



REGULAR BOARD OF EDUCATION MEETING

Monday, October 26, 2026 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. Jessica Cave, RN, Full-time Nurse at Gideon Welles - Outstanding Service Recognition
 - B. Krista Timken, RN, Part-time Nurse at Gideon Welles - Outstanding Service Recognition
 - C. Glastonbury Education Foundation - Donation of LINKS Therapy Dog, "Peaches"
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. Reports and Discussion
 - A. Music Report
 - B. English and Language Arts Curriculum Review Report
 - C. English and Language Arts Report
 - D. Library Media Report
 - E. Fall Professional Learning
7. Business Requiring Action
 - A. Approval of the October Budget Revisions to the Approved 2026-2027 Board of Education Budget
 - B. Approval of TEAM Mentors
 - C. Approval of the October 5, 2026 Meeting Minutes
8. Committee and Liaison Reports
9. Chairman's Reports
10. Superintendent's Report
 - A. Self Insurance Reserve Update, September 2026
 - B. Student Suspension Report, September 2026

C. Dates to Remember

11. Adjournment

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](#)



Glastonbury Board of Education

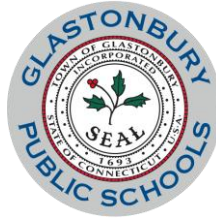
628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033

Tel: 860-652-7951, www.glastonburyus.org

Board of Education Written Public Comments

There were no public comments submitted via the online Google Form for the October 26, 2026, Glastonbury Board of Education Meeting.

- The "Public Comments for BOE Meeting" Form is linked on the [BOE Meeting page](#).
- Public comments submitted via the Google Form are attached to the [Board Agenda](#) after 12:00 pm on the day of the meeting.



Music Report

Director: Leslie Lopez

Date: October 26, 2026

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

- Mrs. Kate Ingram, choral director at Smith Middle School, was named Teacher of the Year for the 2026-2027 school year. Additionally, she was also selected as a Finalist for the Connecticut State Teacher of the Year.
- SMS 8th Grade Choir and Select Choir were selected as CMEA Honors Ensembles and performed at the Connecticut Music Educators Conference in April 2026.
- Smith Middle School held its second annual SMS Jazz Festival, which hosted other local middle school jazz bands including East Hartford, RHAM, Colchester, Manchester, Nathan Hale Ray 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 2025-2026 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 2026.
- Our 1st annual District Orchestra Festival showcased the talents of our Grades 6-12 string students.
- Glastonbury continues to be 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 for 14 years.
- 75 GHS Choral students traveled to Boston, MA in April 2026 to perform and see a professional performance.
- 70% of students who took the AP Music Theory test achieved a score of 3 or higher.
- 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 2026.
- Students participated in over 100 high quality performances from all grade levels to commemorate town-wide and district celebrations.
- Friends for Music (FFM) celebrated 45 years of supporting our music programs; they provided two scholarships to GHS students who declared a major or minor in music at a 4-year college and gave 9 lessons scholarships across ensembles for students in Grades 6-12.

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

Grade-Level / Course	Recent Development / Revision
Grade 4 (Year 1) Elementary Strings	Revised Grade 4 (Year 1) string curricula to clearly articulate a vertical sequence of skill acquisition and development.

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.

- Revise and update the course outline, units, and assessments for Foundations for Music Theory at the high school.
- Revise and update the units and foundational skills for Grade 4 Chorus to more clearly articulate the vertical sequence of skill acquisition and development.
- Continue advancing recommendations from the recent 5-Year Program Review, with an emphasis on strengthening vertical collaboration across buildings and expanding opportunities for student performance and engagement across grade levels.
- Support multiple musical performances that support the *Portrait of a Learner* and active and civic engagement by showcasing students' talents in our Glastonbury community.
- Provide professional learning opportunities that are strand-specific and aligned with national music standards and department goals.
- Advance student access and proficiency through targeted professional learning—including joining the North Central Connecticut music cohort on Election Day and incorporating Universal Design for Learning—to strengthen instructional practices that accommodate diverse student needs.
- Review and revise curricular units to increase opportunities to promote student voice and choice, and to align with the skills in the district's *Portrait of a Learner*.
- Expand and enhance student performance opportunities and connections across grade levels and buildings to support ensemble programs.

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

- Continued funding for ongoing curriculum development and revision.
- Increased funding of instructional materials for GHS to account for choral folders now replacing the use of iPads.
- Continued funding for the acquisition and replacement of school instruments and equipment inventory and special programming.
- Continued funding for professional learning opportunities for staff to gain exposure to best practices related to curriculum and instruction.

Music Department Events 2026-2027

Date	Time	Event	Location
9/23/2026		FfM Candy Sale Begins	
10/22/2026	7:30pm	GHS Fall Ensembles Concert	GHS
10/23/2026		FfM Candy Sale Ends	
10/26/2026	7:30pm	SD- GHS Fall Ensembles Concert	GHS
11/21/2026	All day	ERHS	East Lyme
11/23/2026	5:00-8:00pm	FfM Candy Distribution	SMS
11/24/2026	5:00-8:00pm	FfM Candy Distribution	SMS
11/25/2026	9:00am	K Harvest Festival	BB
11/25/2026	9:30am	K Harvest Festival	NA
12/3/2026	7:00pm	SMS Band Winter Concert	SMS
12/4/2026	9:15am	NG Winter Concert Grade 4 parent	NG
12/4/2026	2:00pm	NG Winter Concert Grade 5 parent	NG
12/7/2026	9:00am	BB Winter Concert student	BB
12/7/2026	6:30pm	BB Winter Concert parent	BB
12/7/2026	7:00pm	SMS Orchestra Winter Concert	SMS
12/7/2026	7:30pm	GHS Band Winter Concert	GHS
12/8/2026	9:15 AM	HE Winter Concert Student	HE
12/8/2026	9:00am	SD - BB Winter Concert Grade Student	BB
12/8/2026	1:45pm	SD - BB Winter Concert Grade parent	BB
12/8/2026	7:00pm	SD- SMS Band Winter Concert	SMS
12/9/2026	10:00am	HE Winter Concert Grade 5 parent	HE
12/9/2026	2:00pm	HE Winter Concert Grade 4 parent	HE
12/9/2026	7:00pm	SMS Chorus Winter Concert	SMS
12/10/2026	9:30am	HO Winter Concert student	HO
12/10/2026	2:00pm	HO Winter Concert parent	HO
12/10/2026	9:15 AM	SD- HE Winter Concert student	HE
12/10/2026	7:00pm	SD - SMS Chorus Winter Concert	SMS
12/10/2026	7:30pm	GHS Orchestra Winter Concert	GHS
12/11/2026	9:15am	SD - NG Winter Concert Grade 4 parent	NG
12/11/2026	2:00pm	SD - NG Winter Concert Grade 5 parent	NG
12/11/2026	9:30am	SD - HO Winter Concert Student	HO
12/11/2026	2:00pm	SD - HO Winter Concert parent	HO

Music Department Events 2026-2027

12/11/2026	10:00am	SD-HE Winter Concert Grade 5 parent	HE
12/11/2026	2:00pm	SD-HE Winter Concert Grade 4 parent	HE
12/14/2026	9:00am	NA Winter Concert student	NA
12/14/2026	6:30pm	NA Winter Concert parent	SMS
12/14/2026	7:30pm	SD- GHS Orchestra/Band Winter Concert	GHS
12/15/2026	6:30pm	5th Grade Winter Concert - Gideon Welles	SMS
12/16/2026	9:00am	SD-NA Winter Concert student	NA
12/16/2026	6:30pm	SD-NA Winter Concert parent	SMS
12/17/2026	7:30pm	GHS Choral Concert	GHS
12/17/2026	6:30 PM	SD-5th Grade Winter Concert - Gideon Welles	SMS
12/21/2026	period 2	GHS Music Assembly	GHS
12/21/2026	7:00pm	SD-SMS Orchestra Winter Concert	SMS
12/21/2026	7:30pm	SD-GHS Choral Winter Concert	GHS
12/22/2026	period 2	SD - GHS Music Assembly	GHS
1/8/2027	All day	ERHS Festival	UCONN
1/9/2027	All day	ERHS Festival	UCONN
1/20/2027	6:30 PM	GW Band Winter Concert	GW
1/21/2027	6:30 PM	SD- GW Band Winter Concert	GW
1/25/2027	6:30 PM	GW Chorus Concert	GW
1/27/2027	6:30 PM	GW 6th grade Orchestra Winter Concert	GW
1/28/2027	6:30 PM	SD - GW Orchestra Chorus Winter Concert	GW
2/1/2027	7:00pm	District Choral Festival	GHS
2/2/2027	7:00pm	SD- District Choral Festival	GHS
2/10/2027	7:00pm	Valentine Cabaret	GHS Café
2/11/2027	7:00pm	SD - Valentine Cabaret	GHS Café
2/18/2027	TBD	District Orchestra Festival	SMS
2/22/2027	TBD	SD-District Orchestra Festival	SMS
3/11/2027	TBD	NEMFA	
3/12/2027	TBD	NEMFA	
3/13/2027	TBD	NEMFA	
3/17/2027	7:30pm	GHS Band Spring Concert	GHS
3/18/2027	7:30pm	SD-GHS Band Spring Concert	GHS
3/22/2027	7:30pm	GHS Orchestra Spring Concert	GHS

Music Department Events 2026-2027

3/24/2027	7:30pm	SD-GHS Orchestra Spring Concert	GHS
4/6/2027	7:30pm	GHS Choral Spring Concert	GHS
4/7/2027	4:00-9:00pm	SMS Jazz Festival	SMS
4/7/2027	7:30pm	SD-GHS Choral Spring Concert	GHS
4/8/2027	TBD	All State	GHS
4/9/2027	TBD	All State	GHS
4/10/2027	TBD	All State	GHS
4/29/2027	7:00pm	Glastonbury Choral Invitational Festival	GHS
5/3/2027	9:00am	NA Spring Concert Student	NA
5/3/2027	6:30pm	NA Spring Concert Parent	SMS
5/4/2027	9:00am	BB Spring Concert Grade 4 Student	BB
5/4/2027	1:45 PM	BB Spring Concert Gr. 4 Parent	BB
5/5/2027	9:15am	HE Spring Concert Student	HE
5/5/2027	7:00pm	SMS Band Spring Concert	SMS
5/6/2027	10:00am	HE Spring Concert Grade 5 Parent	HE
5/6/2027	2:00pm	HE Spring Concert Grade 4 Parent	HE
5/6/2027	7:00pm	SMS Orchestra Concert	SMS
5/6/2027	9:00am	SD-BB Spring Concert Gr. 4 Student	BB
5/6/2027	1:45pm	SD-BB Spring Concert Gr. 4 Parent	BB
5/7/2027	9:15am	NG Spring Concert Grade 4 Parent	NG
5/7/2027	2:00pm	NG Spring Concert Grade 5 Parent	NG
5/7/2027	7:30pm	Pops Concert	GHS
5/10/2027	6:30 PM	GW 5th Grade Spring Concert	SMS
5/10/2027	9:15am	SD-HE Spring Concert Student	HE
5/11/2027	10:00am	SD-HE Spring Concert Grade 5 parent	HE
5/11/2027	2:00pm	SD-HE Spring Concert Grade 4 parent	HE
5/11/2027	9:00am	SD-NA Spring Concert Student	NA
5/11/2027	6:30pm	SD-NA Spring Concert Parent	SMS
5/12/2027	7:00pm	SMS Chorus Spring Concert	SMS
5/13/2027	9:30am	HO Spring Concert - Parent	HO
5/13/2027	2:00pm	HO Spring Concert - Student	HO
5/14/2027	9:30am	SD-HO Spring Concert Student	HO
5/14/2027	2:00pm	SD-HO Spring Concert Parent	HO
5/14/2027	9:15am	SD-NG Spring Concert Grade 4 Parent	NG

Music Department Events 2026-2027

5/14/2027	2:00pm	SD-NG Spring Concert Grade 5 Parent	NG
5/14/2027	all day	Music in the Parks -Band/Chamber/Chorus (tentative)	off site
5/17/2027	6:30pm	SD-GW 5th Grade Spring Concert	SMS
5/18/2027	6:30pm	GW 6th Grade Band Spring Concert	GW
5/20/2027	6:30pm	GW 6th Grade Orchestra Spring Concert	GW
5/24/2027	7:00pm	SD- SMS Band/Chorus/Orchestra Spring Concert	SMS
5/26/2027	6:00pm	FfM Banquet	Community Center
5/27/2027	6:30 PM	6th Grade Spring Chorus Concert	GW
5/28/2027	6:30 PM	SD-6th Grade Spring Band/Chorus/Orchestra Concert	GW
6/1/2027	7:00pm	GHS Gents Concert	GHS

English/Language Arts Department

Curriculum Review Report
2025-2026

Glastonbury Public Schools
Glastonbury, CT

Submitted by:

Christina O'Brien, Director of Language Arts and Library Media, K-5 (retired)
Tracey DeDonato, Director of English/Language Arts and Library Media, 6-12
Angela Buccheri, Director of English/Language Arts and Library Media, K-5

Presented to the Glastonbury Board of Education
Fall 2026



GLASTONBURY BOARD OF EDUCATION

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Committee Membership

Christina O'Brien, Director of Language Arts and Library Media, K-5 (retired June 2026)

Tracey DeDonato, Director of English/Language Arts and Library Media, 6-12

Tonya M. Claiborne, Ed.D., Director of Equity, Diversity, and Inclusion

Amanda Robustelli-Price, Director of World Languages, K-12

Michael Litke, Principal, Naubuc School

Amanda Bacon, Literacy Coach, Naubuc School

Carol Cholewa, Literacy Coach, Nayaug School

Amy Charron, Literacy Coach, Hopewell School

Melissa Burke, Literacy Coach, Hebron Avenue School

Genessa Zickefoose, Literacy Coach, Buttonball Lane School

Jennifer Staskiewicz, grade K, Hopewell School

Michele Rose, grade 1, Naubuc School

Amanda Schuman, grade 2, Naubuc School

Amy Castela Torres, grade 3, Hebron Avenue School

Mikayla Glasgow, grade 4, Naubuc School

Allison Hoagland, grade 5, Gideon Welles

Deborah Ginman, grade 6 ELA, Gideon Welles School

Suzanne Lips, grade 6 ELA, Gideon Welles School

Kristy Fischer, Reading & Writing Intervention, Smith Middle School

John Landry, Library Media Specialist, Smith Middle School

Ashley DePeau, grade 7, Smith Middle School

Ilene Bloomstone, grade 8, Smith Middle School

Isabel Meagher, grade 8, Smith Middle School

Jena DeMaio, English Teacher, Glastonbury High School

Mark Dursin, English Teacher, Glastonbury High School

Sarabeth Markham, English Teacher, Glastonbury High School

Lexi Munger, English Teacher, Glastonbury High School

Steven Nicastro, English Teacher, Glastonbury High School

Lisa Scarola, English Teacher, Glastonbury High School

Christina Vemuri, English Teacher, Glastonbury High School

Introduction

Thank You

We would like to extend our sincere gratitude to the K–12 English Language Arts Curriculum Review Committee and all K-12 English/Language Arts teachers for their exceptional dedication, thoughtful collaboration, and unwavering commitment to student learning. Over the course of the review process, they carefully examined curriculum materials, shared insights from their classroom experiences, and engaged in meaningful discussions to ensure our program remains rigorous, engaging, and responsive to all students.

Their thoughtful reflection has been instrumental in shaping a curriculum that builds and strengthens foundational reading and writing skills while fostering creativity, critical thinking, and a lifelong love of learning. By keeping students at the center of every conversation, they have helped advance a program that prioritizes equity, accessibility, and growth for all learners. The time and insight they have provided have been invaluable in ensuring that every student is supported and empowered in becoming a confident, capable, and inspired reader and writer.

We are incredibly grateful not only for what they have contributed to this process, but also for the opportunity to collaborate with such a genuinely passionate group of educators. Our students are fortunate to learn from them, and we are equally fortunate to work alongside them. Their care for students and belief in the power of literacy make this work truly impactful.

Purpose of Curriculum Review

The formal, comprehensive Curriculum Review is designed to be systematic, collaborative, and consistent with the Glastonbury Public Schools curriculum development process across content areas. As scheduled every five years, Curriculum Directors examine the entire program, including curriculum and assessment, instructional practices, student outcomes, professional learning, outreach and resources.

Through this process, we seek to identify areas for continued development, evaluate the alignment of program initiatives, and advance the goals and actions of the district's 6th Generation Strategic Plan. Findings will drive long-and short-term goals and recommendations to support program improvements.

To complete the process, Director of English/Language Arts K-5, Christina O'Brien, and Director of English/Language Arts 6-12, Tracey DeDonato, led the department and a Curriculum Review Steering Committee through the examination of five program domains. This process is designed to determine strengths and challenges of each domain as well as produce recommendations to support short- and long-term goals for the program.

The five domains under review include:

1. Curriculum & Assessment
2. Teaching & Learning
3. Professional Development
4. Communication & Outreach
5. Operations

Furthermore, two specific domains of the program were examined through an equity lens. This process supports our district's commitment to providing students with "mirrors" reflecting their own experiences and "windows" into experiences different from their own. We believe the curriculum should include diverse representation and perspectives and that teaching and learning should ensure equity and access for all.

This rigorous and reflective Curriculum Review underscores our school system's dedication to fostering inclusive and dynamic learning environments and experiences, ensuring our curricula not only meet the highest standards but also resonate with and support every student.

Department Description

Our K–12 English Language Arts program is designed to cultivate lifelong readers, confident writers, critical thinkers, and effective communicators. From elementary through secondary school, we guide students in building foundational literacy skills, including phonics, decoding, spelling, fluency, vocabulary, and comprehension, while fostering the ability to analyze and interpret texts across genres.

We prioritize student-centered learning that encourages choice, engagement, and active participation in discussions, presentations, and collaborative projects. Our instruction emphasizes creativity, reflection, and critical thinking, helping students make meaningful connections between language, literature, and the world around them.

Through exposure to diverse voices and perspectives, both in literature and within their own classrooms, students develop empathy, cultural awareness, and an appreciation for multiple viewpoints. Our goal is to prepare all students to navigate an evolving world with confidence, curiosity, and a lifelong passion for reading, writing, and learning.

Elementary English Language Arts

Classroom Teachers are instructors of English Language Arts at each grade level; they receive the support and coaching of the Literacy Coach in each of the elementary buildings.

At each grade level, there are reading, writing, and phonics units of study. Staffing is determined by student enrollment at each elementary school.

Grade	Reading Units	Writing Units	Phonics
K	We are Readers Superpowers Bigger Books	Show & Tell How-To Books Persuasive Writing	Fundations
1	Building Good Reading Habits Learning About the World Meeting Characters	Small Moments Nonfiction Chapter Books Writing Reviews	Fundations
2	Reading Growth Spurt Becoming Experts of Reading Nonfiction Series Book Clubs	Lessons From the Masters How To Guide for Nonfiction Writing About Reading	Fundations
3	Mystery Reading To Learn Character Study	Crafting True Stories Art of Information Writing Changing the World	Fundations
4	Interpreting Characters Reading the Weather Social Awareness Historical Fiction Book Clubs	The Arc of the Story Information Writing: Boxes/Bullets and Historical Fiction	Fundations
5	Interpretation Book Clubs Tackling Text Complexity Fantasy Book Clubs Historical Fiction	Narrative Craft, Lens of History Fantasy Research-Based Argument Essay	Words Their Way

Secondary English

The sixth grade reading program is supported by two reading tutors, while the middle school reading program is supported by graduate interns. At GHS, one English teacher serves as a 0.2 Technology Coach, and two tutors support reading and writing within the Reading and Writing Center.

Grade	Course Offerings/Units	
6 (8 ELA Teachers and 1 Reading Teacher)	English 6	
7-8 (8 English Teachers and 1 Reading & Writing Interventionist)	English 7, Level 1 and Level 2 English 8, Level 1 and Level 2 Reading Strategies Writing Strategies	
9-12 (18 English Teachers and 2 Reading & Writing Center tutors)	Full-Year Courses English 9, Level 1 and Level 2 English 10, Level 1 and Level 2 English 11, Level 1 ECE and Level 2 AP English Language and Composition AP English Literature and Composition	Semester-Long Electives Drama 1, Level 2 (Grades 9-12) SAT Prep (in conjunction with math) (Grade 11) Creative Writing, Level 1 and Level 2 (Grades 11-12) Film Study, Level 1 (Grades 11-12)
	Grade 12 Semester-Long Courses A Courses The American Paradox, Level 1 and Level 2 World Expressions of the Human Story, Level 1 and Level 2 Youth in the Modern World, Level 1 and Level 2 B Courses Global Perspectives and Citizenship, Level 1 and Level 2 Verse and Voice in Poetry, Level 1 and Level 2 Critically Understanding Mass Media, Level 1 and Level 2	

Executive Summary

The K–12 English Language Arts program reflects a strong, standards-aligned commitment to structured literacy, equitable instructional practices, and meaningful student engagement. In grades K–3, Foundations provides systematic and explicit instruction in phonics, decoding, and spelling, establishing strong foundational literacy skills for all learners. Units of Study in reading and writing expose students to diverse genres while promoting choice, autonomy, and engagement. Across grades K–5, differentiated instruction is supported by multiple assessment measures, which provide actionable data to inform instruction, intervention, and MTSS decision-making.

In grades 6–12, the program builds on this foundation through a coherent, standards-aligned curriculum emphasizing critical thinking, communication, and content knowledge. Middle and high school units promote independent reading, authentic writing, and student voice within clear curriculum structures and consistent assessment calendars. A balanced system of formative and summative assessments guides instruction and identifies learning needs, while an equity-centered approach incorporates diverse perspectives and expands representation beyond the traditional literary canon.

Across the K–12 continuum, teachers effectively differentiate instruction, foster safe and inclusive learning environments, and leverage strong staffing supports and community partnerships. Clear department goals and consistent assessment practices further strengthen program implementation.

Strengths and Celebrations

- A coherent K–12 English Language Arts program aligns instruction with Common Core State Standards to establish clear expectations across grade levels.
- Structured literacy foundations deliver explicit phonics, decoding, and spelling instruction to support early reading success.
- A rigorous curriculum emphasizes critical thinking, text analysis, evidence-based writing, and effective communication.
- Student-centered learning environments promote choice, engagement, creativity, and authentic literacy experiences.
- Data-driven assessment practices generate actionable data to inform instruction, MTSS processes, and targeted interventions.
- Differentiated instruction and flexible pathways ensure access and success for multilingual learners and diverse student needs.
- Culturally responsive curriculum design provides “windows” into the experiences of others and “mirrors” that reflect students’ own identities.
- Consistent communication practices convey program goals and expectations to students, families, and staff.
- Ongoing curriculum refinement and expanded elective opportunities promote student voice, engagement, and lifelong literacy.

Priority Recommendations

- Develop and implement a clearly articulated, vertically aligned K-12 literacy framework that defines progression in grammar, vocabulary, writing, and comprehension skills.
- Deepen the impact of the elementary literacy curriculum by refining units and instructional practices to ensure consistent implementation of evidence-based approaches grounded in Structured Literacy and the Science of Reading.
- Increase protected and uninterrupted instructional time in elementary grades to support explicit instruction, guided practice, and small-group differentiation.
- Optimize the effectiveness of the district's assessment framework by evaluating K–12 assessment practices for alignment, purpose, and efficiency while maintaining a strong focus on student learning outcomes.
- Allocate structured, ongoing time for teacher collaboration focused on curriculum alignment, assessment design and calibration, data analysis, and instructional refinement.
- Expand classroom libraries with diverse, contemporary, and culturally responsive texts that reflect a wide range of identities and perspectives.
- Increase interdisciplinary and cross-disciplinary learning opportunities to deepen relevance and application of literacy skills.
- Expand authentic, real-world learning experiences and increase opportunities for student self-reflection on growth, skill development, and learning processes.

Curriculum Review Findings

Domain 1: Curriculum & Assessment
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Guiding Questions:

- Is the curriculum comprehensive, rigorous, and based on relevant standards?
- Are the assessment expectations and criteria clearly communicated?
- Do assessments provide valid and reliable information on student learning that is used to drive ongoing instructional decisions?
- Are there frequent opportunities to help identify and address learning gaps?
- *How do our curriculum and assessments ensure equitable representation and perspectives of all students?*

The findings of the committee include:

Strengths:

K-5

- The K–3 literacy curriculum incorporates Foundations, which is comprehensive, systematic, and aligned to standards, providing explicit instruction in phonics, decoding, and spelling that supports mastery for all learners.
- Units of Study for reading and writing provide structured exposure to genres, sentence writing, conventions, and comprehension strategies.
- Teachers employ flexible instructional strategies to support student engagement and literacy growth.

6-12

- Each unit intentionally builds background knowledge, critical thinking, creativity, and collaboration while guiding students to analyze complex texts, support claims with evidence, and express ideas through structured writing, with opportunities for student choice.
- English 11 includes a deliberate emphasis on student choice and authentic writing.
- Twelfth grade course revisions intentionally broaden perspectives, expanding engagement with texts beyond the traditional literary canon.
- In addition to core courses, the department offers electives that provide opportunities for students to explore specialized interests in literacy and communication.
- The department demonstrates a strong equity-centered belief system: commitment to belonging, respect, individualized strengths, and preparation for life beyond high school.

K-12

- All units are aligned with grade-level Common Core State Standards and reflect a rigorous, standards-based approach.
- Assessments provide actionable data to monitor progress and inform instruction, and curriculum documents and assessment calendars are clear, user-friendly, and consistently applied across grade levels.
- Small group instruction and MTSS meetings enable teachers to differentiate instruction and respond to individual learning needs, providing responsive, differentiated instruction through flexible supports and varied learning pathways.
- The curriculum promotes independent reading and student choice. Library Media Specialists support this work, promoting authentic engagement with texts and fostering lifelong reading habits.
- The curriculum and assessments incorporate and reflect the principles of the “Windows and Mirrors” initiative, providing equitable representation and inclusive perspectives so that all students see themselves reflected and gain insight into experiences different from their own.

Recommendations & Actions:

K-5

- Develop a vertically aligned K–5 literacy framework that clearly outlines standards progression and spirals key skills to ensure rigor, stamina, and proficiency.
- Strengthen cross-curricular alignment, particularly in grades 4-5, to better integrate science and social studies content into literacy instruction.
- Implement explicit grammar, editing, and structured test-preparation mini-lessons with authentic practice opportunities in grades 3-5.

6-12

- Reduce the number of units in Grade 6 to allow for more deep, high-impact learning experiences.
- Revisit major summative assignments in Grade 6 to ensure they are authentic, rigorous, and reflective of key learning goals.
- Revise assessments, particularly in co-taught classes, to ensure alignment, rigor, and accessibility, and revisit key performance tasks (e.g., rhetorical analysis, major summative projects) to ensure clarity of purpose.
- Allocate structured department and course-specific meeting time to:
 - share and calibrate assessments.
 - discuss assignment relevance.
 - analyze student performance data.
 - access resources to address identified learning gaps.
 - refine curriculum.
 - plan for co-teaching and/or intervention.
- Ensure elective offerings (e.g., Creative Writing, Drama, Film Study, SAT Prep) are reviewed alongside core courses for alignment, rigor, and relevance.

K-12

- Expand teacher support and professional development focused on interpreting assessment data, planning differentiated instruction, and implementing the curriculum consistently.
- Create authentic, cross-disciplinary learning experiences that deepen relevance and expand opportunities for student reflection of skill development. Continue to use the “windows and mirrors” approach to teaching and learning, providing students opportunities to see themselves reflected in learning while also exploring diverse perspectives and experiences.

Domain 2: Teaching & Learning
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Guiding Questions:

- Does instruction foster active learning by students K-12?
- Are Tier 1 strategies known and used by teachers to support all learners?
- Are there a variety of opportunities for students to demonstrate their understanding?
- *How does teaching and learning promote access and support for all learners?*

The findings of the committee include:

Strengths:

K-5

- *Foundations* provides explicit, systematic, and research-aligned foundational skills instruction through multi-sensory, highly engaging routines that actively involve students in phonics, decoding, encoding, and fluency.
- Units of Study cultivate student choice in both reading and writing, fostering engagement, ownership, and intrinsic motivation.
- Structured literacy blocks create opportunities for small-group and individualized instruction, allowing educators to tailor instruction to meet diverse learning needs while promoting equitable access to grade-level content.

6-12

- Students engage in meaningful, student-centered work, from book clubs and research projects to presentations and multimedia assignments, promoting ownership and critical thinking.
- Instruction supports all learners through Tier 1 instruction and differentiated strategies. Teachers activate prior knowledge, teach key vocabulary, scaffold texts, and model comprehension strategies. Lessons incorporate universal design principles, flexible grouping, co-teaching, and leveled supports, ensuring accessibility from the start.

K-12:

- Teachers foster active learning through a wide range of strategies, including discussions (Socratic seminars, fishbowls, turn-and-talks), collaborative activities, choice-driven projects, and technology-supported tools.
- Materials are culturally responsive, build background knowledge, and reflect diverse perspectives.
- Formative assessments and individual conferences allow teachers to adjust instruction to meet students' needs.
- A variety of text formats—digital, audio, and print—ensures all students can access content. Through these practices, teaching and learning provide equitable access, active engagement, and multiple pathways for students to demonstrate understanding.

Recommendations & Actions:**K-5**

- Enhance instruction in grades 4 and 5 that intentionally incorporates phonics, grammar, morphology, and vocabulary to strengthen their reading and writing skills.
- Embed assessments and regular check-ins throughout units, allowing students to showcase understanding through oral, written, and creative responses.

6-12

- Provide discipline-specific professional learning for secondary English teachers that focuses on effective literacy instruction, active learning strategies, and differentiated instruction.
- Allocate structured collaboration time for teachers to share best practices, examine student work, analyze assessment data, and refine and expand effective instructional strategies.
- Identify guaranteed learning experiences and meaningful summative assessments across courses and grade levels to strengthen coherence while maintaining varied opportunities for students to demonstrate understanding.

K-12

- Strengthen vertical alignment of key academic vocabulary and literacy concepts to ensure consistency in instruction and expectations across all grade levels.
- Expand the use of Universal Design for Learning (UDL) principles within Tier 1 instruction to provide multiple means of representation, action and expression, and engagement.
- Review and refine the ELA curriculum to prioritize depth over breadth, identifying units that can be condensed or removed to allow deeper learning and improved student proficiency.
- Increase collaboration focused on supporting multilingual learners and students with IEPs, including evaluating and selecting accessible texts and instructional supports.
- Expand access to high-quality, diverse, and culturally responsive materials.
- Expand authentic learning opportunities beyond the classroom, including author visits, field trips, writing celebrations, and opportunities for students to publish their work.

Domain 3: Professional Development

Guiding Questions:

- Are department-based goals provided to staff to support success with Educator Evaluation Plans?
- Do PD opportunities serve to promote active learning and high expectations for all students?
- Do PD opportunities serve to create safe, supportive, and inclusive learning environments?
- Do PD opportunities serve to prioritize the health and well-being of students and staff?
- Do all staff have access to interest-based professional learning experiences both in and out of the district?

The findings of the committee include:

Strengths:

K-12

- Department goals are clearly defined, consistently communicated, and reinforced through professional development that supports safe, inclusive, equitable learning environments and promotes best practices.
- Professional learning offers meaningful teacher choice, allowing educators to select sessions aligned with their roles, interests, and instructional goals to support growth and application.

Recommendations & Actions:

K-5

- Develop a single, comprehensive document that clearly maps department goals and skill progression across all grades, providing staff with clarity, context, and a coherent instructional framework.

6-12

- Provide additional opportunities for teachers to discuss curriculum, lesson planning, assessment design, and the instructional approach to individual texts.
- Improve access to interest-based professional learning through flexible formats and logistical support.

K-12

- Offer more professional learning opportunities tailored to subject-specific needs and/or learning goals, including follow-up time for reflection, planning, and application of strategies in the classroom.
- Broaden access to both in-district and out-of-district professional learning by offering flexible scheduling options, micro-sessions, and optional workshops to maximize participation and impact.
- Deepen ongoing professional development focused on inclusive practices, culturally responsive instruction, and safe, supportive learning environments.

Domain 4: Communication & Outreach

Guiding Questions:

- How are program goals, instructional approaches, and student learning expectations communicated to families and the broader community?
- Do community partnerships exist to support the initiatives and goals of the program?

The findings of the committee include:

Strengths:

K-12

- Annual author visits and literary events engage students and families in reading and writing.
- Nationally recognized student work showcases student writing.
- *Glastonbury Citizen* articles extend awareness of student opportunities and celebrate successes.
- Program goals, instructional approaches, and student learning expectations are communicated to families and the community through multiple channels.
- Multiple digital platforms provide timely communication to families in preferred languages.
- The department maintains a strong relationship with the Welles-Turner Memorial Library, which supports initiatives throughout the year and provides summer reading resources and programming.
- Long-standing collaborations with higher education and local organizations enhance programming, outreach, and engagement opportunities.

Recommendations & Actions:

K-12

- Revise the K–5 report card in English Language Arts to a standards-based format, ensuring that student progress is clearly aligned with grade-level ELA standards.
- Review and update secondary report card comments to ensure clarity, consistency, and meaningful communication of student progress.
- Continue to provide families with resources that highlight essential concepts from the Science of Reading to actively engage parents in reinforcing skills at home and strengthen the home–school partnership.
- Increase opportunities for parents to participate in school-based activities, such as writing celebrations and student showcases.
- Expand community partnerships to enhance student learning and family engagement.

Domain 5: Operations

Guiding Questions:

- Are learning environments safe, supportive, and inclusive?
- Does staffing support the intended outcomes of the curriculum?
- Does the allotted time (e.g., daily schedule) support instructional outcomes of the curriculum?
- Do the instructional spaces support the intended outcomes of the curriculum?

The findings of the committee include:

Strengths:

K-5

- Literacy coaches, reading teachers, interventionists, and MTSS team members effectively support structured literacy, differentiated instruction, and data-driven interventions.
- Classrooms and shared spaces support whole-group, small-group, and independent learning with manipulatives, technology, anchor charts, and accessible materials to promote hands-on, multimodal instruction.
- Dedicated small-group instruction (SGI) blocks allow Tier 2 and Tier 3 interventions to be delivered effectively within classrooms and intervention settings, providing targeted support without disrupting overall learning.

6-12

- Extended ELA periods and block scheduling provide time for in-depth discussion, writing, and Socratic Seminars.
- Multiple instructional spaces, including the GHS Reading & Writing Center (RWC), the Library Media Centers, the reading support rooms, and the GHS C3 Multimedia Lab support curriculum outcomes.

K-12

- Classrooms are safe, supportive, and inclusive learning environments.
- Classrooms provide access to a wide variety of texts at multiple reading levels to support diverse learners.
- Staff and supplemental supports, including graduate student interns, enhance individualized learning and curriculum delivery.
- Collaboration between special education, special area, and general education teachers ensures curriculum is supported for all learners.

Recommendations & Actions:

K-5

- Protect and extend uninterrupted instructional time for literacy, foundational skills, and small-group instruction to allow deeper engagement and targeted support.

6-12

- Expand instructional spaces, such as the GHS RWC and the new C3 Multimedia Lab, to support enrichment and student learning needs; procure additional materials, equipment, and staff to enhance student learning experiences.
- Increase access to physical texts, including print materials with visual elements (e.g., graphic novels) to accommodate diverse learners.

K-12

- Provide dedicated collaboration time for special education and general education teachers to strengthen differentiated instruction.
- Explore improved scheduling procedures to better balance ratios of students with diverse learning needs (MLL, IEP, 504, MTSS) and support more individualized instruction.
- Explore additional flexible classroom seating and instructional spaces (standing desks, tables, whiteboard desks, creative classroom designs) to better support learning and student engagement.

Appendices

E.g., Vertical Articulation Guide (and any other department specific guidelines)

Department	<i>English Language Arts</i>
Courses / At-A-Glance Guides (Teacher Facing) <i>List all of the courses and hyperlink the At-A-Glance Guides. Modify as needed based on departmental offerings.</i>	
Kindergarten	Reading: We are Readers, Superpowers, Bigger Books Writing: Show & Tell Unit, How-To Books, Persuasive Writing Phonics: Foundations
First Grade	Reading: Building Good Reading Habits, Learning About the World, Meeting Characters Writing: Small Moments, Nonfiction Chapter Books, Writing Reviews Phonics: Foundations
Second Grade	Reading: Reading Growth Spurt, Becoming Experts of Reading Nonfiction, Series Book Clubs Writing: Lessons from the Masters, How to Guide for Nonfiction, Writing About Reading Phonics: Foundations
Third Grade	Reading: Mystery, Reading to Learn, Character Study Writing: Crafting True Stories, Art of Information Writing, Changing the World Phonics: Foundations
Fourth Grade	Reading: Interpreting Characters, Reading the Weather, Social Awareness, Historical Fiction Book Clubs Writing: The Arc of the Story, Information Writing: Boxes/Bullets and Historical Fiction Phonics: Foundations
Fifth Grade	Reading: Interpretation Book Clubs, Tackling Text Complexity, Fantasy Book Clubs, Historical Fiction Writing: Narrative Craft, Lens of History, Fantasy, Research-Based Argument Essay

Sixth Grade	
English 6	
Seventh Grade	
- English 7, Level 1 and Level 2 - Reading Strategies - Writing Strategies	
Eighth Grade	
- English 8, Level 1 and Level 2 - Reading Strategies - Writing Strategies	
High School	
Grade Level(s)	Course(s)
Ninth Grade	English 9, Level 1 and Level 2
Tenth Grade	English 10, Level 1 and Level 2
Eleventh Grade	English 11, Level 1 ECE and Level 2
	AP English Language and Composition
Twelfth Grade	The American Paradox, Level 1 and Level 2
	Youth in the Modern World, Level 1 and Level 2
	World Expressions of the Human Story, Level 1 and Level 2
	Global Perspectives and Citizenship, Level 1 and Level 2
	Critically Understanding Mass Media, Level 1 and Level 2
	Verse and Voice in Poetry, Level 1 and Level 2

	<i>AP English Literature and Composition</i>
Electives	<i>Creative Writing, Level 1 and Level 2</i>
	<i>Drama 1, Level 2</i>
	<i>Film Study, Level 1</i>
	<i>SAT Prep (in conjunction with Math)</i>
Post-Graduate N/A	



English / Language Arts, K-5 Report

Director: Angela Buccheri

Date: October 26, 2026

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

- Three students, ranging in grades Kindergarten through fifth, received Gold (1) and Silver (2) awards for submitting fiction, non-fiction, poetry and artwork selections for the Connecticut Student Writers Magazine contest.
- Select literacy staff participated in the CSDE *ReadConn 2* professional learning series, which is entering its second year.
- The department successfully completed the 5-year Curriculum Review process during the 2025-2026 school year.

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

Grade-Level	Recent Development / Revision
Grade K-3	Partnered with an advisor from Wilson Literacy. This advisor came to observe <i>Foundations</i> lessons and provide feedback on our Year 2 implementation.
Grade 3	Integrated Grade 3 <i>Foundations</i> into the curriculum for the first time last year, strengthening upper-elementary literacy instruction through targeted word analysis and structured language development.
Grade 4	Expanded our structured literacy continuum into the upper elementary grades through a targeted Grade 4 <i>Foundations</i> pilot with representation from across the district.
Grade 2-5	Initiated a review of end of unit assessments for ELA units in grades 3-5 and created end of unit assessments for grade 2.
Grade K-5	Collaborated across grade levels to implement comprehension strategies with Nancy Boyles that focused on text complexity.

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.

- Develop and implement an action plan to begin addressing priority recommendations identified within the 2025-2026 Curriculum Review Report including:
 - Rewrite K-3 curricular units to align with the Science of Reading and structured literacy practices.
 - Expand K-3 decodable texts aligned with core phonics instruction while refreshing K-5 authentic literature collections.
 - Audit existing materials to map standard coverage, identify instructional gaps, and address needs through strategic purchasing and targeted resource development.
 - Continue to collaborate to build integrated, cross-disciplinary units across content areas in 5th grade.
- Implement *Foundations* lessons across Grade 4 whole-class and small-group instruction to meet diverse student needs.
- Pair DIBELS K-5 universal screener with diagnostic assessments to deepen understanding of each student's literacy skill acquisition.
- Support consistent MTSS practices across intervention teams in all elementary schools.
- Improve consistency of high-leverage instructional strategies practices aligned with UDL, Science of Reading, Good Teaching, and Active Learning across all classrooms.
- Deliver targeted professional learning focused on explicit, systematic ELA instruction aligned with the Science of Reading.
- Provide sustained instructional coaching and job-embedded professional learning to assist staff in adopting new assessments, monitoring tools, and curricular adjustments.

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

- Maintain funding for both in-district and out-of-district professional learning and training to build teacher capacity in the Science of Reading and to support the implementation of foundational literacy resources.
- Fund additional K-3 decodable text series aligned to phonics instruction, along with additional titles to support responsive K-5 classroom libraries.
- Increase funding to support curriculum development of K-3 units.
- Maintain funding for consumable materials connected to *Foundations* implementation.
- Maintain funding for essential digital assessment and instructional tools, including DIBELS/Amplify.



English/Language Arts, 6-12 Report

Director: Tracey DeDonato

Date: October 26, 2026

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

- 15 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/Platinum Publish (3), GOLD Award (1), SILVER Award (7), and Honorable Mention (4). Additionally, three teachers earned “Honored Teacher” distinction for their student mentorship.
- Spoken word poet, Sharmon “Influence” Little, delivered a motivational presentation on poetry to all sixth graders and facilitated a writing workshop.
- The 2025-2026 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 2025-2026 GHS literary magazine, *Thoughts Dominion*, also earned the distinction of “Superior,” an improvement from last year’s “Excellent” rank.
- The Smith reading interventionist expanded the Smith reading intervention model by creating a dedicated “literacy lab” environment within the reading classroom to broaden student access to support.
- GHS’s Chapter of Quill & Scroll National Honor Society inducted eight 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 classes in Zimbabwe, Rwanda, and Bolivia.
- Five students (three recent GHS graduates, one senior, and one freshman) were accepted into the prestigious 2026 Nook Farm Writers Collaborative summer program at the Mark Twain House, the highest total from any participating district.
- Two GHS students were recognized in the top 20% of over 14,000 entries to the *New York Times* “100-Word My Tiny Memoir Contest.”
- One GHS senior was recognized in the top 17% of over 100,227 contestants from 183 countries in the History Category of the John Locke Institute 2026 Global Essay Prize.
- The GHS Humanities Multimedia Lab completed its first year of operation, logging approximately 2,400 student visits and establishing itself as a vital campus resource.
- The GHS English Department partnered with the WTM Library for the third year to present its tenth annual Evening of Rhyme & Rhetoric to approximately 100 school and community members. The evening featured 16 student writers and one student musician.
- Grades 9–11 co-teachers participated in a year-long professional learning and coaching initiative with their special education partners focused on strengthening their capacity to

implement high-quality, inclusive instructional practices grounded in Universal Design for Learning (UDL).

- GHS English Teacher and Reading and Writing Center (RWC) Lead Lisa Scarola was appointed Northeast Representative for the Secondary Schools Writing Centers Association (SSWCA) and co-presented “Facing Our Future Together: Building a Writing Community Within the School and with Neighboring Districts” with her UConn intern Molly Morgan at the organization’s annual conference.
- The department successfully completed the 5-year Curriculum Review process during the 2025-2026 school year.
- The mean score of the SAT *Evidence-Based Reading/Writing* (School Day test) was 566; the state average was 494.
- GHS student achievement on the Spring 2026 Advanced Placement English Examinations was excellent. Students continue to exceed the state averages and percentages of test takers scoring a 3 or higher.

Course	% Earning 3+	GPS Average Score	CT Average Score
<i>AP Language & Composition</i>	100%	4.09	3.57
<i>AP Literature & Composition</i>	93.4%	3.72	3.49

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

Grade-Level / Course	Recent Development / Revision
Grade 9	Collaborated with UConn’s <i>Breaking Bias & Creating Community</i> team and ninth-grade History & Social Sciences teachers to develop lesson plans that incorporate Virtual Reality and Interactive Testimony experiences into the study of Elie Wiesel’s <i>Night</i> (English) and <i>Holocaust history</i> (Social Studies).

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.

- Develop and implement an action plan to begin addressing priority recommendations identified within the 2025-2026 Curriculum Review Report including:
 - Optimizing the effectiveness of the district’s assessment framework by evaluating K-12 ELA assessment practices for alignment, purpose, and efficiency while maintaining a strong focus on student learning outcomes.
 - Increasing interdisciplinary and cross-disciplinary learning opportunities to deepen relevance and application of literacy skills.
 - Expanding authentic, real-world learning experiences and increasing opportunities for student self-reflection on growth, skill development, and learning processes.
 - Allocating structured, ongoing time for teacher collaboration focused on curriculum alignment, assessment design and calibration, data analysis, and instructional refinement.
 - Examining instructional practices and course curricula to ensure representation of and access by all students.

- Partner with secondary special education teachers to advance UDL through co-teaching. SMS and Gideon teachers have begun a yearlong training and coaching program, while GHS teachers are in their second year of coaching and implementation.
- Partner with the district's technology coaches and GenAI Squad to:
 - Explore how GenAI may support teaching and learning.
 - Promote responsible and effective use when appropriate.
- Enhance interactive student learning through the expansion of GHS's Humanities Multimedia Lab, in alignment with the district's Guidelines for Purposeful Technology Use and Portrait of a Learner.
- Collaborate with the GPS Administrative Team to implement UConn's Morris and Judy Sarna *Breaking Bias & Creating Community* program at GHS.

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

- 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.
- Maintain funding for essential digital instructional tools, including Actively Learn Premium, electronic media, and NoRedInk Premium, that support skill-building and meaningful engagement.
- Maintain curriculum development funding to support the revision and/or creation of course curriculum and related resources.
- Maintain professional development funding to support teacher growth and student learning.



Library Media, K-5 Report

Director: Angela Buccheri

Date: October 26, 2026

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

- The Welles-Turner Memorial Library Summer Reading Program drew 745 readers to the library to participate in the environmentally themed program “Plant a Seed - Read” and 9,074 books were read by our students.
- David A. Kelly, author of the *Ballpark Mysteries* series presented to K–5 students last spring, sharing insights into his books and inspiring young authors by walking them through his creative writing process. Author Josh Funk delivered a similar presentation at Buttonball Lane.
- Hosted interactive STEAM Nights across all elementary schools to foster student inquiry, hands-on problem solving, and family engagement.
- Utilized grant funding to establish dedicated listening stations at Nayaug Elementary, expanding student access.

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

Grade-Level / Course	Area of Development / Revision
Grade K-5	Implemented lessons from the GPS K-12 AI Scope & Sequence. These lessons were woven throughout the year as appropriate for each grade level.
Grade K-5	Increased emphasis on coding opportunities and STEAM lessons with hands-on engineering tasks in all grade levels throughout the school year.
Grade K-5	Lego Coding lessons were delivered in all buildings to advance Computer Science, Coding, and STEAM efforts in elementary.

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.

- Collaborate with 5th-grade teachers and directors to curate research and inquiry-based text sets that support integrated instruction.
- Host nonfiction author Jerry Pallotta (*Who Would Win* series) at Buttonball and Nayaug to engage students in the research and writing process.

- Crosswalk the Purposeful People character curriculum with library coursework to deliver enhanced digital citizenship lessons that support school-wide culture goals.
- Evaluate Black History Month programming to integrate dynamic cultural resources that ensure engaging, inclusive, and standards-aligned learning.
- Strengthen partnerships with the Welles-Turner Memorial Library to expand student access to community literacy events, shared reading initiatives, and public library services.
- Partner with Riverbend Bookshop to coordinate meaningful, high-interest author visits across elementary schools.
- Refine vertically aligned K–5 artificial intelligence (AI) lessons developed during last year’s district curriculum writing project.

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 PebbleGo/PebbleGo Next, Encyclopedia Britannica, World Book, & Follett.
- Increase funding to purchase materials for STEAM lessons.
- Increase funding to support content-specific professional development opportunities outside of the district.



Library Media, 6-12 Report

Director: Tracey DeDonato

Date: October 26, 2026

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

Gideon Welles School

- Approximately 28 authors visited remotely with almost 70 classes during February's *World Read Aloud Day*.
- Over 40 sixth graders signed up for library cards through a partnership with the Welles-Turner Library during Gideon's first library card drive.
- The Gideon Kids' Lit Quiz club made it to the final United States round of the competition.
- Gideon students read over 850 books through the Welles-Turner summer reading program.

Smith Middle School

- Over 20 students signed up for library cards in school through a partnership with the Welles-Turner library.
- The SMS library established the *Smith 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.
- U.S. History collections were curated for classroom teachers and their students to use on research projects.
- Lessons on artificial intelligence and ethical use guidelines were implemented in seventh grade English classes.

Glastonbury High School

- Global Day of Unplugging activities expanded to a two-day initiative, one day per semester, during which students engaged in technology-free wellness and connection activities.
- Summer book checkouts increased from approximately 377 to over 500.
- The student and staff book clubs increased the number of books read during the 2025-2026 school year and increased their club meetings to meet needs.
- The GHS library media specialists collaborated with the World Language department and Welles-Turner Library staff to launch a book club unit focused on gaining an understanding of the Latin experience across different Latin American cultures.

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

Grade-Level / Course	Recent Development / Revision
Grade 6	- Partnered with Typing.com to design and implement a dynamic keyboarding curriculum directly supporting the sixth grade Chromebook rollout; seventh and eighth graders will access these same lessons for self-paced practice. - Embedded core insights from Catherine Anne Price and Jonathan Haidt's <i>The Amazing Generation</i> into the digital literacy curriculum to empower students to build intentional and healthy relationships with their new devices.

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 develop teacher resources to promote a culture of reading and responsible use of technology.
- Continue to support the use of GenAI as a tool to enhance teaching and learning, while developing AI literacy lessons and resources that expand instruction beyond the library media center and into the broader classroom setting.
- 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 learning spaces that include collaborative and flexible work spaces.
 - Maintain the extensive database collections in grades 6-12.
 - Expand eBook and audiobook collections and newspaper and magazine publications.
 - Procure culturally responsive and diverse print and digital fiction.
- Increase curriculum hours to allow for:
 - Continued updates to the Digital Literacy curriculum, with particular emphasis on GenAI.
 - Continued interpretation of the AASL standards by the CT SDE.

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

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Title of Report: Fall 2026: PreK-12 Professional Learning

Board Meeting Date: October 26, 2026

Action:

Report: X

Information:

Discussion:

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Glastonbury Public Schools certified educators continue to engage in professional learning intentionally designed to advance the district's 6th Generation Strategic Plan and further support the competencies reflected in our Portrait of a Learner. The Fall 2026 professional learning series reflects a continued commitment to high-quality teaching and active learning, with an emphasis on responding to educator feedback, strengthening instructional practices, and providing meaningful opportunities for choice and professional growth.

PreK–5 Professional Learning: Throughout September and November, elementary educators engage in a series of early-release Wednesday learning opportunities organized by grade level and department. This fall, a central focus is advancing evidence-based literacy practices, including formative assessment, diagnostic data analysis, small-group instruction, and written response. Kindergarten and Grade 1 educators are also deepening their work with play-based learning and transition strategies, while additional department-specific sessions address Universal Design for Learning (UDL), purposeful technology integration, curriculum development, and instructional planning. Collectively, these experiences strengthen Tier 1 instruction and support responsive, developmentally appropriate learning across the elementary grades. The attached *Fall 2026 PreK–5 At-a-Glance PL Calendar* provides a comprehensive overview of grade-level and department-specific learning opportunities scheduled throughout the fall.

Grades 6–12 Professional Learning: Secondary educators participate in two early-release Thursday sessions in October and November, both dedicated to department-based professional learning. In direct response to overwhelming staff feedback and recommendations from the Professional Development and Evaluation Committee (PDEC), this fall's approach prioritizes content-specific learning, collaboration, and instructional priorities identified within departments. A continued emphasis on Universal Design for Learning (UDL) reinforces the district's commitment to reducing barriers, increasing access, and designing learning experiences that engage and challenge all students. This intentional structure provides educators with dedicated time to deepen instructional practice, strengthen curriculum alignment, and advance the district's vision for good teaching and active learning.

PreK–12 District-Wide Professional Learning–November 3: This year's Election Day professional learning takes a refreshed approach, expanding access to both in-district and out-of-district learning opportunities. In response to recommendations from recent curriculum reviews, select departments—including Art, Music, Health and Physical Education, Counseling, Career and Technical Education, and School Psychology—will participate in statewide conferences and specialized workshops. This expanded access to external professional learning represents a meaningful investment in content-specific expertise and opportunities to bring new practices and perspectives back to our schools. For educators remaining in-district, the morning will feature a technology *unconference*, a participant-driven experience designed around timely instructional technology questions, practical applications, and purposeful integration. Additional pathways include department-based learning, grade-level collaboration, and teacher-led workshops. The afternoon is reserved for collaborative planning within home schools, providing dedicated time to translate new learning into instructional practice.

Across the season, this fall's professional learning reflects a deliberate balance of district priorities and educator voice. These opportunities advance the conditions for active learning and support the development of curious thinkers, active learners, resilient individuals, and compassionate citizens envisioned in our Portrait of a Learner. The thoughtful leadership of our curriculum directors, in partnership with PDEC, has been instrumental in designing and facilitating meaningful learning experiences. Their instructional expertise, content knowledge, and sustained commitment to supporting educators continue to strengthen teaching and learning throughout the district.

Submitted By: Kate Lund

Reviewed By: Scott Hurwitz, Ed.D.

	Fall 2026 PreK-5 Professional Learning and Meeting Calendar													
Fall 2026	Pre K	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Reading	Spec. Ed SLPs/Pych	LMS	Art	Music	HPE	WL
Aug 31	Convocation/Staff Meetings													
Sep. 1	All Staff Full Day Professional Learning													
Sep. 2	Teacher Work Day													
Sept. 9	Building Day								Building Day / Specials Area + Spec. Ed Collaboration					
Sept. 16	Building Day													
Sept. 23	Building Day													
Sept. 30	Expertise in Action: Creative Curriculum in Practice (Eastbury)	Transition Strategies (Early @ BB / Late @ HO)		Formative Assessments (Running Records/SGI) @ CO		Fundations @ Home Schools	Team Collaboration for Integrated Units & Grammar Instruction @ Home Schools	Team Split - Formative Assessments (Running Records/SGI) & Building Resources to Support	Special Education in Practice: Deepening Our Expertise (Eastbury)	Crosswalking Purposeful People & Common Sense Media Digital Citizenship Lessons (BBL LMC)	Opening Meeting @ HE	Opening Meeting @ BBL	CT Fitness Test and Educator Evaluation @ CO	Opening Meeting @ HO; Curriculum Review Kick-Off
Oct. 7	Expertise in Action: Creative Curriculum in Practice (Eastbury)	Implementation of Transition Strategies & Planning of Learning Challenges @ Home Schools	Grade 1 Play Scenario and Application of Transition Strategies @ Home Schools	Communicating Thinking through written response @ Home Schools		Formative Assessments (Running Records/SGI) @ CO		Team Split - Formative Assessments (Running Records/SGI) & Building Resources to Support	Special Education in Practice: Deepening Our Expertise (Building Based)	Crosswalking Purposeful People & Common Sense Media Digital Citizenship Lessons @ Hebron Ave. Library	UDL & SGI in the Art Room Techniques Collaboration @ HO	UDL General Music/Instrumental Collaboration @ HE	Fitness Activities in the K-5 Scope and Sequence @ CO	1-12 WL Meeting @ GW
Oct. 14	Expertise in Action: Creative Curriculum in Practice (Eastbury)	Formative Assessments (Running Records/SGI) @ Naubuc Library		Planning for Effective Small Group Instruction (led by literacy coaches) @ Home Schools		Communicating Thinking through written response <i>see school breakout on objectives form</i>		Building Teams Data Analysis of Universal Screens and Diagnostics @ Home Schools	Special Education in Practice: Deepening Our Expertise (Eastbury)	Author Visit Planning @ Hopewell Library	Purposeful Technology @ BBL	Common Audio File Compilation @ HO	UDL in K-5 physical education setting @ CO	Domain 1 Curriculum Review @ CO
Oct. 21	Self-Select													
Oct. 28	Parent Conferences									Getting the Most Out of Follett @ Home Schools	Professional Learning Communities (PLC) Purposeful Play @ HA	Orff Instrument Repair @ Home Schools	Gymnastics Curriculum review and planning @ CO	Curriculum & Instruction @ CO
Nov. 3	PreK-12+ Full Day Professional Learning													
Nov. 4	Parent Conferences									Collaborative Planning of Steam Lessons @ Home Schools/Google Meet	Collaborative Unpacking from 11/3 @ Home Schools/Google Meet	Collaborative Implementation Workshop from 11/3 @ NG	PL Conference Extended Learning @ CO	Curriculum & Instruction @ CO
Nov. 11	Parent Conferences									UDL in the Library @ Naubuc Library	Professional Learning Communities (PLC) Purposeful Play @ HO	Read, Reflect, Connect @ GW 5th	PL Conference Extended Learning @ CO	Domain 2 Curriculum Review @ CO

[illegible]

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

Title of Report: FY2026-2027 Education Budget Fall Revisions

Board Meeting Date: October 26, 2026

Action: X

Report:

Information:

Discussion:

Overview of Budget Revisions:

Below you will find the FY2026-2027 Fall Revisions for the Educational Budget for your review and approval. The fall budget revisions primarily reflect adjustments to salary accounts based on staffing changes, actual salaries, and educational advancement. Additional revisions were made to insurance accounts to reflect actual costs, along with other adjustments aligned with expenditure trends and year-end projections. These included adjustments to copier expenses, legal fees, and NEASC evaluation costs.

Some of the line items that have been impacted include but are not limited to:

- Program 2100 Operation & Maintenance – Leased Office Space was added back in for the rent that will be paid for the Central Offices at 628 Hebron Avenue.
- Program 2400 Transportation – Fuel was increased to reflect projected costs.
- Program 2700 Special Education – Evaluations were increased to reflect projected costs.
- Program 3400 Fringe Benefits/Substitutes – Employee benefits were adjusted to reflect projected costs.

Submitted By: Karen Bonfiglio

Reviewed By: Scott Hurwitz, Ed.D.

2026-2027

***BOARD OF EDUCATION
APPROVED BUDGET***

Fall Revised

October 26, 2026

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

PROGRAM 0200: ART

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	* 0.80 *	0.80 *	0.80 *	0.80 *
TEACHERS	13.20	11.60	11.60	11.60
SALARIES				
ADMINISTRATIVE	122,944	128,951	147,723	147,723
TEACHERS	1,277,203	1,176,185	1,274,102	1,274,139
FIELD TRIPS	101	316	500	500
SUBTOTAL	1,400,248	1,305,452	1,422,325	1,422,362
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	30,726	51,759	45,000	45,000
OTHER				
DUES/FEES	565	665	2,000	2,000
TOTAL	1,431,539	1,357,876	1,469,325	1,469,362

* DIRECTOR TEACHES .20

PROGRAM 0300: ELEMENTARY EDUCATION K - 6

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	1.80	0.00	0.00 *	0.00 *
TEACHERS	155.00	157.00	152.00	152.00
SALARIES				
ADMINISTRATIVE	307,537	0	0 *	0 *
TEACHERS	15,623,857	16,188,267	16,542,133	16,518,941
PARAEDUCATORS, P-T, SCIENCE	26,347	27,217	28,871	28,871
IN-CLASS TUTORS/PARAS	91,946	160,912	120,226	169,739
SUMMER SCHOOL (AE)	28,088	28,659	25,000	25,766
LANG.ARTS/MATH -TUTORS/PARAS	671,540	603,061	785,764	656,153
DRIVERS/EARLY LITERACY PROGRAM (NA)	0	0	500	500
FIELD TRIPS	18,440	18,618	18,500	18,500
SUBTOTAL	16,767,755	17,026,734	17,520,994	17,418,470
PURCHASED SERVICES				
EXPLORING THE ARTS (GW)	9,428	8,075	9,500	9,500
MAGNET SCHOOL	(128,065)	(165,299)	(125,000)	(150,000)
SUBTOTAL	(118,638)	(157,224)	(115,500)	(140,500)
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	416,354	357,063	330,000	330,000
TECHNOLOGY - SOFTWARE	10,625	11,050	15,000	15,000
SUBTOTAL	426,979	368,113	345,000	345,000
OTHER				
DUES/FEES	11,290	10,632	10,000	10,000
TOTAL	17,087,386	17,248,255	17,760,494	17,632,970

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

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

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	1.50	2.00	2.00 *	2.00 *
TEACHERS (ENGLISH)	25.00	25.00	25.00	25.00
TEACHERS (READING)	12.00	12.00	12.00	12.00

SALARIES

ADMINISTRATIVE	263,642	358,552	369,308 *	369,308 *
TEACHERS (ENGLISH)	2,742,314	2,797,088	2,886,149	2,889,687
TEACHER (READING)	1,351,196	1,366,218	1,427,532	1,435,465
TUTORS	25,107	33,746	34,992	34,992
FIELD TRIPS (ENGLISH)	321	0	300	300

SUBTOTAL	4,382,580	4,555,604	4,718,281	4,729,752
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SUPPLIES/MATERIALS

INSTRUCTIONAL MATERIALS (ENGLISH)	3,766	4,000	3,000	3,000
INSTRUCTIONAL MATERIALS (READING)	1,056	1,957	1,500	1,500
TESTING MATERIALS (READING)	2,145	2,145	3,000	3,000
TECHNOLOGY SOFTWARE (ENGLISH)	19,989	20,795	21,675	21,675

SUBTOTAL	26,956	28,897	29,175	29,175
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OTHER

DUES & FEES	548	442	500	500
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TOTAL	4,410,084	4,584,943	4,747,956	4,759,427
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*25-26 FY POSITION/FUNDING REALLOCATED FROM ELEMENTARY EDUCATION

PROGRAM 0500: MATHEMATICS 7-12

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	0.60	1.00	1.00 *	1.00 *
TEACHERS	27.20	28.20	28.20	27.80

SALARIES

ADMINISTRATIVE	105,457	179,276	184,654 *	184,654 *
TEACHERS	2,870,811	3,110,969	3,196,080	3,185,946
TUTORS	52,166	59,677	34,992	34,992
MATH LAB SUPV.	4,500	4,500	4,500	4,500
FIELD TRIPS	191	99	200	200
SUBTOTAL	3,033,124	3,354,521	3,420,426	3,410,292

SUPPLIES/MATERIALS

INSTRUCTIONAL MATERIALS	5,027	7,874	8,000	8,000
TECHNOLOGY - SOFTWARE	7,501	12,892	13,000	13,000
SUBTOTAL	12,528	20,766	21,000	21,000

OTHER

DUES/FEES	2,465	2,686	3,000	3,000
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TOTAL	3,048,117	3,377,973	3,444,426	3,434,292
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* 25-26 FY POSITION/FUNDING REALLOCATED FROM ELEMENTARY EDUCATION

PROGRAM 0600: SCIENCE 7-12

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	0.50	1.00	1.00 *	1.00 *
TEACHERS	31.00	31.00	31.00	31.00
PARAEDUCATORS	3.00	3.00	3.00	3.00
SALARIES				
ADMINISTRATIVE	87,881	179,276	184,654 *	184,654 *
TEACHERS	3,409,160	3,534,762	3,664,990	3,665,570
PARAEDUCATORS	81,231	89,641	94,192	94,192
FIELD TRIPS	2,535	4,621	3,000	3,000
TUTOR CREST LAB	22,541	26,762	34,992	34,992
SUBTOTAL	3,603,348	3,835,062	3,981,828	3,982,408
PURCHASED SERVICES				
TRANSPORTATION/MENTOR PROGRAM	13,532	12,696	20,000	20,000
PRINTING	1,425	2,719	2,000	2,000
SUBTOTAL	14,957	15,415	22,000	22,000
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	64,517	55,801	70,000	70,000
TECHNOLOGY SOFTWARE	6,136	16,065	10,000	10,000
SUBTOTAL	70,653	71,866	80,000	80,000
OTHER				
DUES/FEES	1,858	2,017	3,000	3,000
TOTAL	3,690,816	3,924,360	4,086,828	4,087,408

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

PROGRAM 0700: HISTORY & SOCIAL SCIENCE 7-12

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	0.60	1.00	1.00 *	1.00 *
TEACHERS	22.00	22.00	22.00	22.00
SALARIES				
ADMINISTRATIVE	92,208	161,189	184,654 *	184,654 *
TEACHERS	2,296,509	2,461,713	2,545,000	2,488,590
FIELD TRIPS	0	0	500	500
SUBTOTAL	2,388,717	2,622,902	2,730,154	2,673,744
PURCHASED SERVICES				
RESOURCE SPEAKERS	900	500	1,250	1,250
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	6,626	5,964	10,000	10,000
TECHNOLOGY SOFTWARE	13,929	11,784	14,000	14,000
SUBTOTAL	20,554	17,748	24,000	24,000
OTHER				
DUES/FEES	82	48	500	500
TOTAL	2,410,253	2,641,198	2,755,904	2,699,494

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

PROGRAM 0900: CAREER & TECHNICAL EDUCATION

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	0.90	0.90	0.90	0.90
TEACHERS	17.00	17.00	17.00	16.00

SALARIES

ADMINISTRATIVE	158,185	161,348	166,189	166,189
TEACHERS	1,714,915	1,801,011	1,882,547	1,791,115
TRANSPORT/TECHNICAL SCHOOLS	25,673	20,709	36,897	31,130
FIELD TRIPS	79	491	500	500
SUBTOTAL	1,898,852	1,983,559	2,086,133	1,988,934

SUPPLIES/MATERIALS

INSTRUCTIONAL MATERIALS	143,044	126,433	150,000	150,000
TECHNOLOGY SOFTWARE	11,101	14,094	16,000	16,000
SUBTOTAL	154,145	140,527	166,000	166,000

OTHER

DUES/FEES	915	859	1,000	1,000
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TOTAL	2,053,912	2,124,945	2,253,133	2,155,934
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PROGRAM 1000: COMMUNITY SERVICES

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
CUSTODIANS	2.50	2.50	2.50	2.50
SECRETARIAL	0.75	0.75	0.75	0.75

SALARIES

CUSTODIAL, HIGH SCHOOL	152,000	153,325	152,900	161,428
SECRETARIAL	32,480	152,921	45,365	45,365
PART-TIME/OVER-TIME, SYSTEMWIDE	156,938	152,232	193,711	193,711
AUDIO-VISUAL SERVICES	31,911	15,136	32,968	32,968

SUBTOTAL	373,328	473,614	424,944	433,472
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SUPPLIES/MATERIALS

SUPPLIES	31,050	30,129	16,000	16,000
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TOTAL	404,378	503,743	440,944	449,472
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CUSTODIAL FEE OFFSET	0	0	(33,000)	(33,000)
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BUDGET TOTAL	404,378	503,743	407,944	416,472
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PROGRAM 1100: PACE: MATH/SCIENCE RESOURCE

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
TEACHERS	6.00	6.00	6.00	6.00
SALARIES				
TEACHERS	662,930	659,016	703,504	685,416
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	2,004	554	2,000	2,000
OTHER				
DUES/FEES	1,915	1,871	2,000	2,000
TOTAL	666,849	661,441	707,504	689,416

PROGRAM 1300: WORLD LANGUAGE & ML

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	1.00	1.00	1.00	1.00
TEACHERS	40.90	39.90	39.90	38.90
TEACHERS (ML)	1.20	1.20	1.20	1.20
SALARIES				
ADMINISTRATIVE	153,680	161,189	184,654	184,654
TEACHERS	4,345,418	4,401,519	4,581,199	4,417,145
TEACHERS (ML)	143,516	147,761	152,133	152,133
FOREIGN LANGUAGE SUPV.	4,303	2,664	5,025	5,025
TUTORS (ML)	176,350	209,373	188,840	188,840
FIELD TRIPS	2,324	1,609	3,000	3,000
FIELD TRIPS (ML)	0	0	1,000	1,000
SUBTOTAL	4,825,590	4,924,115	5,115,851	4,951,797
PURCHASED SERVICES				
NATIONAL COMPETITION	5,295	4,970	5,500	5,500
RESOURCE SPEAKERS/ARTISTS	3,550	0	5,250	5,250
INTERPRETER SERVICES	23,123	18,381	30,000	30,000
SUBTOTAL	31,968	23,351	40,750	40,750
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	19,107	20,063	22,000	22,000
INSTRUCTIONAL MATERIALS/ML	20,555	20,430	31,000	31,000
TECHNOLOGY SOFTWARE	11,956	11,064	12,000	12,000
SUBTOTAL	51,619	51,557	65,000	65,000
OTHER				
DUES/FEES	35,415	35,185	41,625	41,625
TOTAL	4,944,591	5,034,208	5,263,226	5,099,172

PROGRAM 1400: SCHOOL COUNSELING

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	1.00	1.00	1.00	1.00
COUNSELORS	21.00	21.00	21.00	21.00
SECRETARIAL	5.00	5.00	5.00	5.00
PARAEDUCATORS	3.00	3.00	4.00	4.00
SALARIES				
ADMINISTRATIVE	175,761	179,276	184,654	184,654
COUNSELORS	2,148,826	2,236,528	2,350,647	2,351,672
SUMMER HELP, CERTIFIED	85,046	79,437	87,597	87,597
SECRETARIAL	273,145	267,341	278,084	264,308
PARAEDUCATORS	90,292	93,314	105,081	96,897
PARAEDUCATOR SMITH SCHOOL	12,892	16,074	29,492	31,363
SUBTOTAL	2,785,963	2,871,970	3,035,555	3,016,491
PURCHASED SERVICES				
SCHOLASTIC APTITUDE TEST	1,938	4,500	4,500	4,500
COLLEGE PLANNING PROGRAMS	6,057	2,458	6,500	6,500
SUBTOTAL	7,994	6,958	11,000	11,000
SUPPLIES/MATERIALS				
SUPPLIES	8,303	7,009	9,000	9,000
50-YEAR REUNION	1,317	1,004	1,800	1,800
TECHNOLOGY - SOFTWARE	25,914	24,320	26,881	26,881
SUBTOTAL	35,534	32,333	37,681	37,681
OTHER				
DUES/FEES	0	0	500	500
TOTAL	2,829,491	2,911,261	3,084,736	3,065,672

PROGRAM 1500: HEALTH EDUCATION & PHYSICAL EDUCATION

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	* 0.80 *	0.80 *	0.80 *	0.80 *
TEACHERS	21.20	21.20	21.20	20.20

SALARIES

ADMINISTRATIVE	136,059	138,161	147,723	147,723
TEACHERS	2,245,197	2,351,465	2,433,773	2,321,197
LIFEGUARD	1,768	2,898	1,875	1,875
FIELD TRIPS	0	0	0	0
SUBTOTAL	2,383,024	2,492,524	2,583,371	2,470,795

PURCHASED SERVICES

HUMAN GROWTH SEMINAR	2,962	3,554	4,200	4,200
RESOURCE SPEAKERS	800	720	1,000	1,000
PRINTING	324	168	600	600
SUBTOTAL	4,086	4,442	5,800	5,800

SUPPLIES/MATERIALS

INSTRUCTIONAL MATERIALS	10,685	12,618	10,500	10,500
TECHNOLOGY - SOFTWARE	398	0	1,297	1,297
SUBTOTAL	11,082	12,618	11,797	11,797

OTHER

DUES/FEES	2,842	3,140	4,000	4,000
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TOTAL	2,401,034	2,512,725	2,604,968	2,492,392
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* DIRECTOR TEACHES .20

PROGRAM 1600: HEALTH SERVICES

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
NURSES	15.00	15.00	15.00	15.00
SALARIES				
NURSES	934,920	969,046	1,023,789	1,125,091
PARAEDUCATORS	10,666	11,706	9,885	9,885
NURSES, P-T	38,273	66,521	65,187	64,610
SUMMER HELP	13,854	2,470	10,000	10,000
SUBTOTAL	997,713	1,049,744	1,108,861	1,209,586
PURCHASED SERVICES				
MEDICAL ADVISOR	2,000	2,000	2,000	2,000
LIABILITY INSURANCE	1,034	1,032	1,279	795
SUBTOTAL	3,034	3,032	3,279	2,795
SUPPLIES/MATERIALS				
SUPPLIES	7,335	8,595	9,500	9,500
PUBLICATIONS	0	79	225	225
SUBTOTAL	7,335	8,673	9,725	9,725
OTHER				
TRAVEL	0	0	900	900
TOTAL	1,008,082	1,061,449	1,122,765	1,223,006

PROGRAM 1900: LIBRARY MEDIA

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
MEDIA SPECIALISTS	9.00	9.00	9.00	9.00
PARAEDUCATORS	11.00	11.00	11.00	11.00
SALARIES				
LIBRARIANS/MEDIA SPECIALISTS	997,409	1,030,935	1,056,435	1,056,435
PARAEDUCATORS	364,160	390,555	396,920	401,954
SUMMER, CERTIFIED/CLASSIFIED	9,705	13,972	13,356	13,356
SUBTOTAL	1,371,273	1,435,462	1,466,711	1,471,745
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	62,554	48,254	50,000	50,000
TECHNOLOGY - SOFTWARE	44,711	42,124	45,000	45,000
SUBTOTAL	107,265	90,378	95,000	95,000
OTHER				
DUES/FEES	693	0	1,000	1,000
	1,479,231	1,525,840	1,562,711	1,567,745

PROGRAM 2000: MUSIC

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	* 0.80 *	0.80 *	0.80 *	0.80 *
TEACHERS	17.50	17.60	17.60	17.60
SALARIES				
ADMINISTRATIVE	140,609	143,421	147,723	147,723
TEACHERS	1,836,913	1,956,263	2,061,655	2,069,080
FIELD TRIPS	3,499	2,512	3,600	3,600
SUBTOTAL	1,981,021	2,102,196	2,212,978	2,220,403
PURCHASED SERVICES				
GUEST CONDUCTORS	1,950	2,400	2,800	2,800
ARTIST IN RESIDENCE	3,900	4,005	5,000	5,000
SUBTOTAL	5,850	6,405	7,800	7,800
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	16,757	19,522	20,475	20,475
TECHNOLOGY SOFTWARE	2,392	2,392	2,380	2,380
SUBTOTAL	19,149	21,914	22,855	22,855
OTHER				
ENTRANCE FEES/DUES	946	831	1,710	1,710
EQUIPMENT				
NEW	13,584	22,801	0	0
REPLACEMENT	16,077	26,723	0	0
SUBTOTAL	29,661	49,524	0	0
TOTAL	2,036,628	2,180,870	2,245,343	2,252,768

* DIRECTOR TEACHES .20

PROGRAM 2100: OPERATIONS & MAINTENANCE

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
SUPERVISION	3.00	3.00	3.00	3.00
SECRETARIAL	1.00	1.00	1.00	1.00
CUSTODIANS	59.50	59.50	59.50	59.50
MAINTAINERS	13.00	13.00	13.00	13.00

SALARIES

SUPERVISION	333,299	349,451	359,908	359,908
SECRETARIAL	57,470	60,842	63,814	63,814
CUSTODIAL	3,435,767	3,547,994	3,722,895	3,947,726
MAINTENANCE	946,159	970,500	1,011,772	1,087,602
SUMMER/ PART-TIME	163,502	118,334	80,000	80,000
COVERAGE	343,760	316,410	255,000	255,000
SUBTOTAL	5,279,958	5,363,532	5,493,389	5,794,050

PURCHASED SERVICES

TESTING/INSPECTION/MONITOR	195,641	160,837	151,700	151,700
CONTRACTED SVCS.-BY BUILDING	564,676	490,378	527,500	527,500
CONTRACTED SVCS.-SYSTEMWIDE	322,564	286,577	284,600	284,600
MAINTENANCE PROJECTS, CONTR.	104,803	43,638	130,000	130,000
INSURANCE-PROPERTY/BOILER	182,575	259,308	279,995	195,981
VEHICLE MAINTENANCE	3,387	14,269	11,000	11,000
LEASED OFFICE SPACE	284,003	290,731	0	299,798
SUBTOTAL	1,657,649	1,545,738	1,384,795	1,600,579

SUPPLIES/MATERIALS

CUSTODIAL SUPPLIES	501,920	362,065	285,200	285,200
MAINTENANCE SUPPLIES	202,730	198,112	160,000	160,000
MAINTENANCE PROJECTS, SUPL.	111,371	105,491	110,000	110,000
TECHNOLOGY - SOFTWARE	14,211	15,599	18,500	18,500
SUBTOTAL	830,232	681,267	573,700	573,700

OTHER

TRAVEL REIMBURSEMENT	7,200	7,200	7,200	7,200
SPECIAL PROJECTS	2,464,830	31,093	290,000	290,000
DUES/FEES	1,570	1,317	2,000	2,000
SUBTOTAL	2,473,600	39,610	299,200	299,200

EQUIPMENT

NEW	3,941	119,527	40,159	40,159
REPLACEMENT	72,156	23,092	0	0
SUBTOTAL	76,097	142,619	40,159	40,159

TOTAL	10,317,536	7,772,766	7,791,243	8,307,688
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PROGRAM 2200: UTILITIES

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
WATER	193,694	210,609	200,050	200,050
SEWER	35,177	33,448	36,192	36,192
POWER	1,898,402	1,833,028	1,896,146	1,896,146
GAS, MISC.	16,844	15,451	21,030	21,030
HEAT (OIL/GAS)	466,177	489,989	567,000	567,000
ENERGY CONSERVATION INITIATIVES	56,752	64,237	55,000	55,000
TELEPHONE	145,954	168,284	155,000	155,000
TELECOMMUNICATIONS	33,228	33,228	45,000	45,000
TELECOM REPAIR/MNTC	10,293	33,650	25,000	25,000
TELECOMMUNICATIONS/NEW EQUIPMENT	2,332	1,245	2,000	2,000
TOTAL	2,858,853	2,883,169	3,002,418	3,002,418

PROGRAM 2300: PROGRAM & STAFF DEVELOPMENT

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
PROGRAM DEVELOPMENT				
CURRICULUM DEVELOPMENT	123,929	80,368	125,000	100,000
TEST SCORING	0	0	0	0
TESTING SUPPLIES	0	0	3,500	3,500
SUPPLIES	0	1,500	5,000	5,000
RECRUITMENT	1,014	2,339	1,000	1,000
SUBTOTAL	124,943	84,207	134,500	109,500
STAFF DEVELOPMENT				
PROF.MTGS., ADMINISTRATORS	3,428	7,694	6,000	6,000
PROF.MTGS., CERTIFIED	128,514	132,329	130,000	130,000
PROF.MTGS., CLASSIFIED	9,785	16,844	9,000	9,000
PROFESSIONAL DUES	17,151	20,451	18,000	18,000
TUITION REIM.-TEACHERS	161,262	172,580	187,500	187,500
TUITION REIM.-ADMINS.	5,160	11,447	15,000	15,000
TUITION REIM.-SECY/PARA/NON-CONTRACT	1,375	4,818	7,000	7,000
SUBTOTAL	326,674	366,163	372,500	372,500
OTHER				
PUBLICATIONS	8,017	4,113	2,500	2,500
TOTAL	459,634	454,483	509,500	484,500

PROGRAM 2400: TRANSPORTATION

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
SUPERVISION	2.00	2.00	2.00	2.00
SECRETARIAL	1.00	1.00	1.00	1.00
BUS YARD PERSONNEL	5.00	5.00	5.00	5.00
SALARIES				
SUPERVISION	193,751	199,503	205,428	205,428
SECRETARIAL	57,495	49,928	62,005	62,005
DAY RATE DRIVERS	1,921,869	1,966,794	2,068,646	2,068,646
MISC. DRIVER ACTIVITIES	53,489	60,438	74,075	74,075
OVERTIME	43,586	56,824	48,857	48,857
SCHOOL CROSSING GUARDS	144,581	150,913	151,918	151,918
IN-SERVICE TRAINING	33,282	29,629	44,019	44,019
BUS YARD PERSONNEL	247,806	273,328	328,875	380,831
MAGNET SCHOOL DRIVERS	9,470	11,097	17,692	17,692
SUBTOTAL	2,705,329	2,798,454	3,001,515	3,053,471
PURCHASED SERVICES:				
VEHICLE RENTAL	55,020	55,020	55,260	55,260
MEDICAL ADVISOR	14,736	15,668	15,000	15,000
PUPIL/BUS SAFETY EDUC.	9,599	0	9,412	9,412
REPAIRS/PARTS	188,637	205,533	160,000	160,000
MAGNET SCHOOL VEH. RENTAL	26,640	26,640	26,640	26,640
INSURANCE/VEHICLE	112,781	168,644	185,507	129,845
CONTRACTED TRAINING	4,053	4,505	4,800	4,800
SUBTOTAL	411,466	476,010	456,619	400,957
SUPPLIES/MATERIALS				
FUEL	394,530	342,614	421,950	505,009
MAGNET SCHOOL FUEL	5,139	5,192	4,900	4,900
LUBRICANTS	23,290	33,536	31,360	31,360
TIRES/TUBES	47,001	59,919	52,650	52,650
SUPPLIES/UNIFORMS	12,460	16,704	16,000	16,000
PUBLICATIONS	0	243	200	200
TECHNOLOGY - SOFTWARE	84,064	64,207	62,724	62,724
SUBTOTAL	566,483	522,415	589,784	672,843
OTHER				
TRAVEL	6,969	5,503	7,782	7,782
DUES/FEEES	4,992	4,308	5,500	5,500
SUBTOTAL	11,961	9,811	13,282	13,282
EQUIPMENT				
NEW	0	13,189	0	0
REPLACEMENT	647,080	708,505	48,500	48,500
SUBTOTAL	647,080	721,694	48,500	48,500
TOTAL	4,342,320	4,528,384	4,109,700	4,189,053
MAGNET SCHOOL OFFSET		0	(10,400)	(10,400)
BUDGET TOTAL	4,342,320	4,528,384	4,099,300	4,178,653

PROGRAM 2700: SPECIAL EDUCATION

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	9.00	14.00	14.00	14.00
SPECIAL ED TEACHERS	58.00	54.00	56.00	56.00
SPEECH TEACHERS	11.80	11.80	13.40	13.00
PSYCHOLOGISTS	17.00	17.00	17.00	17.00
SOCIAL WORKER / BCBA	4.00	5.00	7.00	7.00
SECRETARIAL	5.00	5.00	5.00	5.00
PARAEDUCATORS	84.00	84.00	89.00	89.00
GENERAL SERVICES DRIVERS	2.00	2.00	2.00	2.00
CERTIFIED - IDEA B GRANT	5.00	12.60	7.00	7.00
CLASSIFIED - IDEA B GRANT	9.50	17.00	12.00	11.00
TEACHER - PRE-SCHOOL GRANT	0.50	0.50	0.50	0.50
SALARIES				
ADMINISTRATIVE	1,377,607	2,186,403	2,295,598	2,308,288
TEACHERS (SPECIAL ED)	5,543,344	5,620,211	5,966,487	5,863,928
TEACHERS (SPEECH)	1,217,892	1,353,713	1,477,081	1,441,297
PSYCHOLOGISTS	1,689,108	1,692,250	1,839,704	1,845,971
SOCIAL WORKER / BCBA	345,177	599,365	633,569	641,206
SECRETARIAL	242,648	270,323	326,152	326,152
PARAEDUCATORS	2,428,765	2,957,947	2,946,592	2,939,896
TUTORS	608,689	622,872	657,838	657,838
PARAEDUCATORS, P-T	547,206	607,383	692,601	653,893
OCCUP./PHYS. THERAPY	730,306	795,307	795,950	795,950
VAN DRIVERS/MONITORS	829,321	867,901	916,463	916,463
DRIVERS(GENERAL SERVICES)	122,180	119,030	119,684	126,506
ALT. AFTER-SCHOOL PROGRAMS	99,767	35,573	70,000	70,000
SUMMER PROGRAMS	344,055	398,120	360,500	411,860
FIELD TRIPS	14,938	18,564	15,000	15,000
SUBTOTAL	16,141,003	18,144,962	19,113,219	19,014,248
PURCHASED SERVICES				
VEHICLE RENTAL	222,060	222,060	222,060	222,060
TUITION	2,986,977 ¹	2,617,949 ²	2,209,887 ³	2,209,887 ⁴
MODULAR CLASSROOM LINKS	150,820	226,230	226,230	226,230
AUDIOLOGICAL MNTC.	13,910	909	15,000	15,000
COCHLEAR IMPLANT SUPPORT	8,266	8,514	8,500	8,500
INTERPRETER SERVICES	4,118	4,154	4,500	4,500
HEARING IMPAIRED	47,695	46,930	55,000	55,000
EVALUATIONS	25,198	55,147	20,000	60,000
LEGAL FEES	98,548	76,967	100,000	100,000
SUBTOTAL	3,557,590	3,258,860	2,861,177	2,901,177
SUPPLIES/MATERIALS				
SUPPLIES	101,019	109,608	112,000	112,000
OTHER				
DUES & FEES	594	212	1,500	1,500
EXCESS COST OFFSET	0	0	(2,266,000)	(2,266,000)
BUDGET TOTAL	19,800,207	21,513,642	19,821,896	19,762,925

Links Revenue Offset Tuition:

1. **\$2,341,238**
2. **\$2,837,936**
3. **\$2,700,000 Projected (used in addition to tuition)**
4. **\$2,700,000 Projected (used in addition to tuition)**

PROGRAM 2800: ATHLETICS & CLUBS

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ATHLETIC DIRECTOR	1.00	1.00	1.00	1.00
ASSISTANT ATHLETIC DIRECTOR	1.00	1.00	1.00	1.00
SECRETARIAL	1.50	1.50	1.50	1.50
ATHLETIC TRAINERS	2.00	2.00	2.00	2.00
SALARIES				
ATHLETIC DIRECTOR	175,761	179,276	184,654	184,654
ASSISTANT ATHLETIC DIRECTOR	87,427	90,023	92,697	92,697
SECRETARIAL	74,355	78,548	88,057	100,849
ATHLETIC TRAINERS	74,498	154,038	156,818	156,818
COACHES	756,549	778,021	810,473	810,473
SUMMER COACHES	39,393	43,533	58,373	58,373
LIFEGUARDS	14,457	11,848	8,500	12,500
INTRAMURALS	9,555	11,230	16,000	12,000
STUDY HALL MONITORS	12,253	13,556	12,731	12,731
ACTIVITY ADVISORS	376,280	387,333	410,000	410,000
TRANSPORTATION/ATHLETIC	73,710	71,216	78,880	78,880
TRANSPORTATION/ACTIVITY	22,524	20,724	33,453	25,453
TRANSPORTATION/CLUBS	101	282	1,000	1,000
SUBTOTAL	1,716,862	1,839,628	1,951,636	1,956,428
PURCHASED SERVICES				
PHYSICIAN	0	0	500	500
GAME/PRACTICE EXPENSES	226,606	220,286	229,345	229,345
RECONDITIONING/REPAIRS	0	9,094	23,500	23,500
OFFICIALS	58,205	59,403	60,810	60,810
G.H.S. NEWSPAPER	645	0	2,500	2,500
LITERARY MAGAZINE	3,300	3,300	3,300	3,300
ATHLETIC TRAINING SERVICES	11,327	3,750	0	0
MATH LEAGUE	0	1,125	1,000	1,000
VEHICLE RENTAL	94,685	125,779	104,475	104,475
INSURANCE	21,450	21,450	21,450	21,450
LEASED SPACE	48,000	0	0	0
SUBTOTAL	464,218	444,187	446,880	446,880
SUPPLIES/MATERIALS				
SUPPLIES/UNIFORMS	118,813	94,830	52,044	52,044
TECHNOLOGY - SOFTWARE	30,265	36,498	35,000	35,000
ELEMENTARY ACTIVITY CLUB	689	674	1,000	1,000
SMITH MIDDLE ACTIVITY CLUB	5,362	3,915	4,000	4,000
HIGH SCHOOL ACTIVITY CLUB	3,702	8,179	4,000	4,000
SUBTOTAL	158,831	144,096	96,044	96,044
OTHER				
LEAGUE DUES/EXPENSES	6,587	7,290	7,200	7,200
TOTAL	2,346,498	2,435,201	2,501,760	2,506,552

PROGRAM 3000: AGRISCIENCE & TECHNOLOGY 9-12

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	0.10	0.10	0.10	0.10
TEACHERS	4.00	4.00	4.00	4.00
SALARIES				
SUPERVISION	17,576	17,928	18,465	18,465
TEACHERS	342,679	377,919	411,863	412,657
SECRETARIAL, P-T	15,099	9,777	17,715	17,715
STUDENT HELP, P-T	2,570	2,678	3,388	3,388
FIELD TRIPS	1,972	1,083	1,000	1,000
SUBTOTAL	379,896	409,385	452,431	453,225
PURCHASED SERVICES				
TRANSPORTATION/MENTOR PROGRAM	0	0	1,000	1,000
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	41,199	43,521	40,000	40,000
PRINTING/PUBLICATIONS	1,498	0	2,000	2,000
TECHNOLOGY SOFTWARE	5,116	0	300	300
SUBTOTAL	47,812	43,521	42,300	42,300
OTHER				
STUDENT SUPERVISION	0	0	1,800	1,800
TEACHERS TRAVEL/MEETINGS	0	0	1,200	1,200
DUES/FEES	1,296	2,030	2,376	2,376
SUBTOTAL	1,296	2,030	5,376	5,376
EQUIPMENT				
NEW/RPLC EQUIPMENT (SYSTEMWIDE)	84,609	0	0	0
TOTAL	513,613	454,936	501,107	501,901

PROGRAM 3100: ELEMENTARY OPERATIONS K-6

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	* 6.00 *	6.00 *	6.00 *	6.00 *
SECRETARIAL	6.00	6.00	6.00	6.00
PARAEDUCATORS	12.00	12.00	12.00	12.00
SALARIES				
ADMINISTRATIVE	1,090,454	1,118,641	1,145,228	1,141,228
SECRETARIAL	384,138	374,650	407,179	407,179
CLERICAL, P-T	9,839	12,935	8,000	8,000
PARAEDUCATORS	362,091	363,681	345,431	329,612
GREETERS	141,360	143,861	154,549	154,549
TEAM LEADERS STIPENDS (GW)	15,965	16,445	16,940	16,940
PARAEDUCATORS, P-T	335,804	355,646	373,532	373,532
SUBTOTAL	2,339,651	2,385,859	2,450,859	2,431,040
PURCHASED SERVICES				
PRINTING	456	569	750	750
COPIERS	161,838	220,122	145,000	175,000
SUBTOTAL	162,294	220,691	145,750	175,750
SUPPLIES/MATERIALS				
PUBLICATIONS	164	94	500	500
SUPER STAR PROGRAM (GW)	0	0	500	500
SCHOOL FUNCTION COSTS	4,239	4,795	7,500	7,500
WELCOME DAY/COMM CONNECTORS	2,424	532	5,000	0
SUBTOTAL	6,827	5,421	13,500	8,500
OTHER				
TRAVEL REIMBURSEMENT	15,282	15,047	18,000	18,000
DUES/FEES	0	0	500	0
SUBTOTAL	15,282	15,047	18,500	18,000
TOTAL	2,524,053	2,627,018	2,628,609	2,633,290

* Special Education Supervisors/Elementary Assistant Principals are reflected in Prog 2700, Special Education

PROGRAM 3200: SECONDARY OPERATIONS 7-12

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	8.00	8.00	8.00	8.00
SECRETARIAL	13.50	13.50	13.50	13.50
PARAEDUCATORS	7.00	7.00	7.00	7.00
IN-SCHOOL SUSPENSION MONITOR	1.00	1.00	1.00	1.00
SECONDARY STAFFING	0.00	0.00	(3.40)	0.00
SALARIES				
ADMINISTRATIVE	1,402,065	1,415,902	1,491,258	1,444,593
SECRETARIAL	882,597	912,302	931,496	915,138
PARAEDUCATORS	202,883	219,877	241,328	241,328
IN-SCHOOL SUSPENSION MONITOR	39,114	38,980	44,729	44,729
SATURDAY PROGRAM (GHS)	9,260	9,703	10,000	10,000
SATURDAY SCHOOL SUPV. (SMITH)	3,512	2,796	4,500	4,500
TEAM LEADERS (SMITH)	28,737	29,602	30,492	30,492
SECONDARY STAFFING	0	0	(332,000)	0
SUBTOTAL	2,568,167	2,629,162	2,421,803	2,690,780
PURCHASED SERVICES				
PRINTING	2,848	390	1,500	1,500
MANDATED STUDENT TESTING	0	0	500	500
CULTURAL ARTS/GHS	0	0	5,000	5,000
SCHOOL CLIMATE/SMITH	2,161	400	2,000	2,000
NEASC EVALUATIONS	0	0	0	25,000
COPIERS	152,909	181,892	155,000	155,000
SECONDARY MAGNET	(136,022)	(125,000)	(125,000)	(125,000)
SUBTOTAL	21,896	57,682	39,000	64,000
SUPPLIES/MATERIALS				
SUPPLIES	80,708	63,489	32,000	32,000
PUBLICATIONS	216	555	1,275	1,275
GRADUATION EXPENSES	78,863	78,633	78,000	78,000
SCHOOL FUNCTION COSTS	15,052	18,323	15,500	15,500
SUBTOTAL	174,839	161,000	126,775	126,775
OTHER				
TRAVEL REIMBURSEMENT	16,836	17,800	18,000	18,000
NE & CT ASSOCIATION DUES	10,455	11,430	11,000	11,000
SUBTOTAL	27,291	29,230	29,000	29,000
TOTAL	2,792,193	2,877,074	2,616,578	2,910,555

PROGRAM 3300: SYSTEMWIDE SUPPORT SERVICES

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
ADMINISTRATIVE	5.00	5.00	5.00	5.00
OSHA SAFETY OFFICER	0.32	0.32	0.32	0.32
COMMUNICATION STAFF	1.50	1.50	1.50	1.50
ADMIN/BUSINESS SUPPORT STAFF	9.00	10.00	10.00	10.00
SECURITY SERVICES	16.00	16.00	16.00	16.00
SALARIES				
ADMINISTRATIVE	1,146,810	1,192,076	1,227,470	1,169,490
ADMIN/BUSINESS SUPPORT STAFF	714,059	793,084	851,518	867,459
COMMUNICATION STAFF	153,900	158,578	165,052	165,052
SECURITY SERVICES	830,142	853,340	889,816	889,816
SECRETARIAL, PART-TIME	5,730	5,467	9,687	9,687
SECRETARIAL, OVER-TIME	0	59	4,000	4,000
TUTOR STEAM LAB	25,825	17,641	36,436	36,436
SUBTOTAL	2,876,467	3,020,245	3,183,979	3,141,940
PURCHASED SERVICES				
AUDIT	33,155	16,580	33,155	33,155
LEGAL FEES	29,192	20,685	30,000	60,000
EQUIPMENT MAINTENANCE	25,309	29,431	40,000	40,000
COPIERS	50,348	46,330	60,000	60,000
LIABILITY INSURANCE	290,541	220,726	239,075	253,992
FIDELITY BOND	3,240	5,152	5,667	5,644
INSURANCE DEDUCTIBLES	13,008	34,660	40,000	40,000
PUBLIC INFORMATION	19,933	18,887	20,000	20,000
RESEARCH	87,395	9,328	0	0
POSTAGE	49,939	47,521	50,000	50,000
ADVERTISING/RECRUITING	5,281	0	3,500	3,500
PRINTING	17,095	14,835	18,000	18,000
ADULT EDUCATION (MANDATED)	86,515	88,579	89,478	89,478
SUBTOTAL	710,950	552,714	628,875	673,769
SUPPLIES/MATERIALS				
PUBLICATIONS	0	35	1,000	1,000
SUPPLIES	36,134	44,266	40,000	40,000
SECURITY SUPPLIES	5,134	5,381	7,000	7,000
SUBTOTAL	41,268	49,682	48,000	48,000
OTHER				
BOARD OF EDUC. EXPENSES	16,734	34,539	25,000	25,000
SUPT. OFFICE EXPENSES	25	0	2,000	2,000
PROFESSIONAL MEMBERSHIP/SY	8,304	7,961	12,000	12,000
PROFESSIONAL EXPENSES	281	148	7,500	7,500
TRAVEL	20,742	22,127	20,000	20,000
CABE DUES	26,262	26,929	27,000	27,000
CREC DUES	1,135	1,139	1,750	1,750
SUBTOTAL	73,483	92,843	95,250	95,250
EQUIPMENT				
NEW/RPLC EQUIPMENT (SYSTEMWIDE)	336,412	240,847	0	0
STEAM	1,995	0	0	0
SUBTOTAL	338,407	240,847	0	0
TOTAL	4,040,575	3,956,331	3,956,104	3,958,959

PROGRAM 3400: FRINGE BENEFITS & SUBSTITUTES

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
CLASSROOM/SUBS (FT PARAS)	15.00	17.00	17.00	17.00

SALARIES

SUBSTITUTES (TEACHER)	591,260	588,866	669,250	658,000
SUBSTITUTES (NURSE)	34,935	32,932	40,000	40,000
CLASSROOM/SUBS (FT PARAS)	359,656	431,081	477,324	477,324
ILLNESS COVERAGE (CLASSIFIED STAFF)	0	17,101	10,000	10,000
CONTRACTUAL RETIREMENT/RESIGN	122,526	226,621	145,000	145,000
SABBATICAL	0	0	0	0
NEGOTIATIONS	0	0	267,406	0 *
NON-AFFILIATED ADJUSTMENTS	0	0	20,000	0
DEGREE CHANGES	0 ¹	0 ²	100,000	0 ³
PERSONNEL TURNOVER	0 ⁴	0 ⁵	(200,000)	0 ⁶
SUBTOTAL	1,108,377	1,296,601	1,528,980	1,330,324

EMPLOYEE BENEFITS

DISABILITY INSURANCE	50,179	47,426	63,430	50,000
LIFE INSURANCE	227,597	236,857	256,335	241,335
HEALTH INSURANCE	14,825,046	16,292,078	19,973,536	19,907,984
RETIREMENT/CLASSIFIED	2,904,487	2,943,390	2,914,817	2,918,885
SOCIAL SECURITY/EMPLOYER SHARE	2,844,759	2,964,847	3,116,170	3,116,170
WORKERS COMPENSATION	401,935	486,951	505,000	505,000
UNEMPLOYMENT COMPENSATION	23,894	22,370	35,000	35,000
EMPL. MANDATED SCREENING	0	0	500	500
PROFESSIONAL TECHNICAL SERVICES	0	0	0	11,250
EMPLOYEE RELATIONS	41,135	47,245	28,000	28,000
SUBTOTAL	21,319,032	23,041,164	26,892,788	26,814,124
TOTAL	22,427,409	24,337,765	28,421,768	28,144,448

Footnotes:

Degree Changes

1. \$126,762

2. \$139,856

3. \$119,299

Personnel Turnover

4. (340,103)

5. (502,337)

6. (481,169)

* Nurses, Custodians, PT Paraeducators

PROGRAM 3600: TECHNOLOGY SUPPORT SERVICES

	ACTUAL 2024-2025	ACTUAL 2025-2026	BOARD APPROVED 2026-2027	FALL REVISED 2026-2027
POSITIONS (FTE)				
COORDINATORS	6.00	6.00	6.00	6.00
TECHNOLOGY SPECIALISTS	13.00	13.00	13.00	13.00
SECRETARIAL	1.00	1.00	1.00	1.00
SALARIES				
COORDINATORS	427,466	620,216	608,120	598,223
TECHNOLOGY SPECIALISTS	892,377	865,172	923,894	928,904
TECHNOLOGY MAINTENANCE, P-T	230,017	112,861	134,986	120,000
SECRETARIAL	71,613	74,273	76,106	76,106
SUBTOTAL	1,621,473	1,672,522	1,743,106	1,723,233
PURCHASED SERVICES				
TECHNOLOGY SUPPORT	146,484	117,248	150,000	130,000
EQUIPMENT MAINTENANCE/AV	40,255	40,516	40,000	40,000
COMPUTER MAINTENANCE	41,480	39,623	45,000	45,000
SUBTOTAL	228,220	197,387	235,000	215,000
SUPPLIES/MATERIALS				
SOFTWARE	810,121	852,476	852,000	852,000
SUPPLIES (SYSTEMWIDE)	69,894	16,017	63,000	33,000
SUBTOTAL	880,015	868,493	915,000	885,000
PROGRAM/STAFF DEVELOPMENT				
IN-SERVICE, CLASSIFIED	2,522	6,341	3,000	3,000
PROF. MTGS., CLASSIFIED	0	0	3,000	3,000
SUBTOTAL	2,522	6,341	6,000	6,000
OTHER				
DUES/FEES	1,160	1,020	2,500	2,500
SUBTOTAL	1,160	1,020	2,500	2,500
EQUIPMENT				
TECHNOLOGY REPLACEMENT PROGRAM	1,247,167	1,197,112	1,200,000	1,200,000
REPLACE/REPAIR	36,998	22,149	47,000	47,000
NEW/AV EQUIPMENT	56,894	46,748	57,000	57,000
NEW TECHNOLOGY RELATED EQUIPMENT	42,002	47,057	42,100	42,100
REPLACEMENT/AV EQUIPMENT	117,645	113,203	118,000	118,000
SUBTOTAL	1,500,706	1,426,269	1,464,100	1,464,100
TOTAL	4,234,096	4,172,032	4,365,706	4,295,833

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

Title of Report: Teacher Education and Mentor (TEAM) Cooperating Teacher and Mentor Approval

Board Meeting Date: October 26, 2026

Action: X

Report:

Information:

Discussion:

TEAM-trained cooperating teachers and mentors are teacher leaders selected by the district to support student teachers, interns, and beginning educators at Glastonbury Public Schools.

The following individuals named below are being presented for Board of Education approval to serve as TEAM-trained mentors and/or cooperating teachers for beginning and preservice educators, as needed.

As Connecticut transitions to TEAM 2.0, mentor teachers are engaging in updated training designed to support the revised mentoring framework and expectations. The district has begun facilitating this additional training for existing TEAM mentors who have expressed interest in serving in this capacity.

Lisa Bertheume	Gr. 1	Naug Elementary School
Adriana Bruno	Art	Gideon Welles School
Marissa Carlson	Spec. Ed.	Naug Elementary School
Kim Chaplinsky	Gr. 4	Hebron Avenue School
Allison Cook	Gr. 5	Naug Elementary School
Nathalie Cooney	Gr. K	Hopewell Elementary School
Jennifer Custer	Gr. 2	Buttonball Lane School
Laurie Donahue	CTE	Glastonbury High School
Christine Gilbert	AgriScience	Glastonbury High School
Joli Goodwin	Spec. Ed.	LINKS
Cathy Hallowell	Mathematics	Glastonbury High School
Mary MacFarland	Spec. Ed.	Hopewell Elementary School
Brian McDermott	Mathematics	Glastonbury High School
Paulen Mena	Gr. 4	Naubuc Elementary School
Megan Phinney	Mathematics	Smith Middle School
Jennifer Rees	Gr. 4	Buttonball Lane School
Phoebe Rockholz	Science	Glastonbury High School
Patrick Scully	Gr. 4	Buttonball Lane School
Annabella Xavier	World Language	Buttonball Lane School / GHS
Brianna Zimmermann	Special Education	Naug Elementary School

Submitted By: Kate Lund

Reviewed By: Scott Hurwitz, Ed.D.

Regular Board of Education Meeting

Monday, October 5, 2026 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Kali Cavanaugh: Present

Mrs. Alison Couture: Present

Mrs. Jennifer Faust: Present

Dr. Douglas Foyle: Present

Ms. Jenn Jennings: Present

Mr. David Peniston, Jr.: Present

Mr. Matthew Saunig: Present

Ms. Julie Thompson: Present

Also Present: Dr. Scott Hurwitz, Superintendent
Russell Crist, 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. Patti Renaud, Director of Communications for GPS, 2026 NSPRA Awards

3.B. Ronda Guberman, Senior Center Supervisor, Golden Ticket Program

3.C. Board Member Announcement and Recognition

Board Member Alison Couture announced her resignation from the Board of Education. The October 5, 2026 Board of Education meeting was announced as her last meeting.

The Board took a five-minute recess from 7:21 pm until 7:26 pm.

4. Student Representatives' Report

4.A. Amalia Baird, Class of 2027

Student Representative Amalia Baird, Class of 2027, shared information about upcoming events and activities 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 an overview of upcoming events at Glastonbury High School.

5. Information Session for Public Comment

James Zeller, 210 Woodland Street, South Glastonbury, shared his thoughts on the draft Board of Education response to the Glastonbury Town Council's financial report request.

Ken Gillingham, 91 Heritage Drive, Glastonbury, thanked Board member Alison Couture for her years of service on the Board of Education. He also requested that he be granted permission to test the two new turf fields.

Larry Niland, 3271 Hebron Avenue, thanked Board Member Alison Couture for her years of service on the Board of Education.

6. Reports and Discussion

6.A. Science/PACE Report

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

6.B. Mathematics/PACE Report

Director of Mathematics Brenda Gregorski shared key points of her report with the Board.

6.C. Art Curriculum Review Report

Director of Art Holly Buckley gave the Board an overview of the report.

6.D. Art Report

Director of Art Holly Buckley reviewed the report's main points with the Board.

6.E. Review of Draft Supplemental Reports for Town Council and Board of Finance

Superintendent of Schools Dr. Scott Hurwitz discussed main components of the report with the Board.

7. Business Requiring Action

7.A. Approval of Submission of the District Consolidated Application for Federal Grants

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

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

7.B. Establish Date for Graduation, Class of 2027

Move that the Board approves Glastonbury High School Graduation for the Class of 2027 to be held on Monday, June 14, 2027. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh:	Yea
Mrs. Alison Couture:	Yea

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

7.C. Approval of Finalized Graduation Date for the 2026-2027 School Calendar

Move that the Board approves the finalized 2026-2027 School Calendar. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

7.D. Approval of Glastonbury High School Student Trip to Hershey, PA

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

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
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. Approval of the Breaking Bias Survey for Glastonbury High School Students

Move that the Board approves the administration of the Breaking Bias survey at Glastonbury High School. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea

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

7.F. Approval of the September 14, 2026 Special Board of Education Meeting Minutes
Move that the Board approves the meeting minutes from the September 14, 2026, Special Board of Education meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

7.G. Approval of the September 14, 2026 Regular Board of Education Meeting Minutes
Move that the Board approves the meeting minutes from the September 14, 2026, Regular Board of Education meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

7.H. Approval of the September 22, 2026 Board of Education Work Session Minutes
Move that the Board approves the meeting minutes from the September 22, 2026, Board of Education Work Session. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Abstain
Mrs. Alison Couture: Abstain
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. Committee and Liaison Reports

Budget Committee Chair Julie Thompson shared additional information from the September 28, 2026 Budget Committee meeting. Highlights from the meeting were also shared during Dr. Hurwitz's overview of the Draft Supplemental Reports for Town Council and Board of Finance.

Facilities Committee Chair Alison Couture provided the Board with an overview of the Facilities Committee meeting held on October 2, 2026.

9. Chairman's Reports

Board Chair Dr. Foyle reminded the Board that the non-certified employee recognition dinner is scheduled for October 7, 2026.

10. Superintendent's Report

10.A. School Enrollment Report, October 2026

10.B. Staff Appointments

10.B.1. Nicole Blomstrann, LINKS Academy, Special Education Teacher

10.B.2. Savanna Meltser, LINKS Academy, Special Education Teacher

10.C. Staff Resignations

10.C.1. Amanda DeLucia

10.D. Gideon Welles School After School Activities, Fall 2026

10.E. Smith Middle School Clubs 2026-2027

10.F. Follow-up to the September 28, 2026 Security Meeting

*The Board of Education plans to enter into an Executive Session to discuss this matter.

Move that the Board adjourn into an executive session to discuss security matters and asks that the Superintendent join them. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The Board adjourned into executive session at 9:24 pm.

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

10.G. Dates to Remember

11. Adjournment

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

DATE: October 5, 2026

SUBJECT: Self Insurance Reserve Update September 2026

The attached report summarizes the Self-Insurance Reserve fund through **September**. The total reserve is **\$6,636,538**, allocated **\$5,484,233** and **\$1,152,305** between the Town and Board of Education, respectively. As of **September**, the fund is experiencing a **\$2,620,518** loss for the fiscal year.

There are **3** large loss claims which are defined as any claims that exceed 50% of the individual stop-loss limit. There are **2** large loss claims for the BOE and **1** for the Town. There are **NO** claims that have exceeded the individual Stop Loss. The Individual stop-loss limit is **\$200,000** for BOE and **\$150,000** for the Town.

cc: Dr. Scott Hurwitz, Superintendent
Karen Bonfiglio, Business Manager

SELF INSURANCE RESERVE FUND

YTD Balances As of September 30, 2026

	Town	Education	Total
Contributions			
Employer	\$990,682	\$1,924,389	\$2,915,071
Employee	303,132	740,193	1,043,324
Stop Loss Reimbursement	55,487	649,248	704,735
Total Revenues	\$1,349,300	\$3,313,830	\$4,663,130
Expenditures			
Anthem			
ASO Fees	\$26,827	\$101,966	\$128,793
Claims	1,147,857	4,763,141	5,910,999
	\$1,174,684	\$4,865,108	\$6,039,792
Delta Dental			
ASO Fees	\$4,785	\$13,898	\$18,682
Claims	52,492	226,595	279,087
	\$57,277	\$240,492	\$297,769
Bank Fees/PCORI Fee/EAP Fee	\$8,322	\$0	\$8,322
CT Prime	226,234	689,031	\$915,265
OneDigital Consultant Fees	4,500	18,000	22,500
	\$239,057	\$707,031	\$946,087
Total Expenditures	\$1,471,017	\$5,812,631	\$7,283,648
Current Year Revenues Less Expenses	(\$121,717)	(\$2,498,800)	(\$2,620,518)
Reserve July 1, 2026	\$5,605,950	\$3,651,105	\$9,257,056
Reserve at end of month	\$5,484,233	\$1,152,305	\$6,636,538

	Town	BOE	Total
Reserve at end of month	\$ 5,484,233	\$ 1,152,305	\$ 6,636,538
Recommended Minimum Reserve ^A	\$ 953,472	\$ 4,314,116	\$ 5,267,588
Variance Over/(Under) Reserved	\$ 4,530,761	\$ (3,161,811)	\$ 1,368,950

A. As of June 2026. The next update will be provided for September 2026.

Glastonbury Public Schools Cumulative Summary of Suspension

School: Glastonbury High School

School Year: 2026-2027

[illegible]

1. Total Number of Suspensions by Month		21									
In-School		21									
Out-of-School		1									
2. No. of 1 Day Suspensions		0									
3. No. of 2-4 Day Suspensions		18									
4. No. of 5-10 Day Suspensions		3									
5. * No. of Different Students Suspended for the Month		21									
6. * No. of Different Students Suspended this Year (Cumulative)		21									
7. * No. of Different Students Suspended More than Once this Month		0									
8. * No. of Students Suspended More than Once this Year (Cumulative)		0									

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.

Glastonbury Public Schools Cumulative Summary of Suspensions

School: Smith Middle School

School Year: 2026-2027[illegible]

1. Total Number of Suspensions by Month	0	1									
In-School	0	1									
Out-of-School	0	0									
2. No. of 1 Day Suspensions	0	0									
3. No. of 2-4 Day Suspensions	0	1									
4. No. of 5-10 Day Suspensions	0	0									
5. * No. of Different Students Suspended for the Month	0	1									
6. * No. of Different Students Suspended this Year (Cumulative)	0	1									
7. * No. of Different Students Suspended More than Once this Month	0	0									
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0									

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.