools participate in curriculum-based field trips and periodic altruistic fundraisers, Glastonbury Student Activities also offer a diverse cross-section of after-school sports, clubs, summer camps, scholarship opportunities, along with Adult Education classes. Student Councils and school stores at various grade levels encourage leadership and responsibility. World language, FFA, music, art and science offer educational trips to various states and countries, further enhancing studies and future career opportunities.

Revenue is generated from student fundraisers, private donations, rebate programs, ticket sales, dues and fees for activities. An important part of the educational process, the money supports activities that are not financed in the Board of Education operating budget and can often provide student assistance if needed.

To promote the safe handling of student, parent and community money, Glastonbury has maintained a centralized accounting system. The Student Activity Coordinator maintains an average of 245 accounts, verifies deposits and approved expenses, and provides training to advisors and personnel at each school. All payments are submitted for at least two levels of approval before being processed. Transactions are reviewed by the Business Manager to ensure the appropriate use of student and community funds, along with an annual audit completed by the town's independent auditors.

Statement of Account Balances			
Fiscal Year	Income	Disbursements	Balance
2016-2017	\$1,570,583	\$1,538,135	\$1,053,045
2017-2018	\$1,620,886	\$1,470,349	\$1,203,582
2018-2019	\$1,684,864	\$1,471,796	\$1,416,650
2019-2020	\$1,332,893	\$1,385,926	\$1,363,618
2020-2021	\$1,159,030	\$1,120,532	\$1,400,541
2021-2022	\$1,633,905	\$1,635,274	\$1,399,174
2022-2023	\$2,187,907	\$2,255,202	\$1,331,880
2023-2024	\$2,371,116	\$2,235,670	\$1,467,326
2024-2025	\$2,678,871	\$2,618,982	\$1,527,215

Food Service Department Budget Projections

	<u>Actuals</u> <u>2024-2025</u>	<u>Projected</u> <u>2025-2026</u>	<u>Estimated</u> <u>2026-2027</u>
Beginning Balance	\$1,413,047	\$1,053,143	\$539,068
Income			
Lunch, Milk, Breakfast, A la Carte	1,510,689	1,485,000	1,485,000
Federal Reimbursement	993,594	963,400	963,400
State Reimbursement	34,778	35,000	35,000
Catering	31,809	32,000	32,000
Miscellaneous	0	0	0
Interest Income	0	0	0
Healthy Snack Reimbursement	46,939	45,000	45,000
BOE	0	0	0
Total Income	\$2,617,809	\$2,560,400	\$2,560,400
Expenses			
Supplies	1,390,966	1,415,777	1,439,596
Personnel Expenses	1,534,173	1,582,198	1,674,213
Equipment	52,574	75,000	25,000
Miscellaneous	0	1,500	1,500
Total Expenses	2,977,713	3,074,475	3,140,309
Net income/loss	(\$359,904)	(\$514,075)	(\$579,909)
Current Balance	\$1,053,143	\$539,068	(\$40,841)

<u>Lunch</u>			
Grades 1-6	\$3.00	\$3.50	\$3.50
Grades 7-12	\$3.50	\$4.00	\$4.00
Adult	\$4.50	\$5.50	\$5.50
<u>Breakfast</u>			
Grades 1-6	\$1.50	\$2.00	\$2.00
Grades 7-12	\$1.50	\$2.00	\$2.00

LINKS Data - June 30, 2025

	End of Year # Glastonbury Students	End of Year # Tuition Students from Other Towns	# Glastonbury Students Returned to Neighborhood School	# Tuition Students Returned to District of Residence
Grades K-2	7	1	0	0
Grades 3-5	10	4	1	0
Grades 6-8	10	6	6	1
Grades 9-12	22	7	6	3
Transition Academy	17	0	N/A	N/A
Intensive PRIDE	<u>9</u>	<u>2</u>	<u>0</u>	<u>0</u>
Total	75	20	12	4

Over the course of the year, we provided programming for 97 Glastonbury students and 24 tuition students.

The additional four classrooms and staff allow for up to 32 additional students in 2025-2026.

Annual Tuition Charged for each Out-of-Town Student - Base Tuition (related services billed per IEP Hours)

2024-25 \$64,558/\$98,000 (K/1 and Intensive)

Total Tuition Received 2024-2025 - \$2,434,092

Estimated Annual Out-of-District Costs for Glastonbury Students Without LINKS

<u>Grade Level</u>	<u>Annual Costs</u>
Elementary	\$1,700,000
Secondary	\$2,880,000
Transition Academy	\$1,530,000
Intensive PRIDE	<u>\$1,575,000</u>
Total Estimated Gross Costs	\$7,685,000

Estimated Savings for GPS from LINKS

Estimated Gross Tuition <u>Costs without LINKS</u>		<u>Estimated LINKS Costs</u>		<u>Tuition Received</u>		<u>Net Savings</u>
\$7,685,000	minus	\$2,556,452	plus	\$2,434,092	equals	\$7,562,640

LINKS Revenue and Disbursements

Income

	2021-2022	2022-2023	2023-2024	2024-2025	Projected 2025-2026	Projected 2026-2027
Number of students from other towns	16	19	19	23	23	23
LINKS revenue	\$1,207,979	\$1,477,940	\$1,935,017	\$2,434,092	\$2,434,092	\$2,434,092

Distribution of Revenue

	2021-2022	2022-2023	2023-2024	2024-2025	Projected 2025-2026	Projected 2026-2027
Additional expenditures for operating budget	\$907,979	\$1,177,940	\$1,835,017	\$2,334,092	\$2,334,092*	\$2,334,092*
Transfer to unexpended fund	\$300,000	\$300,000	\$100,000	\$100,000	\$100,000	\$100,000

Maintenance Fund for Eastbury

	2021-2022	2022-2023	2023-2024	2024-2025	Projected 2025-2026	Projected 2026-2027
Balance	\$1,050,000	\$1,350,000	\$1,650,000	\$1,750,000	\$1,850,000	\$1,950,000

* Offsets tuition

Unexpended Educational Fund*

Unexpended Educational Fund Use 2013-2024

- Concrete sidewalks - All Schools
- Eastbury Playscape
- Eastbury Water Tank
- Gideon Welles Septic Tank Cleaning and Repairs
- Roof Repairs - Hebron Ave, Nayaug, Hopewell, Buttonball, Naubuc, Gideon Welles, Smith, and GHS
- Smith Phone System
- Smith Repair Hot Water Piping and Fittings
- Boiler Water Treatment and Cooling Towers Preventative Maintenance – All Schools
- GHS Auditorium Seat Covering
- Library Air Conditioning - Buttonball, Hebron Ave, and Hopewell
- GEHMS Planetarium Replacement of Electrical Panel
- GHS Greenhouse
- Naubuc Second Floor Study and Architectural Work
- Naubuc 2nd Floor Project
- Nayaug Chiller
- GHS Expanded Storage

2024-2025

- Strength and Conditioning Center Project
- Additional Naubuc 2nd Floor Work
- HVAC Summer Project Overage
- Replacement of Naubuc Kitchen Door
- 12 Boards for SMS Technology
- Replacement Accordion Room Divider at Hopewell

*Funds transferred at end of the fiscal year.

Early Learning Center Data and Budget

Data

Enrollment	2024-25	Projected 2025-26
Infants	7	8
Toddlers	28	28
Preschool	17	18
Pre-K	17	19
Staffing		
Full-Time	17	18
Part-Time	5	5

Budget

Income	2024-25	Projected 2025-26
Tuition	\$966,009	\$1,000,850
Expenses		
Wages/Benefits	\$822,983	\$967,097
Furniture/Curriculum	\$26,740	\$3,500
Supplies	\$24,543	\$26,500
Net Income/Loss	\$91,743	\$3,753

CIP



Capital Improvement Plan

Fiscal Years

2027

2028

2029

2030

2031

BOE Approved: November 24, 2025

Capital Improvement Projects (CIP) Form

November 24, 2025

Summary by Fiscal Year			
YR	Location	Description	Est. Cost
Projects for Fiscal Years 2027-2031			
2027	GHS	Replacement Turf – Stadium Field (TOG CIP Funding Chart Item B-2)	\$630,000
2027	GHS	Roof Replacement <i>** Funded by 2025 Referendum \$6M</i>	<i>Bond Notes</i>
2027	GHS	Replace (8) Tennis Court Surfaces – New with Post Tension Concrete	\$1,700,000
2027	Naubuc	Design - Boiler and Heating System Replacement	\$75,000
2027	GHS	Resurface/Reline Outdoor Track	\$325,000
2027	Buttonball	Repave Parking Surfaces	\$200,000
2027	Buttonball	Replace Kitchen Floor and Cafeteria Floor	\$200,000
2027	GHS	Replace Gym Divider Curtains	\$250,000
2027	Hebron Ave	Replacement of Playscape (Multiple Year Plan)	\$500,000
Sub Total Year 2027:			\$3,880,000
2028	Naubuc	Roof Replacement <i>** Funded by 2025 Referendum \$1.2M</i>	<i>Bond Notes</i>
2028	Naubuc	Replacement - Boiler and Heating System	\$950,000
2028	Hebron Ave	Repave Parking Surfaces	\$290,000
2028	Various	Refurbish Rubber Gym Floors – HO, HE, BB, EA (\$60K ea.) GW \$75K	\$315,000
2028	Smith Middle	Design Roof Replacement	\$75,000
2028	Naubuc	Replacement of Playscape (Multiple Year Plan)	\$500,000
Sub Total Year 2028:			\$2,130,000
2029	Smith Middle	Replacement Roof** (150,000 SF BUR) (28,000 SF Shingles)	\$3,925,000
2029	GHS	Restore Exterior Fascia Panels	\$600,000
2029	Eastbury	Replacement of Playscape (Multiple Year Plan)	\$500,000
Sub Total Year 2029:			\$5,025,000
2030	Smith	Chiller Replacement (2)	\$760,000
2030	GHS	Chiller Replacement (2)	\$900,000
2030	GHS	Repave Parking Surfaces – Area 4 (Baldwin Rear, Hubbard Front)	\$200,000
2030	Eastbury	Carpet Removal/Replacement (VCT & VAT abatement)	\$500,000
2030	Hopewell	Replacement of Playscape (Multiple Year Plan)	\$500,000
Sub Total Year 2030:			\$2,860,000
2031	GHS	Elevator Replacement (1973 section)	\$700,000
2031	GW	Carpet Removal/Replacement Entire School (VCT/VAT abatement)	\$1,000,000
2031	GHS	Kitchen Floor Replacement	\$100,000
2031	Naubuc	Cafeteria Floor Replacement	\$150,000
2031	Nayaug	Replacement of Playscape (Multiple Year Plan)	\$500,000
Sub Total Year 2031:			\$2,450,000
**Roof Replacements >20 years are eligible for State School Construction Grant (Non-Priority category projects have no State DAS application deadlines)			

Estimated Costs:

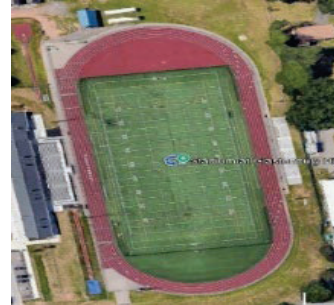
Cost estimates listed are indicative of current market conditions. The construction industry has seen significant material and labor price increases due to global supply shortages, labor shortages and inflation. It is difficult to determine with any accuracy how future construction costs, at the time of bidding, will compare to market costs of today.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department: Board of Education	
Project Title:	High School Replace Existing Turf Field
Priority:	1 – Programmatic Needs Started



Project Description and Status

The existing Multi-Purpose Field is near its useful life. This field is widely used by all school athletics teams, PE Classes and by town athletic programs throughout the year. The field has been maintained around activities but it is utilized daily and weekends except during snow events. The field remains safe to play on but plans to replace it are needed.

The plan is to bid and replace the field turf with companies that manufacture fields which do not use PFAS and crumb rubber made from recycled tires. Strict design specifications during bidding will require lab certifications from companies that can ensure these substances are not used through their engineering, material procurement, production process and from supplier controls. Only companies that meet this requirement will be considered.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
\$270,000	\$630,000	-	-	-	-	\$900,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department: Board of Education	
Project Title:	High School Roof Replacement
Priority:	



Project Description and Status

Roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Due to timelines with the grant process, design was funded in 2025 and construction is anticipated in 2027. This timeline factors in the local regulatory process for State Grant as well as the School Construction Grant review and plan approval process.

The entire roof surface is comprised of (26) roof areas totaling 137,206 square feet. In 1991, all roofs were replaced, except Building A (newest addition) and the Gym/Pool roof. These roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts (BUR). The physical appearance is in fair to poor condition. There are multiple signs of erosion of the ballast, alligatored surfaces, shrinkage and cracking of the felts, delamination of expansion joints and flashing components. Repairs have been performed over the years and continues as needed. However, a built up and stone ballasted roof system has a “limited-service life” due to thermal changes, given the fact that its primary component is hot asphalt. Included in the budget is an estimated \$250,000 for removal and reinstallation of the solar panels.

*****The Town is issuing a Bond Referendum in November 2025 to fund the project through the issuance of Bond Notes amounting to \$6,000,000.***

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	**Bond Note	-	-	-	-	

Estimated Operating Budget Requirements

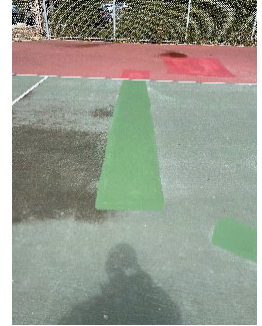
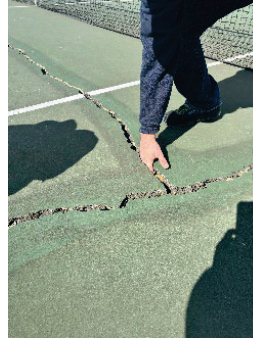
No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department:	Board of Education
Project Title:	High School Replace (8) Outdoor Tennis Courts
Priority:	1 – Outside Projects



Project Description and Status

The existing Tennis Courts were constructed during the 2005 renovations. The existing outdoor courts have been repaired over the past several years. However, winters have created significant expansion with large gaps to the concrete and finish surface. We have filled and made repairs but a long-term solution is needed such as reclamation and/or complete replacement with post tension concrete or other methods.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$1,700,000	-	-	-	-	\$1,700,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department: Board of Education	
Project Title:	Naubuc School Replace Boiler System
Priority:	1 - Study



Project Description and Status

The design funding requested in 2027 will consist of engineering plans and specifications for the replacement of all heating systems including the boilers, piping and energy management controls.

The new heating system replacement proposed in 2028, will replace the original 1983 steam heating plant and conversion to a hydronic hot water pipe system. This will provide higher efficiency, reduced energy costs and the modern mechanical infrastructure for a long-term life cycle and optimal occupant comfort.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$75,000	\$950,000	-	-	-	\$1,025,000

Estimated Operating Budget Requirements

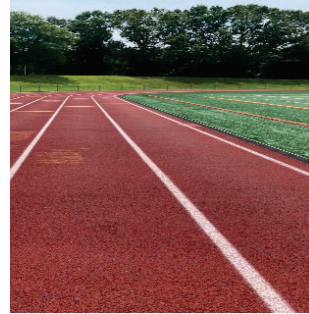
Annual operating costs (primarily electric utilities) will be quantified.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department: Board of Education	
Project Title:	High School Re-Surface Outdoor Track
Priority:	1 – Programmatic Needs Started



Project Description and Status

The existing outdoor track is approximately 5,000 SY of rubber track surface, six lanes wide. Resurfacing materials must be compatible with existing rubber surface and shall be applied in compliance to manufacturers recommendations. Track damage will be repaired followed by two layers of ultraviolet resistant pigmented EPDM granules. Track lines will be marked by a surveyor and then lines and markings will be painted back to original layouts and color.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$325,000	-	-	-	-	\$325,000

Estimated Operating Budget Requirements

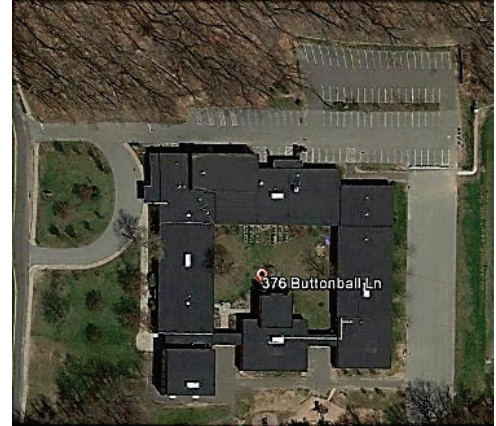
No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department: Board of Education	
Project Title:	Buttonball School Re-Pavement Parking Surfaces
Priority:	1 – Town Projects



Project Description and Status

This property has approximately 80,000 square feet of parking and this request will consist of an overlay or reclamation and re-pave of areas of the parking lot and driveways that need repair for safety to pedestrians and vehicles.

Upon completion, a preventative maintenance program to crack-fill and asphalt coat every 3-5 years would be recommended to preserve and extend the life of the bituminous concrete surfaces.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$200,000	-	-	-	-	\$200,000

Estimated Operating Budget Requirements

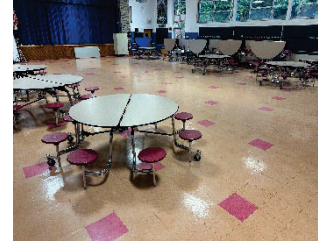
A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every five (5) years.

Capital Improvement Projects (CIP) Form

November 24, 2025

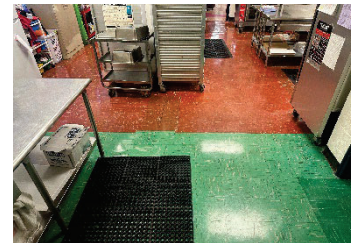
Overview

Department: Board of Education	
Project Title:	Buttonball Cafeteria & Kitchen Flooring Replacement Project
Priority:	2 – Inside Projects



Project Description and Status

The Buttonball School Cafeteria and Kitchen floors are near their useful life and should be considered for replacement. Area is approximately 4,500 sf Vinyl tile.



Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$200,000	-	-	-	-	\$200,000

Estimated Operating Budget Requirements

A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every five (5) years.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview



Department: Board of Education	
Project Title:	High School Gym Replace Divider Curtains
Priority:	1 – Inside Projects

Project Description and Status

The existing divider curtains in the gym provide the required space separation during Physical Education classes as well as during some Athletics games. There are nine (9) full height curtains that are motorized and cables lift or lower each curtain as needed. The top portion of the curtains are mesh material to allow ventilation to pass-through and the bottom half of the curtain is made from a heavy-duty vinyl for impacts and durability.

The curtain sizes are as follows: (L x H).

- (2) 55'x28'
- (2) 100'x28'
- (2) 30'x26'
- (2) 36'x26'
- and (1) 32'x55'

The current curtain motorized system consists of steel cables that are weaved through multiple grommets up vertically to a motor mounted on the steel roof beams and that coils the cable lifting the curtains. Each curtain is motorized independently to allow users the option to compartmentalize the floor space as desired for each event. The cable and grommet technology is old and the shear operation over the years has worn the cables and grommets. Motorized curtains are inspected annually for safety and operations. The age of the curtains is unknown but it is a recommended project that should be accomplished in the near future. The new technology that is designed today eliminates the cable and grommet system. It is a motorized lift system that operates similar to a roller shade with low maintenance for longer longevity and ease of operation. The cost of the new system includes removal of the old system and installation of the new curtain system.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$250,000	-	-	-	-	\$250,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department: Board of Education	
Project Title:	Elementary Schools Playscape Replacement
Priority:	2 – Outside Projects



Project Description and Status

The existing playscapes in our schools are inspected and maintained by our Park Department. As a recent report by their Certified Playscape Safety Inspector (CPSI) and the Director of Parks, it is our recommendation to plan for a multi-year replacement plan. We recommend a budget of \$500,000 annually to include design and replacement as listed below. The proposal factors in the current conditions, the age of the units and the limited parts available for older structures. The average life span of a Playground is 20 to 25 years.

1. Hebron Ave School: The large playground was installed in 1996.
2. Naubuc Elementary School: The playground was installed in 2004.
3. Eastbury School: The Playscapes were built in 1997. Due to the different needs of the school replacement is recommended.
4. Hopewell School: The 5-12 Playscape was installed in 2002.
5. Nayaug School: The 2-5 Playscape was built in 2008. The 5-12 Playscape was Built in 2007.
6. Gideon Welles: The equipment was installed in 2010.
7. Buttonball School: The 5-12 Playscape was installed in 2020 along with the Exercise equipment after the tree fell on the old Playscape. The swings are from 1986 and need replacing as no parts are available.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$2,500,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department: Board of Education	
Project Title:	Naubuc School Roof Replacement
Priority:	



Project Description and Status

Roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Due to timelines with the grant process, design funding was set in 2026 and construction is anticipated for 2028. This timeline factors in local regulatory process for state grant as well as the School Construction Grant review and plan approval process.

The roof surface that is a built-up (BUR) is approximately 43,539. These roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts. The physical appearance is in poor condition as maintenance has been performed over the years. Additionally, the K-Wing is a “Hip-Roof” design and the pitched portion of the roof is asphalt shingle previously replaced in 1996. However, in keeping with the anticipated roof replacement schedule, we are recommending replacement of all the BUR areas (43K sf) and shingle section (18K sf) to be done in 2028.

The recommended system for the BUR areas is an EPDM (ethylene propylene diene monomer) a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, and it does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof specialist. This roof system provides the longest life cycle in the industry and is the recommended system by Silver Petrucelli + Associates who completed our roof survey back in November 2019. The areas of the existing asphalt shingles are recommended to be replaced with a 50-year architectural shingle.

*****The Town is issuing a Bond Referendum in November 2025 to fund the project through Bond Notes in the amount of \$1,200,000.***

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	**Bond Notes	-	-	-	

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department: Board of Education	
Project Title:	Hebron Ave School Re-Pavement Parking Surfaces
Priority:	



Project Description and Status

This property has approximately 117,000 square feet of parking. This request will consist of an overlay or reclamation and re-pave of areas of the parking lot and driveways that need repair for safety of pedestrians and vehicles.

Upon completion, a preventative maintenance program to crack-fill and asphalt coat every 3-5 years would be recommended to preserve and extend the life of the bituminous concrete surfaces.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	\$290,000	-	-	-	\$290,000

Estimated Operating Budget Requirements

A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every 5 years.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department: Board of Education	
Project Title:	Refurbish Rubber Gym Floor GHS, HO, HE, BB, EA and GW.
Priority:	



Project Description and Status

All Glastonbury Schools have rubberized gym floor surfaces which are widely used twelve months a year. Due to the use, it is important to perform professional gym floor resurfacing services every 10 years to help prolong the life of a gym floor. This is recommended over a complete replacement as it is a significant cost savings as well as environmentally prudent.

The work for GHS is funded in 2026.

The work in 2028 would be for HO, HE, BB, EA and GW.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	\$315,000	-	-	-	\$315,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department: Board of Education	
Project Title:	Smith Middle School Design & Replacement Roof
Priority:	



Project Description and Status

Roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement.

The roof surface that is a built-up (BUR) is approximately 150,000 square feet originally built in 2000. These roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts. The physical appearance is in in good condition as maintenance has been performed over the years. Additionally, a “Hip-Roof” consists of the pitched portion with asphalt shingles approximately 28,000 sf. Some repairs have been made over the years. It is recommended to plan for Design in 2028 and Replacement in 2029.

The recommended system for the BUR areas is an EPDM (ethylene propylene diene monomer) — a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof specialist. This roof system provides the longest life cycle in the industry and is the recommended system by Silver Petrucelli + Associates who completed our roof survey back in November 2019. The areas of the existing asphalt shingles are recommended to be replaced with a 50-year architectural shingle.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	\$75,000	\$3,925,000	-	-	\$4,000,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department:	Board of Education
Project Title:	GHS Restore Exterior Fascia Panels
Priority:	



Project Description and Status

This project will consist of repairing damaged metal panels and respraying the entire metal panels with a coating that will seal and re-color coat the surface with an electro-static application designed to bond to the metal. We will explore various engineering methods that considers cost effectiveness and lifespan.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	\$600,000	-	-	\$600,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department:	Board of Education
Project Title:	GHS and Smith School Chiller Replacements
Priority:	



Project Description and Status

This project will consist of engineering plans and specifications followed by the replacement of ground mounted and roof mounted chillers listed below. EUL¹ is 20 years with this type of major equipment. Service, maintenance and repairs have been performed over the years. Some of the major units may be eligible for energy grants through Eversource.

GHS

- (2) Pad Mounted Air-Cooled Chillers (2004) 180 Tons Ea. (\$380K Ea.) in 2030

Smith Middle

- (2) McQuay Rooftop Air-Cooled Chillers (2000) 300 Tons Ea. (\$450K Ea.) in 2030

Total estimated project cost including design is \$1,660,000.

¹ Estimated Useful Life

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	\$1,660,000	-	\$1,660,000

Estimated Operating Budget Requirements

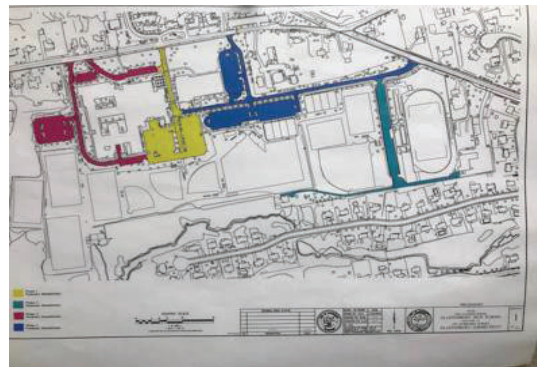
Annual operating costs (primarily electric utilities) will be quantified.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department:	Board of Education
Project Title:	High School Pavement Rehabilitation
Priority:	



Project Description and Status

The High School campus has approximately 392,000 square feet of parking. In coordination with the Town annual repaving plan, a multi-year reclamation and repave of parking lots was established based on conditions. A budget of \$200K for each area of the site map was prepared by Town Engineering. The multi-year plan has been in place to anticipate current and future needs that will address the entire site.

At this time the following has been completed:

- In 2019 the Entrance “C” Area
- In 2022, the Senior Lot Entrance “D” Area
- In 2025, the Junior Lot Entrance “D” Area

Finally, the Baldwin and Front Entrance parking lots as well as the driveways are the newest pavements during the addition of the science wing in 2006. Those areas are in good condition and the 2030 request is a placeholder in the event we anticipate the need to do them.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	\$200,000	-	\$200,000

Estimated Operating Budget Requirements

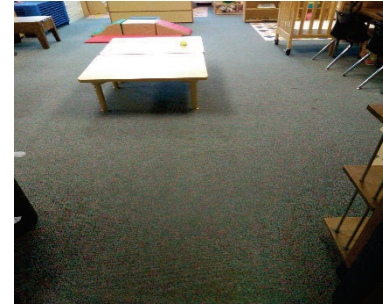
A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every 5 years.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department:	Board of Education
Project Title:	Eastbury School Carpet and Flooring Project
Priority:	



Project Description and Status

The programs at Eastbury School include Early Learning Center, Integrated Preschool, LINKS Academy and the Transition Academy. All classrooms are currently carpeted since the school was a K-5 program. Carpets are serviced daily and periodically shampooed but they should be replaced in the near future due to wear.

We propose to study each program closely with administration to determine what floor surface meets each individual program and to determine what floor surface would be best for each area. Additionally, we must inspect areas under existing carpeting to determine if there is existing vinyl tile that must be removed or restored. This survey and discussions will be done prior to 2030 to better understand possible costs or if phasing is possible to complete the work with the least amount of disruption to programs.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	\$500,000	-	\$500,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department:	Board of Education
Project Title:	GHS 1973 Wing Elevator Replacement
Priority:	



Project Description and Status

This project involves the replacement of the elevator by the Kitchen hallway that serves three floor levels for students and staff. The unit is original to the 1973 wing and has undergone repairs over the years. The unit should be replaced in the next few years.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$700,000	\$700,000

Estimated Operating Budget Requirements

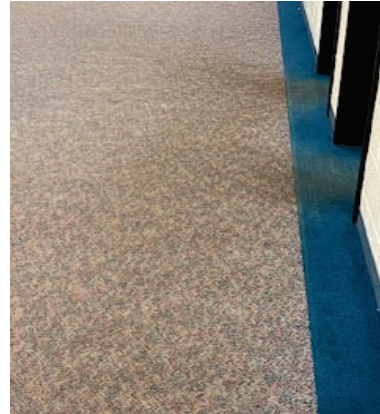
No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department:	Board of Education
Project Title:	Gideon Welles School Carpet and Flooring Project
Priority:	



Project Description and Status

The Gideon Welles School is mostly carpeted that was installed back when the school was an all 6th grade program. Carpets are serviced daily and periodically shampooed but they should be replaced in the near future due to wear. Additionally, we must inspect areas under existing carpeting to determine if there is existing vinyl tile that must be removed or restored. A survey and discussions will be done prior to 2031 to better understand possible costs or if phasing is possible to complete the work with the least amount of disruption.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$1,000,000	\$1,000,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department:	Board of Education
Project Title:	GHS Kitchen Floor Flooring Restoration Project
Priority:	



Project Description and Status

The High School Kitchen floor has signs of wear over the epoxy and we are exploring if the floor can be refinished or possibly consider a more durable surface for greater longevity.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$100,000	\$100,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 24, 2025

Overview

Department:	Board of Education
Project Title:	Naubuc Cafeteria Flooring Replacement Project
Priority:	



Project Description and Status

The Naubuc School Cafeteria and Kitchen floor is near its useful life. It should be considered for replacement. Area is approximately 4,000 sf of vinyl and ceramic tile.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$150,000	\$150,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Budget By Program

PROGRAM 0200: ART

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	0.80 *	0.80 *	0.80 *	0.80 *	0.80 *
TEACHERS	14.20	13.20	13.20	11.60	11.60
SALARIES					
ADMINISTRATIVE	117,123	122,944	128,951	128,951	147,723
TEACHERS	1,329,115	1,277,203	1,366,182	1,186,208	1,274,102
FIELD TRIPS	326	101	500	500	500
SUBTOTAL	1,446,564	1,400,248	1,495,633	1,315,659	1,422,325
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	47,320	30,726	50,000	50,000	45,000
OTHER					
DUES/FEES	1,895	565	2,000	2,000	2,000
TOTAL	1,495,779	1,431,539	1,547,633	1,367,659	1,469,325

* DIRECTOR TEACHES .20

PROGRAM 0300: ELEMENTARY EDUCATION K - 6

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	1.80	1.80	0.00 *	0.00 *	0.00 *
TEACHERS	151.00	155.00	157.00	157.00	153.00
SALARIES					
ADMINISTRATIVE	299,803	307,537	0 *	0 *	0 *
TEACHERS	15,019,261	15,623,857	16,596,117	16,267,353	16,662,133
PARAEDUCATORS, P-T, SCIENCE	24,736	26,347	26,330	27,116	28,871
IN-CLASS TUTORS/PARAS	90,234	91,946	120,226	120,226	120,226
SUMMER SCHOOL (AE)	18,821	28,088	20,000	23,616	25,000
LANG.ARTS/MATH -TUTORS/PARAS	699,037	671,540	785,764	785,764	785,764
DRIVERS/EARLY LITERACY PROGRAM (NA)	799	0	3,000	251	500
FIELD TRIPS	13,482	18,440	15,000	15,000	18,500
SUBTOTAL	16,166,173	16,767,755	17,566,437	17,239,326	17,640,994
PURCHASED SERVICES					
EXPLORING THE ARTS (GW)	9,445	9,428	9,500	9,500	9,500
MAGNET SCHOOL	0	(128,065)	(125,000)	(125,000)	(125,000)
SUBTOTAL	9,445	(118,638)	(115,500)	(115,500)	(115,500)
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	384,109	416,354	333,106	333,106	410,000
TECHNOLOGY - SOFTWARE	14,317	10,625	15,000	15,000	15,000
SUBTOTAL	398,426	426,979	348,106	348,106	425,000
OTHER					
DUES/FEES	9,713	11,290	10,000	10,000	10,000
TOTAL	16,583,757	17,087,386	17,809,043	17,481,932	17,960,494

* 25-26 FY POSITION/FUNDING REALLOCATED TO SUBJECT-AREA PROGRAMS

BUDGET IMPACT INFORMATION

Program: 0300 - Elementary Education
Location: Salaries
Item: Teachers - 4.0 FTE Decrease
Cost: (\$340,000) Including Benefits

Rationale and Supporting Information

We recommend an overall decrease of 4.0 FTE elementary classroom teachers next year. This is based on the projected enrollment at each grade level in individual elementary schools for 2026-27. While the total number of elementary students is expected to increase, the distribution of students across schools allows for a reduction of four sections without impacting appropriate class sizes. This budgeted decrease is based on current projections and will be monitored throughout the spring in the event further adjustments in either direction are warranted.

BUDGET IMPACT INFORMATION

Program: 0300 - Elementary Education
Location: Supplies/Materials
Item: Instructional Materials
Cost: \$76,894 Increase

Rationale and Supporting Information

This account funds elementary level instructional supplies for social studies, science, math, and language arts. Annually, this cost is based on student enrollment, inflation rates, and unique department requests.

The requested increase for the 2026–27 school year is based on actual expenditures from 2024–25, providing a more accurate reflection of instructional supply needs. This look-back is necessary as current-year expenditures are not yet available at the time of budget development.

Beginning this fiscal year, this budget line also includes consumable materials to support purposeful play, such as tape, glue, craft sticks, and paint, that foster creativity, collaboration, and problem-solving in young learners. Funds also support high-quality decodable texts to ensure students have accessible print materials for applying foundational phonics skills.

PROGRAM 0400: ENGLISH 7-12/LANGUAGE ARTS K-12

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	1.50	1.50	2.00 *	2.00 *	2.00 *
TEACHERS (ENGLISH)	26.00	25.00	25.00	25.00	25.00
TEACHERS (READING)	13.00	12.00	12.00	12.00	12.00
SALARIES					
ADMINISTRATIVE	233,067	263,642	358,552 *	358,552 *	369,308 *
TEACHERS (ENGLISH)	2,833,901	2,742,314	2,846,870	2,797,088	2,886,149
TEACHER (READING)	1,438,970	1,351,196	1,394,300	1,385,074	1,427,532
TUTORS	15,247	25,107	33,696	33,696	34,992
FIELD TRIPS (ENGLISH)	23	321	300	300	300
SUBTOTAL	4,521,209	4,382,580	4,633,718	4,574,710	4,718,281
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS (ENGLISH)	5,117	3,766	4,000	4,000	3,000
INSTRUCTIONAL MATERIALS (READING)	1,738	1,056	1,500	1,500	1,500
TESTING MATERIALS (READING)	2,120	2,145	4,000	4,000	3,000
TECHNOLOGY SOFTWARE (ENGLISH)	7,774	19,989	21,170	21,170	21,675
SUBTOTAL	16,749	26,956	30,670	30,670	29,175
OTHER					
DUES & FEES	277	548	500	500	500
TOTAL	4,538,235	4,410,084	4,664,888	4,605,880	4,747,956

*25-26 FY POSITION/FUNDING REALLOCATED FROM ELEMENTARY EDUCATION

PROGRAM 0500: MATHEMATICS 7-12

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	0.60	0.60	1.00 *	1.00 *	1.00 *
TEACHERS	27.20	27.20	28.20	28.20	28.20
SALARIES					
ADMINISTRATIVE	103,389	105,457	179,276 *	179,276 *	184,654 *
TEACHERS	2,795,461	2,870,811	3,092,671	3,071,652	3,196,080
TUTORS	53,636	52,166	33,696	33,696	34,992
MATH LAB SUPV.	4,500	4,500	4,500	4,500	4,500
FIELD TRIPS	154	191	200	200	200
SUBTOTAL	2,957,141	3,033,124	3,310,343	3,289,324	3,420,426
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	8,766	5,027	8,000	8,000	8,000
TECHNOLOGY - SOFTWARE	11,044	7,501	13,000	13,000	13,000
SUBTOTAL	19,810	12,528	21,000	21,000	21,000
OTHER					
DUES/FEES	2,449	2,465	3,000	3,000	3,000
TOTAL	2,979,399	3,048,117	3,334,343	3,313,324	3,444,426

* 25-26 FY POSITION/FUNDING REALLOCATED FROM ELEMENTARY EDUCATION

PROGRAM 0600: SCIENCE 7-12

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	0.50	0.50	1.00 *	1.00 *	1.00 *
TEACHERS	31.00	31.00	31.00	31.00	31.00
PARAEDUCATORS	3.00	3.00	3.00	3.00	3.00
SALARIES					
ADMINISTRATIVE	86,157	87,881	179,276 *	179,276 *	184,654 *
TEACHERS	3,424,133	3,409,160	3,568,019	3,534,762	3,664,990
PARAEDUCATORS	93,876	81,231	86,894	89,641	94,192
FIELD TRIPS	2,314	2,535	3,000	3,000	3,000
TUTOR CREST LAB	24,856	22,541	33,696	33,696	34,992
SUBTOTAL	3,631,335	3,603,348	3,870,885	3,840,375	3,981,828
PURCHASED SERVICES					
TRANSPORTATION/MENTOR PROGRAM	7,960	13,532	20,000	20,000	20,000
PRINTING	1,586	1,425	2,000	2,000	2,000
SUBTOTAL	9,546	14,957	22,000	22,000	22,000
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	54,603	64,517	70,000	70,000	70,000
TECHNOLOGY SOFTWARE	6,736	6,136	12,000	12,000	10,000
SUBTOTAL	61,338	70,653	82,000	82,000	80,000
OTHER					
DUES/FEES	2,200	1,858	3,000	3,000	3,000
TOTAL	3,704,420	3,690,816	3,977,885	3,947,375	4,086,828

* 25-26 FY POSITION/FUNDING REALLOCATED FROM ELEMENTARY EDUCATION

PROGRAM 0700: HISTORY & SOCIAL SCIENCE 7-12

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	0.60	0.60	1.00 *	1.00 *	1.00 *
TEACHERS	22.00	22.00	22.00	22.00	22.00
SALARIES					
ADMINISTRATIVE	87,842	92,208	161,189 *	161,189 *	184,654 *
TEACHERS	2,409,041	2,296,509	2,443,424	2,462,352	2,545,000
FIELD TRIPS	361	0	2,000	2,000	500
SUBTOTAL	2,497,244	2,388,717	2,606,613	2,625,541	2,730,154
PURCHASED SERVICES					
RESOURCE SPEAKERS	775	900	1,500	1,500	1,250
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	7,891	6,626	8,000	8,000	10,000
TECHNOLOGY SOFTWARE	13,476	13,929	14,000	14,000	14,000
SUBTOTAL	21,367	20,554	22,000	22,000	24,000
OTHER					
DUES/FEES	0	82	2,000	2,000	500
TOTAL	2,519,387	2,410,253	2,632,113	2,651,041	2,755,904

* 25-26 FY POSITION/FUNDING REALLOCATED FROM ELEMENTARY EDUCATION

BUDGET IMPACT INFORMATION

Program: 0700 - History & Social Sciences 7-12
Location: Supplies/Materials
Item: Instructional Materials
Cost: \$2,000.00 Increase

Rationale and Supporting Information

An increase of \$2,000 in instructional materials reflects rising enrollment in Advanced Placement (AP) courses and the upcoming renewal of expiring AP textbook subscriptions. This adjustment ensures that all students have access to current, high-quality resources that support rigorous, college-level instruction.

PROGRAM 0900: CAREER & TECHNICAL EDUCATION

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	0.90	0.90	0.90	0.90	0.90
TEACHERS	17.00	17.00	17.00	17.00	17.00
SALARIES					
ADMINISTRATIVE	155,084	158,185	161,348	161,348	166,189
TEACHERS	1,619,615	1,714,915	1,798,519	1,802,460	1,882,547
TRANSPORT/TECHNICAL SCHOOLS	30,328	25,673	35,823	35,823	36,897
FIELD TRIPS	542	79	1,000	1,000	500
SUBTOTAL	1,805,569	1,898,852	1,996,690	2,000,631	2,086,133
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	130,208	143,044	147,597	147,597	150,000
TECHNOLOGY SOFTWARE	13,583	11,101	16,158	16,158	16,000
SUBTOTAL	143,791	154,145	163,755	163,755	166,000
OTHER					
DUES/FEES	100	915	1,000	1,000	1,000
TOTAL	1,949,460	2,053,912	2,161,445	2,165,386	2,253,133

PROGRAM 1000: COMMUNITY SERVICES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
CUSTODIANS	2.50	2.50	2.50	2.50	2.50
SECRETARIAL	0.75	0.75	0.75	0.75	0.75
SALARIES					
CUSTODIAL, HIGH SCHOOL	147,650	152,000	153,950	152,900	152,900
SECRETARIAL	42,667	32,480	43,836	42,806	45,365
PART-TIME/OVER-TIME, SYSTEMWIDE	141,817	156,938	188,069	188,069	193,711
AUDIO-VISUAL SERVICES	28,867	31,911	31,232	31,232	32,968
SUBTOTAL	361,001	373,328	417,087	415,007	424,944
SUPPLIES/MATERIALS					
SUPPLIES	12,664	31,050	16,000	16,000	16,000
TOTAL	373,665	404,378	433,087	431,007	440,944
CUSTODIAL FEE OFFSET	0	0	(30,000)	(30,000)	(33,000)
BUDGET TOTAL	373,665	404,378	403,087	401,007	407,944

PROGRAM 1100: PACE: MATH/SCIENCE RESOURCE

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
TEACHERS	6.00	6.00	6.00	6.00	6.00
SALARIES					
TEACHERS	649,984	662,930	682,998	682,998	703,504
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	1,757	2,004	2,000	2,000	2,000
OTHER					
DUES/FEES	1,685	1,915	2,000	2,000	2,000
TOTAL	653,426	666,849	686,998	686,998	707,504

PROGRAM 1300: WORLD LANGUAGE & ML

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	1.00	1.00	1.00	1.00	1.00
TEACHERS	40.90	40.90	40.90	39.90	39.90
TEACHERS (ML)	1.20	1.20	1.20	1.20	1.20
SALARIES					
ADMINISTRATIVE	146,404	153,680	161,189	161,189	184,654
TEACHERS	4,261,146	4,345,418	4,517,566	4,412,345	4,581,199
TEACHERS (ML)	140,492	143,516	147,761	147,761	152,133
FOREIGN LANGUAGE SUPV.	3,726	4,303	4,736	4,736	5,025
TUTORS (ML)	160,574	176,350	206,064	206,064	213,840
FIELD TRIPS	1,959	2,324	3,000	3,000	3,000
FIELD TRIPS (ML)	0	0	1,000	1,000	1,000
SUBTOTAL	4,714,301	4,825,590	5,041,316	4,936,095	5,140,851
PURCHASED SERVICES					
NATIONAL COMPETITION	5,304	5,295	5,500	5,500	5,500
RESOURCE SPEAKERS/ARTISTS	0	3,550	5,250	5,250	5,250
INTERPRETER SERVICES	19,750	23,123	30,000	30,000	30,000
SUBTOTAL	25,053	31,968	40,750	40,750	40,750
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	14,396	19,107	24,000	24,000	22,000
INSTRUCTIONAL MATERIALS/ML	17,558	20,555	31,000	31,000	31,000
TECHNOLOGY SOFTWARE	7,790	11,956	12,000	12,000	12,000
SUBTOTAL	39,744	51,619	67,000	67,000	65,000
OTHER					
DUES/FEES	33,872	35,415	41,625	41,625	41,625
TOTAL	4,812,970	4,944,591	5,190,691	5,085,470	5,288,226

PROGRAM 1400: SCHOOL COUNSELING

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2025-2026
POSITIONS (FTE)					
ADMINISTRATIVE	1.00	1.00	1.00	1.00	1.00
COUNSELORS	21.00	21.00	21.00	21.00	21.00
SECRETARIAL	5.00	5.00	5.00	5.00	5.00
PARAEDUCATORS	3.00	3.00	3.00	3.00	3.00
SALARIES					
ADMINISTRATIVE	172,315	175,761	179,276	179,276	184,654
COUNSELORS	2,024,539	2,148,826	2,251,771	2,234,478	2,350,647
SUMMER HELP, CERTIFIED	74,929	85,046	77,250	77,250	87,597
SECRETARIAL	275,312	273,145	269,065	267,274	278,084
PARAEDUCATORS	87,858	90,292	96,405	101,124	105,081
PARA, P-T/SMITH SCHOOL	12,256	12,892	13,658	15,492	15,492
SUBTOTAL	2,647,209	2,785,963	2,887,425	2,874,894	3,021,555
PURCHASED SERVICES					
SCHOLASTIC APTITUDE TEST	3,500	1,938	4,500	4,500	4,500
COLLEGE PLANNING PROGRAMS	3,653	6,057	6,000	6,000	6,500
SUBTOTAL	7,153	7,994	10,500	10,500	11,000
SUPPLIES/MATERIALS					
SUPPLIES	8,357	8,303	9,000	9,000	9,000
50-YEAR REUNION	1,760	1,317	1,800	1,800	1,800
TECHNOLOGY - SOFTWARE	28,407	25,914	28,500	28,500	26,881
SUBTOTAL	38,524	35,534	39,300	39,300	37,681
OTHER					
DUES/FEES	0	0	500	500	500
TOTAL	2,692,886	2,829,491	2,937,725	2,925,194	3,070,736

BUDGET IMPACT INFORMATION

Program: 1400 - School Counseling
Location: Purchased Services
Item: College Planning Programs
Cost: \$500.00 Increase

Rationale and Supporting Information

The School Counseling budget includes a \$500 increase to support the biennial College Awareness Night. This is a program designed to inform students and families about post-secondary opportunities and accommodations available for students with special education or 504 plans. This increase ensures continued access to a qualified speaker, who provides essential information on navigating college admissions and accessing disability services. The additional funds also help offset costs associated with PSAT/SAT site management, ensuring smooth administration of these weekend assessments through appropriate per diem coverage.

PROGRAM 1500: HEALTH EDUCATION & PHYSICAL EDUCATION

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	0.80 *	0.80 *	0.80 *	0.80 *	0.80 *
TEACHERS	21.20	21.20	21.20	21.20	21.20

SALARIES

ADMINISTRATIVE	134,420	136,059	143,241	143,421	147,723
TEACHERS	2,153,612	2,245,197	2,319,084	2,355,415	2,433,773
LIFEGUARD	7,257	1,768	6,403	6,403	1,875
FIELD TRIPS	0	0	700	700	0
SUBTOTAL	2,295,289	2,383,024	2,469,428	2,505,939	2,583,371

PURCHASED SERVICES

HUMAN GROWTH SEMINAR	3,554	2,962	4,150	4,150	4,200
RESOURCE SPEAKERS	0	800	1,000	1,000	1,000
PRINTING	0	324	500	500	600
SUBTOTAL	3,554	4,086	5,650	5,650	5,800

SUPPLIES/MATERIALS

INSTRUCTIONAL MATERIALS	12,740	10,685	14,000	14,000	10,500
TECHNOLOGY - SOFTWARE	398	398	1,297	1,297	1,297
SUBTOTAL	13,137	11,082	15,297	15,297	11,797

OTHER

DUES/FEES	3,891	2,842	4,000	4,000	4,000
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TOTAL	2,315,871	2,401,034	2,494,375	2,530,886	2,604,968
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* DIRECTOR TEACHES .20

PROGRAM 1600: HEALTH SERVICES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
NURSES	14.50	15.00	15.00	15.00	15.00
SALARIES					
NURSES	910,086	934,920	993,789	1,023,789	1,023,789
PARAEDUCATORS	8,949	10,666	9,885	9,885	9,885
NURSES, P-T	56,706	38,273	65,187	65,187	65,187
SUMMER HELP	1,259	13,854	10,000	10,000	10,000
SUBTOTAL	976,999	997,713	1,078,861	1,108,861	1,108,861
PURCHASED SERVICES					
MEDICAL ADVISOR	2,000	2,000	2,000	2,000	2,000
LIABILITY INSURANCE	903	1,034	1,158	1,158	1,279
SUBTOTAL	2,903	3,034	3,158	3,158	3,279
SUPPLIES/MATERIALS					
SUPPLIES	5,599	7,335	9,500	9,500	9,500
PUBLICATIONS	0	0	225	225	225
SUBTOTAL	5,599	7,335	9,725	9,725	9,725
OTHER					
TRAVEL	0	0	900	900	900
TOTAL	985,501	1,008,082	1,092,644	1,122,644	1,122,765

PROGRAM 1900: LIBRARY MEDIA

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
MEDIA SPECIALISTS	9.00	9.00	9.00	9.00	9.00
PARAEDUCATORS	11.00	11.00	11.00	11.00	11.00
SALARIES					
LIBRARIANS/MEDIA SPECIALISTS	945,434	997,409	1,025,435	1,025,435	1,056,435
PARAEDUCATORS	347,806	364,160	360,198	371,583	396,920
SUMMER, CERTIFIED/CLASSIFIED	9,783	9,705	13,356	13,356	13,356
SUBTOTAL	1,303,022	1,371,273	1,398,989	1,410,374	1,466,711
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	49,314	62,554	60,000	60,000	50,000
TECHNOLOGY - SOFTWARE	41,404	44,711	45,000	45,000	45,000
SUBTOTAL	90,718	107,265	105,000	105,000	95,000
OTHER					
DUES/FEES	693	693	1,000	1,000	1,000
	1,394,434	1,479,231	1,504,989	1,516,374	1,562,711

PROGRAM 2000: MUSIC

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	0.80 *	0.80 *	0.80 *	0.80 *	0.80 *
TEACHERS	17.50	17.50	17.60	17.60	17.60
SALARIES					
ADMINISTRATIVE	137,852	140,609	143,241	143,421	147,723
TEACHERS	1,797,220	1,836,913	1,954,452	1,957,087	2,061,655
FIELD TRIPS	3,291	3,499	3,600	3,600	3,600
SUBTOTAL	1,938,364	1,981,021	2,101,293	2,104,108	2,212,978
PURCHASED SERVICES					
GUEST CONDUCTORS	1,814	1,950	2,800	2,800	2,800
ARTIST IN RESIDENCE	3,750	3,900	5,000	5,000	5,000
SUBTOTAL	5,564	5,850	7,800	7,800	7,800
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	18,702	16,757	20,475	20,475	20,475
TECHNOLOGY SOFTWARE	3,030	2,392	2,380	2,380	2,380
SUBTOTAL	21,733	19,149	22,855	22,855	22,855
OTHER					
ENTRANCE FEES/DUES	647	946	1,710	1,710	1,710
EQUIPMENT					
NEW	11,535	13,584	12,121	12,121	11,784
REPLACEMENT	15,590	16,077	13,299	13,299	14,800
SUBTOTAL	27,125	29,661	25,420	25,420	26,584
TOTAL	1,993,432	2,036,628	2,159,078	2,161,893	2,271,927

* DIRECTOR TEACHES .20

BUDGET IMPACT INFORMATION

Program: 2000 - Music
Location: Equipment
Item: New & Replacement Equipment
Cost: \$26,584

Rationale and Supporting Information

Requests for new and replacement equipment enhance and maintain the variety of instruments necessary to provide high-quality programs for our student musicians.

Replacement:

For the coming year, the replacement request is for the following items:

- 1 Kawai Grand Piano - GHS Choral Room Piano
- 5 Yamaha Classical Guitars - Smith Middle School

Currently, the piano above has been repaired several times over the last year and needs to be replaced as the parts are worn down and continue to require repair. The guitars used at Smith Middle School also need to be replaced due to considerable student use. To distribute cost, five guitars will be replaced this year, and the remaining guitars will be replaced over the next 3 years.

New:

As enrollment and student interest increases at all levels, the department needs to add to the instrument collection for students.

New equipment purchases would include:

- 1 additional Valve Trombone - Smith Middle School
- 1 additional Bach 42B Stradivarius Series Trombone - Glastonbury High School
- 1 additional Roland Amplifier - Glastonbury High School Music Department
- 1 additional (1/4) Eastman String Bass - Smith Middle School
- 2 additional Alto Glockenspiels - Elementary Schools
- 2 additional Soprano Glockenspiels - Elementary Schools

PROGRAM 2100: OPERATIONS & MAINTENANCE

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
SUPERVISION	3.00	3.00	3.00	3.00	3.00
SECRETARIAL	1.00	1.00	1.00	1.00	1.00
CUSTODIANS	58.50	59.50	59.50	59.50	60.50
MAINTAINERS	12.00	13.00	13.00	13.00	13.00
SALARIES					
SUPERVISION	349,668	333,299	343,271	349,451	359,908
SECRETARIAL	49,231	57,470	58,448	60,204	63,814
CUSTODIAL	3,109,548	3,435,767	3,746,875	3,740,575	3,800,895
MAINTENANCE	948,642	946,159	1,015,972	1,011,772	1,011,772
SUMMER/ PART-TIME COVERAGE	178,593	163,502	80,000	80,000	80,000
	306,824	343,760	255,000	255,000	255,000
SUBTOTAL	4,942,506	5,279,958	5,499,566	5,497,002	5,571,389
PURCHASED SERVICES					
TESTING/INSPECTION/MONITOR	123,214	195,641	139,560	139,560	151,700
CONTRACTED SVCS.-BY BUILDING	625,961	564,676	522,800	522,800	527,500
CONTRACTED SVCS.-SYSTEMWIDE	268,205	322,564	260,600	260,600	284,600
MAINTENANCE PROJECTS, CONTR.	81,478	104,803	130,000	130,000	130,000
INSURANCE-PROPERTY/BOILER	226,838	182,575	199,377	254,541	279,995
VEHICLE MAINTENANCE	13,438	3,387	11,000	11,000	11,000
LEASED OFFICE SPACE	268,471	284,003	276,120	276,120	299,798
SUBTOTAL	1,607,605	1,657,649	1,539,457	1,594,621	1,684,593
SUPPLIES/MATERIALS					
CUSTODIAL SUPPLIES	278,542	501,920	285,200	285,200	285,200
MAINTENANCE SUPPLIES	154,306	202,730	150,000	150,000	160,000
MAINTENANCE PROJECTS, SUPL.	112,566	111,371	100,000	100,000	110,000
TECHNOLOGY - SOFTWARE	17,370	14,211	18,500	18,500	18,500
SUBTOTAL	562,784	830,232	553,700	553,700	573,700
OTHER					
TRAVEL REIMBURSEMENT	7,200	7,200	7,200	7,200	7,200
SPECIAL PROJECTS	1,484,584	2,464,830	290,000	290,000	490,000
DUES/FEES	1,248	1,570	2,000	2,000	2,000
SUBTOTAL	1,493,032	2,473,600	299,200	299,200	499,200
EQUIPMENT					
NEW	6,354	3,941	40,436	40,436	40,159
REPLACEMENT	82,501	72,156	23,053	23,053	93,000
SUBTOTAL	88,855	76,097	63,489	63,489	133,159
TOTAL	8,694,782	10,317,536	7,955,412	8,008,012	8,462,041

BUDGET IMPACT INFORMATION

Program: 2100 - Operations & Maintenance
Location: Other
Item: Special Projects
Cost: \$200,000 Increase

Rationale and Supporting Information

We have increased the Special Projects budget by \$200,000 for the 2026–2027 school year. In recent years, we have consistently experienced rising costs in this area. While some of these projects are planned, others emerge in response to unanticipated needs that arise during the course of the school year. The additional funding will help ensure that the district can address these needs promptly and maintain safe, functional, and well-supported learning environments.

BUDGET IMPACT INFORMATION

Program: 2100 - Operations & Maintenance
Location: Equipment
Item: New
Cost: \$40,159

Rationale and Supporting Information

\$5,650 – Cordless Core Drill Kit

This core drill kit will enable maintenance staff to drill through floors in all GPS buildings, facilitating the installation of plumbing, electrical, and HVAC systems as needed.

\$1,558 – Cordless Rotary Hammer Kit

The department's hammer drills are outdated and heavily used. They rely on cords and lack modern safety features, such as clutches and other standard protections found on newer models.

\$1,951 – Rigid Press Ring Kit

The close-quarters jaws will support the repair of HVAC unit ventilators across the district, allowing work in tight spaces where our current equipment cannot fit.

\$31,000 – Security Radios and transmitter

Currently, seven schools—GHS, SMS, Gideon Welles, Naubuc, Nayaug, Hopewell, and Buttonball—have been upgraded to a new security radio system. This system enables direct communication among schools through a dedicated security frequency that is also accessible by the Glastonbury Police Department. Eastbury and Hebron Avenue are the final schools scheduled to be incorporated into the system for next school year.

BUDGET IMPACT INFORMATION

Program: 2100 - Operations & Maintenance
Location: Equipment
Item: Replacement
Cost: \$93,000

Rationale and Supporting Information

\$62,000 – Replacement of one Maintenance Van

The Maintenance Department requested two replacement vans. At this time, we support the replacement of one van. The current 2009 service van has a history of breakdowns and often requires frequent repairs. This van is essential to our daily operations and is reaching the end of its useful life/cost benefit.

\$31,000 – Replacement Custodial Equipment

This request includes multiple floor-cleaning tools to replace units that require extensive maintenance and are no longer functioning properly. The requested equipment includes:

- Two (2) Hydramaster RX20 carpet machines for the carpet vans – \$8,400
- Four (4) General 20" KCD floor scrubbers – \$7,000
- Four (4) pad drivers for the scrubbers – \$600
- One (1) Aztec Sidewinder 30" floor-stripping machine – \$12,000
- One (1) Aztec "Guzzler" stripping solution retriever – \$3,000

BUDGET IMPACT INFORMATION

Program: 2100 - Operations & Maintenance
Location: Salaries
Item: 1.0 FTE Custodial Floater
Cost: \$78,000 (Including Benefits) Increase

Rationale and Supporting Information

While the Operations & Maintenance Department requested 2.0 FTE for custodial floaters, we are supporting the addition of 1.0 FTE.

Districtwide, custodial staff support cleaning, event setups, and community use across approximately 1.4 million square feet of school facilities. Each week, more than 300 school and town activities are hosted in our buildings. This extensive workload is managed by 60 custodial staff members, each responsible for an average of 23,000 square feet, far above industry standards, when fully staffed. Absences or vacancies further expand coverage areas, impacting the level and timeliness of service that can be provided.

Additionally, the demand for custodial services continues to grow due to expanded facility use and year-round programming. Athletic training schedules now operate throughout the entire year, increasing use of the Field House locker rooms and restrooms. The new Strength and Conditioning Center also requires daily service due to high use.

OPERATIONS MAINTENANCE VEHICLE REPLACEMENT LIST 2026-2027

YEAR	MAKE	MODEL/COLOR	ANTICIPATED REPLACEMENT	MILEAGE
2009	Ford Van	E350/WHT	*Requested for 2026-2027 Budget	110,814
2009	Ford Van	E350/WHT	2027	75,959
2012	Ford Van	E250/WHT	2027	73,338
2016	Ford Pickup	E250/WHT	2028	57,934
2018	Ford Transit	F250/WHT	2028	35,750
2019	Ford Transit	F250/WHT	2029	27,049
2020	Ford Transit	Transit Cargo/WHT	2030	44,304
2020	Ford Transit	Transit Cargo/WHT	2030	25,841
2020	Ford Transit	Transit Cargo/GRY	2030	36,040
2023	Ford Transit	E250/WHT	2034	9,037
2024	Ford Van	E350/WHT	2034	12,135
2024	Ford Van	E350/WHT	2034	13,928
2024	Ford Transit	E250/WHT	2035	6,727

SPECIALTY VEHICLES

YEAR	MAKE	MODEL/COLOR	ANTICIPATED REPLACEMENT	MILEAGE
2019	Chevrolet Express Carpet Van	G2500/WHT	2029	8,369
2019	Ford Cube Box Truck	E350/WHT	2029	34,376
2020	GMS/Savana Cargo Carpet Van	2500/WHT	2032	22,083

PROGRAM 2200: UTILITIES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
WATER	165,386	193,694	183,416	183,416	200,050
SEWER	31,368	35,177	32,726	32,726	36,192
POWER	1,433,497	1,898,402	1,530,339	1,835,100	1,896,146
GAS, MISC.	16,769	16,844	24,188	24,188	21,030
HEAT (OIL/GAS)	435,472	466,177	557,658	557,658	567,000
ENERGY CONSERVATION INITIATIVES	10,740	56,752	65,800	65,800	65,000
TELEPHONE	154,793	145,954	155,000	155,000	155,000
TELECOMMUNICATIONS	33,228	33,228	45,000	45,000	45,000
TELECOM REPAIR/MNTC	22,824	10,293	25,000	53,415	25,000
TELECOMMUNICATIONS/NEW EQUIPMENT	1,260	2,332	2,000	2,000	2,000
TOTAL	2,305,335	2,858,853	2,621,127	2,954,303	3,012,418

BUDGET IMPACT INFORMATION

Program: 2200 - Utilities
Location: Telecommunications Repair/Maintenance
Item: Software and Main Processor Upgrades
Cost: (\$28,415) Decrease

Rationale and Supporting Information

During the 2025-2026 school year, we were able to make a one-time purchase to update our phone system. The telephone and voicemail system are essential for the efficient operation of Glastonbury Public Schools. This money is no longer needed in this line item.

GLASTONBURY PUBLIC SCHOOLS UTILITIES
 Figures below represent actual utility usage history and Budget Summary

UTILITY HISTORY	Unit	2023-2024 Cost Per Unit	2023-2024 Units	2024-2025 Cost Per Unit	2024-2025 Units	2025-2026 Projected Cost Per Unit	2025-2026 Projected Units	2025-2026 Projected Cost	2026-2027 Projected Cost Per Unit	2026-2027 Projected Units	2026-2027 Projected Cost	2026/2027 Comments
NATURAL GAS HEATING	CCF	1.023035	425,667	1.072	434,096	1.16	479,119	\$555,778	1.17	483,759	\$565,998	Price match with TOG
#2 FUEL OIL	GAL			2.59	319	3.067	613	\$1,880	3.07	326	\$1,001	TOG Contract GHS(2) & NG generator fuel
HEAT TOTAL			\$435,472		\$466,177			\$557,658			\$567,000	
MISC. NATURAL GAS	CCF	2.06409	8,124	2.06409	8,161	2.06409	11,718	\$24,187	2.06409	10,189	\$21,030	Kitchen gas, no contract, SMS & GW generators included
			\$16,769		\$16,844							
ELECTRICITY	KWH	0.1994	6,649,570	0.2611	6,855,838	0.24	7,185,183	\$1,724,444	0.24	7,438,802	\$1,785,312	New contract with TOG Dec. 2025 to Nov. 2028
Additonal Costs			\$33,150		\$32,164			\$33,150			\$33,150	Cost for wind certificates with the TOG
SolarCity at GHS,BY,HE & NG	KWH	0.0584	1,274,359	0.059	1,291,169	0.0597	1,298,250	\$77,506	0.0597	1,301,235	\$77,684	Solar at GHS,SMS,BB,HA,HO,NB,NY,BY
POWER TOTAL			\$1,433,497		\$1,898,402.27			\$1,835,100			\$1,896,146	A/C at GHS/NB gyms & BB,HA & HO Cafes now
WATER	CCF	10.06	15,294	9.82	18,457	10.06	16,940	\$170,416	10.07	18,575	\$187,050	Cost determined by MDC.
Additonal Costs			\$11,529		\$12,447			\$13,000			\$13,000	Cost for water at non potable areas - including Eastbury
			\$165,387		\$193,694							
SEWER	CCF	3.4	7,692	3.6	8,015	3.4	8,397	\$28,550	3.8	8,015	\$30,457	Cost determined by the TOG. Rate changes every Oct
Additonal Costs			\$5,215		\$6,323			\$4,176			\$5,735	Cost of septage disposal and storm drain fees
			\$31,368		\$35,177							
ENERGY CONSERVATION			\$10,740		\$56,752			\$65,800			\$65,000	Energy initiatives - Alerton/BMS upgrades/Lighting work
COMMUNICATIONS			\$212,103		\$191,807			\$255,415			\$227,000	Costs for telecom, telephone, cell phones, etc.
TOTAL UTILITIES			\$2,305,335		\$2,858,853			\$2,954,303			\$3,012,418	

PROGRAM 2300: PROGRAM & STAFF DEVELOPMENT

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
PROGRAM DEVELOPMENT					
CURRICULUM DEVELOPMENT	94,180	123,929	125,000	125,000	125,000
TEST SCORING	2,800	0	2,800	2,800	0
TESTING SUPPLIES	0	0	3,500	3,500	3,500
SUPPLIES	0	0	5,000	5,000	5,000
RECRUITMENT	803	1,014	1,000	1,000	1,000
SUBTOTAL	97,783	124,943	137,300	137,300	134,500
STAFF DEVELOPMENT					
PROF.MTGS., ADMINISTRATORS	7,019	3,428	6,000	6,000	6,000
PROF.MTGS., CERTIFIED	83,963	128,514	130,000	130,000	130,000
PROF.MTGS., CLASSIFIED	9,560	9,785	9,000	9,000	9,000
PROFESSIONAL DUES	17,771	17,151	18,000	18,000	18,000
TUITION REIM.-TEACHERS	121,704	161,262	187,500	187,500	187,500
TUITION REIM.-ADMINS.	0	5,160	15,000	15,000	15,000
TUITION REIM.-SECY/PARA/NON-CONTRACT	7,599	1,375	7,000	7,000	7,000
SUBTOTAL	247,616	326,674	372,500	372,500	372,500
OTHER					
PUBLICATIONS	1,909	8,017	2,500	2,500	2,500
TOTAL	347,308	459,634	512,300	512,300	509,500

PROGRAM 2400: TRANSPORTATION

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
SUPERVISION	2.00	2.00	2.00	2.00	2.00
SECRETARIAL	1.00	1.00	1.00	1.00	1.00
BUS YARD PERSONNEL	5.00	5.00	5.00	5.00	5.00
SALARIES					
SUPERVISION	172,485	193,751	199,503	199,503	205,428
SECRETARIAL	59,030	57,495	56,784	58,490	62,005
DAY RATE DRIVERS	1,869,088	1,921,869	2,051,394	2,008,394	2,068,646
MISC. DRIVER ACTIVITIES	56,818	53,489	69,250	69,250	74,075
OVERTIME	44,651	43,586	38,585	38,585	48,857
SCHOOL CROSSING GUARDS	130,477	144,581	142,563	142,563	151,918
IN-SERVICE TRAINING	19,879	33,282	26,387	26,387	44,019
BUS YARD PERSONNEL	324,610	247,806	328,875	328,875	328,875
MAGNET SCHOOL DRIVERS	8,759	9,470	17,070	17,070	17,692
SUBTOTAL	2,685,797	2,705,329	2,930,411	2,889,117	3,001,515
PURCHASED SERVICES:					
VEHICLE RENTAL	25,636	55,020	55,260	55,260	55,260
MEDICAL ADVISOR	15,875	14,736	15,000	15,000	15,000
PUPIL/BUS SAFETY EDUC.	12,837	9,599	8,500	8,500	9,412
REPAIRS/PARTS	271,661	188,637	320,000	320,000	260,000
MAGNET SCHOOL VEH. RENTAL	19,740	26,640	26,640	26,640	26,640
INSURANCE/VEHICLE	147,486	112,781	126,314	168,643	185,507
CONTRACTED TRAINING	3,735	4,053	4,500	4,500	4,800
SUBTOTAL	496,970	411,466	556,214	598,543	556,619
SUPPLIES/MATERIALS					
FUEL	418,069	394,530	441,457	441,457	421,950
MAGNET SCHOOL FUEL	5,906	5,139	13,100	13,100	4,900
LUBRICANTS	23,086	23,290	29,800	29,800	31,360
TIRES/TUBES	57,584	47,001	51,000	51,000	52,650
SUPPLIES/UNIFORMS	12,550	12,460	16,000	16,000	16,000
PUBLICATIONS	0	0	200	200	200
TECHNOLOGY - SOFTWARE	58,122	84,064	64,724	64,724	62,724
SUBTOTAL	575,317	566,483	616,281	616,281	589,784
OTHER					
TRAVEL	6,811	6,969	7,150	7,150	7,782
DUES/FEES	5,210	4,992	5,000	5,000	5,500
SUBTOTAL	12,021	11,961	12,150	12,150	13,282
EQUIPMENT					
NEW	1,111	0	550	550	0
REPLACEMENT	466,012	647,080	719,885	719,885	634,872
SUBTOTAL	467,123	647,080	720,435	720,435	634,872
TOTAL	4,237,229	4,342,320	4,835,491	4,836,526	4,796,072
MAGNET SCHOOL OFFSET			(6,500)	(6,500)	(10,400)
BUDGET TOTAL	4,237,229	4,342,320	4,828,991	4,830,026	4,785,672

BUDGET IMPACT INFORMATION

Program: 2400 - Transportation
Location: Equipment
Item: Replacement
Cost: \$634,872

Rationale and Supporting Information

Replacement:

Alternating the replacement of four and five buses in the budget cycle helps to keep the age of our fleet appropriate. For the 2026–2027 budget, we recommend replacing four buses, followed by five in the 2027–2028 cycle.

As always, we consider a number of factors when retiring buses, as their condition and maintenance needs can change significantly during the school year. Therefore, the buses with the highest mileage are not always the ones selected for replacement. In the spring, our Transportation Department will assess all buses to determine which should be removed permanently.

The pricing for buses has increased by \$3,000 per bus in comparison to last year. Each full-size bus is expected to cost \$146,593. Prices include a comprehensive camera system, radio, and extended warranty for each vehicle. In addition, three existing camera systems need to be replaced, at a cost of \$6,500 per system for a total of \$19,500.

Beyond vehicle-related needs, two facility improvements are being proposed.

- The mechanic shop floor, which has never been refinished and is now cracking and deteriorating, requires attention. We are proposing an epoxy finish designed to handle heavy traffic and industrial use. This surface will improve durability and make cleaning grease, oil, and engine fluids significantly easier. The estimated cost is \$20,000.
- The small storage shed at the bus yard is nearly twenty years old, in poor condition, and needs replacement. The estimated cost for a new shed is \$9,000.

BUS IDENTIFICATION/REPLACEMENT PROGRAM

BUS IDENTIFICATION/REPLACEMENT PROGRAM (4 Buses/5 Buses Per Year)					
Bus No.	Year	Mileage	Capacity	Year of Replacement	Years of Service at Time of Replacement
11	2011	163,111	71	2026-27	15
44	2013	155,931	71	2026-27	13
24	2013	159,737	71	2026-27	13
46	2014	154,571	71	2026-27	12
45	2014	141,662	71	2027-28	13
26	2014	142,639	71	2027-28	13
22	2015	151,126	71	2027-28	12
29	2015	127,732	71	2027-28	12
86	2015	119,212	71	2027-28	12
49	2015	134,302	71	2028-29	13
23	2015	120,800	71	2028-29	13
27	2016	123,160	71	2028-29	12
16	2016	118,607	71	2028-29	12
2	2016	114,936	71	2029-30	13
47	2016	117,841	71	2029-30	13
48	2016	120,232	71	2029-30	13
90	2016	109,611	71	2029-30	13
93	2017	95,758	71	2029-30	12
94	2017	111,731	71	2030-31	13
1	2017	130,454	71	2030-31	13
96	2017	110,050	71	2030-31	13
85	2017	116,951	71	2030-31	13
99	2017	103,882	71	2031-32	14
3	2018	112,568	71	2031-32	13
6	2018	101,526	71	2031-32	13
89	2017	86,803	71	2031-32	14
82	2017	67,465	WC/HC Mini	2031-32	14
92	2018	85,045	71	2032-33	14
95	2018	95,758	71	2032-33	14
98	2019	104,174	71	2032-33	13
97	2019	91,295	71	2032-33	13
84	2019	64,347	71	2033-34	14
88	2019	84,480	71	2033-34	14
4	2019	91,685	71	2033-34	14
13	2019	79,997	71	2033-34	14
7	2020	82,567	71	2033-34	13

BUS IDENTIFICATION/REPLACEMENT PROGRAM

BUS IDENTIFICATION/REPLACEMENT PROGRAM (4 Buses/5 Buses Per Year)					
Bus No.	Year	Mileage	Capacity	Year of Replacement	Years of Service at Time of Replacement
15	2020	76,494	71	2034-35	14
33	2020	84,071	71	2034-35	14
8	2020	75,750	71	2034-35	14
28	2020	65,053	71	2034-35	14
17	2021	75,870	71	2035-36	14
19	2021	76,838	71	2035-36	14
31	2021	71,801	71	2035-36	14
37	2021	56,748	71	2035-36	14
81	2021	54,401	WC/HC Mini	2035-36	14
20	2023	58,243	71	2036-37	13
10	2023	69,686	71	2036-37	13
12	2023	71,891	71	2036-37	13
14	2023	66,628	71	2036-37	13
35	2024	39,495	71	2037-38	13
42	2024	45,393	71	2037-38	13
34	2024	39,748	71	2037-38	13
41	2024	41,215	71	3037-38	13
70	2023	43,491	WC/HC Mini	2037-38	14
18	2024	37,918	71	2038-39	14
91	2024	35,538	71	2038-39	14
39	2024	28,196	71	2038-39	14
21	2024	38,010	71	2038-39	14
68	2025	8,812	WC/HC Mini	2039-40	14
9	2025	6,143	71	2039-40	14
30	2025	6,802	71	2039-40	14
87	2025	10,030	71	2039-40	13
5	2026	2,795	71	2040-41	14
32	2026	2,529	71	2040-41	13
40	2026	3,191	71	2040-41	16
43	2026	0	71	2040-41	13
25	2026	2,977	71	2040-41	13

PROGRAM 2700: SPECIAL EDUCATION

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	9.00	9.00	9.00	14.00	14.00
SPECIAL ED TEACHERS	58.00	58.00	61.00	54.00	56.00
SPEECH TEACHERS	11.80	11.80	11.80	11.80	13.40
PSYCHOLOGISTS	17.00	17.00	17.00	17.00	17.00
SOCIAL WORKER / BCBA	4.00	4.00	5.00	5.00	7.00
SECRETARIAL	5.00	5.00	5.00	5.00	5.00
PARAEDUCATORS	81.00	84.00	84.00	84.00	89.00
GENERAL SERVICES DRIVERS	2.00	2.00	2.00	2.00	2.00
CERTIFIED - IDEA B GRANT	5.00	5.00	5.00	12.60	7.00
CLASSIFIED - IDEA B GRANT	9.50	9.50	9.50	17.00	12.00
TEACHER - PRE-SCHOOL GRANT	0.50	0.50	0.50	0.50	0.50
SALARIES					
ADMINISTRATIVE	1,316,210	1,377,607	1,438,625	2,225,095	2,295,598
TEACHERS (SPECIAL ED)	5,408,877	5,543,344	6,158,055	5,482,694	5,966,487
TEACHERS (SPEECH)	1,171,665	1,217,892	1,263,761	1,250,611	1,477,081
PSYCHOLOGISTS	1,648,438	1,689,108	1,806,270	1,755,655	1,839,704
SOCIAL WORKER / BCBA	277,223	345,177	481,347	431,011	633,569
SECRETARIAL	247,063	242,648	288,100	315,527	326,152
PARAEDUCATORS	2,160,299	2,428,765	2,654,161	2,646,952	2,946,592
TUTORS	546,970	608,689	601,473	633,036	657,838
PARAEDUCATORS, P-T	584,372	547,206	692,601	692,601	692,601
OCCUP./PHYS. THERAPY	603,791	730,306	756,008	764,600	795,950
VAN DRIVERS/MONITORS	776,864	829,321	797,052	797,052	916,463
DRIVERS(GENERAL SERVICES)	108,276	122,180	120,734	119,684	119,684
ALT. AFTER-SCHOOL PROGRAMS	69,565	99,767	70,000	70,000	70,000
SUMMER PROGRAMS	285,538	344,055	275,000	354,779	360,500
FIELD TRIPS	12,336	14,938	15,000	15,000	15,000
SUBTOTAL	15,217,486	16,141,003	17,418,187	17,554,297	19,113,219
PURCHASED SERVICES					
VEHICLE RENTAL	187,044	222,060	222,060	222,060	222,060
TUITION	3,202,805 ¹	2,986,977 ²	2,709,887 ³	2,709,887 ³	2,709,887 ⁴
MODULAR CLASSROOM LINKS	0	150,820	226,230	226,230	226,230
AUDIOLOGICAL MNTC.	54,877	13,910	15,000	15,000	15,000
COCHLEAR IMPLANT SUPPORT	8,023	8,266	8,500	8,500	8,500
INTERPRETER SERVICES	5,504	4,118	4,500	4,500	4,500
HEARING IMPAIRED	4,986	47,695	55,000	55,000	55,000
EVALUATIONS	66,714	25,198	70,000	70,000	70,000
LEGAL FEES	75,683	98,548	150,000	150,000	150,000
SUBTOTAL	3,605,635	3,557,590	3,461,177	3,461,177	3,461,177
SUPPLIES/MATERIALS					
SUPPLIES	84,613	101,019	105,000	105,000	112,000
OTHER					
DUES & FEES	0	594	1,500	1,500	1,500
EXCESS COST OFFSET	0	0	(1,400,000)	(1,400,000)	(2,266,000)
BUDGET TOTAL	18,907,733	19,800,207	19,585,864	19,721,974	20,421,896

Links Revenue Offset:

1. \$1,835,017
2. \$2,341,238
3. \$2,000,000 Projected (used in addition to tuition)
4. \$2,300,000 Projected (used in addition to tuition)

BUDGET IMPACT INFORMATION

Program: 2700 - Special Education
Location: Salaries
Item: Educators - Move from IDEA B Grant to Operating Budget
Cost: \$612,746

Rationale and Supporting Information

Special education needs continue to grow across the district, requiring sustained investment in specialized staff and programs. For 2025–26, the following 5.6 FTE positions were funded through the first year of federal IDEA Part B Grant allocations:

- Special Education Teacher – 1.0 FTE Reading Specialist at GWS and GHS
- Special Education Teacher – 1.0 FTE at GWS
- Speech and Language Pathologist – 0.4 FTE at Hopewell School
- Speech and Language Pathologist – 1.0 FTE in Programs at Eastbury
- Speech and Language Pathologist – 0.2 FTE Districtwide Support
- BCBA – 1.0 FTE in Programs at Eastbury
- Social Worker – 1.0 FTE in Programs at Eastbury

For 2026–27, these positions are proposed to transition from the IDEA Part B Grant to the district's operating budget. This shift ensures that essential staff supporting students with disabilities are sustainably funded and available to meet the evolving and complex needs of our learners.

PROGRAM 2800: ATHLETICS & CLUBS

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ATHLETIC DIRECTOR	1.00	1.00	1.00	1.00	1.00
ASSISTANT ATHLETIC DIRECTOR	1.00	1.00	1.00	1.00	1.00
SECRETARIAL	1.50	1.50	1.50	1.50	1.50
ATHLETIC TRAINERS	0.00	2.00	2.00	2.00	2.00
SALARIES					
ATHLETIC DIRECTOR	172,315	175,761	179,276	179,276	184,654
ASSISTANT ATHLETIC DIRECTOR	84,907	87,427	90,023	90,023	92,697
SECRETARIAL	66,734	74,355	78,351	83,005	88,057
ATHLETIC TRAINERS	0	74,498	154,038	152,250	156,818
COACHES	715,210	756,549	788,217	788,217	810,473
SUMMER COACHES	0	39,393	56,673	56,673	58,373
LIFEGUARDS	7,218	14,457	8,240	8,240	8,500
INTRAMURALS	26,064	9,555	16,000	16,000	16,000
STUDY HALL MONITORS	0	12,253	12,360	12,360	12,731
ACTIVITY ADVISORS	367,349	376,280	390,000	390,000	410,000
TRANSPORTATION/ATHLETIC	68,595	73,710	70,653	70,653	78,880
TRANSPORTATION/ACTIVITY	19,844	22,524	31,720	31,720	33,453
TRANSPORTATION/CLUBS	97	101	2,000	2,000	1,000
SUBTOTAL	1,528,333	1,716,862	1,877,551	1,880,417	1,951,636
PURCHASED SERVICES					
PHYSICIAN	1,538	0	500	500	500
GAME/PRACTICE EXPENSES	220,278	226,606	221,942	221,942	229,345
RECONDITIONING/REPAIRS	12,558	0	23,500	23,500	23,500
OFFICIALS	53,662	58,205	56,125	56,125	60,810
G.H.S. NEWSPAPER	1,290	645	2,500	2,500	2,500
LITERARY MAGAZINE	3,300	3,300	3,300	3,300	3,300
ATHLETIC TRAINING SERVICES	43,500	11,327	0	0	0
MATH LEAGUE	0	0	1,200	1,200	1,000
VEHICLE RENTAL	87,685	94,685	105,343	105,343	104,475
INSURANCE	21,999	21,450	24,000	21,450	21,450
LEASED SPACE	44,000	48,000	0	0	0
SUBTOTAL	489,810	464,218	438,410	435,860	446,880
SUPPLIES/MATERIALS					
SUPPLIES/UNIFORMS	77,969	118,813	78,482	78,482	77,044
TECHNOLOGY - SOFTWARE	26,000	30,265	33,000	33,000	35,000
ELEMENTARY ACTIVITY CLUB	629	689	1,500	1,500	1,000
SMITH MIDDLE ACTIVITY CLUB	3,104	5,362	4,000	4,000	4,000
HIGH SCHOOL ACTIVITY CLUB	2,926	3,702	6,000	6,000	4,000
SUBTOTAL	110,628	158,831	122,982	122,982	121,044
OTHER					
LEAGUE DUES/EXPENSES	6,617	6,587	6,500	6,500	7,200
TOTAL	2,135,389	2,346,498	2,445,443	2,445,759	2,526,760

BUDGET IMPACT INFORMATION

Program: 2800 - Athletics
Location: Supplies/Materials
Item: Supplies/Uniforms
Cost: \$98,482

Rationale and Supporting Information

The Athletic Department purchases new uniforms on a five-year replacement cycle to ensure that all team and program uniform needs are met. Due for replacement uniforms in the 2026–27 school year are boys indoor track, boys outdoor track, boys volleyball, girls cross country, girls indoor track, girls outdoor track, girls lacrosse, field hockey, and fall cheerleading.

The balance of this request addresses the essential equipment needs of all athletic programs, including required equipment, training tools, field equipment, and necessary safety items such as helmets, shoulder pads, shin guards, and mouth guards.

**PROGRAM 2800
TEAM EXPENSES**

ATHLETICS & CLUBS

**Proposed Budget
2026-2027**

GLASTONBURY HIGH SCHOOL

BOYS TEAM	HEAD COACH	ASST. COACH	SALARIES	UNIF/SUPP	TRANS.	OFFICIALS	REPAIR	Game/Prac EXPENSE	TOTAL	EST. PART.	COST PER STUDENT
BASEBALL	1	4	\$30,872	\$2,059	\$3,143	\$4,926	\$0	\$2,000	\$43,000	50	\$860
BASKETBALL	1	3	\$26,137	\$663	\$2,480	\$4,140	\$0	\$12,200	\$45,620	31	\$1,472
CROSS COUNTRY	1	1	\$12,745	\$342	\$1,277	\$0	\$0	\$750	\$15,114	49	\$308
FOOTBALL	1	9	\$68,859	\$9,450	\$4,737	\$5,659	\$7,500	\$33,400	\$129,605	96	\$1,350
GOLF	1	1	\$12,745	\$2,440	\$2,687	\$0	\$0	\$5,610	\$23,482	16	\$1,468
ICE HOCKEY	1	2	\$20,378	\$750	\$3,391	\$2,123	\$0	\$50,000	\$76,642	25	\$3,066
LACROSSE	1	5	\$36,446	\$1,538	\$2,472	\$3,490	\$0	\$8,200	\$52,146	45	\$1,159
SOCCER	1	5	\$36,446	\$1,364	\$3,502	\$3,793	\$0	\$8,500	\$53,605	70	\$766
SWIMMING	1	2	\$20,378	\$280	\$1,346	\$2,668	\$0	\$700	\$25,372	32	\$793
TENNIS	1	1	\$12,745	\$1,024	\$1,671	\$0	\$0	\$1,100	\$16,540	27	\$613
TRACK (INDOOR)	1	3	\$25,298	\$2,063	\$2,381	\$0	\$0	\$2,500	\$32,242	85	\$379
TRACK (OUTDOOR)	1	2	\$19,724	\$453	\$1,960	\$0	\$0	\$4,000	\$26,137	105	\$249
VOLLEYBALL	1	1	\$14,150	\$175	\$2,814	\$3,527	\$0	\$1,300	\$21,966	28	\$785
WRESTLING	1	2	\$19,724	\$1,011	\$2,989	\$2,008	\$0	\$4,300	\$30,032	28	\$1,073
CREW-FALL	1	2	\$17,766	\$651	\$2,560	\$0	\$0	\$4,750	\$25,727	55	\$468
CREW-SPRING	1	3	\$17,766	\$651	\$2,308	\$0	\$8,000	\$4,750	\$33,475	45	\$744
BOYS SUB-TOTAL	16	46	\$392,179	\$24,914	\$41,718	\$32,334	\$15,500	\$144,060	\$650,705	787	\$827

GIRLS TEAM	HEAD COACH	ASST. COACH	SALARIES	UNIF/SUPP	TRANS.	OFFICIALS	REPAIR	Game/Prac EXPENSE	TOTAL	EST. PART.	COST PER STUDENT
BASKETBALL	1	3	\$26,137	\$400	\$3,793	\$5,141	\$0	\$10,500	\$45,971	32	\$1,437
CHEERLEADERS- F	1	1	\$9,372	\$350	\$1,200	\$0	\$0	\$400	\$11,322	40	\$283
CHEERLEADERS- W	1	1	\$12,745	\$11,000	\$1,578	\$0	\$0	\$1,000	\$26,323	42	\$627
CROSS COUNTRY	1	1	\$12,745	\$579	\$1,428	\$0	\$0	\$1,100	\$15,852	35	\$453
FIELD HOCKEY	1	4	\$30,872	\$2,376	\$2,423	\$3,217	\$0	\$2,200	\$41,088	50	\$822
GOLF	1	1	\$12,745	\$1,250	\$1,384	\$0	\$0	\$2,500	\$17,879	17	\$1,052
GYMNASTICS	1	1	\$14,150	\$136	\$1,384	\$1,732	\$0	\$7,200	\$24,602	19	\$1,295
LACROSSE	1	4	\$30,872	\$950	\$2,490	\$3,939	\$0	\$2,900	\$41,151	45	\$914
SOCCER	1	4	\$30,872	\$2,200	\$2,884	\$4,389	\$0	\$2,500	\$42,845	55	\$779
SOFTBALL	1	4	\$25,298	\$1,838	\$1,336	\$4,097	\$0	\$900	\$33,469	29	\$1,154
SWIMMING	1	2	\$17,766	\$280	\$1,368	\$1,491	\$0	\$1,200	\$22,105	30	\$737
TENNIS	1	1	\$12,745	\$750	\$1,671	\$0	\$0	\$1,400	\$16,566	18	\$920
TRACK (INDOOR)	1	2	\$19,724	\$360	\$2,290	\$0	\$0	\$6,135	\$28,509	70	\$407
TRACK (OUTDOOR)	1	2	\$19,724	\$423	\$2,104	\$0	\$0	\$3,400	\$25,651	95	\$270
VOLLEYBALL	1	3	\$25,298	\$1,714	\$2,025	\$4,470	\$0	\$3,000	\$36,507	34	\$1,074
CREW- FALL	1	3	\$22,787	\$349	\$2,560	\$0	\$0	\$4,750	\$30,446	54	\$564
CREW - SPRING	1	3	\$22,787	\$562	\$2,308	\$0	\$8,000	\$4,750	\$38,407	52	\$739
HOCKEY								\$16,000	\$16,000	9	\$1,778
GIRLS SUB-TOTAL	17	40	\$346,639	\$25,517	\$34,226	\$28,476	\$8,000	\$71,835	\$514,693	726	\$709

CO-ED TEAMS	HEAD COACH	ASST. COACH	SALARIES	UNIF/SUPP	TRANS.	OFFICIALS	REPAIR	Game/Prac EXPENSE	TOTAL	EST. PART.	COST PER STUDENT
GLASTONBURY HIGH SCHOOL											
SKIING	1	1	\$12,745	\$10,750	\$1,780	\$0	\$0	\$13,000	\$38,275	44	\$870
UNIFIED SPORTS	1	2	\$4,500	\$450	\$0	\$0	\$0		\$4,950	64	\$77
STRENGTH & COND.	1		\$43,260	\$3,438	\$0				\$46,698		
SUMMER COACHING			\$58,373								
SMITH MIDDLE SCHOOL											
CROSS COUNTRY	1	2	\$12,410	\$750	\$1,076	\$0	\$0	\$450	\$14,686	80	\$184
CO-ED SUB-TOTAL	4	4	\$131,288	\$15,388	\$2,856	\$0	\$0	\$13,450	\$104,609	188	\$556

OTHER SUPPLIES: Medical/Awards/Gen. Athletics \$17,700 \$26,700

GRAND TOTAL 37 90 \$870,106 \$83,519 \$78,800 \$60,810 \$23,500 \$229,345 \$1,346,080 1701 \$791

PROGRAM 3000: AGRISCIENCE & TECHNOLOGY 9-12

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	0.10	0.10	0.10	0.10	0.10
TEACHERS	4.00	4.00	4.00	4.00	4.00
SALARIES					
SUPERVISION	17,232	17,576	17,928	17,928	18,465
TEACHERS	330,523	342,679	377,538	377,918	411,863
SECRETARIAL, P-T	13,223	15,099	17,715	17,715	17,715
STUDENT HELP, P-T	2,490	2,570	2,652	2,652	3,388
FIELD TRIPS	2,557	1,972	1,000	1,000	1,000
SUBTOTAL	366,025	379,896	416,833	417,213	452,431
PURCHASED SERVICES					
TRANSPORTATION/MENTOR PROGRAM	0	0	10,000	10,000	1,000
SUPPLIES/MATERIALS					
INSTRUCTIONAL MATERIALS	34,024	41,199	34,000	34,000	40,000
PRINTING/PUBLICATIONS	0	1,498	1,500	1,500	2,000
TECHNOLOGY SOFTWARE	0	5,116	4,500	4,500	300
SUBTOTAL	34,024	47,812	40,000	40,000	42,300
OTHER					
STUDENT SUPERVISION	0	0	1,200	1,200	1,800
TEACHERS TRAVEL/MEETINGS	0	0	1,000	1,000	1,200
DUES/FEES	350	1,296	1,500	1,500	2,376
SUBTOTAL	350	1,296	3,700	3,700	5,376
EQUIPMENT					
NEW/RPLC EQUIPMENT (SYSTEMWIDE)	0	84,609	0	0	0
TOTAL	400,399	513,613	470,533	470,913	501,107

BUDGET IMPACT INFORMATION

Program: 3000 - Agriscience & Technology
Location: Supplies/Materials
Item: Technology Software
Cost: (\$4,200) Decrease

Rationale and Supporting Information

A reduction of \$4,200 reflects the decision not to renew the Z-Space software license, which previously provided virtual simulations for livestock judging, animal dissection, and introductory welding experiences. The software content largely mirrors free or low-cost online resources and is primarily designed for younger learners. In addition, it is no longer compatible with the district's upgraded operating systems. This reduction will not adversely impact instruction or student learning, as existing curriculum materials and alternative digital resources continue to effectively support program outcomes.

BUDGET IMPACT INFORMATION

Program: 3000 - Agriscience & Technology
Location: Other
Item: Dues/Fees
Cost: \$876 Increase

Rationale and Supporting Information

Providing opportunities for students to earn industry certifications in high school classes equips them with practical, career-ready skills and strengthens the connection between classroom learning and workforce expectations. These certifications support students' successful transitions into both postsecondary education and employment.

Over the past year, the Agriscience program has expanded certification opportunities across multiple courses. This budget increase reflects the corresponding rise in costs associated with program completion certificates that validate students' attainment of these credentials.

PROGRAM 3100: ELEMENTARY OPERATIONS K-6

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	6.00	6.00	6.00	6.00	6.00
SECRETARIAL	6.00	6.00	6.00	6.00	6.00
PARAEDUCATORS	12.00	12.00	12.00	12.00	12.00
SALARIES					
ADMINISTRATIVE	1,069,232	1,090,454	1,112,102	1,112,102	1,145,228
SECRETARIAL	381,052	384,138	388,196	380,117	407,179
CLERICAL, P-T	7,053	9,839	8,000	8,000	8,000
PARAEDUCATORS	333,126	362,091	347,405	329,829	345,431
GREETERS	123,272	141,360	154,549	154,549	154,549
TEAM LEADERS STIPENDS (GW)	15,134	15,965	16,445	16,445	16,940
PARAEDUCATORS, P-T	379,934	335,804	373,532	373,532	373,532
SUBTOTAL	2,308,803	2,339,651	2,400,229	2,374,574	2,450,859
PURCHASED SERVICES					
PRINTING	163	456	750	750	750
COPIERS	131,518	161,838	145,000	145,000	145,000
SUBTOTAL	131,681	162,294	145,750	145,750	145,750
SUPPLIES/MATERIALS					
PUBLICATIONS	293	164	500	500	500
SUPER STAR PROGRAM (GW)	0	0	500	500	500
SCHOOL FUNCTION COSTS	3,418	4,239	17,500	17,500	17,500
WELCOME DAY/COMM CONNECTORS	0	2,424	5,000	5,000	5,000
SUBTOTAL	3,712	6,827	23,500	23,500	23,500
OTHER					
TRAVEL REIMBURSEMENT	17,459	15,282	18,000	18,000	18,000
DUES/FEES	0	0	500	500	500
SUBTOTAL	17,459	15,282	18,500	18,500	18,500
TOTAL	2,461,655	2,524,053	2,587,979	2,562,324	2,638,609

PROGRAM 3200: SECONDARY OPERATIONS 7-12

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	8.00	8.00	8.00	8.00	8.00
SECRETARIAL	13.50	13.50	13.50	13.50	13.50
PARAEDUCATORS	7.00	7.00	7.00	7.00	7.00
IN-SCHOOL SUSPENSION MONITOR	1.00	1.00	1.00	1.00	1.00
SECONDARY STAFFING	0.00	0.00	(2.00)	0.00	0.00
SALARIES					
ADMINISTRATIVE	1,395,272	1,402,065	1,443,598	1,415,902	1,491,258
SECRETARIAL	843,030	882,597	882,254	898,608	931,496
PARAEDUCATORS	200,516	202,883	220,290	227,177	241,328
IN-SCHOOL SUSPENSION MONITOR	39,718	39,114	43,479	43,479	44,729
SATURDAY PROGRAM (GHS)	8,900	9,260	10,000	10,000	10,000
SATURDAY SCHOOL SUPV. (SMITH)	4,143	3,512	4,500	4,500	4,500
TEAM LEADERS (SMITH)	28,179	28,737	29,601	29,601	30,492
SECONDARY STAFFING	0	0	(170,000)	0	0
SUBTOTAL	2,519,758	2,568,167	2,463,722	2,629,267	2,753,803
PURCHASED SERVICES					
PRINTING	806	2,848	1,500	1,500	1,500
MANDATED STUDENT TESTING	0	0	500	500	500
CULTURAL ARTS/GHS	1,148	0	5,000	5,000	5,000
SCHOOL CLIMATE/SMITH	1,051	2,161	2,000	2,000	2,000
NEASC EVALUATIONS	0	0	0	0	0
COPIERS	139,691	152,909	155,000	155,000	155,000
SECONDARY MAGNET	0	(136,022)	(125,000)	(125,000)	(125,000)
SUBTOTAL	142,696	21,896	39,000	39,000	39,000
SUPPLIES/MATERIALS					
SUPPLIES	54,539	80,708	32,000	32,000	32,000
PUBLICATIONS	70	216	1,275	1,275	1,275
GRADUATION EXPENSES	76,010	78,863	78,000	78,000	78,000
SCHOOL FUNCTION COSTS	14,224	15,052	15,500	15,500	15,500
SUBTOTAL	144,843	174,839	126,775	126,775	126,775
OTHER					
TRAVEL REIMBURSEMENT	16,718	16,836	18,000	18,000	18,000
NE & CT ASSOCIATION DUES	10,300	10,455	11,000	11,000	11,000
SUBTOTAL	27,018	27,291	29,000	29,000	29,000
TOTAL	2,834,316	2,792,193	2,658,497	2,824,042	2,948,578

PROGRAM 3300: SYSTEMWIDE SUPPORT SERVICES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
ADMINISTRATIVE	5.00	5.00	5.00	5.00	5.00
OSHA SAFETY OFFICER	0.32	0.32	0.32	0.32	0.32
COMMUNICATION STAFF	1.50	1.50	1.50	1.50	1.50
ADMIN/BUSINESS SUPPORT STAFF	9.00	9.00	10.00	10.00	10.00
SECURITY SERVICES	16.00	16.00	16.00	16.00	16.00
SALARIES					
ADMINISTRATIVE	1,154,609	1,146,810	1,198,854	1,193,306	1,227,470
ADMIN/BUSINESS SUPPORT STAFF	684,146	714,059	805,933	805,933	851,518
COMMUNICATION STAFF	139,921	153,900	160,279	160,279	165,052
SECURITY SERVICES	798,643	830,142	864,852	864,852	889,816
SECRETARIAL, PART-TIME	8,190	5,730	9,687	9,687	9,687
SECRETARIAL, OVER-TIME	7	0	4,000	4,000	4,000
TUTOR STEAM LAB	32,257	25,825	35,375	35,375	36,436
SUBTOTAL	2,817,774	2,876,467	3,078,980	3,073,432	3,183,979
PURCHASED SERVICES					
AUDIT	29,125	33,155	33,155	33,155	33,155
LEGAL FEES	12,944	29,192	30,000	30,000	30,000
EQUIPMENT MAINTENANCE	22,723	25,309	40,000	40,000	40,000
COPIERS	37,561	50,348	60,000	60,000	60,000
LIABILITY INSURANCE	223,960	290,541	323,288	217,341	239,075
FIDELITY BOND	3,722	3,240	3,630	5,152	5,667
INSURANCE DEDUCTIBLES	45,719	13,008	40,000	40,000	40,000
PUBLIC INFORMATION	18,289	19,933	18,500	18,500	20,000
RESEARCH	0	87,395	0	0	0
POSTAGE	45,780	49,939	50,000	50,000	50,000
ADVERTISING/RECRUITING	3,219	5,281	3,500	3,500	3,500
PRINTING	13,528	17,095	18,000	18,000	18,000
ADULT EDUCATION (MANDATED)	86,054	86,515	86,965	86,965	89,478
SUBTOTAL	542,625	710,950	707,038	602,613	628,875
SUPPLIES/MATERIALS					
PUBLICATIONS	0	0	1,000	1,000	1,000
SUPPLIES	66,672	36,134	40,000	40,000	40,000
SECURITY SUPPLIES	3,958	5,134	7,000	7,000	7,000
SUBTOTAL	70,630	41,268	48,000	48,000	48,000
OTHER					
BOARD OF EDUC. EXPENSES	24,390	16,734	25,000	25,000	25,000
SUPT. OFFICE EXPENSES	0	25	2,000	2,000	2,000
PROFESSIONAL MEMBERSHIP/SY	9,745	8,304	12,000	12,000	12,000
PROFESSIONAL EXPENSES	554	281	7,500	7,500	7,500
TRAVEL	19,099	20,742	20,000	20,000	20,000
CABE DUES	25,613	26,262	27,000	27,000	27,000
CREC DUES	1,133	1,135	1,750	1,750	1,750
SUBTOTAL	80,533	73,483	95,250	95,250	95,250
EQUIPMENT					
NEW/RPLC EQUIPMENT (SYSTEMWIDE)	20,039	336,412	141,195	141,195	400,000
STEAM	25,788	1,995	50,000	50,000	50,000
SUBTOTAL	45,827	338,407	191,195	191,195	450,000
TOTAL	3,557,389	4,040,575	4,120,463	4,010,490	4,406,104

BUDGET IMPACT INFORMATION

Program: 3300 – Systemwide Support
Location: Equipment
Item: New/Replacement Equipment Systemwide
Cost: \$258,805

Rationale and Supporting Information

The total requests for equipment funding far exceeded the amount of this budget increase. However, the allocated amount will support the purchase of essential replacement equipment across the district. This budget line also covers other critical items such as lab tables, athletic equipment, classroom furniture, and cafeteria tables.

PROGRAM 3400: FRINGE BENEFITS & SUBSTITUTES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
CLASSROOM/SUBS (FT PARAS)	15.00	15.00	16.00	17.00	17.00
SALARIES					
SUBSTITUTES (TEACHER)	593,016	591,260	669,250	669,250	669,250
SUBSTITUTES (NURSE)	33,661	34,935	40,000	40,000	40,000
CLASSROOM/SUBS (FT PARAS)	350,188	359,656	407,974	446,947	477,324
ILLNESS COVERAGE (CLASSIFIED STAFF)	0	0	10,000	10,000	10,000
CONTRACTUAL RETIREMENT/RESIGN	182,989	122,526	145,000	145,000	145,000
SABBATICAL	0	0	0	0	0
NEGOTIATIONS	0	0	223,126	0	267,406 *
NON-AFFILIATED ADJUSTMENTS	0	0	17,083	0	20,000
DEGREE CHANGES	0 ¹	0 ²	100,000	0 ³	100,000
PERSONNEL TURNOVER	0 ⁴	0 ⁵	(500,000)	0 ⁶	(300,000)
SUBTOTAL	1,159,854	1,108,377	1,112,433	1,311,197	1,428,980
EMPLOYEE BENEFITS					
DISABILITY INSURANCE	61,170	50,179	63,430	63,430	63,430
LIFE INSURANCE	251,690	227,597	256,335	256,335	256,335
HEALTH INSURANCE	14,675,620	14,825,046	16,715,198	16,715,198	19,973,536
RETIREMENT/CLASSIFIED	2,794,085	2,904,487	3,093,389	2,943,390	3,178,861
SOCIAL SECURITY/EMPLOYER SHARE	2,720,884	2,844,759	2,886,798	2,886,798	3,116,170
WORKERS COMPENSATION	312,627	401,935	482,322	503,792	505,000
UNEMPLOYMENT COMPENSATION	42,302	23,894	35,000	35,000	35,000
EMPL. MANDATED SCREENING	0	0	500	500	500
PROFESSIONAL TECHNICAL SERVICES	0	0	0	0	0
EMPLOYEE RELATIONS	42,340	41,135	28,000	28,000	28,000
SUBTOTAL	20,900,718	21,319,032	23,560,972	23,432,443	27,156,832
TOTAL	22,060,572	22,427,409	24,673,405	24,743,640	28,585,812

Footnotes:

Degree Changes

1. \$106,888

2. \$126,762

3. \$139,856

Personnel Turnover

4. (196,901)

5. (340,103)

6. (502,337)

* Nurses, Custodians, PT Paraeducators

BUDGET IMPACT INFORMATION

Program: 3400 – Fringe Benefits/Substitutes
Location: Salaries
Item: Negotiations
Cost: \$267,406

Rationale and Supporting Information

This amount represents additional funding for salary increases for bargaining groups currently in negotiations, as well as other groups scheduled to begin negotiations in the Spring 2026.

BUDGET IMPACT INFORMATION

Program: 3400 Fringe Benefits/Substitutes
Location: Employee Benefits
Item: Health Insurance
Cost: \$3,258,338 Increase

Rationale and Supporting Information

Our insurance broker has advised us to expect an insurance premium increase of 24% based on previous years' claims. However, it is still early and we will get an updated number in March. We are requesting a 19% increase in the budget itself because employees will be paying 1% more and we have a number of employees who do not take health benefits.

PROGRAM 3600: TECHNOLOGY SUPPORT SERVICES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026	SUPT PROPOSED 2026-2027
POSITIONS (FTE)					
COORDINATORS	6.00	6.00	6.00	6.00	6.00
TECHNOLOGY SPECIALISTS	12.00	13.00	13.00	13.00	13.00
SECRETARIAL	2.00	1.00	1.00	1.00	1.00
SALARIES					
COORDINATORS	414,004	427,466	583,473	589,645	608,120
TECHNOLOGY SPECIALISTS	969,192	892,377	895,828	897,060	923,894
TECHNOLOGY MAINTENANCE, P-T	174,706	230,017	80,000	130,000	134,986
SECRETARIAL	69,725	71,613	71,263	73,964	76,106
SUBTOTAL	1,627,627	1,621,473	1,630,564	1,690,669	1,743,106
PURCHASED SERVICES					
TECHNOLOGY SUPPORT	136,857	146,484	200,000	150,000	150,000
EQUIPMENT MAINTENANCE/AV	36,460	40,255	40,000	40,000	40,000
COMPUTER MAINTENANCE	44,916	41,480	45,000	45,000	45,000
SUBTOTAL	218,233	228,220	285,000	235,000	235,000
SUPPLIES/MATERIALS					
SOFTWARE	785,117	810,121	852,000	852,000	852,000
SUPPLIES (SYSTEMWIDE)	65,236	69,894	63,000	63,000	63,000
SUBTOTAL	850,352	880,015	915,000	915,000	915,000
PROGRAM/STAFF DEVELOPMENT					
IN-SERVICE, CLASSIFIED	0	2,522	3,000	3,000	3,000
PROF. MTGS., CLASSIFIED	25	0	3,000	3,000	3,000
SUBTOTAL	25	2,522	6,000	6,000	6,000
OTHER					
DUES/FEES	1,130	1,160	2,500	2,500	2,500
SUBTOTAL	1,130	1,160	2,500	2,500	2,500
EQUIPMENT					
TECHNOLOGY REPLACEMENT PROGRAM	1,379,817	1,247,167	1,200,000	1,200,000	1,200,000
REPLACE/REPAIR	46,895	36,998	47,000	47,000	47,000
NEW/AV EQUIPMENT	56,873	56,894	57,000	57,000	57,000
NEW TECHNOLOGY RELATED EQUIPMENT	41,600	42,002	42,100	42,100	42,100
REPLACEMENT/AV EQUIPMENT	117,771	117,645	118,000	118,000	118,000
SUBTOTAL	1,642,955	1,500,706	1,464,100	1,464,100	1,464,100
TOTAL	4,340,323	4,234,096	4,303,164	4,313,269	4,365,706

BUDGET IMPACT INFORMATION

Program: 3600 – Technology Support Services
Location: Equipment
Item: Technology Replacement Program
Cost: \$1,200,000

Rationale and Supporting Information

Glastonbury Public Schools anticipates replacing student iPads with Chromebooks to support teaching, learning, and student wellness. The funds requested would be used to begin acquiring these alternative devices as the student iPad leases expire in select grades.



Music Report

Director: Leslie Lopez

Date: December 8, 2025

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

- GHS Symphonic Band, GHS Concert Choir and the Nayaug Midnight Singers were selected to perform at the National Music Educators Eastern Conference in April 2025.
- 7 GHS student musicians were selected to participate in the 2025 National All-Eastern Band and Choir Ensembles.
- Smith Middle School held its first annual SMS Jazz Festival, which hosted other local middle school jazz bands from East Hartford and RHAM, as well as the Gideon Welles and the GHS Jazz band.
- 177 GHS Band, Jazz Band, Chorus and Orchestra students participated in a variety of music festivals during the 2024-2025 school year: Eastern Region Music Festival, All-State Music Festival, New England Music Festival (NEMFA), American School Band Directors Association (ASBDA). Selection for participation is by student audition.
- 118 Smith Middle School and Gideon Welles students in Band, Chorus or Orchestra participated in the Eastern Region Middle School Music Festival in Coventry, CT in March 2025.
- 10 GHS seniors were selected to perform at the GHS Concerto Concert held on May 21, 2025. Selection for performance is through audition.
- This is the 13th consecutive year that Glastonbury has been recognized as a Best Communities of Music Education by the National Association of Music Merchants (NAMM) Foundation for being a leading community for music education.
- 74 GHS Choral students traveled to Philadelphia, PA to perform, participate in a clinic at Temple University and see a professional performance.
- 1 elementary general music teacher received a Fund for Teachers fellowship grant and traveled to New Zealand to study play based song and dance in the music classroom.
- SMS Grade 8 Band, Chorus, Select Chorus and Chamber Orchestra received ratings in the categories “superior” and “excellent” coming in as the top “overall” ensembles in the Music in the Parks adjudication in May 2025.
- Students participated in over 100 high quality performances from all grade levels to commemorate town-wide and district celebrations.
- Friends for Music (FFM) provided two scholarships to GHS students who declared a major or minor in music at a 4-year college.

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

Grade-Level / Course	Recent Development / Revision
Grade 4 & 5 Band Instruments	Revised Grade 4 (Year 1) and Grade 5 (Year 2) band curricula to clearly articulate a vertical sequence of skill acquisition and development.
Grade 6 General Music	Revised general music curriculum to align and update units, assessments and timeline.
Grade 6 Band	Updated scope and sequence; revised final benchmarks; vertically aligned skills techniques.
Grade 7 Band	Updated scope and sequence; revised final benchmarks; vertically aligned skills techniques.
GHS – Popular and World Music	Developed units and assessments to align with ECE requirements.
GHS – AP Music Theory	Updated unit guides and course overview.

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.

- Continue to support multiple musical performances that support active and civic engagement through showcasing students’ talents in our Glastonbury community.
- Provide financial assistance to beginning musicians (Gr. 4 & 5) for instruments in order to support access by students/families in need. This is a self-funded rental program that provides access to an instrumental music experience for beginners.
- Incorporate music-specific “look-fors” in the classroom/ensemble that align with *Good Teaching & Active Learning* to support high-quality student-centered music instruction.
- Expand and enhance student performance opportunities and connections across grade levels and buildings to support ensemble programs.
- Provide professional learning opportunities that are strand-specific and aligned with national music standards and department goals.
- Continue professional learning for staff to incorporate Universal Design for Learning to ensure equitable access to high-quality music instruction, improve student engagement, and increase proficiency across content.

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

- Provide funding to support special guest artists, music clinicians, concert accompanists to support our curriculum and program.
- Provide funding for the acquisition and replacement of school instruments, equipment inventory and special programming.
- Provide curriculum development funds to support the revisions and updates to our music curriculum.

Music Department events 2025-2026

Date	Time	Event
9/18/2025		FfM Candy Sale Begins
10/23/2025	7:30pm	GHS Fall Ensembles Concert
10/24/2025		FfM Candy Sale Ends
10/27/2025	7:30pm	SD- GHS Fall Ensembles Concert
11/24/2025	8:00am-9:00pm	FfM Candy Distribution
11/25/2025	8:00am-9:00pm	SD - FfM Candy Distribution
11/26/2025	9:00am	K Harvest Festival
11/26/2025	9:30am	K Harvest Festival
12/4/2025	7:00pm	SMS Band Winter Concert
12/5/2025	9:15am	NG Winter Concert Grade 4 parent
12/5/2025	2:00pm	NG Winter Concert Grade 5 parent
12/8/2025	9:00am	BB Winter Concert student
12/8/2025	6:30pm	BB Winter Concert parent
12/8/2025	9:00am	NA Winter Concert student
12/8/2025	6:30pm	NA Winter Concert parent
12/8/2025	7:30pm	GHS Band Winter Concert
12/9/2025	9:15am	HE Winter Concert Student
12/9/2025	9:00am	SD - BB Winter Concert Grade Student
12/9/2025	1:45pm	SD - BB Winter Concert Grade parent
12/9/2025	7:00pm	SD- SMS Band Winter Concert
12/10/2025	10:00am	HE Winter Concert Grade 5 parent
12/10/2025	2:00pm	HE Winter Concert Grade 4 parent
12/10/2025	7:00pm	SMS Chorus Winter Concert
12/11/2025	9:30am	HO Winter Concert student
12/11/2025	2:00pm	HO Winter Concert parent
12/11/2025	7:30pm	GHS Orchestra Winter Concert
12/11/2025	9:15am	SD- HE Winter Concert student
12/11/2025	7:00pm	SD - SMS Chorus Winter Concert
12/12/2025	9:15am	SD - NG Winter Concert Grade 4 parent
12/12/2025	2:00pm	SD - NG Winter Concert Grade 5 parent
12/12/2025	9:30am	SD - HO Winter Concert Student

Music Department events 2025-2026

12/12/2025	2:00pm	SD - HO Winter Concert parent
12/12/2025	10:00am	SD-HE Winter Concert Grade 5 parent
12/12/2025	2:00pm	SD-HE Winter Concert Grade 4 parent
12/15/2025	9:00am	SD -NA Winter Concert student
12/15/2025	6:30pm	SD- NA Winter Concert parent
12/15/2025	7:30pm	SD- GHS Orchestra/Band Winter Concert
12/16/2025	6:30pm	5th Grade Winter Concert - Gideon Welles
12/17/2025	7:30pm	GHS Choral Concert
12/17/2025	6:30pm	SD-5th Grade Winter Concert - Gideon Welles
12/18/2025	7:00pm	SMS Orchestra Winter Concert
12/18/2025	7:30pm	SD-GHS Choral Winter Concert
12/22/2025	period 2	GHS Music Assembly
12/22/2025	7:00pm	SD-SMS Orchestra Winter Concert
12/23/2025	period 2	SD - GHS Music Assembly
1/21/2026	6:30pm	GW Chorus Winter Concert
1/22/2026	6:30pm	SD- GW Chorus Winter Concert
1/27/2026	6:30pm	GW Band Concert
1/28/2026	6:30pm	GW 6th grade Orchestra Winter Concert
1/29/2026	6:30pm	SD - GW Orchestra/Band Winter Concert
2/2/2026	7:00pm	GHS District Choral Festival
2/3/2026	7:00pm	SD-GHS District Choral Festival
2/4/2026	TBD	District Orchestra Concert
2/5/2026	TBD	SD-District Orchestra Concert
2/11/2026	7:00pm	Valentine Cabaret
2/12/2026	7:00pm	SD - Valentine Cabaret
3/16/2026	7:30pm	GHS Orchestra Spring Concert
3/18/2026	7:30pm	GHS Band Spring Concert
3/19/2026	TBD	NEMFA
3/20/2026	TBD	NEMFA
3/21/2026	TBD	NEMFA
3/23/2026	7:30pm	SD-GHS Band Spring Concert
3/25/2026	7:30pm	SD-GHS Orchestra Spring Concert
3/26/2026	TBD	All State

Music Department events 2025-2026

3/27/2026	TBD	All State
3/28/2026	TBD	All State
4/7/2026	7:30pm	GHS Choral Spring Concert
4/8/2026	4:00-9:00pm	SMS Jazz Festival
4/8/2026	7:30pm	SD-GHS Choral Spring Concert
4/30/2026	7:00pm	Glastonbury Choral Invitational Festival
5/4/2026	9:00am	NA Spring Concert Student
5/4/2026	6:30pm	NA Spring Concert Parent
5/5/2026	9:00am	BB Spring Concert Grade 4 Student
5/5/2026	1:45pm	BB Spring Concert Gr. 4 Parent
5/5/2026	7:00pm	SMS Band Spring Concert
5/6/2026	9:15am	HE Spring Concert Student
5/7/2026	10:00am	HE Spring Concert Grade 5 Parent
5/7/2026	2:00pm	HE Spring Concert Grade 4 Parent
5/7/2026	7:00pm	SMS Orchestra Concert
5/7/2026	9:00am	SD-BB Spring Concert Gr. 4 Student
5/7/2026	1:45pm	SD-BB Spring Concert Gr. 4 Parent
5/8/2026	9:15am	NG Spring Concert Grade 4 Parent
5/8/2026	2:00pm	NG Spring Concert Grade 5 Parent
5/8/2026	7:30pm	Pops Concert
5/11/2026	6:30pm	GW 5th Grade Spring Concert
5/11/2026	9:15am	SD-HE Spring Concert Student
5/12/2026	10:00am	SD-HE Spring Concert Grade 5 parent
5/12/2026	2:00pm	SD-HE Spring Concert Grade 4 parent
5/12/2026	9:00am	SD-NA Spring Concert Student
5/12/2026	6:30pm	SD-NA Spring Concert Parent
5/13/2026	7:00pm	SMS Chorus Spring Concert
5/14/2026	9:30am	HO Spring Concert - Parent
5/14/2026	2:00pm	HO Spring Concert - Student
5/15/2026	9:30am	SD-HO Spring Concert Student
5/15/2026	2:00pm	SD-HO Spring Concert Parent
5/15/2026	9:15am	SD-NG Spring Concert Grade 4 Parent
5/15/2026	2:00pm	SD-NG Spring Concert Grade 5 Parent

Music Department events 2025-2026

5/15/2026	all day	Music in the Parks -Band/Chamber/Chorus (tentative)
5/18/2026	6:00pm	FfM Banquet
5/19/2026	6:30pm	GW 6th Grade Band Spring Concert
5/20/2026	7:30pm	Solo & Ensemble Concert
5/21/2026	6:30pm	GW 6th Grade Orchestra Spring Concert
5/26/2026	7:00pm	SD- SMS Band/Chorus/Orchestra Spring Concert
5/27/2026	6:30 PM	6th Grade Spring Chorus Concert
5/27/2026	7:00pm	GHS Gents Concert
5/27/2026	6:30pm	SD-GW 5th Grade Spring Concert
5/28/2026	6:30 PM	SD-6th Grade Spring Band/Chorus/Orchestra Concert



English Language Arts, K-5 Report

Director: Christina O’Brien

Date: December 8, 2025

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

- Earned the Gold Award in the CT Student Writers’ Magazine for “How to Take Care of a Dog” – Ruby Wilson, Grade 3, Nonfiction.
- Engaged 726 students in The Welles Turner Memorial Library Summer Reading Program, “Color Our World,” resulting in 10,052 books read.
- Achieved over 80% mastery among K–3 students on end-of-unit *Foundations* assessments.
- Implemented structured collaboration with the Wilson Literacy Advisor/Literacy Specialist to support *Foundations* instruction with fidelity across all K–3 classrooms.
- Participated in the first Wilson Live Panel, “District Leaders on Successful Strategies for the Implementation of Foundations.”
- Partnered with HILL for Literacy and the District Leadership Team (DLLT) to review reading instructional resources and curriculum, identifying updates and improvements.
- Hosted Dr. Nancy Boyles, nationally recognized reading comprehension expert and author, to provide professional development for grades 2–5 during the 2025–26 school year.
- Empowered teacher leaders in grades 2–5 to facilitate August professional development focused on effective small-group instructional practices.

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

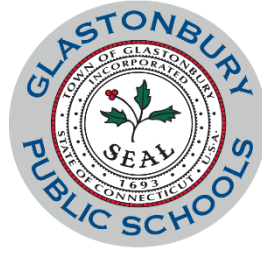
Grade-Level / Course	Recent Development / Revision
K-3	Used DIBELS to screen all students in the areas of phonemic awareness, alphabetic principle, fluency and comprehension at three benchmark points in the school year.
K-2	Incorporated the <i>Foundations Readers</i> and the <i>Jump Rope Readers</i> to help students apply phonics skills to decode text.
K-3	Implemented <i>Foundations</i> as a structured phonics program.

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.

- Complete the 5-year Curriculum Review process during the 2025-2026 school year; identify and share recommendations to support program advancement.
- Fully implement *Just Words* word study program to support systematic, explicit phonics instruction for grade 4 and 5 students.
- Expand decodable texts aligned to core phonics instruction to promote fluency and application of foundational reading skills.
- Continue to align Tier 2 and Tier 3 intervention resources with the Science of Reading, and support *Foundations* implementation in grades K–3 through ongoing professional learning and collaborative planning opportunities.
- Continue to refine standards-based reading and writing instruction in grades K–5, ensuring strong alignment with *Hegerty* (K–1), *Foundations* (K–3), and *Words Their Way* (4–5), while embedding interdisciplinary concepts from science and social studies.
- Introduce new End-of-Unit Reading Assessments in grades 2–5 to more accurately monitor student comprehension and growth in alignment with updated curriculum goals.
- Pilot grammar instruction in grades 4 and 5, using targeted resources to enhance writing instruction and alignment with grade-level expectations.
- Promote instructional equity through the integration of Universal Design for Learning (UDL) strategies that support engagement, representation, and expression for all learners.
- Provide focused professional learning and coaching to support staff in the implementation of new assessments, monitoring tools, and curriculum adjustments.

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

- Continue to fund high quality print texts to support reading and writing units.
- Continue to fund consumables within *Foundations*.
- Continue to fund professional learning and training to support implementation of foundational literacy resources.
- Increase funding to support curriculum development of standards-based reading and writing units.



English Language Arts, 6-12 Report

Director: Tracey DeDonato

Date: December 8, 2025

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

- 17 students were recognized for their writing by the Connecticut Writing Project (CWP)/The Connecticut Student Writers Magazine Contest. Award winners placed in the following categories: GOLD Award (3), SILVER Award (8), and Honorable Mention (6). Three teachers were recognized in the Honorable Mention category of the Teacher Awards.
- Acclaimed authors, Jack Gantos and Eoin Colfer, delivered motivational presentations on writing and storytelling to all sixth graders.
- Hungarian Holocaust survivor, Endre “Andy” Sarkany, visited sixth grade Team Congo to share his story of survival and hope. Sponsored by the Voices of Hope organization, his visit coincided with the historical fiction unit.
- The 2024-2025 SMS literary magazine, *Cosmic Chronicle*, was awarded the “Superior” rank in the National Council for Teachers of English REALM (Recognizing Excellence in Arts and Literature Magazine) contest. The 2024-2025 GHS literary magazine, *Thoughts Dominion*, was awarded the “Excellent” rank.
- GHS’s Chapter of Quill & Scroll National Honor Society inducted nine students, who demonstrated initiative and achievement in scholastic journalism.
- The English department extended its partnership with *The Globe Reads* organization by providing students in one GHS English 10 class with the opportunity to collaborate remotely with English classes in India, Egypt, and Lebanon.
- The GHS English Department partnered with the Welles-Turner Library for the second year to present its ninth annual *Evening of Rhyme and Rhetoric* with approximately 80 people in attendance.
- Glastonbury Poet Laureate, Victoria Nordlund, visited Smith and GHS classes to share insights into the writing process, offer feedback on student work, and inspire student writers through hands-on activities. Three students were accepted into the 2025 Nook Farm Writers Collaborative summer experience at the Mark Twain House.
- SAT *Evidence-Based Reading/Writing* (School Day test)
 - Average score: 574 (CT average score: 499)

- Advanced Placement:

	# of students who took the test	% of students who scored 3 or higher	% of students who scored 5	GHS Average Score	CT Average Score
AP Language and Composition	44	100%	38.6%	4.18	3.50
AP Literature and Composition	72	93.1%	25%	3.82	3.53

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

Grade-Level / Course	Recent Development / Revision
Grade 6/ELA	Revised units to ensure comprehensive standard alignment and incorporations of skills progressions; revised common assessments.
Grade 7/English 7	Restructured the writing piece(s) within the Realistic Fiction unit; researched and chose new historical fiction short stories to kick off the Short Stories unit.
Grade 8/English 8	Revised and formalized the multimedia assignment; updated reading list.
Grade 10/English 10	Revised units and assessments to support the integration of a new text
Grade 11/English 11 ECE, L1	Revised units and assessments; incorporated guaranteed novel experience
Grade 12/ American Literature World Literature Modern Literature Global Literature Journalism Introduction to Poetry	Revised course curricula based on first-year course implementation of six semester-long courses

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.

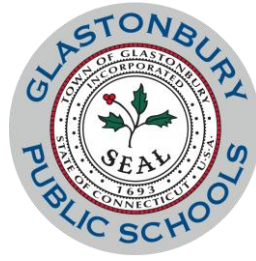
- Complete the 5-year Curriculum Review process during the 2025-2026 school year; identify and share recommendations to support program advancement.
- Restructure grade 9-12 English offerings to ensure equitable access and support for all learners in level 2 and co-taught classes.
- Continue to develop and expand multi-media opportunities for students through the growth of an immersive and interactive Humanities Multimedia Lab, in alignment with the district’s purposeful

technology guidelines.

- Continue to examine instructional practices and course curricula to ensure representation of and access by all students.
- Continue to explore how GenAI may support teaching and learning.

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

- Maintain funding for essential digital instructional tools, including Actively Learn Premium, electronic media, NoRedInk Premium, and relevant iPad apps that support skill-building and meaningful engagement.
- Maintain curriculum development funding to support the review, revision, and/or consolidation of course curriculum and related resources.
- Maintain professional development funding to support teacher growth and student Learning.
- Increase funding for print texts to support a more balanced literacy approach to align with the district's 6-12 Guidelines for Purposeful Technology Use.



Library Media, K-5 Report

Director: Christina O'Brien

Date: December 8, 2025

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

- Fully implemented digital citizenship curriculum in all K–5 schools, promoting responsible technology use and online safety.
- Introduced genre-based “book tastings” across all grades to increase student interest in independent reading.
- Expanded diverse and inclusive book collections in each library, curated in collaboration with staff and student input.
- Collaborated with classroom teachers to co-teach research and inquiry-based projects in grade 3-5.
- Increased student-led book clubs and peer book recommendation boards in library spaces.
- Implemented Lego lessons in grades K-5, engaging students in problem-solving, coding, and design challenges tied to grade-level standards.
- Expanded school-based Literacy Nights at Naubuc, Nayaug and Hebron Avenue schools for students and families.
- Hosted guest author visits with Josh Funk or Kevin Kurtz at Naubuc and Buttonball schools.
- Promoted the district’s first Global Day of Unplugging, engaging students in screen-free learning activities.
- Library Media Specialists led a lesson for all K–5 students using *Vote for Our Future* by Margaret McNamara, focusing on the concepts of voting and leadership and helping students recognize that everyone can be a leader in their school community.

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

Grade-Level	Recent Development / Revision
K-3	Developed Library Media AI Guidelines for students across grades K–5 to ensure they build an understanding of how AI works in everyday tools, learn how it provides information, and practice ethical and accurate use of AI for creativity and research.
K-5	Integrated coding lessons using Lego Robotic kits.

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.

- Continue to review and expand print, eBook, audiobook, and database collections.
- Procure culturally responsive and diverse print and digital resources that support the needs of students, curriculum, and instruction, including author experiences.
- Expand access to STEAM activities and supporting resources through the implementation of a mobile makerspace to incorporate the Design Thinking model within the grade level curriculum.
- Update K-5 library media centers to future-ready learning spaces that include collaborative/flexible work spaces.
- Collaboration with the math and science curriculum directors and PACE staff to develop guaranteed interdisciplinary coding lessons for students in Grades K-5, allowing for a cohesive continuum of STEAM curriculum across the elementary level.
- Supported the integration of GenAI as a tool to support teaching and learning.

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

- Increase technology software, equipment, and instructional materials budget in order to expand resource collections, increase STEAM materials, and upgrade LMCs with collaborative/flexible furniture.
- Increase curriculum hours to allow for the articulation of the newly-adopted American Association of School Librarians (AASL) standards by the CT State Department of Education (CSDE) and development of a comprehensive, updated K-12 standards map.



Library Media, 6-12 Report

Director: Tracey DeDonato

Date: December 8, 2025

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

Gideon Welles School

- The GWS library media specialist established the *Gideon Reads* initiative. Faculty and staff members post a laminated poster on their doors indicating the name of the book they are currently reading, thereby promoting reading discussion and building a community of readers.
- Approximately 20 authors visited remotely with almost 60 classes during February's *World Read Aloud Day*.
- Coding lessons were implemented in Grades 5 and 6.
- All students participated in digital citizenship lessons aimed at teaching safe and responsible technology use.

Smith Middle School

- The SMS library collection was expanded to include additional titles to support the Life Skills program as well as the seventh grade Global Warming and Environmental Science initiative.
- Over 80 students signed up for library cards in school through a partnership with the Welles-Turner Library.
- Reading promotion efforts included 300 classroom visits to the library to engage students with a variety of books and authors. As a result, we saw an average increase of one additional book checkout per student across the school.

Glastonbury High School

- The GHS Library Media Center went technology-free for the *Global Day of Unplugging*. Students unplugged and engaged in activities devoted to wellness and connection.
- The library media specialists established the *Guardians Read* initiative. Faculty and staff members post a laminated poster on their doors indicating the name of the book they are currently reading, thereby promoting reading discussion and building a community of readers.
- The library media specialists conducted over 50 formal book talks in English classes.
- The GHS library media specialists collaborated with the World Language department on a new research lesson.
- Both a faculty and staff book club and summer reading program were added to GHS library programming.

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

Grade-Level / Course	Recent Development / Revision
Grade 6-12	<ul style="list-style-type: none"> • Developed district-wide alignment of digital literacy materials and wove GenAI instruction into the K-12 Digital Citizenship Scope & Sequence. <ul style="list-style-type: none"> ○ Gideon: Safe and responsible technology use ○ Smith: Misinformation/disinformation ○ GHS: Algorithms and GenAI.
Grade 11	<ul style="list-style-type: none"> • Revised eleventh grade U.S. History research paper assignment/rubric.

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.

- Expand the *Global Day of Unplugging* activities to SMS.
- Collaborate with the History/Social Studies department to revise and finalize new research experiences at SMS and GHS.
- Improve scaffolding of research materials and techniques in grades 6-12 to make research more accessible for students with special needs.
- Support the use of GenAI as a tool to enhance teaching and learning.
- Develop teacher resources to promote a culture of reading and responsible use of technology.
- Continue to strengthen our partnership with the Welles-Turner Memorial Library to include more opportunities for shared initiatives that expand student access to student-centered literacy events, shared reading initiatives, and local library services.
- Update the K-12 standards map, inclusive of the CSDE-adopted American Association of School Librarians (AASL) standards, as well as International Society for Technology in Education (ISTE) and GPS language and expectations.

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

- Increase technology software, equipment, and instructional materials budgets in order to:
 - Continue to update 6-12 Library Media Centers to future-ready learning spaces that include collaborative/flexible work spaces.
 - Maintain the extensive database collections in grades 6-12.
 - Expand eBook and audiobook collections and newspaper and magazine publications.
 - Procure consumables for a library makerspace at Gideon Welles School.
 - Procure culturally responsive and diverse print and digital fiction.
- Increase curriculum hours to allow for:
 - Continued interpretation of the AASL standards by the CT SDE.
 - Continued updates to the Digital Literacy curriculum, with particular emphasis on GenAI.

GLASTONBURY HIGH SCHOOL

SIGNIFICANT CHANGES IN THE PROGRAM OF STUDIES 2026-2027

Many course titles have been revised or updated based on continuing curriculum work or recent curriculum reviews in departments.

The Piano/Keyboard course description has been updated to more accurately reflect the current content, skills, and learning objectives taught in the class. This revision ensures that students have a clearer understanding of what to expect from the course within the Program of Studies.

The Music Production course description has been updated to more accurately reflect the current content, skills, and learning objectives taught in the class. This revision ensures that students have a clearer understanding of what to expect from the course within the Program of Studies.

The Introduction to Animal Science course description has been updated to more accurately reflect the current content, skills, and learning objectives taught in the class. This revision ensures that students have a clearer understanding of what to expect from the course within the Program of Studies.

The Fashion Design course description has been updated to more accurately reflect the current content, skills, and learning objectives taught in the class. This revision ensures that students have a clearer understanding of what to expect from the course within the Program of Studies.

The Contemporary Craft Design course description has been updated to more accurately reflect the current content, skills, and learning objectives taught in the class. This revision ensures that students have a clearer understanding of what to expect from the course within the Program of Studies.

The following English courses will now be listed with a new title. The new titles accurately reflect the course content.

- American Lit will now be listed as The American Paradox
- Modern Lit will now be listed as Youth in the Modern World
- World Lit will now be listed as World Expressions of the Human Story
- Global Lit will now be listed as Global Perspectives and Citizenship
- Journalism will now be listed as Critically Understanding Mass Media
- Introduction to Poetry will now be listed as Verse and Voice in Poetry

Cybersecurity will now be listed as AP Cybersecurity. The College Board released an updated Cybersecurity Curriculum, allowing students to get an AP credit.

The Glastonbury High School Program of Studies
is now a virtual website.

<https://sites.google.com/glastonburyus.org/ghs-program-of-studies/home>

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

Title of Report: Glastonbury High School 2026-2027 Virtual Program of Studies

Board Meeting Date: December 8, 2025

Action:

Report:

Information: X

Discussion:

Transforming the Glastonbury High School Program of Studies from a printed (PDF) booklet into a website has modernized the way we share this important information with students and families.

Our goal was to deliver all essential course selection and registration information in a format that is easy to read, navigate, and understand. To accomplish this, we focused on:

- Including only content directly related to course registration
- Streamlining text for clarity and conciseness
- Using images, lists, bullet points, charts, and brief descriptions
- Creating ADA-compliant pages that are simple to navigate

As part of this transition, we removed some content that is not directly related to course selection and is already available on the [Glastonbury Public Schools website](#), [Glastonbury High School website](#), and the [Glastonbury High School Student Handbook](#). This ensures the Program of Studies website remains focused, accurate, and user-friendly.

Because the new format this year included changes that were quite extensive, we did not “redline” them on the website for Board of Education review. However, going forward, we will be able to redline the changes each year on the new website.

The attached PDF provides notations as to where the former Program of Studies content (pp 5-20) can now be found.

Submitted by: Kate Lund

Reviewed by: Alan B. Bookman

Core Values and Beliefs

Glastonbury High School inspires curiosity, cultivates learning, and empowers students to shape their lives and our world.

Footer on
POS website

Expectations For Student Learning

The learning expectations represents a shift that focuses on interdisciplinary connections and learning in the 21st century. In this way, all students are expected to meet all academic, civic and social expectations. All teachers will evaluate students each year in a holistic manner that ensures academic, social, and civic growth to prepare them for college and careers in a changing world. All courses will provide opportunities for students to demonstrate the learning expectations, as measured by the school-wide rubrics. Testing mandated by the State of Connecticut will also be used to assess student progress towards expectation set #2. Students are required to meet all three expectation sets with an overall score of mastery or proficiency for each set in order to graduate from Glastonbury High School.

EXPECTATION SET #1

Glastonbury High School inspires curiosity and action

- Explore and honor individual intellectual interests and engage in inquiry
- Source reliable information in order to broaden and challenge understandings, perspectives, and beliefs
- Pursue life-long learning through discovery, inquiry, and practice

EXPECTATION SET #2

Glastonbury High School cultivates learning

- Use multiple methods to communicate effectively with diverse audiences
- Apply logic and critical thinking skills to make sense of authentic problems and persevere in solving them
- Use instructional technology for innovation and with intentionality
- Create and perform through innovation and collaboration across lines of difference

EXPECTATION SET #3

Glastonbury High School empowers students to shape their lives and our world

- Contribute to a safe, supportive, and inclusive learning environment where equity and diversity, and the sense of belonging are intentionally messaged and prioritized
- Promote social justice and demonstrate citizenship, integrity, respect, and value for others
- Exhibit academic responsibility through perseverance and ownership of learning

Included on GHS website

GENERAL INFORMATION

EVERY EFFORT WILL BE MADE TO MEET ALL STUDENT COURSE REQUESTS. HOWEVER, INSUFFICIENT ENROLLMENT OR BUDGET CONSIDERATIONS CAN CAUSE COURSE CANCELLATION.

INSTRUCTIONAL RESOURCES REVIEW PROCESS

In accordance with Board of Education Policy #6121, adopted October, 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

- equal opportunity for all students to participate in the total program of the school
- continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences

In keeping with this policy, textbooks and other instructional materials resources are reviewed for bias prior to purchase. This process is coordinated by the director of the specific discipline and is done both during the formal Curriculum Review and at other points when new instructional material is being considered. The review committee forwards the textbook request and the textbook to the Superintendent for approval. Both the request and the text are then presented to the Board of Education for review. If you have questions about instructional materials, please consult the appropriate curriculum director.

GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS AND COMPLAINTS

The Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age or disability in employment matters or assignment in programs or services provided. The Civil Rights compliance officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy.

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity) –Tonya Claiborne, Ed.D., Equity, Diversity & Inclusion, 628 Hebron Ave., P.O. Box 191, Glastonbury, CT 06033 Tel 860- 652-7941 claibornet@glastonburyus.org

Section 504 (Rehabilitation Act) & ADA (Americans with Disabilities Act), Kimberly Brown Administrator for Pupil Services Address: Eastbury School, 1389 Neipsic Rd., Glastonbury, CT 06033, Telephone: 860-652-7971 Email: BrownK@glastonburyus.org

Safety/OSH Kenneth Roy, Ph.D., Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard St., Glastonbury, CT 06033, Telephone: 860-652-7200 ext. 12002, Email: royk@glastonburyus.org

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate compliance officer. Forms can be obtained directly compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the compliance officers. Safety question or concerns should be directed to the building supervisor and the Safety Director.

GRIEVANCE PROCEDURE:

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

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

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

All included on District Site

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

District Side

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

PLANNING FOR COURSE SELECTION

REQUIREMENTS FOR A DIPLOMA

Class of 2027 and Beyond
Public Act No. 17-42

Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment. Public Act No. 23-21 also requires public schools to build financial management and literacy into their curriculums. Beginning with the graduating class of 2027, students are required to complete a one-half credit course in personal financial management and financial literacy. This requirement may count towards the nine credits required for the humanities or as an elective credit. Section 9 of the Act now also permits credit from the personal financial management and financial literacy requirement to count towards students' nine science, technology, engineering and mathematics credit requirement. A student must earn a minimum of 25 credits in the following areas as set by state legislature.

Humanities: 9 credits (Including Civics and Art)

- English 4 credits
- History/Social Science 3 credits*
- Fine Arts 1 credit
- Elective 1 credit

Science, Technology, Engineering & Mathematics: 9 credits

- Math 3 credits
- Science 3 credits**

STEM Elective 3 credits***

Wellness: 2 credits

- Physical Education 1 credit
- Health/Physical Education 1 credit

World Languages: 1 credit

Mastery Experience: 1 credit

Electives: 3 credits

TOTAL: 25 credits

*All students must earn 1/2 credit in Modern World History I and 1/2 credit in Modern World History II. They must also earn 1 credit in a U.S. History or a Themes of United States History Course and 1 credit in Civics/Current Issues.

**All students must successfully complete 1 credit in a life science and 1 credit in a physical science.

***STEM electives could include additional math, science, ag-science, business education, family consumer science, technology education, career and technical education classes.

****Mastery Experience will be fulfilled upon the successful achievement of the GHS Learning Expectations by the end of the students' senior year.

1. Courses taken at the middle school may not be used to meet the minimum requirements for a diploma or any minimum credit requirement necessary to advance from one grade to the next.

2. Algebra and world language taken in middle school will be recorded on the student's transcript with the year-end grade, but no high school credit will be granted. Although middle school credit for Algebra may not be counted in the total twenty-five (25) high school credits needed for graduation.

1b. As set by the Board of Education, to graduate from Glastonbury High School, all students are required to meet all three expectation sets with an overall score of mastery or proficiency for each set. Students will have the opportunity to meet expectation sets in each course, as measured by the school wide rubrics. By the end of the second semester of junior year, if a student meets 60 percent mastery and/or proficiency in each expectation set, they will have met the requirements for graduation. Students who have not met the requirements by the end of junior year will have the opportunity to meet the learning expectations in their senior year. More information can be found on the [learning expectations](#) page of the GHS website.

EXPECTATION SET#1

Glastonbury High School inspires curiosity and action

- Explore and honor individual intellectual interests and engage in inquiry
- Source reliable information in order to broaden and challenge understandings, perspectives, and beliefs
- Pursue life-long learning through discovery, inquiry and practice

EXPECTATION SET#2

Glastonbury High School cultivates learning

- Use multiple methods to communicate effectively with diverse audiences

Included on POS website (Grad. Requirements)

- Apply logic and critical thinking skills to make sense of authentic problems and persevere in solving them
- Use instructional technology for innovation and with intentionality
- Create and perform through innovation and collaboration across lines of difference

EXPECTATION SET#3

Glastonbury High School empowers students to shape their lives and our world

- Contribute to a safe, supportive, and inclusive learning environment where equity and diversity, and the sense of belonging are intentionally messaged and prioritized
- Promote social justice and demonstrate citizenship, integrity, respect and value for others
- Exhibit academic responsibility through perseverance and ownership of learning
- In addition, as juniors, each student will have a formal opportunity in their English 11 class to demonstrate “mastery” or “proficiency” of all ten Learning Expectations through class activities. Every junior will create a portfolio to showcase their work.

For more information on learning expectations and assessment rubrics, please go to www.glastonburyus.org

3. Every student is required to enroll in and maintain a minimum number of six (6) credits a year, unless special permission is granted by a principal or through the Planning and Placement Team/504 meeting for students with special needs.
4. Students who wish to complete the requirements of a diploma in fewer than four years of high school may do so by making special provisions with the principal to meet all the requirements for the diploma as listed above. Arrangements must be made prior to the end of June of the student’s sophomore year.

PLANNING FOR GRADES 9-12

A most important task is selecting courses at the high school. From February through March, high school counselors meet with every student individually to discuss course selections, including visiting the middle school to meet with all eighth graders. Counselors at both schools are available to confer with parents about a proposed program and to answer any questions. In making choices throughout high school, think about questions such as these:

1. What aspects of your education do you find most interesting? What subjects do you enjoy most?

2. Do you feel you work to your potential? Are you satisfied with your grades?
3. Do you plan to go on to college? If so, in what colleges are you interested? What are some subject areas in which you might consider majoring?
4. Do you have any possible career goals in mind at this time?
5. What extra-curricular activities interest you? What out-of-school commitments do you have?

In trying to arrive at answers to these and other questions, make it a point to talk with your parents, your teachers, and with the representatives from the colleges and vocational fields in which you are interested. Be sure, however, to confer with your counselor, who is in the best position to help plan your high school program.

MAKING COURSE SELECTIONS

Course selection is an important time of year for the high school student since the courses selected affect the next entire school year. For sequential courses, the teacher will recommend which course to take next. Some courses have required course prerequisites. During that student’s individual appointment at scheduling time, the school counselor will discuss the recommended courses and how they fit the overall program for that student. The final responsibility for course selection, however, belongs to the student and his or her parents.

It is possible that during the early years in high school students may be uncertain about plans after graduation. This frequently happens. By the junior year, however, it is important to have some plans. (This is necessary in order to select the subjects most appropriate to any special abilities and to meet the requirements for graduation).

Finally, you should understand that the program is designed to do two things: (1) to give you the general education everyone needs, and (2) to provide the special subjects you need in order to attain your personal objectives. Your abilities and interests should guide your choices. You should confer with your school counselor about your specific program, for it should be a program suited to your individual needs and abilities.

Your future plans should dictate some of your course selections, particularly for the junior and senior years. However, high school is a time for well-rounded, thorough preparation and students should not over-emphasize a certain area of interest. Plans often change, sometimes during the high school years and even after a student has graduated. The following general guidelines may help you in planning for the future:

1. COLLEGE - Most colleges indicate that the most important factors in their admissions’ decisions are the quality and rigor of the student’s high school program and the student’s performance in that program. Every student should attempt to take as challenging a program as possible. A student planning to go to college should concentrate in grades nine and ten on taking credits in the courses required for graduation, as well as a world language and a course in an area of personal interest. For grades eleven and twelve, the student should consult the catalogs of the colleges under consideration for their specific requirements and recommendations.

Pos Website (Grad Req's)

Graphic of Pos Website

... (graphic)

Pos Website (Select Your Course)

Students planning to attend college should realize that requirements for college admission vary greatly and depend on the selectivity of the school and the specific program to which the student is applying. Knowing and meeting the entrance requirements of the colleges under consideration are crucial, but meeting all requirements does not guarantee admission. For this reason, it is in the student's best interest to exceed the high school requirements.

Requirements in the area of world language deserve special mention. First, many of the colleges often chosen by Glastonbury High students have a world language requirement for two to three years in grades nine through twelve. Second, some colleges that do not require a world language for admission do require students to reach a certain level of proficiency in world language in order to graduate from that college.

Although world language taken at the middle school does not receive high school credit, some colleges consider those courses equal to those taken in high school. World language taken at the middle school appears on the student's transcript with a grade but without credit. Both the different number of years required and the fact that some colleges have their own "exit" requirements make it advisable for students to continue their study of world language beyond grade ten

Pos Website (Select Your Courses)

There are, of course, many different types of colleges. At the risk of oversimplification, the following is offered as a general guideline. Again, each student should confer at course selection time with parents, teachers, and his or her school counselor.

College websites should also be consulted, especially for planning the last two high school years.

a. For liberal arts, a student should exceed the high school requirements in his or her area of interest as well as take three years of one world language in grades nine through twelve.

b. For engineering or some other technical field, a student should take four years of mathematics, one year of chemistry, one year of physics, technology and a drafting course.

c. For a business college, a student should take four years of mathematics, computer science courses, world language, and

courses offered through Business Education.

d. For nursing or allied health fields, a student should take at least two years of algebra, geometry, biology, and chemistry.

2. BUSINESS-High School is the time for students to explore many different career opportunities and to begin choosing their own career path. Business Education courses at Glastonbury High School directly link graduating seniors to post-secondary programs at many four-year colleges, two-year colleges, and technical schools. Today's occupations demand transferable

skills such as problem-solving, communication, computer literacy, and teamwork. The Business Education courses are consistently updated to reflect the business environment students will experience after high school and while in the real world. College Career Pathways courses with credit from Manchester Community College are available in Keyboarding and Computer Application 1A and Business Computer Application.

3. TECHNOLOGY - Students planning to enter fields of engineering, technology, computer science or trades should plan to take technology education for four years. In addition, they should elect mathematics, science, social science, and courses offered through Technology Education. Those interested in architecture and engineering would benefit from these courses.

4. FAMILY AND CONSUMER SCIENCES - Students interested in family and consumer sciences (FCS), related careers in the fields of child care, food service, interior decoration, and nutrition should take several FCS courses. In addition, they should elect courses in mathematics, science, and social science. The Professional Cooking and Professional Baking courses are also College Career Pathways classes with credits from Manchester Community College. Introduction to Individual and Family Development is an ECE course through UCONN and students may enroll through UCONN for credit.

5. AGRISCIENCE AND TECHNOLOGY - Students interested in the broad field of agriscience/agribusiness should consider the course offerings of the Agriscience and Technology Department at an early date and begin planning a program to meet personal objectives. The program is designed to prepare students for enrollment in colleges of agriculture or two-year agricultural schools or for employment in agriscience occupations.

a. Students planning to attend a college of agriculture or a two year agricultural school should plan to take at least three years of Agriscience and Technology to develop a good foundation in agriscience/agribusiness and receive specialized training in plant science, animal science, agricultural mechanics, or natural resources/forestry. In addition, a student should select courses in mathematics, science, and social science suitable for entering college.

b. Students planning for employment in agriscience or agribusiness should plan to take three or four years of Agriscience and Technology to develop a good foundation in agriscience/agribusiness along with obtaining specialized training in the area of his or her major interest. Students will develop the skills needed to enter the work force while meeting graduation requirements.

SCHOOL COUNSELING

Each student is assigned a high school counselor, and, as staffing allows, keeps that counselor throughout the four years of high school.

The School Counseling Department encourages parents to be involved with their child's education, and we invite you to call or e-mail your child's counselor anytime there is a concern

Counseling website, newsletters, lessons...

or question. Individual student/counselor meetings occur throughout the year and either the counselor or student may initiate an appointment. Additionally, the counselor may see a

student at the request of a parent, teacher, administrator, or agency.

Specifically for scheduling, each student is seen individually during the third marking period to select courses for the subsequent school year. Most contacts with counselors are individual, but small and large group meetings are also held to share information. For example, counselors meet jointly with students and college admissions representatives, and individually with parents and students for post-secondary planning. There are also school counseling assembly programs and evening meetings for students and/or parents.

COURSE CANCELLATION

A course may be canceled or enrollment restricted for any of the following reasons:

- a. Lack of enrollment
- b. Available facilities
- c. Staffing
- d. Budget considerations

NCAA INITIAL-ELIGIBILITY FOR COLLEGE ATHLETES

Students planning to enroll as college freshmen who want to participate DIVISION I or DIVISION II athletics must be certified by the NCAA Initial-Eligibility Center. DIVISION III schools do not require students to be certified.

It is each student's responsibility as a "prospective student-athlete" to make sure the NCAA Eligibility Center has the materials needed for certification. This is an important process and lack of planning could result in not being approved to play at the college level. Students should start to track their progress beginning in their freshman year by going to the NCAA Eligibility Center website (ncaa.org) to access information needed to understand the Division I and Division II eligibility requirements, register with the NCAA Eligibility Center, and access individual records.

We recommend students begin the registration process no later than the spring of their junior year. To start the registration process, a student must go to the NCAA Eligibility Center website (ncaa.org) create an account, register and file a student release form. This form, as well as the required fee, must be submitted to the Eligibility Center. Students are also required to submit their high school transcript. Once requested, an official student transcript will be electronically submitted from the School Counseling Office.

In addition, when registering for the SAT or ACT, the student must request that scores be sent to the NCAA Eligibility Center.

POTENTIAL COLLEGE CREDIT

ADVANCED PLACEMENT PROGRAM

Glastonbury High School offers the following AP courses: AP Studio Art, AP English Literature and Composition, AP English Language and Composition, AP Environmental Science, AP French Language 6, AP Spanish Language 6, AP Latin Literature V, AP Russian Language 6, AP Pre-Calculus, AP Calculus AB and BC, AP Statistics, AP Adv Biology, AP Adv Chemistry, AP Physics 1+2, AP Physics C, AP Psychology, AP Computer Science A, AP Computer Science Principles, AP Music Theory, AP European History, AP Chinese and AP U.S. History. Some courses have prerequisites, so be sure to check each course. AP courses are listed in this booklet and on the student transcript with the AP designation. AP exams will be given during the first and second weeks in May. There is a fee for each examination taken, payable to the Advanced Placement Program.

Recognition of different grades for credit, advanced placement, or both will vary with different colleges. It is suggested that a student interested in a particular college write for information concerning the college's policy regarding advanced placement. Students are encouraged to take AP exams in all courses taken.

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE PROGRAM

The Early College Experience (ECE) program through the University of Connecticut provides students taking designated courses the opportunity to enroll in the program and earn college credit in addition to GHS credit. Students who meet the prerequisites, complete the ECE application process, pay ECE tuition/fees, and earn a C or better in the course, will receive credit posted to a University of Connecticut transcript.

GHS Course	Sem.	UConn Course	Credit
Introduction to Companion Animals	Fall	ANSC 1676 – Basic concepts of companion animals' nutrition, physiology, health, and management.	3
Behavior and Training of Domestic Animals	Spring	ANSC 1602 – Application of behavior of cattle, horses, sheep, goats, swine, and poultry to their management, training, and welfare. Basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management and animal welfare.	3
Graphic Design Lab	Fall or Spring	DMD 1101 – Design Lab 1 Exploration of digital image creation, manipulation, and reception through project-based work using image-editing software. Through lectures, discussion, projects, and critique, students will develop, refine, and evaluate digital images and understand their artistic, social, and ethical ramifications.	3

Pos website (Select Your Courses)

Pos website (Course Descriptions / Academic Options)

GHS Course	Sem.	UConn Course	Credit
Video Game Design & Development	Fall or Spring	DMD 2500 – Introduction to the principles of game design and development. History of the industry, story, and game mechanics	3
Foundation of Teaching (Full Year)	Fall	EDCI 1100 – If You Love It, Teach It Studies of K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures	3
	Spring	EPSY1100 – Introduction to Special Education Special education services in American education, including various exceptionalities and the roles of professionals.	3
Floral Art	Fall or Spring	SPSS 2520 – The study of flower arrangement as an art form with emphasis on historical background, artistic principles, color harmony, and care of perishable media. Individual expression is encouraged in the creation of floral compositions.	2
Advanced Floral Design	Fall or Spring	SPSS 3530 – This course allows full-time Agri science students and students considering floral design as a career to have advanced experiences. Students will create more specialized and difficult arrangements including sympathy and wedding arrangements. Students will learn principles of design, costing, and marketing strategies as well as the planning and ordering of flowers.	2
Introduction To Individual & Family Development Full Year	Full Year	HDFS 1070 – Individual Family Development Human development throughout the life span, with emphasis upon family as a primary context.	3
Fundamentals of Horticulture	Fall or Spring	SPSS 1110 – Fundamentals of Horticulture – Science and practice of horticultural plant propagation and culture. Basic concepts of plant structure, growth and function. Integrated pest management. Impact of new technology. Horticulture and the environment.	3

Coding, Data Science and Society	Full Year	CSE 1010- Introduction to Computing for Engineers. Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.	3
Film & Video Production	Fall or Spring	DMD 2210: Film and Video Editing I Introduction to digital editing, project management, working with sound, and time-based storytelling.	3
Advanced Drawing	Fall or Spring	ART 1030 – Fundamental principles of drawing based on observation.	3
Digital Art and Media	Fall or Spring	DMD 1102: Design Lab II DMD Theory, principles, and practices of digital screen-based visual communication. Through a multidisciplinary perspective involving art, design, art history, and media studies, students will address how culture visualizes screen-based communication through both image and type.	3
Film and Video Editing I		DMD 2210 – Introduction to digital editing, project management, working with sound, and time-based storytelling.	3
English 11	Full Year	ENGL 1007 – College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. Students design a digital portfolio that curates' creations and skills-based micro-credentials they earn in coursework.	4
Elementary Discrete Mathematics	Fall or Spring	MATH 1030Q – UConn ECE Math 1030Q cannot be taken concurrently with or after UConn ECE Math1131Q or 1132Q. Problem-solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, and number systems.	3



GHS Course	Sem.	UConn Course	Credit
Calculus I	Fall	MATH 1131Q – Students who matriculate to UCONN cannot receive credit for MATH 1131Q and 1151Q. Limits, continuity, differentiation of algebraic and transcendental functions, antidifferentiation, definite integrals, the Fundamental Theorem of Calculus, u-substitution, with applications to the physical and engineering sciences.	4
Calculus II	Spring	MATH 1132Q – A continuation of MATH 1131! With techniques of integration, applications of integration, infinite sequences and series, power and Taylor series, polar coordinates, and parametric equations, with applications to the physical sciences and engineering.	4
Music Fundamentals and Ear Training I	Fall	MUSI 1011 – Basic skills in note reading, rhythm, meter, pitch symbols, scales, key signatures, intervals, triads, sight-singing, and dictation. No previous training is required.	3
Music Fundamentals and Ear Training II	Spring	MUSI 1012 – Further development of skills in music reading, sight-singing, and dictation.	3
Popular and World Music	Spring	MUSI 1003 - An introduction to popular music and diversity in America: jazz, blues, pop, rock, hip-hop, and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society	3
Spanish 5 L1	Full Year	LLAS 1190 – Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture.	3
AP Spanish Language 6 L1	Fall	SPAN 3178 – This course provides a thorough review of grammar and methodical practice in composition leading to a command of practical idioms and vocabulary	3
AP Spanish Language 6 L1	Spring	SPAN 3179 – Recommended preparation: SPAN 3178. In-depth development of speaking skills through cultural readings, group discussions, and oral presentations on selected topics concerning the Spanish-speaking world.	3

Classical Mythology	Full Year	CAMS 1103 – Origin, nature, and function of myth in the literature and art of Greece and Rome and the reinterpretation of classical myth in modern art forms.	3
AP Latin Literature L1	Full Year	CAMS 3102 – With a change in content, may be repeated for credit. Reading of Latin texts in the original.	3
Chinese 4 L1	Full Year	CHIN 1114 – Development of ability to communicate in Chinese, orally and in writing	4
Chinese 5 L1	Full Year	CHIN 3210 - Development of ability to communicate in Chinese, orally and in writing.	3
AP Chinese Language 6 L1	Full Year	CHIN 3211 - Development of ability to communicate in Chinese, orally and in writing.	3
AP French Language 6 L1	Fall	FREN 3250 – Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, round tables, and oral reports.	3
AP French Language 6 L1	Spring	FREN 3268 – Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film reviews.	3

ECE course information on PoS website; UConn course equivalents shared by counseling office during registration.

Environmental Science	Full Year	NRE 1000E – An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands; soil and water conservation; pollution and water management; and wildlife and fisheries conservation; pollution and water management; and wildlife and fisheries conservation.	3
General Physics I	Fall	PHYS 1201Q – Basic facts and principles of physics. The laboratory offers fundamental training in precise measurements.	4
General Physics II	Spring	PHYS 1202Q – Basic facts and principles of physics. The laboratory offers fundamental training in precise measurements.	4

Pos website/counseling Dept.

For more information about the UConn Early College Experience, including course descriptions, tuitions/fees, and enrollment policies, visit: www.ece.uconn.edu.

All fees are non-refundable after the add/drop period.

COLLEGE CAREER PATHWAYS

The College Career Pathways program is designed to benefit every high school student regardless of his or her career goals. Manchester Community College (MCC) has identified GHS courses in Business Education and Foods as having curriculum equivalent to courses taught at the college level. College Career Pathways provides students with a program of study that coordinates secondary and post-secondary education, thus

eliminating repetition of course work. After completing the courses and graduation from high school, College Career Pathways students may be eligible for college credit. Students may continue their education at MCC or they may request these credits be transferred to other post-secondary institutions.

OTHER CREDIT OPTIONS

ACADEMY OF AEROSPACE & ENGINEERING AT THE GREATER HARTFORD ACADEMY OF MATHEMATICS AND SCIENCE

The Academy of Aerospace & Engineering at the Greater Hartford Academy of Mathematics & Science provides students in grades 9-12 from 35 school districts in the Capital Region Education Council (CREC), exciting supplementary scientific experiences through unique teaching methods and the use of state-of-the-art technology. These activities are designed

to motivate students toward higher levels of achievement in the natural sciences, connect students to real world applications of science and technology, and integrate concepts of math into the basic principles of scientific exploration. The ability to make connections between mathematics and science empowers students with knowledge, confidence, and motivation that extend beyond the classroom. You can apply to the Academy of Aerospace & Engineering at the Greater Hartford Academy of Mathematics & Science online at www.crec.org

GREATER HARTFORD ACADEMY OF THE ARTS AT THE LEARNING CORRIDOR AND TRINITY COLLEGE

The Greater Hartford Academy of the Arts is an interdistrict magnet high school focused on the arts that serves students each year in grades 9-12 from the 35 school districts in the Capital Region Education Council (CREC). The program is designed to prepare gifted and talented students to pursue post-secondary studies and professional careers in creative writing, dance, instrumental music, vocal music, theater, musical theater, technical theater, visual arts, or interarts study. You can apply to the Greater Hartford Academy of the Arts online at www.crec.org

MIDDLE COLLEGE HIGH SCHOOL AT MANCHESTER COMMUNITY COLLEGE (GREAT PATH ACADEMY)

Students in grades 10-12 who may have had academic challenges at Glastonbury High School and who have strengths and abilities that can be nurtured in a smaller, more individualized setting may have the opportunity to attend Great Path Academy. The focus at Great Path is on Graphic Arts, Communication, and Technology. The program is hands-on and includes work experience and the opportunity to take courses at MCC for college credit. Participating schools include Bolton, Coventry, East Hartford, Manchester, Tolland and Glastonbury. The school is located on the MCC campus. More information about Great Path can be obtained in the School Counseling Office.

STATE TECHNICAL HIGH SCHOOLS

It is not practical for industrial courses in a comprehensive high school to be presented with the intensity and the amount of practical application that can be offered in regional technical high schools such as Vinal Technical High School in Middletown and Howell Cheney in Manchester. For this reason, boards of education throughout the state reimburse transportation costs for any of their students who attend these technical schools. Students may apply for admission if they have successfully completed either the eighth or the ninth grade. If accepted, they will receive alternating weeks of general education courses and classes in shop theory and practice. A diploma is awarded at the close of successful completion of the three or four year program. The students will also have accumulated a specified number of hours toward licensing in their chosen trade.

Pos website (High School choice)

Pos website (High School choice)

Technical School Offerings:

Howell Cheney Technical High School

Automotive Technology Carpentry
Culinary Arts DigitalMedia
Electrical
Heating, Ventilation & Air Conditioning(HVAC)
Information Systems Technology
Mechanical Design & Engineering Technology
Diesel & Heavy-Duty Equipment Repair
Precision Machining Technology
Welding & Metal Fabrication

Vinal Technical High School

Carpentry Electrical
Automotive Technology Veterinary Science
Diesel & Heavy-Duty Equipment
Hairdressing & Cosmetology
Heating, Ventilation & Air Conditioning(HVAC)
Information Systems
Precision Machining Technology

...Pos website

3. Seniors may elect one full year or two semester courses (one each semester) on a pass/fail basis.

4. The decision to participate in a selected course on a pass/fail basis must be made prior to the first quarter grade in any course. Students who are taking the pass/fail option are not exempted from the final exam. The principal and the appropriate director may make exceptions to these deadlines in rare instances.

REQUEST FOR CREDIT FOR COURSES TAKEN OUTSIDE GLASTONBURY HIGH SCHOOL

In order to receive credit for a course offered outside the Glastonbury School System, a student must complete the Request for Course Credit form at least five days prior to the start of the course. The student will be responsible for obtaining a course outline, documentation of the hours of instruction, and a final grade. In addition, the Director or Principal from the Glastonbury Public School System may require that a final examination for the course be taken outside the school system.

If the course is being taken for the first time, the hours of instruction must meet the state requirements. If the course is a make-up for one failed, the hours of instruction can vary proportionately, to be determined by the Director and Principal. Credit for a course required for graduation will be granted only under special circumstances. The Director and Principal must approve these requests.

SUMMER SCHOOL

Students who fail courses or lose credit due to attendance have the opportunity to make them up by attending the summer school programs sponsored by West Hartford Boards of Education or online through Educere. These programs differ.

Educere offers a remedial summer school open to students who have failed a course during the regular school year, have lost credit due to attendance, or want to improve a passing grade in a course already taken. (Note: If a student has failed all four marking periods of a full-year course, that course may not be made up in a remedial summer school). The grade the student earns for each three-week session is averaged with one original quarter grade and the final grade is then recalculated.

West Hartford Summer School offers courses that meet the minimum time requirements for credit (60 hours for 0.50 credit; 120 hours for 1.00 credit). The credit courses are designed to allow a student to earn a passing grade for course work previously failed, improve a passing grade, or earn credit for a course not previously taken.

The grade earned in one summer session in a course taken either to earn or improve a passing grade is averaged with two original quarter grades and the final grade is then recalculated. Grades for courses not previously taken are posted on the student's transcript with the notation S.S. (Summer School) and either 0.50 or 1.00 credit is given depending on the number of summer sessions attended.

Students who wish to make up a course or take a new course in summer programs other than East Hartford or West Hartford and who want to receive credit at Glastonbury High School

INDEPENDENT STUDY

This program is designed for the student who is broadly and deeply curious about a particular subject and who can benefit from the experience of developing, organizing, and completing a project that he or she finds stimulating. The work done must be over and above what is being offered in the curriculum. The independent study project may be taken in the place of an elective. The following conditions must be met to receive credit:

1. The project must receive the approval of a sponsoring teacher, the director of the department, the student's parents, and the high school administration.
2. Each student will be required to meet with the sponsoring teacher once a week to review his or her progress.
3. Credit will be given for the project. However, it is required that a student will spend at least sixty hours per one-half credit.
4. Grades for the study will be given on a regular or pass/fail basis. An administrator, the director, and the sponsoring teacher will determine the level of the course.

PASS/FAIL OPTION

This option is for seniors whose reasons for taking a course are based on its content rather than on achievement of a grade and for students who would like to take difficult or exploratory courses without risk to their G.P.A. (provided the course is passed). The following conditions must be met in order to participate:

1. A student must be a senior.
2. No course that is to be used as a "Requirement for a Diploma" may be chosen on a pass/fail option.

Pos website (GHS Academic Options)

must obtain permission from the Principal and Director on the Request for Course Credit form prior to the beginning of the course. The form is available in the School Counseling office.

TRANSFER OF SCHOOL RECORDS

When a student enrolls in the high school from another school district, we will notify the previous district of the enrollment and request the student's educational and medical records. The previous school district is required by law to transfer the records with or without written parent authorization. Similarly, when the School Counseling Department receives notification of a student's enrollment in another district, we are required to transfer the records. We will notify the parent or guardian of the transfer at the time they are sent to a new school if no written parent authorization is on file.

School Counseling Best Practice Transfer Student Guidelines

PROCESS:

1. Transfer students new to GHS will have those courses from the previous school listed on the Glastonbury transcript. Transfer credits will be determined and awarded for those courses that align with our credit system. Grade point average (GPA) will be computed based on the student's course work and grade from previous school(s) and Glastonbury High.
2. When a student enrolls at GHS after a quarter has begun, that student's grade earned in the sending school/program will be given to the current GHS teacher if the student is placed in a corresponding class. That grade will be factored in with the student's work in his or her classes at GHS.
3. When a student enters from a school that requires them to participate in an after school sport, that required participation will be transferred in as .50 credit and denoted on a GHS transcript as a "P". This .50 credit will be counted as a Physical Education credit toward GHS graduation requirements.
4. A transfer student's GHS transcript is noted with the name of the previous school that the student attended.

GHS website (New Student Orientation)

that no child is placed in a highly restrictive environment (such as full time special education classes) until all less restrictive programs have been tried. Programming options along the continuum of services are as follows:

1. Regular class with program adaptations
2. Regular class with supportive services in the general education (i.e. consultation/collaboration)
3. Regular class with resource services provided in a separate setting
4. Team taught classes in selected general education content areas
5. Special education class with instruction in general education to the maximum extent possible

In addition to the academic courses, the secondary special education program provides a variety of vocational options. A transition coordinator is available to assist all students with special needs in planning for a successful transition from school to post-secondary opportunities.

Another important vocational option is the Special Education Supported Work Experience Program, a cooperative program between the Special Education Department and employers in the community. The purpose of the program is to provide vocational training and experience to enable students to develop marketable skills.

MENTOR PROGRAM Grade 9

The Mentor Program is designed to serve those ninth graders in need of transitional academic and organizational support. Students who have been identified by eighth and ninth grade teachers and counselors as needing this program are assigned to a small group during a scheduled study hall with a teacher. The group meets each day. The Mentor Program provides students with the opportunity to develop academic and social skills. In addition, school counselors and support people from the community make visits to the mentored classrooms.

READINGSKILLS Grades 9-12

(Half Year-0.50 Credit)

1760 - Level 2

This course will be required for those students who need additional help with their reading skills in a small group setting. Placement in this course is based on classroom performance as well as the recommendation of the middle school supportive reading teachers. This course is open to all students who wish to improve their reading skills.

READING & WRITING ACROSS THE DISCIPLINES – Grades 9-12

(Half Year-0.50 Credit)

0700 - Level 2

This course is designed to help those students in need of strategies specific to reading and writing across the disciplines. While the course does include help with study skills, it is intended for those students who need more attention in reading and writing in the content areas. Classes will be limited in size

so those students needing additional teacher interaction will find it here. Students may retake this course with the permission of the Director of Language Arts.

POS website (GHS Academic Options)

POS website reflects active course option

SPECIAL SUPPORT PROGRAMS

SECONDARY SPECIAL EDUCATION PROGRAM

Programming for students with special needs at Glastonbury High School is provided in the least restrictive environment. Least restrictive environment means an educational environment which meets the needs of a child requiring special

education services, and at the same time ensures that to the maximum extent appropriate, students with disabilities are educated with children who are not disabled. It is the responsibility of each Planning and Placement Team to ensure

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Glastonbury Public Schools is committed to supporting the whole student. The Connecticut State Department of Education requires school districts to use a framework to address student needs. The framework we use for this support is known as Multi-Tiered System of Supports (MTSS). MTSS ensures all students receive the appropriate level of support for academic, behavioral, and social-emotional needs through various tiers of intervention. School personnel monitor student progress closely to be sure supports are appropriate and successful. For more information, visit the GPS website Parents tab to MTSS.

ACADEMIC PRACTICES

GROUING

Classes in certain subjects have been grouped according to achievement levels to provide for students who have demonstrated special abilities or needs. Class groups are set as follows:

(1) Level 1 for students who have demonstrated high achievement in a particular subject area. Students taking Level 1 and/or AP courses should be aware of the demanding work and grading expectations of these courses.

(2) Level 2 for students who have demonstrated the academic knowledge and background to meet the requirements of their grade level.

All special education courses are Level 2 achievement. Special notation of enrollment in a Level 1 or AP class is made on the student's transcript. Some Level 1 courses offer the student the opportunity to participate in the University of Connecticut's Early College Experience Program or prepare students to take the College Entrance Examination Board Advanced Placement Tests.

A student's placement in a given level is reviewed periodically and students are placed in more appropriate classes as the need arises.

Note: As a rule, Level 1 courses are those with course numbers 0, 1, or 2 as the second digit.

As a rule, the first digit in each course number denotes the department as follows: Health, Physical Ed (0), English (1), History/Social Sciences (2), World Language (3), Mathematics (4), Science (5), Business Education and Agriscience & Technology (6), Family and Consumer Sciences and Music (7), Technology Education (8), Art (9).

Examples:

1101 English9	English, Level1
2430 EuropeanHistory1	Social Science, Level2

HONOR ROLL

The following criteria have been established for determining honor roll and high honor roll status for Glastonbury High School.

1. A 3.000 Grade Point Average (GPA) or better entitles a student to honor roll status provided that no grade received is an incomplete (I) or is lower than a C- in any one course, including physical education. Physical education grades are included in the GPA.

2. A 3.750 Grade Point Average (GPA) or better entitles a student to high honor roll status provided that no grade received is an incomplete (I) or is lower than a C- in any one course, including physical education. Physical education grades are included in the GPA.

3. High Honor Roll and Honor Roll listings will be published at the end of each quarter.

4. In computing honor roll, an A=4, A-=3.670, B+=3.340, B=3, B-=2.670, C+=2.340, C=2, C-=1.670, D+=1.340, D=-.670 and F=0. Level 1 courses are given one additional point.

Please note that, as it relates to the honor roll, physical education is half-weighted if it does not meet every day. Therefore, an A in physical education will not average with a C in another course for a B average.

PROMOTION TO THE NEXT GRADE Class of 2023 and Beyond

1. To become a sophomore, a student must have earned a minimum of **four** units of credit.
2. To become a junior, a student must have earned a minimum of **eleven** units of credit.
3. To become a senior, a student must be **scheduled to meet** all requirements for graduation.

REPORTING TO PARENTS: REPORT CARDS AND GRADING PORTAL

Parents and students can view information regarding student progress, grades, learning expectations and attendance via the PowerSchool Grading Portal. Parents that do not have access to this confidential, web-based system should contact the GHS School Counseling office for more information.

SUMMER READING PROGRAM

In an effort to promote a love of reading among students, Glastonbury High School students are encouraged to read independently, particularly during the summer months. This school-wide initiative is supported by Library Media Specialists, who monitor independent reading trends and provide students with recommendations and access to popular reads from various genres throughout the year. Since the goal is to encourage reading as the enjoyable pastime it is intended to be, students may read any book or text that matches their interests. Summer reading experiences are shared and celebrated at the start of the year through school-wide discussions which provide students and staff the opportunity to talk about what they have read. This celebratory approach to summer reading intends to promote a school culture that values reading beyond the classroom.

District Site

Pos website (academic options)

GHS Handbook

Pos website (Grade Pt)

District Site

LMC websites + PSQ notifications

COURSES OFFERED

Elective Credit Fulfillment: FA=Fine Arts, H=Humanities, S = STEM, G = General

AGRISCIENCE & TECHNOLOGY

Agriscience Leadership 1,2,3,4 (G)

Foundations of Agriscience & Technology(S,G)

Animal Science

Introduction to Animal Science (S,G)

Livestock Management(S,G)

Veterinary Anatomy and Physiology(S,G)

Veterinary Science(S,G)

Kennel Management (S,G)

Introduction to Companion Animals(S,G)

Behavior and Training of Domestic Animals(S,G)

Animal Reproduction and Genetics(S,G)

Natural Resources & Forestry

Environmental and Natural Resources Studies(S,G)

Fish and Marine Life Management (S,G)

Wildlife Management(S,G)

Forestry(S,G)

Plant Sciences

Horticulture(S,G)

Floral Art and Design (FA,H,G)

Advanced Floral Design(FA,H,G)

Green Infrastructure and Sustainable

Design(FA,H,G)

Agricultural Mechanic & Engineering

Outdoor Power Equipment(S,G)

Equipment Systems and Repair(S,G)

ART

Art Foundations(FA,H,G)

Advanced Drawing(FA,H,G)

AP Studio Art(FA,H,G)

Ceramics(FA,H,G)

Collaborative Connections in Art
(FA,H,G)

Contemporary Crafts Design(FA,H,G)

Drawing and Painting(FA,H,G)

Sculpture(FA,H,S,G)

Animation(FA,H,G)

Design Careers in STEAM(FA,H,S,G)

Digital Art & Media(FA,H,S,G)

Fashion Design (FA, H, G)

Film & Video Production(FA,H,S,G)

BUSINESS EDUCATION

Keyboarding and Computer Applications 1A(G)

Business Computer Applications (S,G)

International Business(G)

Personal Finance (S,G) Personal

Finance On-Line(S,G) Financial

Decision-Making(G) Banking and

Investments(G) Accounting (S,G)

Advanced Accounting(S,G)

Criminal Law (H,G)

Marketing (G)

Entrepreneurship(G)

Sports & Entertainment Marketing

ENGLISH

English 9

English 10

English 11

AP English Language and Composition(junior only)

AP English Literature (seniors only)

Introduction to Poetry

American Literature

Modern Literature

Global Literature

Journalism

World Literature

Creative Writing(H,G)

SAT Preparation(H,S,G)

Film Study(H,G)

FAMILY & CONSUMER SCIENCES

Culinary Arts and Nutrition(G)

Foods and Cultures (H,G)

Professional Cooking(G)

Professional Baking(G)

Fashion Design(FA,H,G)

Early Childhood Development(H,G)

Early Childhood Education (H,G)

Introduction to Individual and Family Development(H,G)

Foundations of Education

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education GRADE 9 (HPE9)

Health and Physical Education GRADE 10 (HPE 10)

Upper-class Health and Physical Education(11-12 HPE)

Dance & Fitness

Lifetime Activities

Group Games

Alternative Environment Activities

Sports Issues

No Boundaries for Wellness

Personal Wellness; Strength & Performance

First Aid Careers in Athletics and Recreation(G)

HISTORY/SOCIAL SCIENCES

Civics/Current Issues

United States History I

United States History II

Themes of United States History I

Themes of United States History II

AP United States History

Modern World History I

Modern World History II

AP European History(H,G)

Introduction to Economics (H, S, G)

Introduction to Political Science(H,G)



Introduction to Psychology(H,G)
African American/Black and Puerto Rican/ Latino
Studies(H,G)
Criminology(H,G)
AP Psychology(H,G)
Sociology(H,G)
Criminal Law

MATHEMATICS

Essentials for Algebra
Integrated Algebra and Geometry 1
Integrated Algebra and Geometry 2
Contemporary Math
Algebra 1A, 1B-1, 1B-2
Geometry A, 1-2
Geometry B
Algebra 2A, 1-2
Algebra 2B
Trigonometry(S,G)
Discrete Mathematics ECE(S,G)
AP Pre-Calculus, Level I(S,G)
Pre-Calculus, Level II(S,G)
AP Calculus AB(S,G)
AP Calculus BC ECE(S,G)
Multivariable Calculus w/ Linear Algebra(S,G)
SAT Preparation(H, S, G)
AP Statistics
Introduction to Data Science (S,G)
Coding, Data Science, and Society(S,G)
AP Computer Science Principles(S,G)
Introduction to Computer Programming(S,G)
Computer Programming in C++ 1, 2(S,G)
AP Computer Science A(S,G)
Data Structures and Algorithms(S,G)
Cybersecurity
AP Statistics
Introduction to Data Science (S,G)
Coding, Data Science, and Society(S,G)
Personal Finance (S,G)
Personal Finance On-Line(S,G)
Financial Decision Making(S,G)
Accounting (S,G)
Advanced Accounting(S,G)

MUSIC

Concert Band(FA,H,G)
Symphonic Band(FA,H,G)
Chamber String Ensemble(FA,H,G)
String Orchestra(FA,H,G)
Concert Choir(FA,H,G)
Chorus(FA,H,G)
Treble Choir(FA,H,G)
Piano/Keyboard(FA,H,G)
Fundamentals of Music Theory*(FA,H,G)
AP Music Theory*(FA,H,G)
Music Studio Production(FA,H,S,G)
Beginning Guitar(FA,H,G)
Intermediate Guitar(FA,H,G)
Popular and World Music(FA,H,G)

SCIENCE

Integrated Science
Chemistry
AP Chemistry
Biology
AP Biology
Introductory Physics

Physics
AP Physics 1 & 2
AP Physics(S,G)
AP Environmental Science(S,G)
Advanced Research Mentorships in the Natural Sciences(S,G)
Astronomy(S,G)
Forensic Science(S,G)
Human Anatomy and Physiology(S,G)
Principles of Applied Robotics and Engineering(S,G)
Coding, Data Science, & Society (S, G)

TECHNOLOGY EDUCATION

Advanced Photography(FA, H, S, G)
Applied Engineering (S,G)
Architectural Design (FA,H,G)
Computer Assisted Design(CAD)(FA, H, S, G)
Digital Electronics (FA, H, S, G)
Engineering Design(FA, H, S, G)
Video Game Design & Development (FA, H, S, G)
Graphic Communication Technology(FA, H, S, G)
Photography (FA, H, S, G)
Production Systems(S,G)
Transportation Systems (S,G)
TV Broadcasting (FA, H, S, G)
Web Design and Mobile Application Development(S,G)
Principles of Applied Robotics and Engineering(S,G)

TELEVISION AND THEATRE ARTS

Drama 1(FA, H, G)
Lighting and Sound for Theater(FA, H, S, G)
TV Broadcasting (FA, H, S, G)

WORLD LANGUAGES

French 1-2(H,G)
French 3,4,5,6 (H,G)
AP French Language 6/ECE(H,G)
French I, II, III, IV, V (H,G)
Advanced Studies in Classical Mythology(H,G)
Word Power Through Latin(H,G)
Ancient Greek I, II (H,G)
AP Latin Literature V(H,G)
Latin I- I, II, III, IV(H,G)
Chinese 1, 2, 3, 4, 5 (H,G)
AP Chinese Language 6/ECE(H,G)
Russian 1-2(H,G)
Russian 3, 4, 5(H,G)
AP Russian Language 6 (H,G)
Spanish 1-2 (H,G)
Spanish 3, 4, 5, 6(H,G)
Spanish 5/ECE (H,G)
AP Spanish Language 6/ECE (H,G)
Spanish for Spanish Speakers (H,G)
Spanish I, II, III, IV, V (H,G)
English for Multilingual Learners 1, 2, 3 (H,G)
Multilingual Learner Tutorial (H,G)

OTHER CAREER AND TECHNICAL EDUCATION PROGRAMS

State Vocational Technical High Schools

* Represents courses offered on alternating year cycles. See individual course descriptions for dates. Availability of courses is subject to change due to changes of the budget and economic conditions.



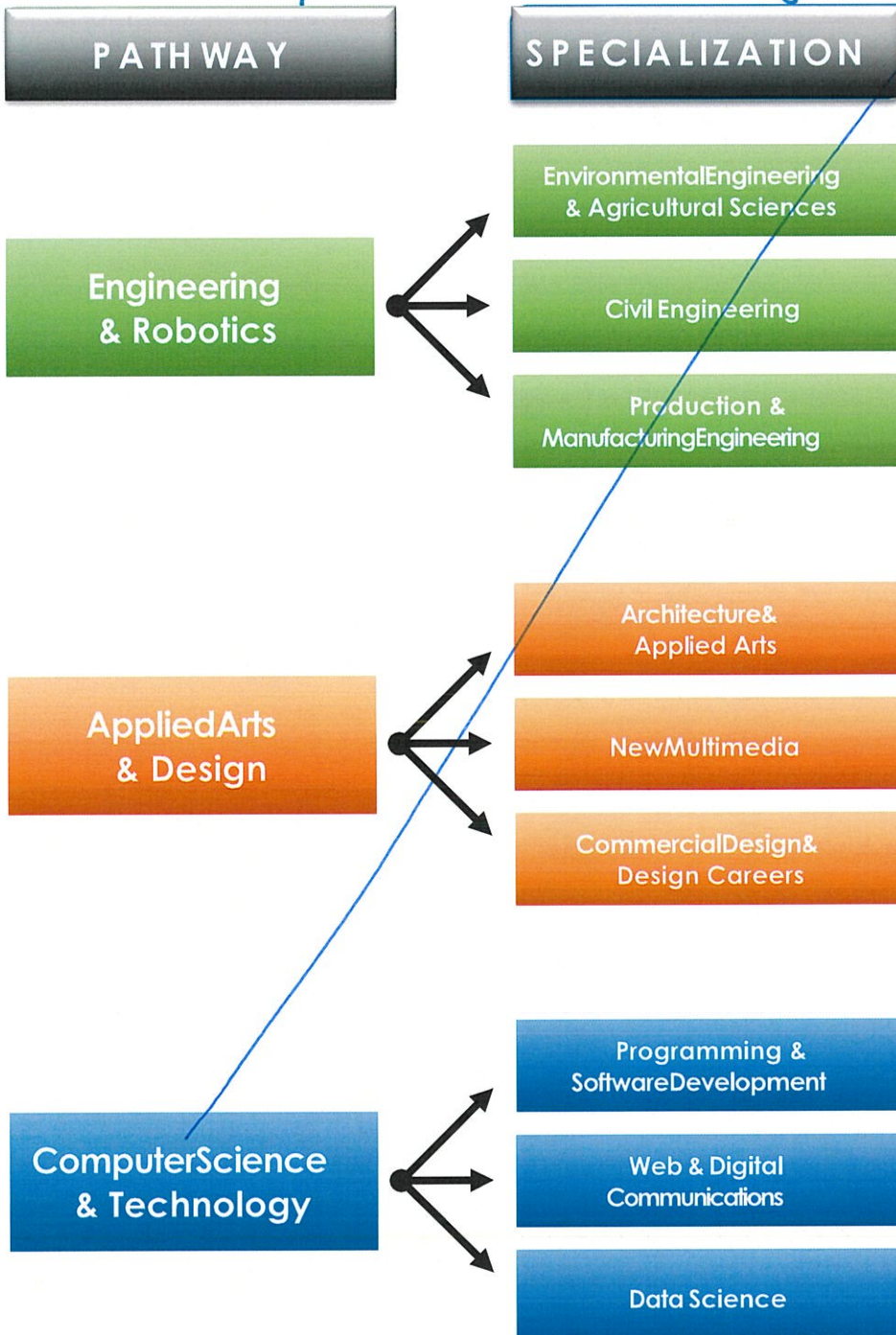
GLASTONBURY PUBLIC SCHOOLS

STEAM courses indicated within Pos website (course descriptions)

GHS Students

Spark your Passions and Prepare for your Future!

Explore the STEAM Pathways Available to You.



STEAM Elective Courses

Look for the wide variety of GHS STEAM Elective Courses in the following curriculum sections of this Program of Studies:

- Agricultural Science
- Art
- Mathematics
- Science
- Technology Education

Ask your school teacher/ counselor about the electives in each area.

Core Course Requirements

Please note that the STEAM Elective Courses do **not** satisfy GHS Core Course requirements in Science or Mathematics.

Look for the "S"

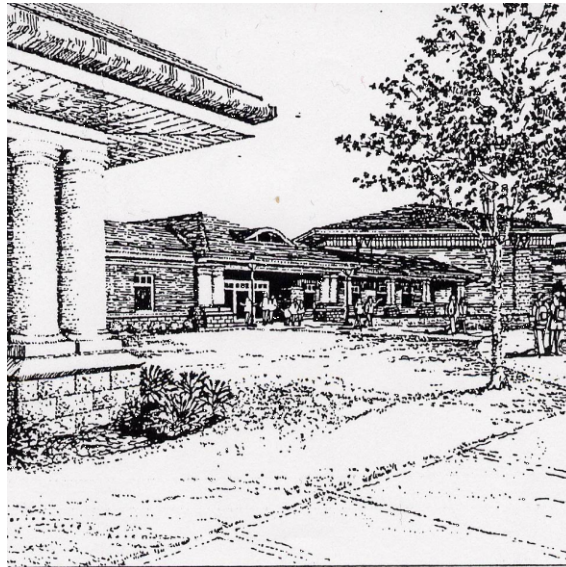
See an "S" after a course description? That means the course will count towards the 3 State STEM elective credits you need for graduation.

2026-2027
SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES



Principal: Dr. Bobby Skarvelas
Assistant Principal: Mr. Jemal Graham
Assistant Principal: Mrs. Jillian Bernard

Smith Middle School Mission Statement



Smith Middle School encourages inquiry that fosters learning, embraces a culture of tolerance and kindness and inspires students to reach out to others and make a difference in our world.

**SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES
2026-2027**

Smith Middle School Administration

Bobby Skarvelas, E.D., Principal
Jemal Graham, Assistant Principal
Jillian Bernard, Assistant Principal

Central Office Administration

Alan B. Bookman, Ph.D., Superintendent
Scott Hurwitz, Ed.D , Assistant Superintendent
Kate Lund, Assistant Superintendent
Kimberly Brown, Administrator for Pupil Services
Karen Bonfiglio, Business Manager

Board of Education

Douglas C. Foyle, Ph.D., Chair
Julie Thompson, Vice Chair
Kali Cavanaugh, Secretary
Alison Couture
Jennifer L. Faust
Jenn Jennings
David Peniston, Jr.
Matthew Saunig

Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability in employment matters or assignment in programs or services provided.

Compliance Officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy. More information is available on our [Non-Discrimination Policy page](#).

Curriculum Directors

Art, Holly Buckley
Career and Technical Education, Elizabeth Cole
World Language/Multilingual Learners, Amanda Robustelli-Price
Health and Physical Education, Jennifer Spring
History/Social Sciences, Brendan Callahan
English/Language Arts/Library Media K-5, Christina O'Brien
English/Language Arts and Library Media, Grades 6-12, Tracey DeDonato
Mathematics, Brenda Gregorski
Music, Leslie Lopez
School Counseling, Edward Gregorski
Science, Christine Tedisky
Special Education Pre K-12, Cassandra Murphy

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GENERAL INFORMATION

INTRODUCTION

Smith Middle School offers students an opportunity to extend their learning horizons through varied experiences, both required and elective. The Smith Middle School Program of Studies consists of a group of required courses which are supplemented and enriched by a group of elective courses. In this way, students are taught basic and advanced skills and also have the opportunity to sample and explore a wide variety of topics.

This Program of Studies is designed to help parents and students work together to plan an educational program ideally suited to each individual. The teaching staff, school counseling department, and school administration are ready to assist you as you undertake this important task.

SCHOOL ORGANIZATION

Smith Middle School is organized as a seventh and eighth grade middle school incorporating the team format. The middle school model is an excellent means of organization for teaching early adolescents and meeting their special developmental needs. This organizational model encourages and supports interdisciplinary initiatives as well as active parent involvement.

SMS has four Grade 7 teams and four Grade 8 teams. Each Grade 7 and Grade 8 team consists of approximately 120 students. All teams include an English, world language, history, math, and science teacher. In addition, teams are supported by school counselors, special education teachers and reading and math interventionists.

The instructional day at Smith Middle School consists of eight periods; five are reserved for required academic courses (English, world language, history, math and science), two may be used for electives or supportive services, and one for lunch/homeroom. Physical Education and Health are required courses for both Grade 7 and Grade 8 students. These courses are offered during the elective time slots.

SCHOOL COUNSELING DEPARTMENT

The School Counseling Department is built on the belief that every student is unique, capable of self-direction, and continually growing as an individual. Counseling services are a vital part of the educational experience for all students in Grades 7 and 8. Our comprehensive program is proactive, developmentally focused, and designed to support every student through structured curriculum lessons, system-wide supports, and responsive individual or group services.

Through this program, students receive guidance in academic planning as well as personal and social development. School counselors help students build the skills and confidence needed to become knowledgeable, responsible, ethical, and compassionate members of a diverse and ever-changing world.

At the heart of our program is the counselor–student relationship, founded on trust, respect, and unconditional acceptance. This supportive connection creates a safe space for students to explore their strengths, better understand themselves, and make meaningful connections between their personal growth and the world around them. Each student at Smith Middle School is assigned a school counselor who will work closely with them throughout Grades 7 and 8 to provide ongoing guidance and support.

FORMAT OF COURSE OFFERINGS

All required academic courses (English, world language, history, math and science) are taught five times per week for the year.

Elective courses meet every other day for one or both semesters (twice one week and three times the next).

Physical Education is a required course both semesters and is offered every other day. Health is required in both grades and is taught every other day for one semester.

Special Education IEP or Resource classes are offered either daily (5x per week) or every other day (2/3x per week).

Every attempt is made to schedule students into their elective choices; however, this is not always possible. When student choices are not available, the administration may assign students to alternative elective courses. When there are no elective options available that match the students' schedule, students may be assigned to a study hall.

ACADEMIC LEVELS

Smith Middle School offers both heterogeneous and homogenous groupings. English, math and science classes are grouped according to specific achievement levels.

Level 1 courses are for students who have demonstrated superior achievement.

Level 2 courses are for students who have demonstrated academic knowledge at grade level.

IEP courses are for students identified through special education to be in need of specialized assistance.

A student's recommendation is determined collaboratively with input from parents and teachers and based on all available data including student needs, past performance, and standardized test results. Recommendation for a given level is reviewed periodically during the school year, and if the need arises, students are placed in a more appropriate level.

REPORTING STUDENT PROGRESS

Teachers, counselors, and administrators are committed to making timely and regular contact with parents regarding student progress. In addition to teacher phone calls and team meetings with parents and students, grades are posted regularly on the PowerSchool portal and also updated mid quarter to keep parents informed about student performance.

Student grades are reported as: A+, A, A- B+, B, B- C+, C, C- D+, D, D-, F

Student "Effort" and "Conduct" are reported as:

1 Excellent 2 Good 3 Fair 4 Unsatisfactory

HONOR ROLL

Students who have achieved a B- or better in all courses (required and elective) will earn honor roll status. Any grade below a B- in any subject will disqualify a student from the honor roll.

RETENTION POLICY

Specific procedures go into effect for students who are in danger of failing two or more academic subjects. Parents are contacted and involved in designing and implementing a plan to avoid retention. Retention is a last resort and used only after other options have been exhausted.

MIDDLE SCHOOL COURSES RECOGNIZED ON GHS TRANSCRIPTS

Smith Middle School students who successfully complete the course requirements in Spanish 1 and 2, French 1 and 2, Russian 1 and 2, Chinese and Algebra will have these grades recorded on their high school transcripts. However, high school credit for the purpose of meeting graduation requirements CANNOT be given to courses completed before grade nine.

For example, Algebra I does not count toward the twenty-five credits needed for graduation when taken at Smith Middle School, but it is recorded on the GHS transcript since it is identical to the Algebra I course offered in Grade 9 at Glastonbury High School. Algebra I is a prerequisite course for other mathematics courses at Glastonbury High School.

MODIFICATION OF A COURSE OFFERING

In very rare cases, a course offered at Smith Middle School may be withdrawn or enrollment may be restricted for any of the following reasons:

1. Interest and enrollment is too small
2. Limited facilities
3. Unavailability of certified staff
4. Reduction of budget

INSTRUCTIONAL MATERIALS REVIEW PROCESS

In accordance with Board of Education Policy #6121, October 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which are to attain:

- ◆ Equal opportunity for all students to participate in the total program of the school.
- ◆ Continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences.

In keeping with this policy, instructional materials are reviewed for bias prior to purchase. This process is coordinated by the curriculum area director and is done both during the formal curriculum review and at other points when new instructional materials are being considered. The review committee forwards the requests to the superintendent for approval. Both the requests and the instructional materials are then presented to the Board of Education for review.

If you have any questions or concerns about instructional materials, please consult the appropriate curriculum director.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Glastonbury Public Schools is committed to supporting the whole student. The Connecticut State Department of Education requires school districts to use a framework to address student needs. The framework we use for this support is known as Multi-Tiered System of Supports (MTSS). MTSS ensures all students receive the appropriate level of support for academic, behavioral, and social-emotional needs through various tiers of intervention. School personnel monitor student progress closely to be sure supports are appropriate and successful. For more information, visit the GPS website Parents tab to MTSS.

REQUIRED ACADEMIC COURSES

ENGLISH DEPARTMENT

The English/Language Arts curriculum for Grade 7 and Grade 8 is organized into units of study.

English/Language Arts Grade 7: <i>The Power of Word Choice</i>	
Fictional Narrative: A Study of Short Story	Realistic Fiction: Literary Analysis & Discussion
Science Fiction: Argument Writing & Speaking	Traditional/Historical Literature : Performance & Expository Writing
English/Language Arts Grade 8: <i>The Power of Perspective</i>	
Narrative Writing Unit: Elements of Fictional Narrative & Literary Analysis	Informational Writing & The Origins of Story Structure Unit: Literary Journeys & Discovering Growth Through Adversity
Editorial Writing & Social Change Unit: Multiple Perspectives & Critical Reading of Texts	Shakespeare & Poetic Form Unit: Shakespeare's Form and Narrative Writing

Woven throughout these units are areas of direct instruction that include opportunities for students to strategically apply their reading and writing strategies, to respond to texts both orally and in writing, and to study and apply grammar conventions.

Within our flexible structure of instruction:

- Reading and writing are valued as complex and highly social activities.
- Time is provided for students to read and write.
- The close study of genre enables students to become more skillful readers and writers.
- Independent reading helps students discover their interests and appreciate reading for pleasure.
- Students are provided with opportunities to communicate clearly and listen respectfully to the ideas of others.
- Technology is authentically used as a means to enhance student learning.

Student preferences begin to take shape during the middle school years, thus leveled classes are offered in order to enable students to pursue learning opportunities that are responsive to their interests and abilities. Students are grouped into two levels for English/Language Arts instruction: Level 1 and Level 2. In reading, both levels provide students with opportunities to analyze text, make inferences, and develop their understanding. In writing, students in Level 1 and Level 2 are required to write in a variety of genres and are encouraged to develop their elaboration, organization, and fluency skills. Both levels provide students with rigorous academic opportunities. Level 1 classes differ from Level 2 classes in that they require students to work at an accelerated pace, to operate with a high degree of independence, to read text of greater length and complexity, and to strategically apply their writing skills.

The ultimate goal of the English/Language Arts program is to prepare our students for the challenges and opportunities of the 21st Century. Thus, the curriculum is in alignment with the Common Core State Standards

(CCSS) and is delivered in ways that provide our students with opportunities to apply their reading, writing, speaking, listening and language skills for authentic purposes.

Reading Strategies 7 & Advanced Reading Strategies 8

Teacher Recommendation Only

Meets 2/3x for Year

Reading Strategies classes are scheduled in addition to the regular English class and provide support to students in need of assistance in the small group setting. Students are recommended for Reading Strategies 7 & Advanced Reading Strategies 8 based on the reading teacher’s evaluation, including performance on standardized tests. Due to the nature of the courses, enrollment is limited in size.

WORLD LANGUAGE/MULTILINGUAL LEARNER DEPARTMENT

Students entering the middle school will continue their study of world language which began in the elementary grades and expanded in Grade 6. This will be either Chinese, French, or Spanish. Exceptions to this requirement will be made on a student-by-student basis. New students to Smith Middle School, who have never taken a world language, may enroll in Introductory French* or Spanish. New students to Smith Middle School who studied Chinese, French, Russian, or Spanish in a prior school should connect with the Director of World Languages to determine best placement for language study. In addition, Introductory and Introductory Continuing Russian and Introductory and Introductory Continuing Chinese may be studied as a **second** world language in the elective track.

The Connecticut Seal of Biliteracy recognizes the value of students’ academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be active learners and compassionate individuals who thrive in our global community. The following courses help students to reach the necessary proficiency level in order to meet the world language requirement as part of earning this distinction on their high school diploma upon graduation.

SECONDARY LEVEL LANGUAGE PROGRESSION

Teachers make recommendations for student placement at the high school. Course offerings at SMS are impacted by those offered at GHS. All students are encouraged to continue the study of the language they began in the elementary and/or middle school.
A long sequence of study is necessary to build proficiency in a language.

		Grade 6		Grade 7		Grade 8		Grade 9
Continued sequence from Gideon Welles	French	French Grade 6	→	French Grade 7	→	French Grade 8	→	French 3 Level 1, 3, or III
	Spanish	Spanish Grade 6	→	Spanish Grade 7	→	Spanish Grade 8	→	Spanish 3 Level 1, 3, or III
	Chinese	Chinese Grade 6	→	Chinese Grade 7	→	Chinese Grade 8	→	Chinese 3 Level 1
Starting or adding a new language sequence at SMS <small>*typically only for new students or those adding an additional language</small>	Chinese			Intro. Chinese	→	Intro. Continuing Chinese	→	Chinese 3 Level 1 or Chinese 2 Level 1
	Russian			Intro. Russian	→	Intro. Continuing Russian	→	Russian 3 Level 1
New to SMS in 7th Grade	French			Intro. French <small>*If numbers warrant</small>	→	Intro. Cont. Fr. <small>*If numbers warrant</small>	→	French 3, III, or II
	Spanish			Intro. Spanish	→	Intro. Continuing Spanish	→	Spanish 3, III, or II
New to SMS in 8th grade	Chinese					Intro. Chinese	→	Chinese 1 Level 1 or Chinese 2 Level 1
	French					Intro. French	→	French 1-2 Level 1 or French II
	Spanish					Intro. Spanish	→	Spanish 1-2 Level 1 or Spanish II

In addition to modern languages, students may begin the study of Latin or Ancient Greek at the high school. A student may also elect to begin Chinese, French, Russian, or Spanish at the high school.

French Gr. 7 and French Gr. 8

Novice-Intermediate

As part of answering the essential questions “What is French culture?” “Who are the French?” and “What connections can we make?” students in Grade 7 and Grade 8 will continue the study of French, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of the French-speaking world.

Introductory French and Introductory Continuing French *

Novice

These courses are designed for new students who have moved into Glastonbury and who have not previously taken the world language or have only had minimal contact with the world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the French speaking world. Grade 8 students who began French for the first time in Grade 7 will continue with Introductory Continuing French. This course will build on the introductory French skills students learned in Grade 7.

***Course(s) require(s) sufficient enrollment to run.**

Spanish Gr.7 and Spanish Gr. 8

Intermediate

As part of answering the essential questions “What is culture?”, “What is Spanish culture?” and “How do shared traditions shape a community?” students in Grade 7 and Grade 8 will continue the study of Spanish, which began in elementary school. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Spain and the countries and regions of South America.

Introductory Spanish and Introductory Continuing Spanish

Novice

These courses are designed for new students who have moved into Glastonbury and who have not previously taken a world language or have only had minimal contact with a world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the Spanish speaking world. Grade 8 students who began Spanish for the first time in Grade 7 will continue with Introductory Continuing Spanish. This course will build on the introductory Spanish skills students learned in Grade 7.

Introductory Russian and Introductory Continuing Russian

Novice-Intermediate

As part of answering the essential questions “What is Russian culture?” and “How can I connect to Russian culture through language?” students in Grade 7 will begin and in Grade 8 will continue the study of Russian. Students in Grade 7 can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Russia and Russian-speaking countries, regions, and communities.

Chinese Gr. 7 and Chinese Gr. 8

Novice-Intermediate

As part of answering the essential questions “Who are the Chinese? What is Chinese culture?” and “How do I connect to the world? How does the world impact me? How do I impact the world?” students in Grade 7 and Grade 8 will continue the study of Chinese, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain, and bring simple conversations to a close, as well as write simple sentences on familiar topics. Students also can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of China and the Chinese speaking world.

Introductory Chinese and Introductory Continuing Chinese

Novice

As part of answering the essential questions “Who are the Chinese? What is Chinese culture?” and “How do I connect to the world? How does the world impact me? How do I impact the world?” students in Grade 7 will begin and in Grade 8 will continue the study of Chinese. Students can communicate and exchange information about familiar topics using phrases

and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. Students will expand their cultural awareness of China and other regions where Chinese is spoken.

Multilingual Learner Class

Director/Coordinator/Teacher Recommendation Only

Meets 5x for Year

As a part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?” students at beginning to intermediate levels of English will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text. Students will develop their skills in listening, speaking, reading, and writing in English and learn about American culture.

Multilingual Learner Tutorial

Director/Coordinator/Teacher Recommendation Only

Meets 3/5x for Year

Students who speak a language other than English at home may be eligible for tutorial services. The Multilingual Learner tutor works with students in a small group setting to develop skills in English and to provide assistance for content area subjects.

HISTORY/SOCIAL SCIENCES DEPARTMENT

World History 7

World History is a course designed to take students on a journey of exploration through the world’s civilizations. The course begins by providing students with a sense of history. Students will travel through the ancient civilizations of Egypt, Mesopotamia, China, India, and the Americas, and then on to the classical civilizations of Greece, Rome and Islam. The course concludes with the study of the ideas, inventions, and explorations of the Middle Ages and the Early modern period. Student exploration is viewed through the lens of common themes that connect and integrate the world’s diverse history. Through their study, students will enrich their knowledge of major historical periods, issues, and patterns in world history, as well as acquire, develop and apply the skills and process of historical thinking and inquiry.

United States History 8

Students in U.S. History 8 will use a national lens to enrich their knowledge of the major historical periods, issues, concepts and patterns in United States History. Their journey through our country’s history will begin with the meeting of the world’s cultures in the pre-Colonial period and continue through to the transformation of our nation in the Civil War and Reconstruction Eras. Throughout their studies, students will enrich their understanding of the connecting themes and enduring understandings of American History and acquire, develop and apply the skills and processes of historical thinking.

MATHEMATICS DEPARTMENT

Recommended Mathematics Course Selection Plan for Grade 7 through Grade 12

The chart below captures the **most common course sequences**; however, a student’s course sequence may change over time depending on interests, skill development and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence (beginning in Grade 8 or Grade 9) will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade				
7	Mathematics 7, L-1	Mathematics 7		
8	Algebra 1, L-1	Transitions to Algebra	Mathematics 8	
	Level 1	Level 2		
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4360)	Integrated Algebra & Geometry 1 (4540)
	AP Pre-Calculus (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200), and/or Math Electives	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

Important Note: Algebra 1 in Grade 8 is more rigorous than the Algebra 1 at the high school. To be successful in algebra at this level, students should have consistently demonstrated mastery and deep understanding of the prerequisite mathematical concepts and skills. In addition, the ability to comprehend and perform abstract mathematical tasks, including high level reasoning and transfer of understanding to new problem solving situations is essential. Successful completion of Algebra in Grade 8 prepares a student to tackle the challenges of Advanced Placement Calculus by senior year.

The grade for Algebra 1 will appear on the student’s high school transcript, but is not counted towards the three mathematics credits that a student must earn for graduation. Because Algebra 1 is a foundational course for all future study of mathematics, it is important that students are well-prepared and have mastered the skills of Algebra I before proceeding to the next course. Therefore, if a student’s performance is a C or lower in Grade 8 Algebra I, it may be recommended that he/she *repeat Algebra 1* at the high school (Algebra 1A, Level 2).

The ability to understand and use problem solving strategies is the strong, unifying idea for all courses in mathematics at Smith Middle School. Showing solutions, writing explanations, and demonstrating mastery are vital components of the problem solving process.

Mathematics 7

Levels 1, 2

The units of study in Mathematics 7 are *Rational Numbers, Expressions, Equations and Inequalities, Proportional Relationships, Percent and Scaling, Statistics, and Probability*. Throughout the course, students uncover mathematical understanding through problem solving and learning experiences designed to make students think. Students develop a deep understanding of proportional reasoning as a way to understand mathematical relationships in our world. They continue to learn that mathematics makes sense.

The curriculum of Mathematics 7, Level 1 is compacted so that a significant number of the concepts of Grade 8 math are learned at appropriate times during the Grade 7 year.

Mathematics 8**Level 2**

In Grade 8, students' model relationships between two sets of data using linear equations, solve linear equations and systems of equations. Building the understanding of the meaning of a solution to a system is a focus. Students begin to understand the concept of a function and use functions to describe quantitative relationships. Also, students analyze two- and three-dimensional space and figures using distance, angle, similarity and congruence, and understand and apply the Pythagorean Theorem. Conceptual understanding and skills are interwoven through instructional activities that prepare students for formal Algebra in Grade 9.

Transitions to Algebra Gr. 8**Level 2**

Transitions to Algebra has the same topic outline as Mathematics 8. Students enrolled in this course have strong computational skills and have maintained at least a B average in Mathematics 7 level 2.

Algebra 1 Gr. 8**Level 1**

Algebra is the study of mathematical relationships which can be represented and analyzed through tables, graphs, equations and inequalities. The symbolic language of algebra is used to represent, investigate and solve problems. Students will work with variables; write, solve, graph and interpret linear and quadratic equations; perform operations with polynomials; and work with radical and rational expressions and equations. Students continue the study of function families to include exponential, piecewise and absolute value functions.

In order to be recommended for this course, a student must have a B+ or higher average in Grade 7, Level 1, or an A average in Mathematics 7, Level 2. Since Algebra is a high school course, students who have not been highly successful in Mathematics 7 should take this course in Grade 9.

SCIENCE DEPARTMENT

A student's courses in the middle school can have an impact on science course opportunities at the high school level. The inextricable link between mathematics and science makes it advisable for a student to have gained solid mathematical skills before tackling the challenges of Level 1 science in Grade 8 and Grade 9.

RECOMMENDED SCIENCE COURSE SELECTION PLAN FOR GRADES 7-12

The chart below captures the most common course sequences. However, a student's course sequence may change over time depending on interests, skill development and achievement levels. A student should consult with his/her school counselor before choosing courses. The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology and Physics.

Grade		
7	Planet Earth 7, L-1	Planet Earth 7
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics

Grade	Level 1	Level 2	
9	Chemistry (5130) (L-1)	Chemistry (5440)	Integrated Science (5462)
10	AP Biology (5100)	Biology (5410)	Biology (5420)
11	AP Physics 1 & 2 (5171) (Or other AP science)	Physics (5470 or 5480) and/or science electives	Introductory Physics (5465) and/or science electives
12	AP Chemistry (5140) AP Environmental Science (5160) AP Biology (5100) AP Physics 1 & 2 (5171) AP Physics C (5175) and/or Advanced Research Mentorship (5150)	Physics (5470 or 5480) and/or science electives	

Planet Earth 7

Levels 1, 2

This course focuses on investigations of Earth, its atmosphere, its changing surface, its water resources, and its place in the solar family. Students will explore those systems and phenomena of planet Earth which require knowledge and skills of the earth and space sciences, as well as interactions and properties of matter. Connections to life sciences and physical sciences are also emphasized. The course provides for a variety of practical laboratory experiences and engineering tasks that help students gain a better grasp of the fundamental concepts of our world and the Universe. Throughout the course, students will apply inquiry skills and the engineering design process when exploring science concepts. The curriculum for this course is aligned to the Next Generation Science Standards.

Concepts of Physics

Levels 1, 2

This course is designed to introduce students to some of the fundamental principles and laws that govern phenomena that we experience in our everyday lives and that determine the interactions of matter and energy throughout the Universe. Content areas that are explored include motion, forces, energy, electricity, magnetism and waves. The course provides opportunities for inquiry and for a wide variety of practical laboratory investigations, as well as for application of the engineering design process. Students can explore concepts and develop scientific skills that lay the foundation for further studies of science at the high school level.

HEALTH and PHYSICAL EDUCATION DEPARTMENT

Students in Grade 7 and Grade 8 are required to take physical education every other day for a full year. The Physical Education curriculum is aligned with state and national standards. Curriculum expectations and outcomes include the students' ability to demonstrate various motor skills and movement patterns, explain strategies and principals as they apply to movement, identify and incorporate fitness concepts in a personal fitness plan, demonstrate responsible and respectful behavior and articulate the benefits of being physically active.

Physical Education Gr. 7 and Gr. 8

Meets 2/3x for Year

All Grade 7 and Grade 8 students are required to actively participate in all activities. Students are expected to bring a change of clothing and footwear that is appropriate to engage in physical activity. All students participate in the Connecticut Physical Fitness Assessment and the Grade 8 scores are included in the district strategic profile report.

Curriculum units include, but are not limited to, these activities:

PHYSICAL EDUCATION UNITS GRADE 7 AND GRADE 8

Aerobics	Football	Recreational Games and Activities
Adventure Challenges	Frisbee (Touch/Ultimate)	Soccer
Badminton	Golf (SNAG)	Softball
Basketball	Handball	Tennis
Bowling	Lacrosse	Track & Field
Fitness Testing	Physical Fitness Activities	Variety of Lifetime Fitness Activities
Floor Hockey (Touch/Ultimate)	Project Adventure Climbing	Volleyball

Health Education Gr. 7 and Gr. 8

Meets 2/3x for Semester

Students in Grade 7 and Grade 8 are required to take Health Education every other day for a half a year. The Health Education curriculum is aligned with state and national standards. Health Education curriculum expectations and outcomes include the students’ ability to comprehend core concepts related to health promotion and disease. Students are expected to be able to access appropriate health information, practice health-enhancing behaviors, analyze internal and external influences, demonstrate interpersonal communication skills, use decision making and goal setting skills and advocate for personal, family and community health. In each grade level, there are five core concepts or unit themes that address the topics listed in the table below. As a result of participation in this course, students will have skills and knowledge to make a successful transition into a contemporary high school setting.

HEALTH EDUCATION CORE CONCEPTS Gr. 7 and Gr. 8

Health Education - Grade 7	Health Education - Grade 8
Mental and Emotional Health Brain Function and Mental Illness Depression and SOS	Mental and Emotional Health Stress and Self-Management Analyzing Internal and External Influences
Injury and Disease Prevention Diseases and Disorders	Injury and Disease Prevention First Aid and Hands on CPR
Alcohol, Nicotine and Other Drugs Influences, Peer Pressure, Refusal Skills	Sexuality and Adolescent Health Abstinence, STI’s, and Identity
Puberty and Adolescence Physical, Social and Emotional Changes	Alcohol, Nicotine and Other Drugs Addiction Decision Making and Goal Setting
Friends and Relationships	Relationships and Health Decisions
Skill Focus: Accessing Information and Interpersonal Communication Skills	Skill Focus: Analyzing Influences, Decision Making and Goal Setting

RECOMMENDATION ONLY

Special Education

Small Group IEP Classes or Resource

PPT Recommendation Only

Meets 2/3x for Year or 5x for Year

The resource rooms and special education classes at Smith Middle are non-categorical and designated to assist the students who are identified by a Planning and Placement Team as requiring special education. Teachers work with individuals in small groups on a remedial and/or tutorial basis. The resource room teachers are also available to other Smith Middle School teachers on a consultative basis regarding individual students.

ELECTIVE COURSES

ART

The Smith Middle School Art Department offers art instruction in a variety of media and processes, including animation, clay, crafts, design, digital art, and fine arts. Students enrolled in Grade 7 art, are introduced to new materials and techniques, and apply studio behaviors of idea development, planning, problem-solving, evaluation and revising, to create original works of art. In Grade 8, students learn to be self-expressive through their use of materials, processes, and choice of subject matter, and begin to develop a personal voice in their work. Grade 7 art electives are not prerequisites for taking Grade 8 art electives. Both grades cultivate a passion for art and introduce the students to future career and college paths including fine, applied, commercial, and STEAM-based careers.

Gr. 7 Art Offerings

The Art of Animation

#E227

Gr. 7

Meets 2/3x for Semester

Explore the techniques of traditional and digital-based animation, while taking the first look into how art, design, and STEAM come together! In this class, students learn to create flip books, zoetropes, stop-motion, and digitally-animated films using animation software. Students work both independently and collaboratively to develop ideas, storyboards, and characters, and bring them to life using pencil, paint, paper, cameras and technology!

Crafts

#E237

Gr. 7

Meets 2/3x for Semester

Use a variety of traditional and non-traditional materials and techniques to create artistic forms with a contemporary flair. Learn how to design and create boxes, fiber art, books, jewelry, textiles and other functional objects. Sign up, and watch your ideas take form!

3-D Art

#E247

Gr. 7

Meets 2/3x for Semester

Shape, sculpt, carve, and build 3-dimensional forms that are self-expressive and original. Plan, design and create 3-dimensional works with a variety of materials such as clay, wood, plaster, paper mache, paper, recycled, repurposed and found items. Roll up your sleeves and let creativity be your guide!

Art Zone

#E217

Gr. 7**Meets 2/3x for Semester**

Whether you consider yourself an artist or not, you will have fun learning and growing as an artist. Develop observational drawing skills, and learn painting and printmaking processes and techniques while expanding media skills using pastels, paints, charcoal, oil pastels, pen & ink and MORE! Don't hesitate. Sign up today! Get in the ART ZONE!

Gr. 8 Art Offerings**Sculpture**

#E248

Gr. 8**Meets 2/3x for Semester**

Plan and build 3-dimensional art, sculptures, and more. Students learn to problem-solve concepts such as balance, unity, and structure, and make artistic choices to create works that demonstrate their personal ideas and meaning. Use new-age materials as well as clay, wood, paper, natural fibers, glass, wire, plastic, plaster and everyday objects.

Modern Design

#E238

Gr. 8**Meets 2/3x for Semester**

Everything is designed by someone. Learn the design processes used by professionals in design and STEAM fields such as fashion, advertising, product, package, and graphic design. Explore the role that design plays in our culture and the idea of form vs. function. Students learn both traditional and technology-based processes of commercial and applied design, and explore industry careers. If you'd like to learn to use technology-based software and traditional processes to create original artwork, and learn about careers in the fields of Design, Applied Arts, and STEAM, then this hands-on course is for you!

Studio Art and Media E218**Gr. 8****Meets 2/3x for Semester**

Enjoy exploring the world of art, bringing your creative ideas to your work. Students learn to use a variety of media and processes used by traditional and contemporary artists, including, painting, drawing, printmaking, and other 2-D media. Learn observational drawing skills and other artistic strategies to develop realistic and expressive works of art. This course will teach you how to creatively and skillfully express yourself through art. All skill levels are welcome.

Digital Art and Media #E228**Gr. 8****Meets 2/3x for Semester**

Learn to use digital software and media to create original art and design. In this technology-based class, students are introduced to Adobe Photoshop© and iPad tools and apps, while learning to create unique and dynamic works of art. See how professional STEAM, commercial, applied design, and fine artists can use technology to develop, enhance and manipulate digital photos and drawings to express their personal ideas.

FAMILY AND CONSUMER SCIENCE

Courses are aligned with college and career readiness as well as the development of leisure skills.

Design Your Space

#E337 & #E338

Gr. 7 & 8**Meets 2/3x for Semester**

Students will explore the basics of creative home interiors for both personal and functional spaces. Units include transforming space using color, the elements and principles of design, time and budget management, and career exploration. Projects may include space and floor planning and designing a room make-over.

Foods and Nutrition

#E317 & #E318

Gr. 7 & 8

Meets 2/3x for Semester

Students will learn the basics of food preparation and will develop skills in the safe use and care of kitchen equipment and appliances. Students will have an opportunity to prepare simple snacks, baked goods, and quick and easy meals during cooperative food lab experiences. Included in the curriculum is a nutrition unit where students will learn about the six major nutrients, food groups, and the relationship of food choices to health and wellness during their lifespan.

Money Matters

#E378

Gr. 8

Meets 2/3x for Semester

Find out how to survive money, consumer, and career challenges. See the relevance of school subjects to everyday life and work roles. Explore how to use the services of financial institutions. Learn more about the world of work, sharpen job skills, identify your unique talents and abilities and participate in career exploration activities.

Specialty Foods

#E328

Gr. 8

Meets 2/3x for Semester

Specialty Foods is a course developed for grade eight students who have previously taken our introductory Foods and Nutrition class. In Specialty Foods, students will develop skills in the area of baking including quick breads and yeast breads. Principles of meal planning and preparation will be explored with an emphasis on herbs and their use in world cuisines. The course culminates in the planning, preparation, plating and serving of a buffet-style meal, built off the foundations learned in Foods and Nutrition, as well as the content in Specialty Foods.

Understanding Young Children

#E357 and #E358

Gr. 7 & 8

Meets 2/3x for Semester

In this course, students will put theory into practice and become skilled in understanding the development of young children (birth - 5 years old). Students will apply their knowledge and demonstrate their understanding of concepts through collaborations with the Eastbury Early Learning Center, caring for a RealCare Baby Infant Simulator, and participating in projects which include planning age-appropriate activities. This comprehensive and interactive class will equip students with the essential knowledge and skills to be confident babysitters and future childcare professionals. Upon completing the course, students can apply for the Smith Babysitting Certificate.

MUSIC AND PERFORMING ARTS

Band

#E117 & #E118

Gr. 7 & 8

Meets 2/3x for Year

Band is a performing ensemble open to students who play woodwind, brass and percussion instruments. Instruction includes balance, blend, coordination of musical effort and performance of band literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening band performances. For new band students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the band director is required before enrolling.

Chorus

#E127 & #E128

Gr. 7 & 8

Meets 2/3x for Year

The chorus is a performing ensemble open to all students. Instruction centers around tone, diction, expression, ear training, reading accuracy and performance of choral literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening chorus performances. For chorus students, there is no minimum of prior ensemble experience or consent required to enroll.

Orchestra

#E137 & #E138

Gr. 7 & 8**Meets 2/3x for Year**

String orchestra is open to students who play violin, viola, cello and bass violin (string bass). Emphasis is placed on tonal balance, blend, coordination of musical effort, and offerings of solo, ensemble, and string and orchestral literature. Students will have a minimum of two evening orchestra performances. For new orchestra students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the orchestra director is needed before enrolling.

Creating and Recording Music 1

#E157

Gr. 7**Meets 2/3x for Semester**

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers, Logic Pro Software and Apple Loops. Basic piano skills will be introduced. No previous experience necessary.

Creating and Recording Music 2

#E158

Gr. 8**Meets 2/3x for Semester**

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers Logic Pro Software and Apple Loops. You will be exploring in depth music writing techniques. Basic piano skills will also be introduced. No previous experience required.

Lights Up! Theater I

#E147

Gr. 7**Meets 2/3x for Semester**

In this introduction to theater class, Grade 7 students will have the opportunity to participate in improvisational games, stage combat, scene study, monologue performance, lip sync battles, and audition preparation. Students will learn the foundations of acting including staging, blocking, and movement. No prior experience in theater is necessary.

Lights Up! Theater II

#E148

Gr. 8**Meets 2/3x for Semester**

In this overview of theater class, Grade 8 students will have the opportunity to participate in improvisational games, stage combat, lip sync battles, scene and monologue, performance, audition preparation, scene writing, and directing. Students will practice the foundations of acting culminating in small group performances. No prior experience is necessary. Students do not have to have taken Lights Up! Theater I in order to register for this class.

Piano and Guitar Sampler

#E167

Gr. 7**Meets 2/3x for Semester**

Learn to play the piano and guitar in this one beginning course. You will learn the basics of each instrument and will play songs and short pieces on them. You will also learn to accompany yourself and others on both instruments.

Make Your Own Video

#E168

Gr. 8**Meets 2/3x for Semester**

This course offers an exciting opportunity to create your own videos, including music videos, using your iPad and the SMS Music lab. This is a hands-on course where you will be using iMovie, iPhoto and Garage Band. No previous experience required.

TECHNOLOGY EDUCATION

Aero-Lab

#E437

Gr. 7**Meets 2/3x for Semester**

Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight are explored as students design, build, and understand the

parts of gliders, airplanes, helicopters and rockets. Students will become familiar with careers in aerospace fields and understand their impact on society.

Computer Graphics

#E457

Gr. 7

Meets 2/3x for Semester

In this creative STEAM course, students will explore cutting-edge digital tools while creating graphics for a variety of purposes and audiences. Students will use web-based and professional applications, like Adobe Photoshop, to create graphics for digital and physical projects. They will have access to a range of tools, including DSLR cameras, vinyl cutters, and a variety of printers, to bring their creative designs to life. Topics include photography, digital image manipulation, AI, interactive design, and animation.

Introduction to Trades & Home Repair

#E470

Gr. 7

Meets 2/3x for Semester

Explore the world of construction trades and home improvement. Learn basic framing and carpentry, as well as beginner plumbing and electrical skills through hands-on projects. You'll solve problems, use tools safely, and discover how different skilled trades come together to build and maintain homes. By the end of the course, you'll be able to tackle basic repairs and home projects with confidence. This course is recommended for students who are seriously considering careers in the trades or planning to pursue technical high school programs.

Manufacturing Lab

#E418

Gr. 8

Meets 2/3x for Semester

Students will be introduced to the skill of creating a company and work from an "idea" to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. Students will also design, build and test CO₂ powered dragsters. A variety of tools and machinery will be used throughout the course.

New Media

#E438

Gr. 8

Meets 2/3x for Semester

Dive into the world of game design while learning the artistic and technical skills necessary to create interactive experiences. This interdisciplinary STEAM offering incorporates coding, design, digital art, and the development of new media using a variety of digital tools. Example projects include the creation of characters, animations, and a variety of game types. Through a mix of game design projects and coding lessons, participants will explore fundamental concepts and lessons for aspiring game developers.

Robo Code

#E468

Gr. 8

Meets 2/3x for Semester

Students will be introduced to the exciting world of robotics and engineering. They will build and code robots, while developing critical thinking, collaboration, and problem-solving skills. Students will be introduced to fundamental computer science concepts while learning about mechanical systems, sensors, and automation through a variety of engaging challenges.

STEAM 7

#E417

Gr. 7

Meets 2/3x for Semester

Tackle exciting STEAM challenges that blend science, technology, engineering, art, and math in this course. Working both independently and in teams, you'll design, build, and test projects like wind-powered vehicles, bridges, catapults, and Lego tractors. Along the way, you'll gain experience with advanced tools like a laser cutter and engraver to create precise, professional-quality designs. STEAM 7 is all about curiosity, imagination, and building real-world skills through fun, hands-on learning.

World of Motion

#E428

Gr. 8

Meets 2/3x for Semester

Students explore energy sources and the transfer of energy by designing and building solar, wind, spring and mag-lev vehicles. Students gain a global perspective on alternative energy sources by comparing economics, efficiency, and environmental impacts of using different energy sources. Students explore magnetism, the differences between AC and DC electricity and construct their own motor.

**GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS OF OR
COMPLAINTS REGARDING:
Glastonbury Public Schools
*Non Discrimination and Equal Opportunity Policy and Procedures***

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity) – Tonya Claiborne, Director of Equity, Diversity, and Inclusion, Glastonbury Public Schools, 628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033-2361, Telephone: 860-652-7944, Email: ClaiborneT@Glastonburyus.org.

Section 504 (Rehabilitation Act) – Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971 Email: BrownK@Glastonburyus.org.

ADA (Americans with Disabilities Act) – Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971 Email: BrownK@Glastonburyus.org.

Safety/OSHA–Dr. Kenneth Roy, Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033-2361, Telephone: 860-652-7200 ext. 12002 Email: RoyK@Glastonburyus.org.

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate compliance officer. Forms can be obtained directly from the compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the compliance officers. Safety questions and concerns should be directed to the building supervisor and the Safety Director.

Grievance Procedure:

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

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

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

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

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

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

**Proposed Program of Studies Amendments
2026-2027 Summary**

PAGES	SUBJECT AREA	REVISIONS
Cover	General Information	Updated: Year
3	Curriculum Directors	Updated: Year, Director's last name,
5	General Information – Intro. School Counseling Department	Updates per SMS administration request. Updates per Director, Ted Gregorski.
6	Reporting Student Progress	Updates per SMS administration request. (Report cards are no longer mailed home.)
8	Grade 8 only English/Language Arts	New names: Narrative Writing Unit: Elements of Fictional Narrative & Literary Analysis Informational Writing & The Origins of Story Structure Unit: Literary Journeys & Discovering Growth Through Adversity Editorial Writing & Social Change Unit: Multiple Perspectives & Critical Reading of Texts Shakespeare & Poetic Form Unit: Shakespeare's Form and Narrative Writing
9-11	Wording changed within course descriptions	The changes reflect two things: 1. The pilot group of students taking Chinese as their only world language that is coming up from GW. 2. The changes to the course essential questions.
20-21	CTE and Trades/STEAM updates	Delete 2 grade 7 courses: Young Inventors and Pre-Engineering Lab Add 2 new grade 7 courses: #E470 = Introduction to Trades & Home Repair #E 417 = STEAM 7

20256-20267
SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES



Principal: Dr. Bobby Skarvelas
Assistant Principal: Mr. Jemal Graham
Assistant Principal: Mrs. Jillian Bernard

Smith Middle School Mission Statement



Smith Middle School encourages inquiry that fosters learning, embraces a culture of tolerance and kindness and inspires students to reach out to others and make a difference in our world.

**SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES**

20256-20267

Smith Middle School Administration

Bobby Skarvelas, E.D., Principal
Jemal Graham, Assistant Principal
Jillian Bernard, Assistant Principal

Central Office Administration

Alan B. Bookman, Ph.D., Superintendent
Scott Hurwitz, Ed.D , Assistant Superintendent
Kate Lund, Assistant Superintendent
Kimberly Brown, Administrator for Pupil Services
Karen Bonfiglio, Business Manager

Board of Education

Douglas C. Foyle, Ph.D., Chair
Julie Thompson, Vice Chair
Kali Cavanaugh, Secretary
Alison Couture
Jennifer L. Faust
Jenn Jennings
David Peniston, Jr.
Matthew Saunig

Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability in employment matters or assignment in programs or services provided.

Compliance Officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy. More information is available on our [Non-Discrimination Policy page](#).

Curriculum Directors

Art, Holly ~~Constantine~~Buckley
Career and Technical Education, Elizabeth Cole
World Language/Multilingual Learners, Amanda Robustelli-Price
Health and Physical Education, Jennifer Spring
History/Social Sciences, Brendan Callahan
English/Language Arts/Library Media K-5, Christina O'Brien
English/Language Arts and Library Media, Grades 6-12, Tracey DeDonato
Mathematics, Brenda Gregorski
Music, Leslie Lopez
School Counseling, Edward Gregorski
Science, Christine Tedisky
Special Education Pre K-12, -Cassandra Murphy

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GENERAL INFORMATION

INTRODUCTION

~~The Smith Middle School program offers students an opportunity to extend their learning horizons through varied experiences, both required and elective. Smith Middle School teachers help students to acquire information, skills and values, necessary for developing the “credibility, reputation, and character” that will ensure future successes. The Smith Middle School program strives to create opportunities for its students to share in the responsibility for their growth and learning.~~

The Smith Middle School Program of Studies consists of a group of required courses which are supplemented and enriched by a group of elective courses. In this way, students are taught basic and advanced skills and also have the opportunity to sample and explore a wide variety of topics in the practical, fine, and performing arts.

This Program of Studies is designed to help parents and students work together to plan an educational program ideally suited to each individual. The teaching staff, guidance-school counseling department, and school administration are ready to assist you as you undertake this important task.

SCHOOL ORGANIZATION

Smith Middle School is organized as a seventh and eighth grade middle school incorporating the team format. The middle school model is an excellent means of organization for teaching early adolescents and meeting their special developmental needs. This organizational model encourages and supports interdisciplinary initiatives as well as active parent involvement.

SMS has four Grade 7 teams and four Grade 8 teams. Each Grade 7 and Grade 8 team consists of approximately 120 students. All teams include an English, world language, history, math, and science teacher. In addition, tTeams are supported by a school counselors, special education teachers and reading teacher and math interventionists.

The instructional day at Smith Middle School consists of eight periods; five are reserved for required academic courses (English, world language, history, math and science), two may be used for electives or supportive services, and one for lunch/homeroom. Physical Education and Health are required courses for both Grade 7 and Grade 8 students. These courses are offered during the elective time slots.

SCHOOL COUNSELING DEPARTMENT

~~The school counseling department is founded on the belief that each individual is unique and capable of self-direction and personal growth. School counseling services are an integral part of a student’s educational experience in Grade 7 and Grade 8. These services consist of an ongoing, proactive and planned program, which recognizes the developmental needs of all students. The program is delivered in a systematic way through curriculum lessons, systems supports, and responsive services that are provided individually or in groups.~~

~~Through the school counseling program, students are assisted in matters related to academics and personal/social issues. In addition, school counseling services assist in the process of helping students develop into knowledgeable, responsible, ethical, and caring members of a diverse society within a complex and technological world.~~

~~The counselor-counsee relationship is unique because it is based on the unconditional acceptance of students. It is this non-threatening aspect of the counseling experience that allows students to better understand themselves and their environment, and to recognize that relationship between the two. Each student at Smith will be assigned a school counselor who will work with them during their Grade 7 and Grade 8 years. The School Counseling Department is built on the belief that every student is unique, capable of self-direction, and continually growing as~~

an individual. Counseling services are a vital part of the educational experience for all students in Grades 7 and 8. Our comprehensive program is proactive, developmentally focused, and designed to support every student through structured curriculum lessons, system-wide supports, and responsive individual or group services.

Through this program, students receive guidance in academic planning as well as personal and social development. School counselors help students build the skills and confidence needed to become knowledgeable, responsible, ethical, and compassionate members of a diverse and ever-changing world.

At the heart of our program is the counselor–student relationship, founded on trust, respect, and unconditional acceptance. This supportive connection creates a safe space for students to explore their strengths, better understand themselves, and make meaningful connections between their personal growth and the world around them. Each student at Smith Middle School is assigned a school counselor who will work closely with them throughout Grades 7 and 8 to provide ongoing guidance and support.

FORMAT OF COURSE OFFERINGS

All required academic courses (English, world language, history, math and science) are taught five times per week for the year.

Elective courses meet every other day for one or both semesters (twice one week and three times the next).

Physical Education is a required course both semesters and is offered every other day. Health is required in both grades and is taught every other day for one semester.

Special Education IEP or Resource classes are offered either daily (5x per week) or every other day (2/3x per week).

Every attempt is made to schedule students into their elective choices; however, this is not always possible. When student choices are not available, the administration may assign students to alternative elective courses. When there are no elective options available that match the students' schedule, students may be assigned to a study hall.

ACADEMIC LEVELS

Smith Middle School offers both heterogeneous and homogenous groupings. English, math and science classes are grouped according to specific achievement levels.

Level 1 courses are for students who have demonstrated superior achievement.

Level 2 courses are for students who have demonstrated academic knowledge at grade level.

IEP courses are for students identified through special education to be in need of specialized assistance.

A student's recommendation is determined collaboratively with input from parents and teachers and based on all available data including student needs, past performance, and standardized test results. Recommendation for a given level is reviewed periodically during the school year, and if the need arises, students are placed in a more appropriate level.

REPORTING STUDENT PROGRESS

Teachers, counselors, and administrators are committed to making timely and regular contact with parents regarding student progress. In addition to teacher phone calls and team meetings with parents and students, grades are posted

regularly on the PowerSchool portal and also updated mid quarter to keep parents informed about student performance.
~~A report card is mailed home only at year's end.~~

Student grades are reported as: A+, A, A- B+, B, B- C+, C, C- D+, D, D-, F

Student "Effort" and "Conduct" are reported as:

1 Excellent 2 Good 3 Fair 4 Unsatisfactory

HONOR ROLL

Students who have achieved a B- or better in all courses (required and elective) will earn honor roll status. Any grade below a B- in any subject will disqualify a student from the honor roll.

RETENTION POLICY

Specific procedures go into effect for students who are in danger of failing two or more academic subjects. Parents are contacted and involved in designing and implementing a plan to avoid retention. Retention is a last resort and used only after other options have been exhausted.

MIDDLE SCHOOL COURSES RECOGNIZED ON GHS TRANSCRIPTS

Smith Middle School students who successfully complete the course requirements in Spanish 1 and 2, French 1 and 2, Russian 1 and 2, Chinese and Algebra will have these grades recorded on their high school transcripts. However, high school credit for the purpose of meeting graduation requirements CANNOT be given to courses completed before grade nine.

For example, Algebra I does not count toward the twenty-five credits needed for graduation when taken at Smith Middle School, but it is recorded on the GHS transcript since it is identical to the Algebra I course offered in Grade 9 at Glastonbury High School. Algebra I is a prerequisite course for other mathematics courses at Glastonbury High School.

MODIFICATION OF A COURSE OFFERING

In very rare cases, a course offered at Smith Middle School may be withdrawn or enrollment may be restricted for any of the following reasons:

1. Interest and enrollment is too small
2. Limited facilities
3. Unavailability of certified staff
4. Reduction of budget

INSTRUCTIONAL MATERIALS REVIEW PROCESS

In accordance with Board of Education Policy #6121, October 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which are to attain:

- ◆ Equal opportunity for all students to participate in the total program of the school.
- ◆ Continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences.

In keeping with this policy, instructional materials are reviewed for bias prior to purchase. This process is coordinated by the curriculum area director and is done both during the formal curriculum review and at other points when new instructional materials are being considered. The review committee forwards the requests to the superintendent for approval. Both the requests and the instructional materials are then presented to the Board of Education for review.

If you have any questions or concerns about instructional materials, please consult the appropriate curriculum director.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Glastonbury Public Schools is committed to supporting the whole student. The Connecticut State Department of Education requires school districts to use a framework to address student needs. The framework we use for this support is known as Multi-Tiered System of Supports (MTSS). MTSS ensures all students receive the appropriate level of support for academic, behavioral, and social-emotional needs through various tiers of intervention. School personnel monitor student progress closely to be sure supports are appropriate and successful. For more information, visit the GPS website Parents tab to MTSS.

REQUIRED ACADEMIC COURSES

ENGLISH DEPARTMENT

The English/Language Arts curriculum for Grade 7 and Grade 8 is organized into units of study.

English/Language Arts Grade 7: <i>The Power of Word Choice</i>	
Fictional Narrative: A Study of Short Story	Realistic Fiction: Literary Analysis & Discussion
Science Fiction: Argument Writing & Speaking	Traditional/Historical Literature : Performance & Expository Writing
English/Language Arts Grade 8: <i>The Power of Perspective</i>	
<u>Narrative Writing Unit: Reading with Perspective:</u> Elements of Fictional Narrative & Literary Analysis	<u>Informational Writing & The Origins of</u> <u>Story Structure Unit:</u> <u>Literary Journeys & Discovering</u> <u>Growth Through Adversity</u> <u>The Hero's Journey & Origins of Storytelling</u>
<u>Editorial Writing & Social Change Unit:</u> <u>Multiple Perspectives &</u> <u>Critical Reading of Texts</u> <u>There are Two Sides to Every Story: Critical</u> <u>Reading of Nonfiction Texts</u>	<u>Shakespeare & Poetic Form Unit:</u> <u>Shakespeare's Form and Narrative Writing</u> <u>Shakespeare's Form & Narrative Writing</u>

Woven throughout these units are areas of direct instruction that include opportunities for students to strategically apply their reading and writing strategies, to respond to texts both orally and in writing, and to study and apply grammar conventions.

Within our flexible structure of instruction:

- Reading and writing are valued as complex and highly social activities.
- Time is provided for students to read and write.
- The close study of genre enables students to become more skillful readers and writers.
- Independent reading helps students discover their interests and appreciate reading for pleasure.
- Students are provided with opportunities to communicate clearly and listen respectfully to the ideas of others.
- Technology is authentically used as a means to enhance student learning.

Student preferences begin to take shape during the middle school years, thus leveled classes are offered in order to enable students to pursue learning opportunities that are responsive to their interests and abilities. Students are grouped into two levels for English/Language Arts instruction: Level 1 and Level 2. In reading, both levels provide students with opportunities to analyze text, make inferences, and develop their understanding. In writing, students in Level 1 and Level 2 are required to write in a variety of genres and are encouraged to develop their elaboration, organization, and fluency skills. Both levels provide students with rigorous academic opportunities. Level 1 classes differ from Level 2 classes in that they require students to work at an accelerated pace, to operate with a high degree

of independence, to read text of greater length and complexity, and to strategically apply their writing skills.

The ultimate goal of the English/Language Arts program is to prepare our students for the challenges and opportunities of the 21st Century. Thus, the curriculum is in alignment with the Common Core State Standards (CCSS) and is delivered in ways that provide our students with opportunities to apply their reading, writing, speaking, listening and language skills for authentic purposes.

Reading Strategies 7 & Advanced Reading Strategies 8

Teacher Recommendation Only

Meets 2/3x for Year

Reading Strategies classes are scheduled in addition to the regular English class and provide support to students in need of assistance in the small group setting. Students are recommended for Reading Strategies 7 & Advanced Reading Strategies 8 based on the reading teacher's evaluation, including performance on standardized tests. Due to the nature of the courses, enrollment is limited in size.

WORLD LANGUAGE/MULTILINGUAL LEARNER DEPARTMENT

Students entering the middle school will continue their study of world language which began in the elementary grades and expanded in Grade 6. This will be either Chinese, French, or Spanish. Exceptions to this requirement will be made on a student-by-student basis. New students to Smith Middle School, who have never taken a world language, may enroll in Introductory French* or Spanish. New students to Smith Middle School who studied Chinese, French, Russian, or Spanish in a prior school should connect with the Director of World Languages to determine best placement for language study. In addition, Introductory and Introductory Continuing Russian and Introductory and Introductory Continuing Chinese may be studied as a **second** world language in the elective track.

The Connecticut Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be active learners and compassionate individuals who thrive in our global community. The following courses help students to reach the necessary proficiency level in order to meet the world language requirement as part of earning this distinction on their high school diploma upon graduation.

SECONDARY LEVEL LANGUAGE PROGRESSION

Teachers make recommendations for student placement at the high school. Course offerings at SMS are impacted by those offered at GHS. All students are encouraged to continue the study of the language they began in the elementary and/or middle school.

A long sequence of study is necessary to build proficiency in a language.

		Grade 6		Grade 7		Grade 8		Grade 9
Continued sequence from Gideon Welles	French	French Grade 6	→	French Grade 7	→	French Grade 8	→	French 3 Level 1, 3, or III
	Spanish	Spanish Grade 6	→	Spanish Grade 7	→	Spanish Grade 8	→	Spanish 3 Level 1, 3, or III
	Chinese	Chinese Grade 6	→	Chinese Grade 7	→	Chinese Grade 8	→	Chinese 3 Level 1
Starting or adding a new language sequence at SMS <small>*typically only for new students or those adding an additional language</small>	Chinese			Intro. Chinese	→	Intro. Continuing Chinese	→	Chinese 3 Level 1 or Chinese 2 Level 1
	Russian			Intro. Russian	→	Intro. Continuing Russian	→	Russian 3 Level 1
New to SMS in 7th Grade	French			Intro. French <small>*If numbers warrant</small>	→	Intro. Cont. Fr. <small>*If numbers warrant</small>	→	French 3, III, or II
	Spanish			Intro. Spanish	→	Intro. Continuing Spanish	→	Spanish 3, III, or II
New to SMS in 8th grade	Chinese					Intro. Chinese	→	Chinese 1 Level 1 or Chinese 2 Level 1
	French					Intro. French	→	French 1-2 Level 1 or French II
	Spanish					Intro. Spanish	→	Spanish 1-2 Level 1 or Spanish II

In addition to modern languages, students may begin the study of Latin or Ancient Greek at the high school. A student may also elect to begin Chinese, French, Russian, or Spanish at the high school.

French Gr. 7 and French Gr. 8

Novice-Intermediate

As part of answering the essential questions **“What is culture?”**, **“What is French culture?”** and **“What connections can we make?”**, **“Who are the French?”** and **“What connections can we make?”** students in Grade 7 and Grade 8 will continue the study of French, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of the French-speaking world.

Introductory French and Introductory Continuing French *

Novice

These courses are designed for new students who have moved into Glastonbury and who have not previously taken the world language or have only had minimal contact with the world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the French speaking world. Grade 8 students who began French for the first time in Grade 7 will continue with Introductory Continuing French. This course will build on the introductory French skills students learned in Grade 7.

***Course(s) require(s) sufficient enrollment to run.**

Spanish Gr.7 and Spanish Gr. 8

Intermediate

As part of answering the essential questions **“What is culture?”**, **“What is Spanish culture?”** and **“How are we connected? How do shared traditions shape a community?”** students in Grade 7 and Grade 8 will continue the study of Spanish, which began in elementary school. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Spain and the countries and regions of South America.

Introductory Spanish and Introductory Continuing Spanish

Novice

These courses are designed for new students who have moved into Glastonbury and who have not previously taken a world language or have only had minimal contact with a world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the Spanish speaking world. Grade 8 students who began Spanish for the first time in Grade 7 will continue with Introductory Continuing Spanish. This course will build on the introductory Spanish skills students learned in Grade 7.

Introductory Russian and Introductory Continuing Russian

Novice-Intermediate

As part of answering the essential questions ~~“What is culture?”~~, “What is Russian culture?” and “How can I connect to Russian culture through language?” students in Grade 7 will begin and in Grade 8 will continue the study of Russian. Students in Grade 7 can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Russia and Russian-speaking countries, regions, and communities.

Chinese Gr. 7 and Chinese Gr. 8

Novice-Intermediate

As part of answering the essential questions ~~“What is culture?”~~, ~~“What is Chinese culture?”~~ and ~~“How are we connected?”~~ ~~“Who are the Chinese? What is Chinese culture?”~~ and ~~“How do I connect to the world? How does the world impact me? How do I impact the world?”~~ students in Grade 7 and Grade 8 will continue the study of Chinese, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain, and bring simple conversations to a close, as well as write simple sentences on familiar topics. Students also can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of China and the Chinese speaking world.

Introductory Chinese and Introductory Continuing Chinese

Novice

As part of answering the essential questions ~~“Who are the Chinese? What is Chinese culture?”~~ and ~~“How do I connect to the world? How does the world impact me? How do I impact the world?”~~ ~~“What is culture?”~~, ~~“What is Chinese culture?”~~ and ~~“How are we connected?”~~ students in Grade 7 will begin and in Grade 8 will continue the study of Chinese. Students can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. Students will expand their cultural awareness of China and other regions where Chinese is spoken.

Multilingual Learner Class

Director/Coordinator/Teacher Recommendation Only

Meets 5x for Year

As a part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?” students at beginning to intermediate levels of English will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text. Students will develop their skills in listening, speaking, reading, and writing in English and learn about American culture.

Multilingual Learner Tutorial

Director/Coordinator/Teacher Recommendation Only

Meets 3/5x for Year

Students who speak a language other than English at home may be eligible for tutorial services. The Multilingual Learner tutor works with students in a small group setting to develop skills in English and to provide assistance for content area subjects.

HISTORY/SOCIAL SCIENCES DEPARTMENT

World History 7

World History is a course designed to take students on a journey of exploration through the world’s civilizations. The course begins by providing students with a sense of history. Students will travel through the ancient civilizations of

Egypt, Mesopotamia, China, India, and the Americas, and then on to the classical civilizations of Greece, Rome and Islam. The course concludes with the study of the ideas, inventions, and explorations of the Middle Ages and the Early modern period. Student exploration is viewed through the lens of common themes that connect and integrate the world's diverse history. Through their study, students will enrich their knowledge of major historical periods, issues, and patterns in world history, as well as acquire, develop and apply the skills and process of historical thinking and inquiry.

United States History 8

Students in U.S. History 8 will use a national lens to enrich their knowledge of the major historical periods, issues, concepts and patterns in United States History. Their journey through our country's history will begin with the meeting of the world's cultures in the pre-Colonial period and continue through to the transformation of our nation in the Civil War and Reconstruction Eras. Throughout their studies, students will enrich their understanding of the connecting themes and enduring understandings of American History and acquire, develop and apply the skills and processes of historical thinking.

MATHEMATICS DEPARTMENT

Recommended Mathematics Course Selection Plan for Grade 7 through Grade 12

The chart below captures the **most common course sequences**; however, a student's course sequence may change over time depending on interests, skill development and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence (beginning in Grade 8 or Grade 9) will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade				
7	Mathematics 7, L-1	Mathematics 7		
8	Algebra 1, L-1	Transitions to Algebra	Mathematics 8	
	Level 1	Level 2		
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4360)	Integrated Algebra & Geometry 1 (4540)
11	AP Pre-Calculus (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200),	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

Important Note: Algebra 1 in Grade 8 is more rigorous than the Algebra 1 at the high school. To be successful in algebra at this level, students should have consistently demonstrated mastery and deep understanding of the prerequisite mathematical concepts and skills. In addition, the ability to comprehend and perform abstract mathematical tasks, including high level reasoning and transfer of understanding to new problem solving situations is essential. Successful completion of Algebra in Grade 8 prepares a student to tackle the challenges of Advanced Placement Calculus by senior year.

The grade for Algebra 1 will appear on the student's high school transcript, but is not counted towards the three mathematics credits that a student must earn for graduation. Because Algebra 1 is a foundational course for all future study of mathematics, it is important that students are well-prepared and have mastered the skills of Algebra I before proceeding to the next course. Therefore, if a student's performance is a C or lower in Grade 8 Algebra I, it may be recommended that he/she *repeat Algebra 1* at the high school (Algebra 1A, Level 2).

The ability to understand and use problem solving strategies is the strong, unifying idea for all courses in mathematics at Smith Middle School. Showing solutions, writing explanations, and demonstrating mastery are vital components of the problem solving process.

Mathematics 7

Levels 1, 2

The units of study in Mathematics 7 are *Rational Numbers, Expressions, Equations and Inequalities, Proportional Relationships, Percent and Scaling, Statistics, and Probability*. Throughout the course, students uncover mathematical understanding through problem solving and learning experiences designed to make students think. Students develop a deep understanding of proportional reasoning as a way to understand mathematical relationships in our world. They continue to learn that mathematics makes sense.

The curriculum of Mathematics 7, Level 1 is compacted so that a significant number of the concepts of Grade 8 math are learned at appropriate times during the Grade 7 year.

Mathematics 8

Level 2

In Grade 8, students' model relationships between two sets of data using linear equations, solve linear equations and systems of equations. Building the understanding of the meaning of a solution to a system is a focus. Students begin to understand the concept of a function and use functions to describe quantitative relationships. Also, students analyze two- and three-dimensional space and figures using distance, angle, similarity and congruence, and understand and apply the Pythagorean Theorem. Conceptual understanding and skills are interwoven through instructional activities that prepare students for formal Algebra in Grade 9.

Transitions to Algebra Gr. 8

Level 2

Transitions to Algebra has the same topic outline as Mathematics 8. Students enrolled in this course have strong computational skills and have maintained at least a B average in Mathematics 7 level 2.

Algebra 1 Gr. 8

Level 1

Algebra is the study of mathematical relationships which can be represented and analyzed through tables, graphs, equations and inequalities. The symbolic language of algebra is used to represent, investigate and solve problems. Students will work with variables; write, solve, graph and interpret linear and quadratic equations; perform operations with polynomials; and work with radical and rational expressions and equations. Students continue the study of function families to include exponential, piecewise and absolute value functions.

In order to be recommended for this course, a student must have a B+ or higher average in Grade 7, Level 1, or an A average in Mathematics 7, Level 2. Since Algebra is a high school course, students who have not been highly successful in Mathematics 7 should take this course in Grade 9.

SCIENCE DEPARTMENT

A student's courses in the middle school can have an impact on science course opportunities at the high school level. The inextricable link between mathematics and science makes it advisable for a student to have gained solid mathematical skills before tackling the challenges of Level 1 science in Grade 8 and Grade 9.

RECOMMENDED SCIENCE COURSE SELECTION PLAN FOR GRADES 7-12

The chart below captures the most common course sequences. However, a student's course sequence may change over time depending on interests, skill development and achievement levels. A student should consult with his/her school counselor before choosing courses. The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology and Physics.

Grade		
7	Planet Earth 7, L-1	Planet Earth 7
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics
Grade	Level 1	Level 2
9	Chemistry (5130) (L-1)	Chemistry (5440) Integrated Science (5462)
10	AP Biology (5100)	Biology (5410) Biology (5420)
11	AP Physics 1 & 2 (5171) (Or other AP science)	Physics (5470 or 5480) and/or science electives
12	AP Chemistry (5140) AP Environmental Science (5160) AP Biology (5100) AP Physics 1 & 2 (5171) AP Physics C (5175) and/or Advanced Research Mentorship (5150)	Introductory Physics (5465) and/or science electives

Planet Earth 7

Levels 1, 2

This course focuses on investigations of Earth, its atmosphere, its changing surface, its water resources, and its place in the solar family. Students will explore those systems and phenomena of planet Earth which require knowledge and skills of the earth and space sciences, as well as interactions and properties of matter. Connections to life sciences and

physical sciences are also emphasized. The course provides for a variety of practical laboratory experiences and engineering tasks that help students gain a better grasp of the fundamental concepts of our world and the Universe. Throughout the course, students will apply inquiry skills and the engineering design process when exploring science concepts. The curriculum for this course is aligned to the Next Generation Science Standards.

Concepts of Physics

Levels 1, 2

This course is designed to introduce students to some of the fundamental principles and laws that govern phenomena that we experience in our everyday lives and that determine the interactions of matter and energy throughout the Universe. Content areas that are explored include motion, forces, energy, electricity, magnetism and waves. The course provides opportunities for inquiry and for a wide variety of practical laboratory investigations, as well as for application of the engineering design process. Students can explore concepts and develop scientific skills that lay the foundation for further studies of science at the high school level.

HEALTH and PHYSICAL EDUCATION DEPARTMENT

Students in Grade 7 and Grade 8 are required to take physical education every other day for a full year. The Physical Education curriculum is aligned with state and national standards. Curriculum expectations and outcomes include the students' ability to demonstrate various motor skills and movement patterns, explain strategies and principals as they apply to movement, identify and incorporate fitness concepts in a personal fitness plan, demonstrate responsible and respectful behavior and articulate the benefits of being physically active.

Physical Education Gr. 7 and Gr. 8

Meets 2/3x for Year

All Grade 7 and Grade 8 students are required to actively participate in all activities. Students are expected to bring a change of clothing and footwear that is appropriate to engage in physical activity. All students participate in the Connecticut Physical Fitness Assessment and the Grade 8 scores are included in the district strategic profile report.

Curriculum units include, but are not limited to, these activities:

PHYSICAL EDUCATION UNITS GRADE 7 AND GRADE 8

Aerobics	Football	Recreational Games and Activities
Adventure Challenges	Frisbee (Touch/Ultimate)	Soccer
Badminton	Golf (SNAG)	Softball
Basketball	Handball	Tennis
Bowling	Lacrosse	Track & Field
Fitness Testing	Physical Fitness Activities	Variety of Lifetime Fitness Activities
Floor Hockey (Touch/Ultimate)	Project Adventure Climbing	Volleyball

Health Education Gr. 7 and Gr. 8

Meets 2/3x for Semester

Students in Grade 7 and Grade 8 are required to take Health Education every other day for a half a year. The Health Education curriculum is aligned with state and national standards. Health Education curriculum expectations and outcomes include the students' ability to comprehend core concepts related to health promotion and disease. Students are expected to be able to access appropriate health information, practice health-enhancing behaviors, analyze internal and external influences, demonstrate interpersonal communication skills, use decision making and goal setting skills and advocate for personal, family and community health. In each grade level, there are five core concepts or unit

themes that address the topics listed in the table below. As a result of participation in this course, students will have skills and knowledge to make a successful transition into a contemporary high school setting.

HEALTH EDUCATION CORE CONCEPTS Gr. 7 and Gr. 8

Health Education - Grade 7	Health Education - Grade 8
Mental and Emotional Health Brain Function and Mental Illness Depression and SOS	Mental and Emotional Health Stress and Self-Management Analyzing Internal and External Influences
Injury and Disease Prevention Diseases and Disorders	Injury and Disease Prevention First Aid and Hands on CPR
Alcohol, Nicotine and Other Drugs Influences, Peer Pressure, Refusal Skills	Sexuality and Adolescent Health Abstinence, STI's, and Identity
Puberty and Adolescence Physical, Social and Emotional Changes	Alcohol, Nicotine and Other Drugs Addiction Decision Making and Goal Setting
Friends and Relationships	Relationships and Health Decisions
Skill Focus: Accessing Information and Interpersonal Communication Skills	Skill Focus: Analyzing Influences, Decision Making and Goal Setting

RECOMMENDATION ONLY

Special Education

Small Group IEP Classes or Resource

PPT Recommendation Only

Meets 2/3x for Year or 5x for Year

The resource rooms and special education classes at Smith Middle are non-categorical and designated to assist the students who are identified by a Planning and Placement Team as requiring special education. Teachers work with individuals in small groups on a remedial and/or tutorial basis. The resource room teachers are also available to other Smith Middle School teachers on a consultative basis regarding individual students.

ELECTIVE COURSES

ART

The Smith Middle School Art Department offers art instruction in a variety of media and processes, including animation, clay, crafts, design, digital art, and fine arts. Students enrolled in Grade 7 art, are introduced to new materials and techniques, and apply studio behaviors of idea development, planning, problem-solving, evaluation and revising, to create original works of art. In Grade 8, students learn to be self-expressive through their use of materials,

processes, and choice of subject matter, and begin to develop a personal voice in their work. Grade 7 art electives are not prerequisites for taking Grade 8 art electives. Both grades cultivate a passion for art and introduce the students to future career and college paths including fine, applied, commercial, and STEAM-based careers.

Gr. 7 Art Offerings

The Art of Animation

#E227

Gr. 7

Meets 2/3x for Semester

Explore the techniques of traditional and digital-based animation, while taking the first look into how art, design, and STEAM come together! In this class, students learn to create flip books, zoetropes, stop-motion, and digitally-animated films using animation software. Students work both independently and collaboratively to develop ideas, storyboards, and characters, and bring them to life using pencil, paint, paper, cameras and technology!

Crafts

#E237

Gr. 7

Meets 2/3x for Semester

Use a variety of traditional and non-traditional materials and techniques to create artistic forms with a contemporary flair. Learn how to design and create boxes, fiber art, books, jewelry, textiles and other functional objects. Sign up, and watch your ideas take form!

3-D Art

#E247

Gr. 7

Meets 2/3x for Semester

Shape, sculpt, carve, and build 3-dimensional forms that are self-expressive and original. Plan, design and create 3-dimensional works with a variety of materials such as clay, wood, plaster, paper mache, paper, recycled, repurposed and found items. Roll up your sleeves and let creativity be your guide!

Art Zone

#E217

Gr. 7

Meets 2/3x for Semester

Whether you consider yourself an artist or not, you will have fun learning and growing as an artist. Develop observational drawing skills, and learn painting and printmaking processes and techniques while expanding media skills using pastels, paints, charcoal, oil pastels, pen & ink and MORE! Don't hesitate. Sign up today! Get in the ART ZONE!

Gr. 8 Art Offerings

Sculpture

#E248

Gr. 8

Meets 2/3x for Semester

Plan and build 3-dimensional art, sculptures, and more. Students learn to problem-solve concepts such as balance, unity, and structure, and make artistic choices to create works that demonstrate their personal ideas and meaning. Use new-age materials as well as clay, wood, paper, natural fibers, glass, wire, plastic, plaster and everyday objects.

Modern Design

#E238

Gr. 8

Meets 2/3x for Semester

Everything is designed by someone. Learn the design processes used by professionals in design and STEAM fields such as fashion, advertising, product, package, and graphic design. Explore the role that design plays in our culture and the idea of form vs. function. Students learn both traditional and technology-based processes of commercial and applied design, and explore industry careers. If you'd like to learn to use technology-based software and traditional

processes to create original artwork, and learn about careers in the fields of Design, Applied Arts, and STEAM, then this hands-on course is for you!

Studio Art and Media E218

Gr. 8

Meets 2/3x for Semester

Enjoy exploring the world of art, bringing your creative ideas to your work. Students learn to use a variety of media and processes used by traditional and contemporary artists, including, painting, drawing, printmaking, and other 2-D media. Learn observational drawing skills and other artistic strategies to develop realistic and expressive works of art. This course will teach you how to creatively and skillfully express yourself through art. All skill levels are welcome.

Digital Art and Media #E228

Gr. 8

Meets 2/3x for Semester

Learn to use digital software and media to create original art and design. In this technology-based class, students are introduced to Adobe Photoshop© and iPad tools and apps, while learning to create unique and dynamic works of art. See how professional STEAM, commercial, applied design, and fine artists can use technology to develop, enhance and manipulate digital photos and drawings to express their personal ideas.

FAMILY AND CONSUMER SCIENCE

Courses are aligned with college and career readiness as well as the development of leisure skills.

Design Your Space

#E337 & #E338

Gr. 7 & 8

Meets 2/3x for Semester

Students will explore the basics of creative home interiors for both personal and functional spaces. Units include transforming space using color, the elements and principles of design, time and budget management, and career exploration. Projects may include space and floor planning and designing a room make-over.

Foods and Nutrition

#E317 & #E318

Gr. 7 & 8

Meets 2/3x for Semester

Students will learn the basics of food preparation and will develop skills in the safe use and care of kitchen equipment and appliances. Students will have an opportunity to prepare simple snacks, baked goods, and quick and easy meals during cooperative food lab experiences. Included in the curriculum is a nutrition unit where students will learn about the six major nutrients, food groups, and the relationship of food choices to health and wellness during their lifespan.

Money Matters

#E378

Gr. 8

Meets 2/3x for Semester

Find out how to survive money, consumer, and career challenges. See the relevance of school subjects to everyday life and work roles. Explore how to use the services of financial institutions. Learn more about the world of work, sharpen job skills, identify your unique talents and abilities and participate in career exploration activities.

Specialty Foods

#E328

Gr. 8

Meets 2/3x for Semester

Specialty Foods is a course developed for grade eight students who have previously taken our introductory Foods and Nutrition class. In Specialty Foods, students will develop skills in the area of baking including quick breads and yeast breads. Principles of meal planning and preparation will be explored with an emphasis on herbs and their use in world cuisines. The course culminates in the planning, preparation, plating and serving of a buffet-style meal, built off the foundations learned in Foods and Nutrition, as well as the content in Specialty Foods.

Understanding Young Children

#E357 and #E358

Gr. 7 & 8

Meets 2/3x for Semester

In this course, students will put theory into practice and become skilled in understanding the development of young children (birth - 5 years old). Students will apply their knowledge and demonstrate their understanding of concepts through collaborations with the Eastbury Early Learning Center, caring for a RealCare Baby Infant Simulator, and participating in projects which include planning age-appropriate activities. This comprehensive and interactive class will equip students with the essential knowledge and skills to be confident babysitters and future childcare professionals. Upon completing the course, students can apply for the Smith Babysitting Certificate.

MUSIC AND PERFORMING ARTS

Band

#E117 & #E118

Gr. 7 & 8

Meets 2/3x for Year

Band is a performing ensemble open to students who play woodwind, brass and percussion instruments. Instruction includes balance, blend, coordination of musical effort and performance of band literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening band performances. For new band students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the band director is required before enrolling.

Chorus

#E127 & #E128

Gr. 7 & 8

Meets 2/3x for Year

The chorus is a performing ensemble open to all students. Instruction centers around tone, diction, expression, ear training, reading accuracy and performance of choral literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening chorus performances. For chorus students, there is no minimum of prior ensemble experience or consent required to enroll.

Orchestra

#E137 & #E138

Gr. 7 & 8

Meets 2/3x for Year

String orchestra is open to students who play violin, viola, cello and bass violin (string bass). Emphasis is placed on tonal balance, blend, coordination of musical effort, and offerings of solo, ensemble, and string and orchestral literature. Students will have a minimum of two evening orchestra performances. For new orchestra students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the orchestra director is needed before enrolling.

Creating and Recording Music 1

#E157

Gr. 7

Meets 2/3x for Semester

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers, Logic Pro Software and Apple Loops. Basic piano skills will be introduced. No previous experience necessary.

Creating and Recording Music 2

#E158

Gr. 8

Meets 2/3x for Semester

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers Logic Pro Software and Apple Loops. You will be exploring in depth music writing techniques. Basic piano skills will also be introduced. No previous experience required.

Lights Up! Theater I

#E147

Gr. 7

Meets 2/3x for Semester

In this introduction to theater class, Grade 7 students will have the opportunity to participate in improvisational games, stage combat, scene study, monologue performance, lip sync battles, and audition preparation. Students will learn the foundations of acting including staging, blocking, and movement. No prior experience in theater is necessary.

Lights Up! Theater II

#E148

Gr. 8

Meets 2/3x for Semester

In this overview of theater class, Grade 8 students will have the opportunity to participate in improvisational games, stage combat, lip sync battles, scene and monologue, performance, audition preparation, scene writing, and directing. Students will practice the foundations of acting culminating in small group performances. No prior experience is necessary. Students do not have to have taken Lights Up! Theater I in order to register for this class.

Piano and Guitar Sampler

#E167

Gr. 7

Meets 2/3x for Semester

Learn to play the piano and guitar in this one beginning course. You will learn the basics of each instrument and will play songs and short pieces on them. You will also learn to accompany yourself and others on both instruments.

Make Your Own Video

#E168

Gr. 8

Meets 2/3x for Semester

This course offers an exciting opportunity to create your own videos, including music videos, using your iPad and the SMS Music lab. This is a hands-on course where you will be using iMovie, iPhoto and Garage Band. No previous experience required.

TECHNOLOGY EDUCATION

Aero-Lab

#E437

Gr. 7

Meets 2/3x for Semester

Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight are explored as students design, build, and understand the parts of gliders, airplanes, helicopters and rockets. Students will become familiar with careers in aerospace fields and understand their impact on society.

Computer Graphics

#E457

Gr. 7

Meets 2/3x for Semester

In this creative STEAM course, students will explore cutting-edge digital tools while creating graphics for a variety of purposes and audiences. Students will use web-based and professional applications, like Adobe Photoshop, to create graphics for digital and physical projects. They will have access to a range of tools, including DSLR cameras, vinyl cutters, and a variety of printers, to bring their creative designs to life. Topics include photography, digital image manipulation, AI, interactive design, and animation.

Introduction to Trades & Home Repair

#E470

Gr. 7

Meets 2/3x for Semester

Jump into the world of construction and home improvement by working with your hands and learning real-world skills. Practice framing and carpentry, fix and hang drywall, and try out beginner plumbing and electrical projects. You'll solve problems, use tools safely, and discover how different skilled trades come together to build and maintain homes. By the end of the course, you'll be able to tackle basic repairs and home projects with confidence.

~~**Pre-Engineering Lab**~~

~~**#E407**~~

~~**Gr. 7**~~

~~**Meets 2/3x for Semester**~~

~~Students learn to utilize the engineering design process to complete STEAM challenges. Working individually and in collaborative groups, students will explore electrical, mechanical, and architectural engineering. Projects include the design, construction, testing and sharing of wind-powered vehicles, geared vehicles for power and speed, bridge trusses, catapults, wind turbines and more.~~

Manufacturing Lab

#E418

Gr. 8

Meets 2/3x for Semester

Students will be introduced to the skill of creating a company and work from an “idea” to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. Students will also design, build and test CO₂ powered dragsters. A variety of tools and machinery will be used throughout the course.

New Media

#E438

Gr. 8

Meets 2/3x for Semester

Dive into the world of game design while learning the artistic and technical skills necessary to create interactive experiences. This interdisciplinary STEAM offering incorporates coding, design, digital art, and the development of new media using a variety of digital tools. Example projects include the creation of characters, animations, and a variety of game types. Through a mix of game design projects and coding lessons, participants will explore fundamental concepts and lessons for aspiring game developers.

~~Young Inventors~~

~~#E447~~

~~Gr. 7~~

~~Meets 2/3x for Semester~~

~~Students enrolled in this course will have the opportunity to apply their problem analysis and problem solving skills as they create new inventions to serve our society. Students will explore the process of inventing a product from its first moment as an idea to the final stage of a completed product. Students will also create marketing tools to advertise and promote their new inventions incorporating visual arts and writing skills.~~

Robo Code

#E468

Gr. 8

Meets 2/3x for Semester

Students will be introduced to the exciting world of robotics and engineering. They will build and code robots, while developing critical thinking, collaboration, and problem-solving skills. Students will be introduced to fundamental computer science concepts while learning about mechanical systems, sensors, and automation through a variety of engaging challenges.

STEAM 7

~~#E417~~

~~Gr. 7~~

~~Meets 2/3x for Semester~~

~~Tackle exciting STEAM challenges that blend science, technology, engineering, art, and math in this course. Working both independently and in teams, you'll design, build, and test projects like wind-powered vehicles, bridges, catapults, and Lego tractors. Along the way, you'll gain experience with advanced tools like a laser cutter and engraver to create precise, professional-quality designs. STEAM 7 is all about curiosity, imagination, and building real-world skills through fun, hands-on learning.~~

~~Manufacturing Lab~~

~~#E418~~

~~Gr. 8~~

~~Meets 2/3x for Semester~~

~~Students will be introduced to the skill of creating a company and work from an “idea” to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. Students will also design, build and test CO₂ powered dragsters. A variety of tools and machinery will be used throughout the course.~~

~~Aero Lab~~

~~#E437~~

~~Gr. 7~~

~~Meets 2/3x for Semester~~

~~Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight are explored as students design, build, and understand the parts of gliders, airplanes, helicopters and rockets. Students will become familiar with careers in aerospace fields and understand their impact on society.~~

World of Motion

#E428

Gr. 8

Meets 2/3x for Semester

Students explore energy sources and the transfer of energy by designing and building solar, wind, spring and mag-lev vehicles. Students gain a global perspective on alternative energy sources by comparing economics, efficiency, and environmental impacts of using different energy sources. Students explore magnetism, the differences between AC and DC electricity and construct their own motor.

**GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS OF OR
COMPLAINTS REGARDING:
Glastonbury Public Schools
*Non Discrimination and Equal Opportunity Policy and Procedures***

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity) – Tonya Claiborne, Director of Equity, Diversity, and Inclusion, Glastonbury Public Schools, 628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033-2361, Telephone: 860-652-7944, Email: ClaiborneT@Glastonburyus.org.

Section 504 (Rehabilitation Act) – Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971 Email: BrownK@Glastonburyus.org.

ADA (Americans with Disabilities Act) – Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971 Email: BrownK@Glastonburyus.org.

Safety/OSHA–Dr. Kenneth Roy, Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033-2361, Telephone: 860-652-7200 ext. 12002 Email: RoyK@Glastonburyus.org.

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate compliance officer. Forms can be obtained directly from the compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the compliance officers. Safety questions and concerns should be directed to the building supervisor and the Safety Director.

Grievance Procedure:

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

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

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

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

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

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

SCHOOL YEAR AT A GLANCE

2027



2028

SCHOOL BEGINS: SEPT 1 Gr. 7-12
SCHOOL BEGINS: SEPT 2 Gr. K-6

M	T	W	TH	F
AUGUST 2027				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

SEPTEMBER 2027				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

OCTOBER 2027				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER 2027				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

DECEMBER 2027				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JANUARY 2028				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- AUG 30 Teacher Work Day-Convocation
 - AUG 31 Teacher Professional Development
 - SEPT 1 **FIRST DAY OF SCHOOL, GRADES 7-12**
Teacher Work Day, Grades K-6
 - SEPT 2 **FIRST DAY OF SCHOOL, GRADES K-6 FULL DAY**
 - SEPT 6 Labor Day
 - OCT 11 Yom Kippur and Columbus Day
 - OCT 28 Diwali
 - NOV 2 Election Day - No School for Students
 - NOV 24 Early Dismissal
 - NOV 25-26 Thanksgiving Recess
 - DEC 23 Early Dismissal
 - DEC 24- JAN 2 Holiday Recess (Includes New Year's Day)
 - JAN 17 Martin Luther King Day
 - JAN 13-19 Grades 9-12: Mid-Term Exams (Early Dismissal Grades 9-12 only)
 - JAN 20 Gr. 7-12 No School for Students
Teacher Work Day, Grades 7-12
 - FEB 21-22 Winter Recess (includes Presidents' Day)
 - APR 14 Good Friday
 - APR 17-21 Spring Recess
 - MAY 29 Memorial Day
 - JUNE 2-7 Grade 12 ONLY - Final Exams (Early Dismissal) (Projected)
 - JUNE 9 GHS Graduation (Projected)
 - Last 4 Days Final Exams, Grades 7-11 (Early Dismissal Grades 7-11)
- Projected Last Day – June 9**
(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**

Projected Last Day - June 9, 2028
Projected GHS Graduation - June 9, 2028

M	T	W	TH	F
FEBRUARY 2028				
19 DAYS				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29			

MARCH 2028				
23 DAYS				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

APRIL 2028				
14 DAYS				
	3	4	5	6
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY 2028				
22 DAYS				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

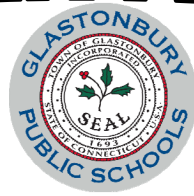
JUNE 2028				
7 DAYS				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

***SCHOOL ENDS JUNE 9**

*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 9 days.
If additional days are needed, they will be taken from the Spring Recess, beginning April 17.

SCHOOL YEAR AT A GLANCE

2028



2029

SCHOOL BEGINS: AUG 30 Gr. 7-12
SCHOOL BEGINS: AUG 31 Gr. K-6

M	T	W	TH	F
AUGUST 2028 <small>Gr. 7-12 2 Days Gr. K-6 1 Day</small>				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER 2028 19 DAYS				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER 2028 20 DAYS				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER 2028 19 DAYS				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER 2028 16 DAYS				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY 2029 <small>Gr. 7-12 20 Days Gr. K-6 21 Days</small>				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

- AUG 28 Teacher Work Day-Convocation
- AUG 29 Teacher Professional Development
- AUG 30 **FIRST DAY OF SCHOOL, GRADES 7-12**
Teacher Work Day, Grades K-6
- AUG 31 **FIRST DAY OF SCHOOL, GRADES K-6 FULL DAY**
- SEPT 4 Labor Day
- SEPT 21 Rosh Hashanah
- OCT 9 Columbus Day
- OCT 17 Diwali
- NOV 7 Election Day - No School for Students
- NOV 22 Early Dismissal
- NOV 23-24 Thanksgiving Recess
- DEC 22 Early Dismissal
- DEC 25- JAN 1 Holiday Recess
(Includes New Year's Day)
- JAN 15 Martin Luther King Day
- JAN 11-17 Grades 9-12: Mid-Term Exams
(Early Dismissal Grades 9-12 only)
- JAN 18 Gr. 7-12 No School for Students
Teacher Work Day, Grades 7-12
- FEB 14 Eid Al-Fitr
- FEB 19-20 Winter Recess (includes Presidents' Day)
- MAR 30 Good Friday
- APR 16-20 Spring Recess
- MAY 28 Memorial Day
- JUNE 5-8 Grade 12 ONLY - Final Exams (Early Dismissal)
(Projected)
- JUNE 12 GHS Graduation (Projected)
- Last 4 Days Final Exams, Grades 7-11
(Early Dismissal Grades 7-11)
- Projected Last Day – June 12**
(Early Dismissal Grades K-11)
- Projected Teacher Work Day – June 13**
Teacher Work Day will be the first work day following the last day for students in grades K-11.
- **SCHOOL CLOSED**

Projected Last Day - June 12, 2029
Projected GHS Graduation - June 12, 2029

M	T	W	TH	F
17 DAYS FEBRUARY 2029				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

21 DAYS MARCH 2029				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

16 DAYS APRIL 2029				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

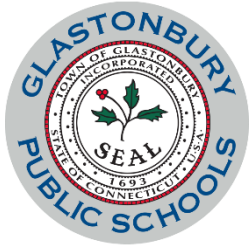
22 DAYS MAY 2029				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

8 DAYS JUNE 2029				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

***SCHOOL ENDS JUNE 12**

*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 7 days.
If additional days are needed, they will be taken from the Spring Recess, beginning April 16.

APPROVED:



CALENDAR OF BOARD OF EDUCATION MEETINGS JANUARY 2027-JANUARY 2028

DAY/DATE	MEETING LOCATION
Monday, January 11, 2027	Town Council Chambers
Monday, January 25, 2027	Town Council Chambers
Monday, February 8, 2027	Town Council Chambers
Monday, February 22, 2027	Town Council Chambers
Monday, March 8, 2027	Town Council Chambers
Monday, March 22, 2027	Town Council Chambers
Monday, April 5, 2027	Town Council Chambers - 1 st Monday
Monday, April 19, 2027	Town Council Chambers - 3 rd Monday
Monday, May 10, 2027	Town Council Chambers
Monday, May 24, 2027	Town Council Chambers
Monday, June 7, 2027	Town Council Chambers - 1 st Monday
Monday, June 21, 2027	Town Council Chambers - 3 rd Monday
Monday, July 12, 2027	Town Council Chambers
Monday, August 9, 2027	Town Council Chambers
Monday, September 13, 2027	Town Council Chambers
Monday, September 27, 2027	Town Council Chambers
Monday, October 4, 2027	Town Council Chambers - 1 st Monday
Monday, November 8, 2027	Town Council Chambers
Monday, November 22, 2027	Town Council Chambers
Monday, December 13, 2027	Town Council Chambers
Monday, January 10, 2028	Town Council Chambers
Monday, January 24, 2028	Town Council Chambers

PLEASE NOTE:

Regular meetings of the Board of Education are normally held on the second and fourth Monday of each month except in instances when the second or fourth Monday is impacted by a school break or holiday. Meetings begin at 7:00 p.m. unless otherwise noted.

Approved:

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

Title of Report: Perkins V

Board Meeting Date: December 8, 2025

Action: X

Report:

Information:

Discussion:

In an effort to reduce barriers to elevate and modernize CTE programs across the state, the Connecticut State Department of Education has implemented several new updates to the programs in which the Perkins Grant can impact. Below you will find a summary of those changes which impact the 2025-26 Perkins application for Glastonbury Public Schools.

Dual Enrollment and College Career Pathways:

The College and Career Pathways (CCP) program allows us to offer free college credit to students enrolled in eligible courses through our partnership with CT-State. A minimum of 5% of the total grant must be spent to support these programs and partnering CTE coursework. For this year's grant that includes courses in Business, Family and Consumer Sciences and the newly articulated Veterinary Technician Pathway in the AgriScience department at Glastonbury High School.

Industry Recognized Credentials (IRC's):

Glastonbury has long recognized the need to support the growth of a well-trained and prepared workforce and continues to work to build IRC's into our curriculum and programming. The Connecticut State Board of Education is also recognizing the value of students earning credentials before graduating from high school. An initial registry of approved IRCs has been published and organized into Career Clusters that will be adopted in 2026-27. Grant funds will be allocated to support the expansion of IRCs in our programming.

Expanded Career Clusters:

Connecticut's labor market data provides evidence that several Pathways in the Arts, Audio/Video Technology and Communications Cluster are high-wage, high-skill, or in-demand again in Connecticut. The Arts, Audio Visual Technology, and Communication (AAVTC) Cluster focuses on designing, producing, exhibiting, performing, creating, and publishing multimedia content requiring creative aptitude, fluency in computer and technology applications, and proficiency in oral and written communication. CTE Programs with Audio and Video Technology and Film, Journalism and Broadcasting, and Printing Technology Pathways taught by CTE endorsed teachers can leverage Perkins Grant funds to develop, coordinate, implement, or improve these programs. We have several courses at GHS for which this applies and funds will be allocated to updating equipment and supplies for these areas.

Middle School Programming:

Unchanged for this year is the maximum amount allowed under the grant to support CTE programming in the middle grades (10% or \$3,000 whichever is greater). We will request the full \$5,000 to support the Introductory Trades course being proposed for Smith Middle School.

Professional Development for teachers:

This year's required professional development funds will be used to send two teachers to the CASE Power and Technology training to expand our Ag Mechanics and Engineering programming to include Fabrication, Material Properties, and expand the exploratory trade-related units in current courses. Additionally, funding will be used to support the Plant Sciences pathways which have seen a significant increase in student interest in the last three years.

Perkins funding for the 2025-26 school year is \$50,450.00.

Submitted By: Elizabeth Cole

Reviewed By: Alan B. Bookman

Regular Board of Education Meeting
Monday, November 24, 2025 7:00 PM
Town Council Chambers
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

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

Jennifer Faust is joining on-line

Also Present: Alan B. Bookman, Superintendent
Dr. Scott Hurwitz, Assistant Superintendent
Kate Lund, Assistant Superintendent
Citizens and Staff Members, representatives of the press

1. Call to Order

Dr. Foyle called the meeting to order at 7:00 pm.

2. Pledge of Allegiance

3. Awards and Recognition

- 3.A. Congressional App Challenge Winners
- 3.B. Glastonbury Public Schools Bus Yard Mechanics

4. Student Representatives' Report

- 4.A. Amalia Baird, Class of 2027
Student Representative, Amalia Baird, Class of 2027, shared upcoming events at Glastonbury High School.
- 4.B. Ariana Stevenson, Class of 2027, was unable to attend the meeting.
- 4.C. Taylor Balthazar, Class of 2028
Student Representative, Taylor Balthazar, Class of 2028, provided the Board with information on future occurrences taking place at Glastonbury High School.

5. Information Session for Public Comment

Nadia Kousar, 218 Great Pond Road, South Glastonbury, shared with the Board her request to have Eid-Al-Fitr recognized on the school holiday calendar, as it's an important holiday in the Muslim community.
Amber Cheema, 179 Penwood Xing, Glastonbury, shared with the Board her support for adding Eid-Al-Fitr to the school holiday calendar.
Bilal Awais, 16 Pine Hurst, Glastonbury, shared with the Board her support for adding Eid-Al-Fitr

to the school holiday calendar.

Eschaal Awais, 16 Pine Hurst, Glastonbury, shared with the Board her support for adding Eid-Al-Fitr to the school holiday calendar.

Aayal Hussain, 100 Conestega Way, Glastonbury, shared with the Board her support for adding Eid-Al-Fitr to the school holiday calendar.

Muhammad Arham Tahir, 115 Penwood Xing, Glastonbury, shared with the Board his support for adding Eid-Al-Fitr to the school holiday calendar.

Ashir Fahad, 115 Penwood Xing, Glastonbury, shared with the Board his support for adding Eid-Al-Fitr to the school holiday calendar.

Amina Syed, 488 Bell Street, Glastonbury, shared with the Board her support for adding Eid-Al-Fitr to the school holiday calendar.

Arshil Syed, 488 Bell Street, Glastonbury, shared with the Board his support for adding Eid-Al-Fitr to the school holiday calendar.

Zidane Syed, 35 Paddock Lane, Glastonbury, shared with the Board his support for adding Eid-Al-Fitr to the school holiday calendar.

Zayan Syed, 35 Paddock Lane, Glastonbury, shared with the Board his support for adding Eid-Al-Fitr to the school holiday calendar.

Zaheen Syed, 35 Paddock Lane, Glastonbury, shared with the Board his support for adding Eid-Al-Fitr to the school holiday calendar.

Zoya Sharift, 86 Stallion Drive, Glastonbury, shared with the Board her support for adding Eid-Al-Fitr to the school holiday calendar.

Marha Shariff, 86 Stallion Drive, Glastonbury, shared with the Board her support for adding Eid-Al-Fitr to the school holiday calendar.

Joe Wallace, 48 Ripley Road, Glastonbury, shared with the Board his concerns with the GHS Boys Head Soccer Coach.

Jessica Wallace, 48 Ripley Road, Glastonbury, shared her support with her husband's statement concerning the GHS Boys Head Soccer Coach.

Dr. Foyle, Board Chair, asked if there was no objection, he would propose that both Action Items 7.C. Acceptance of 2027-2028 Glastonbury Public Schools Calendar for First Reading and 7.D. Acceptance of 2028-2029 Glastonbury Public Schools Calendar for First Reading be addressed at this time.

7.C. Acceptance of 2027-2028 Glastonbury Public Schools Calendar for First Reading
Board accepts the Glastonbury Public Schools 2027-2028 School Year Calendar for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea,

Mrs. Alison Couture: Absent,

Mrs. Jennifer Faust: Yea,

Dr. Douglas Foyle: Yea,

Ms. Jenn Jennings: Yea,

Mr. David Peniston, Jr.: Yea,

Mr. Matthew Saunig: Yea,

Ms. Julie Thompson: Yea
Yea: 7, Nay: 0, Absent: 1

7.D. Acceptance of 2028-2029 Glastonbury Public Schools Calendar for First Reading
Board accepts the Glastonbury Public Schools 2028-2029 School Year Calendar for first reading. Dr. Foyle, Board chair, asked for unanimous consent to include Eid holiday, Eid Al-Fitr, on the Glastonbury Public Schools 2028-2029 School Year Calendar. There were no objections and this amendment made to the original motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea,
Mrs. Alison Couture: Absent,
Mrs. Jennifer Faust: Yea,
Dr. Douglas Foyle: Yea,
Ms. Jenn Jennings: Yea,
Mr. David Peniston, Jr.: Yea,
Mr. Matthew Saunig: Yea,
Ms. Julie Thompson: Yea
Yea: 7, Nay: 0, Absent: 1

6. Reports and Discussion

6.A. Operations and Maintenance Report

Director of Operations and Maintenance, Al Costa, highlighted areas of his report for the Board.

6.B. Transportation Report

Transportation Coordinator, Angelo Balesano, provided a brief overview of the report with the Board.

6.C. Athletics Report

Director of Athletics, Trish Witkins, shared a synopsis of the report with the Board.

7. Business Requiring Action

7.A. Acceptance for First Reading Glastonbury High School Program of Studies 2026-2027

Board accepts the 2026-2027 Glastonbury High School Program of Studies for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Dr. Foyle noted a change that needed to be made prior to its presentation for approval on December 8, 2025.

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

7.B. Acceptance for First Reading Smith Middle School Program of Studies 2026-2027
Board accepts the 2026-2027 Smith Middle School Program of Studies for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

7.E. Acceptance for First Reading Board of Education Meeting Dates January 2027-January 2028
Board accepts the Board of Education meeting dates for the January 2027 through January 2028 for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

7.F. Approval of Capital Improvement Plan (CIP) 2027-2031
Board moves to approve the 2027-2031 Capital Improvement Plan. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

7.G. Approval of the November 10, 2025 Special Board of Education Meeting Minutes
Board moves to approve the special meeting minutes of Monday, November 10, 2025. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mr. Matthew Saunig: Abstain
Mrs. Kali Cavanaugh: Yea

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

7.H. Approval of Special Board of Education Meeting Minutes - Tuesday, November 18, 2025 (8:00 pm)

Board moves to approve the special meeting minutes of Tuesday, November 18, 2025 at 8:00 pm. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. Dr. Foyle noted adjustments that needed to be made to the document, prior to approval.

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

7.I. Approval of Special Board of Education Meeting Minutes - Tuesday, November 18, 2025 (8:15 pm)

Board moves to approve the special meeting minutes of Tuesday, November 18, 2025 at 8:15 pm. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. Dr. Foyle noted adjustments that needed to be made to the document, prior to approval.

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

8. Reports and Discussion

8.A. Construction of Two (2) Rectangular Turf Fields at Glastonbury High School

Dr. Alan Bookman, provided the Board with the TurfField project proposal and addition information concerning the two (2) proposed rectangular turf fields at Glastonbury High School.

8.B. Next Generation Accountability Results

Kate Lund, shared a summary of the report with the Board.

8.C. Veterans Day Celebrations

Dr. Scott Hurwitz, showcased a video of the various events that took place, within the individual schools, celebrating Veterans Day throughout the district.

9. Committee and Liaison Reports

Mr. Matthew Saunig made the Board aware that a Policy Committee will be scheduled in the near future.

10. Chairman's Reports

There are no reports to share.

11. Superintendent's Report

Dr. Bookman shared the following:

- A thank you note, from a school counselor that was recently recognized by the Board.
- The annual "How to a Turkey" booklet, from a Naubuc Elementary School Kindergarten class.

Dr. Bookman also shared that he ended his day, today, meeting with the Hopewell staff. As the current Principal has resigned as of December 18, 2025, he wanted to ensure the staff that an Interim Principal would be in place when they return from the holiday break, on January 5, 2026.

11.A. Staff Appointments

11.A.1. Caroline Brancato, Glastonbury High School, Mathematics Teacher

11.B. Staff Resignations

11.B.1. Andrew Sparks

11.C. Student Suspension Report, October 2025

11.D. Dates to Remember

12. 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 10:28PM.

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

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

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:

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 *KWR*

DATE: December 2, 2025

SUBJECT: Self Insurance Reserve Update November 2025

The attached report summarizes the Self-Insurance Reserve fund through **November**. The total reserve is **\$7,917,204**, allocated **\$5,763,397** and **\$2,153,807** between the Town and Board of Education, respectively. As of **November**, the fund is experiencing a **\$1,735,295** loss for the fiscal year.

There are **10** large loss claims which are defined as any claims that exceed 50% of the individual stop-loss limit. There are **8** large loss claims for the BOE and **2** for the Town. There are **2** claims that have exceeded the individual Stop Loss limit; **2** for the BOE and **none** for the Town. The individual stop-loss limit is **\$200,000** for BOE and **\$150,000** for the Town.

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

SELF INSURANCE RESERVE FUND

YTD Balances As of November 30, 2025

	Town	Education	Total
Contributions			
Employer	\$1,550,773	\$4,529,304	\$6,080,077
Employee	459,155	1,410,719	1,869,875
Stop Loss Reimbursement	249,232	1,152,282	1,401,514
Total Revenues	\$2,259,160	\$7,092,306	\$9,351,466
Expenditures			
Anthem			
ASO Fees	\$41,220	\$155,324	\$196,544
Claims	1,441,197	8,112,747	9,553,944
	<u>\$1,482,417</u>	<u>\$8,268,071</u>	<u>\$9,750,488</u>
Delta Dental			
ASO Fees	\$7,970	\$22,748	\$30,719
Claims	79,269	378,607	457,876
	<u>\$87,239</u>	<u>\$401,356</u>	<u>\$488,594</u>
Bank Fees/PCORI Fee/EAP Fee	\$8,307	\$5,043	\$13,349
CT Prime	203,362	585,968	\$789,330
OneDigital Consultant Fees	9,000	36,000	45,000
	<u>\$220,668</u>	<u>\$627,011</u>	<u>\$847,679</u>
Total Expenditures	\$1,790,324	\$9,296,437	\$11,086,761
Current Year Revenues Less Expenses	\$468,836	(\$2,204,131)	(\$1,735,295)
Reserve July 1, 2025	\$5,294,561	\$4,357,939	\$9,652,500
Reserve at end of month	<u>\$5,763,397</u>	<u>\$2,153,807</u>	<u>\$7,917,204</u>

	Town		BOE		Total
Reserve at end of month	\$ 5,763,397	\$	2,153,807	\$	7,917,204
Recommended Minimum Reserve ^A	\$ 974,300	\$	4,270,725	\$	5,245,025
Variance Over/(Under) Reserved	\$ 4,789,097	\$	(2,116,918)	\$	2,672,179

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



Office of the Superintendent

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

December 1, 2025

Mr. Mike Amedeo, President
Environmental Systems Co.
18 Jansen Court
West Hartford, CT 06110

Dear Mr. Amedeo,

On behalf of the Glastonbury Public Schools System, I would like to express my sincere appreciation for your generous donation of a Paragon Series V Electric Screen to be installed in the auditorium at Smith Middle School. We are so please for this equipment upgrade. This donation has a value of \$6,342.79.

Please accept my personal thanks for your support of Glastonbury Public Schools and out students.

Sincerely,

A handwritten signature in black ink that reads "Alan B. Bookman".

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

ABB/dlb

1. Total Number of Suspensions by Month	1	7	8	14							
In-School	1	7	8	14							
Out-of-School				1							
2. No. of 1 Day Suspensions											
3. No. of 2-4 Day Suspensions	1	6	6	12							
4. No. of 5-10 Day Suspensions		1	2	2							
5. * No. of Different Students Suspended for the Month	1	6	8	14							
6. * No. of Different Students Suspended this Year (Cumulative)	1	7	15	28							
7. * No. of Different Students Suspended More than Once this Month	0	1	0	0							
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	1	1	2							

Revised 11.15.05

*See Reverse Side

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

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

1.	Total Number of Suspensions by Month	0	2	9	10							
	In-School	0	2	9	10							
	Out-of-School	0	0	0	0							
2.	No. of 1 Day Suspensions	0	0	4	3							
3.	No. of 2-4 Day Suspensions	0	2	5	7							
4.	No. of 5-10 Day Suspensions	0	0	0	0							
5.	* No. of Different Students Suspended for the Month	0	2	8	10							
6.	* No. of Different Students Suspended this Year (Cumulative)	0	2	9	17							
7.	* No. of Different Students Suspended More than Once this Month	0	0	1	0							
8.	* No. of Students Suspended More than Once this Year (Cumulative)	0	0	2	3							

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

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

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT Dec 1, 2025

<u>Elementary</u>	<u>Pre-K = 76</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		70	87	71	91	74			393
Hebron Ave.		64	64	74	91	90	80		463
Hopewell		73	94	86	91	86			430
Naubuc		63	62	73	67	85	80		430
Naugaug		97	83	94	112	78	91		555
Elementary Subtotal		367	390	398	452	413	251	0	2271
Gideon Welles							186	437	623
	K-6 Totals								2894
Elementary Total		367	390	398	452	413	437	437	2894
<u>Middle</u>		<u>7</u>	<u>8</u>						<u>Total</u>
Smith Middle	Middle Subtotal	452	440						892
Middle Total		452	440						892
<u>Secondary</u>		<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>				<u>Total</u>
Glastonbury High	Secondary Subtotal	429	410	428	426				1693
Secondary Total		429	410	428	426				1693
								TOTAL	5479
								Pre-K	76
								OUT OF DISTRICT (27 & GHS ALTERNATIVE PROGRAM (0))	27
								GRAND TOTAL	5582

	<u>RECAPITULATION</u>		
	12/1/2024	12/1/2025	Change Over
	Enrollment	Enrollment	Previous Years
	All	All	Enrollment All
Pre-K	77	76	-1
K	379	367	-12
1	381	390	9
2	442	398	-44
3	396	452	56
4	436	413	-23
5	430	437	7
6	445	437	-8
Subtotal Elementary	2986	2970	-16
7	439	452	13
8	436	440	4
9	411	429	18
10	437	410	-27
11	428	428	0
12	458	426	-32
Subtotal Secondary	2609	2585	-24
TOTAL	5595	5555	-40
OUT OF DISTRICT & GHS ALTERNATE	30	27	-3
GRAND TOTAL	5625	5582	-43

School Enrollment by Class December 1, 2025

										GRADE K	TOTAL
Buttonball	14	14	14	14	14					=	70
Hebron	17	16	16	15						=	64
Hopewell	15	15	15	15	13					=	73
Naubuc	16	16	16	15						=	63
Nayaug	20	20	19	19	19					=	97
											<u>367</u>
										GRADE 1	
Buttonball	18	18	17	17	17					=	87
Hebron	17	16	16	15						=	64
Hopewell	19	19	19	19	18					=	94
Naubuc	16	16	15	15						=	62
Nayaug	18	18	16	16	15					=	83
											<u>390</u>
										GRADE 2	
Buttonball	18	18	18	17						=	71
Hebron	19	19	18	18						=	74
Hopewell	18	17	17	17	17					=	86
Naubuc	19	18	18	18						=	73
Nayaug	20	19	19	18	18					=	94
											<u>398</u>
										GRADE 3	
Buttonball	23	23	23	22						=	91
Hebron	23	23	23	22						=	91
Hopewell	19	19	19	17	17					=	91
Naubuc	17	17	17	16						=	67
Nayaug	23	23	23	22	21					=	112
											<u>452</u>
										GRADE 4	
Buttonball	19	19	18	18						=	74
Hebron	23	23	22	22						=	90
Hopewell	22	22	22	20						=	86
Naubuc	22	22	21	20						=	85
Nayaug	20	20	19	19						=	78
											<u>413</u>
										GRADE 5	
Buttonball										=	0
Hebron	20	20	20	20						=	80
Naubuc	21	20	20	19						=	80
Nayaug	20	18	18	18	17					=	91
Gideon	22	22	21	21	21	20	20	20	19	=	186
											<u>437</u>