



REGULAR BOARD OF EDUCATION MEETING

Monday, April 6, 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. FLL Robotics Team - Electronites: Mission Possible/52472
 - B. Kim Herwerth, CT School Counselor Association's Administrator of the Year
4. Student Representatives' Report
 - A. Amalia Baird, Class of 2027
 - B. Ariana Stevenson, Class of 2027
 - C. Taylor Balthazar, Class of 2028
5. Information Session for Public Comment
6. Business Requiring Action
 - A. Approval of Budget Adjustments to the Approved 2026-2027 Board of Education Budget
 - B. Approval of March 23, 2026 Regular Board of Education Meeting Minutes
 - C. Approval of March 31, 2026 Special Board of Education Meeting Minutes
7. Reports and Discussion
 - A. School Reports
 1. Naubuc School
 2. Gideon Welles School
 - B. Spring Professional Learning 2026
 - C. K-3 Reading Waiver Update
8. Committee and Liaison Reports
9. Chairman's Reports
10. Superintendent's Report
 - A. Staff Resignations
 1. Amy Charron
 2. Beth Dayton
 3. Kathleen DeRoehn
 4. Maureen Donohue

5. Cynthia Dysenchuk
6. Elena Juan
7. Diane Troutman
8. Jean Trusz
- B. School Enrollment Report, April 2026
- C. Student Suspension Report, March 2026
- D. Dates to Remember
11. Adjournment
 - A. Please note: It is possible that the Board of Education may go into Executive Session

How to Participate in Board of Education Meeting Public Comments

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

1) In-Person Comment.

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

2) Written Comment.

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

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

Public Comments for BOE Meeting (Responses) 2025-2026

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
4/6/2026 11:54:46	Kenneth Gillingham	91 Heritage Drive	<p>Dear respected BOE,</p> <p>I am providing a set of submissions with relevant information that I believe needs to be on the record about crumb rubber artificial turf. This is in the spirit of science communication. It is important for the BOE and the entire community to have access correct scientific information. I apologize for the multiple comments.</p> <p>Kind Regards, Ken Gillingham</p>
4/6/2026 11:55:31	Kenneth Gillingham	91 Heritage Drive	<p>Some community members have brought up the OEHHA California report on crumb rubber turf multiple times. There are important reasons to be concerned about this study:</p> <ol style="list-style-type: none"> 1)It is not a peer-reviewed study. There are five "reviewers," but all are internal to the agency. All have conflicts of interest not disclosed in the report. 2)PFAS is not considered in the study. There was a single sentence claiming that the analysis did not detect PFAS in a "non-targeted chemical analysis of the crumb rubber" but the study provided no details of what types of PFAS were tested for, what test was done, what the threshold was, what levels were found, and how the hypothesis was rejected. This is not how rigorous science is done. 3)The study is NOT a health impacts study that actually provides measurements on how accumulated exposure to toxins in crumb rubber influences health. Such a study is needed to make any rigorous conclusions about safety. 4)The study itself showed that the combined exposure pathways give a hazard index >1, which indicates real risk, especially for individuals who are more sensitive. Yet the executive summary based their conclusions on a no-risk hazard index estimates for each exposure pathway, which were each <1. The combined is what matters though. 5)They study only included a single field in a location with warmer summers. But warmer weather is when plastic sheds chemicals the most. 6)The report has a literature review that is missing nearly all recent work on the topic. It is even missing papers on the topic published in top science and engineering journals. For example, this paper in the top journal, Proceedings of the National Academy of Sciences, published in 2019 on the topic of crumb rubber infill: https://www.pnas.org/doi/10.1073/pnas.1909886116. Or this excellent review in Science of the Total Environment from 2024: https://www.sciencedirect.com/science/article/pii/S0048969724012920. They base their conclusion at the end in part on their literature review, which is missing key work. From a scientific standpoint, this is egregious.

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
4/6/2026 11:56:20	Kenneth Gillingham	91 Heritage Drive	<p>7)The study had a scientific advisory panel. However, the advisory panel transcripts indicate that the panel of scientists was extremely uncomfortable with the final message from the report and critiqued it, only to have their expertise ignored by the report authors. The scientific panel was especially uncomfortable with the reports claim that crumb rubber turf is “safe.” Rather, they emphasized that the absence of short-run identified risks does not at all mean that the crumb rubber turf is without risk, contrary to the report executive summary. One of the scientists on the panel even explicitly stated that she would not recommend installing crumb rubber turf because of the toxins it contains.</p> <p>8)The study was commissioned, paid for, and coauthored by the organization in California responsible for disposing of old waste tires, CalRecycle. Further, the report is branded misleadingly solely as an OEHHA report.</p> <p>Here is externally peer-reviewed research on toxins and PFAS in tires and in crumb rubber:</p> <p>1)Evaluation of chemicals in crumb rubber turf showing a wide variety of carcinogens (2018) - https://link.springer.com/article/10.1007/s11270-018-3711-7</p> <p>2)Evaluation of carcinogenicity of chemicals in synthetic turf crumb rubber (2019) - https://pubmed.ncbi.nlm.nih.gov/30458352/</p> <p>3)Crumb rubber infill associated with systematic toxicity in an amniote vertebrate (2019) – IN ONE OF THE BEST SCIENTIFIC JOURNALS - https://www.pnas.org/doi/10.1073/pnas.1909886116</p> <p>4)Review of potentially harmful chemicals in crumb rubber – (Journal of Hazardous Materials 2021) - https://pubmed.ncbi.nlm.nih.gov/33513533/</p> <p>5)Artificial turf and crumb rubber infill: An international policy review concerning the current state of regulations (2022) – REVIEW CONNECTING PFAS TO CRUMB RUBBER - https://pubmed.ncbi.nlm.nih.gov/36644410/</p> <p>6)Assessing extraction analysis methodology to detect a class of PFAS in crumb rubber (2023) – KEY STUDY FINDS PFAS IN CRUMB RUBBER - https://www.sciencedirect.com/science/article/pii/S2666016422001025</p> <p>7)Exploring the human health impact of artificial turf worldwide (2024) - https://pubmed.ncbi.nlm.nih.gov/39697377/</p> <p>8)Determination of hazardous and lethal substances in recycled tire rubber materials (2024) – TOP SCIENTIFIC JOURNAL - https://www.sciencedirect.com/science/article/pii/S0048969724028213</p>
4/6/2026 11:56:43	Kenneth Gillingham	91 Heritage Drive	<p>9)Emerging Environmental Impacts of Tire Wear Particles and the Chemical Cocktails (2024) – TOP SCIENTIFIC JOURNAL AND CONNECTS PFAS TO TIRES - https://www.sciencedirect.com/science/article/pii/S0048969724012920</p> <p>10)Artificial Turf Versus Natural Grass: A Case Study of Environmental Effects, Health Risks, Safety, and Cost (2025) https://www.mdpi.com/2071-1050/17/14/6292</p> <p>All of these peer-reviewed articles provide a reason to be concerned. For full transparency, there are few peer-reviewed articles that argue there is not yet a health concern but more work is needed. To anyone reading this, please feel free reach out if any articles are behind a paywall for you.</p>

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
4/6/2026 11:57:33	Kenneth Gillingham	91 Heritage Drive	<p>Finally, I thought it would be helpful to provide some of the evidence with the details on the two cases of FieldTurf crumb rubber fields with PFAS found in independent testing:</p> <p>Portsmouth, NH: https://www.politico.com/newsletters/the-long-game/2022/08/05/its-raining-pfas-00050069 https://subscriber.politicopro.com/article/eenews/2022/08/03/our-community-has-been-deceived-turf-wars-mount-over-pfas-00043459</p> <p>Results of the PFAS testing of stormwater runoff before and after installation of an artificial turf field from a swale near the installation site in Woodbridge, CT in 2022:</p> <p>TARGETED ANALYSIS of runoff Before installation: PFOA: 4.60 ng/L (ppt); PFOS: 5.52 ng/L (ppt) After installation: PFOA: 7.57 ng/L (ppt); PFOS: 6.44 ng/L (ppt); PFBS: 1.39 ng/L (ppt); PFHxA: 3.33 ng/L (ppt); PFHpA: 2.04 ng/L (ppt)</p> <p>These differences are consistent with PFOA from tires in the crumb rubber. Please see this document for details and test results: https://ma-oakbluffs.civicplus.com/DocumentCenter/View/6834/Chandra-Prasad-email-Oct-2-2021</p> <p>In 2024, Oak Bluffs, MA banned the installation of artificial turf of any kind due in part to these very real concerns about PFAS. But it is unquestionably true that the risks can be reduced with safer turf infill. Although there is still reason to be worried about the novel mystery chemicals that FieldTurf is using that have probably never yet been studied. Thank you again for your consideration!</p>

Regular Board of Education Meeting

Monday, March 23, 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. Alan B. Bookman, Superintendent
Dr. Scott Hurwitz, Assistant Superintendent
Kate Lund, Assistant Superintendent
Citizens and Staff Members, representatives of the press

1. Call to Order

Dr. Foyle called the meeting to order at 7:00 pm.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Board of Education Members

4. Student Representatives' Report

4.A. Amalia Baird, Class of 2027

Student Representative, Amalia Baird, Class of 2027 shared updated on events and activities at Glastonbury High School with the Board

4.B. Ariana Stevenson, Class of 2027, was unable to attend.

4.C. Taylor Balthazar, Class of 2028

Student Representative, Taylor Balthazar, Class of 2028, briefed the Board on recent and upcoming activities at Glastonbury High School.

5. Information Session for Public Comment

Jim Miselis, 413 Woodhaven Road, Glastonbury shared his thoughts on turf fields.

DJ McBride, 263 Spring Street Extension, thanked Dr. Bookman for his years of service as Superintendent of Schools.

Joan Brown, 119 Southmill Drive, South Glastonbury shared her thoughts on turf fields.

Rick Eldridge, 108 Southmill Drive, South Glastonbury, shared his thoughts on turf fields.

Lisa Eldridge, 108 Southmill Drive, South Glastonbury, shared her thoughts on turf fields.

Ken Gillingham, 91 Heritage Drive, Glastonbury, shared his thoughts on turf fields.

Dr. Foyle, Board Chair, asked if there were no objections, he would propose to move Item 7.A. Turf Field Construction at Glastonbury High School to be presented at this time. There were no objections and Turf Field Construction at Glastonbury High School was discussed at this time.

7.A. Turf Field Construction at Glastonbury High School

The Board discussed their individual thoughts and concerns regarding the proposed turf fields at Glastonbury High School.

Dr. Foyle, Board Chair, asked if there were no objections, he would propose to move Item 7.B. School Reports to be presented at this time. There were no objections and School Reports were presented at this time.

7.B. School Reports

7.B.1. Hebron Avenue School

Dr. Linda Provost, Principal of Hopewell School, presented the key findings of her report to the Board.

7.B.2. Buttonball Lane School

Janet Balthazar, Principal of Buttonball Lane School, gave an overview of her report to the Board.

6. Business Requiring Action

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

Board moves to accept the Superintendent's recommendation to non-renew fifteen (15) long-term substitute agreements in accordance with the provisions of the Connecticut General Statutes Section 10-151 and that the Superintendent be directed to advise each individual in writing of the Board action. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

6.B. Approval of Revised Board of Education Policy #3542.43 Food Service Charging
Move that the Board approves revised Board of Education Policy #3542.43 Food Service Charging. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mr. David Peniston, Jr.:	Abstain
Mrs. Kali Cavanaugh:	Yea
Mrs. Alison Couture:	Yea
Mrs. Jennifer Faust:	Yea

Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.C. Approval of New Board of Education Policy #6163.12 Library Display and Program
Move that the Board approves new Board of Education Policy #6163.12 Library Display and Program. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

6.D. Approval of Revised Board of Education Policy #6163.1 Library Media Center Selection of Resources
Move that the Board approves revised Board of Education Policy #6163.1 Library Media Center Selection of Resources. 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

6.E. Approval of Revised Board of Education Policy #1313 Complaints Regarding Educational Materials
Move that the Board approves revised Board of Education Policy #1313 Complaints Regarding Educational Materials. 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

6.F. Approval of Revised Board of Education Policy and Regulation #4152.6-4252.6 Family and Medical Leave of Absence

Move that the Board approves revised Board of Education Policy and Regulation #4152.6-4252.6 Family and Medical Leave of Absence. This motion, was made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh.

Board moves to amend the original motion to remove the words “and Regulation”. This amendment to the motion was made by Mr. Matthew Saunig. Dr. Foyle asked if there were no objections, the wording change would be made to the motion. Seeing no objection, the motion was amended.

Board of Education approves the amended motion Board moves to approve revised Board of Education Policy #4152.6-4252.6 Family and Medical Leave of Absence. 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

6.G. Approval of Revised Board of Education Policy #4153-4253 Health and Dental Insurance during Non-FMLA Medical Leave of Absence

Move that the Board approves revised Board of Education Policy #4153-4253 Health and Dental Insurance during Non-FMLA Medical Leave of Absence. 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

6.H. Approval of Revised Board of Education Policy #9020 Board Self-Evaluation
Move that the Board approves revised Board of Education Policy #9020 Board Self-Evaluation.
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

6.I. Approval of Board of Education Planning Framework 2026-2027
Board approves the 2026-2027 Board of Education Planning Framework. 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

6.J. Approval to Combine Regular Board of Education Meetings of April 6, 2026 and April 20,
2026, to be held on April 6, 2026, in Town Council Chambers
Board approves combining the Board of Education meetings of April 6, 2026 and April 20, 2026
to be held on April 6, 2026, in Town Council Chambers. 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

6.K. Approval of March 9, 2026 Meeting Minutes
Move that the Board approves the meeting minutes of Monday, March 9, 2026. 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. Reports and Discussion

- Julie Thompson reminded the Board of the upcoming Budget Committee meeting. This meeting will be held on Monday, March 30, 2026, 9:00 am, at the Central Office.

9. Chairman's Reports

Dr. Foyle had no reports to share.

10. Superintendent's Report:

- Dr. Bookman distributed FFA Spring Banquet invitations to the Board members.
- Referred to Kate Lund to provide an update on a recent Board question on elementary literacy.

10.A. Student Suspension Report, February 2026

10.B. Dates to Remember

11. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The meeting adjourned at 9:10 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

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

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:

Special Board of Education Meeting

Tuesday, March 31, 2026 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Kali Cavanaugh: Present

Mrs. Alison Couture: Absent

Mrs. Jennifer Faust: Present

Dr. Douglas Foyle: Present

Ms. Jenn Jennings: Present

Mr. David Peniston, Jr.: Present

Mr. Matthew Saunig: Present

Ms. Julie Thompson: Present

Matt Saunig participated via ZOOM

Julie Thompson participated via ZOOM

Also Present: Dr. Alan B. Bookman, Superintendent

Dr. Scott Hurwitz, Assistant Superintendent

Kate Lund, Assistant Superintendent

Citizens and Staff Members, representatives of the press

1. Call to Order

Dr. Foyle called the meeting to order at 7:00 pm.

2. Pledge of Allegiance

3. Information Session for Public Comment

Jim Miselis, 413 Woodhaven Road, Glastonbury shared his opposition with the Board regarding the artificial turf fields.

Richard Twilley, 21 Paxton Way, Glastonbury, shared his support with the Board regarding the artificial turf fields.

Samantha Kohlun, 183 Belle Woods Drive, shared her support with the Board regarding the artificial turf fields.

Ryan Kelley, 1726 Manchester Road, Glastonbury, shared his support with the Board regarding the artificial turf fields.

Shane Santora, 191 Manchester Road, Glastonbury, shared his support with the Board regarding the artificial turf fields.

Dante Casdia, 78 Drumlin Road, Glastonbury, shared his support with the Board regarding the artificial turf fields.

Ken Gillingham, 91 Heritage Drive, shared his opposition with the Board regarding the artificial turf fields.

Everett Rumery, 1155 Main Street, shared his support with the Board regarding the artificial

turf fields.

Jackson Fiske, 27 Mark Drive, Glastonbury, shared his support with the Board regarding the artificial turf fields.

Dan Boughton, 35 Checkerberry Lane, Glastonbury, shared his opposition with the Board regarding the artificial turf fields.

Teddy Reid, 37 Strickland Street, Glastonbury, shared his support with the Board regarding the artificial turf fields.

Grady Warren, 173 Tall Timbers Road, Glastonbury, shared his support with the Board regarding the artificial turf fields.

Trish Witkin, 330 Hubbard Street, Glastonbury, shared her support with the Board regarding the artificial turf fields.

Billy Michaels, 168 Belle Woods Drive, Glastonbury, shared his support with the Board regarding the artificial turf fields.

Ian Assante, 2758 Hebron Avenue, Glastonbury, shared his support with the Board regarding the artificial turf fields.

Joshua Kim, 294 George Sound Drive, South Glastonbury, shared his support with the Board regarding the artificial turf fields.

David Kim, 294 George Sound Drive, South Glastonbury, shared his support with the Board regarding the artificial turf fields.

Molly Hennessy, 220 Belle Woods Drive, Glastonbury, shared her support with the Board regarding the artificial turf fields.

Mark Landers, 22 Carriage Drive, Glastonbury, shared his support with the Board regarding the artificial turf fields.

Soleil Blancato, 367 Wickham Road, Glastonbury, shared her support with the Board regarding the artificial turf fields.

Kristen Wolf, 249 Woodfield Crossing, Glastonbury, shared her support with the Board regarding the artificial turf fields.

Kelly, Handrahan, 410 Georgetown Drive, shared her support with the Board regarding the artificial turf fields.

Casey Warren, 173 Tall Timbers Road, Glastonbury, shared his support with the Board regarding the artificial turf fields.

Christine O'Hare, 125 Farmstead Lane, Glastonbury, shared her support with the Board regarding the artificial turf fields.

4. Business Requiring Action

4.A. Turf Field Construction at Glastonbury High School

Move that the Board postpone and to extend this meeting to the May 4, 2026 Regular Board of Education meeting. This motion, made by Mrs. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Failed.

Mrs. Kali Cavanaugh: Yea

Ms. Julie Thompson: Yea

Mrs. Jennifer Faust: Nay

Dr. Douglas Foyle: Nay
Ms. Jenn Jennings: Nay
Mr. David Peniston, Jr.: Nay
Mr. Matthew Saunig: Nay

Move that the Board approves the withdrawal of up to \$830,000 from the nonlapsing fund to pay for incurred expenses for the replacement of the Glastonbury High School stadium track and field with the contractual requirement no PFAS chemicals will exist in the installed fields. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

Move that the Board approves the installation of two (2) new turf fields on fields 12 and 13 at Glastonbury High School with the contractual requirement no PFAS chemicals will exist in the installed fields. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

5. Adjournment

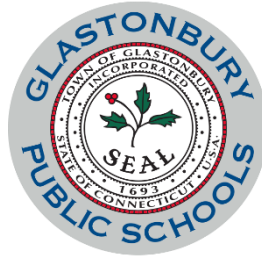
Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The meeting adjourned at 8:57 pm.

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

Ms. Julie Thompson: Yea

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

Respectfully Submitted,
Kali Cavanaugh, Secretary
Approved:



Annual School Report

School: Naubuc School

Prepared by: Michael Litke

Date: April 6, 2026

1. Key Achievements

- Musical, “The Wizard of Oz...Sort of...”
 - The drama club was back this year with over ninety students across grades four and five participating, which is over half of the students.
 - The students were able to try out for roles or work on set design and stage crew.
 - One of the things that made this year a key achievement is the team ran two casts, allowing for twice as many students to have major roles. In total, over 64 students had speaking parts.
 - This is notable because experience has shown that students who have a successful elementary experience are more likely to go out for a school play or musical in future years.
- Build/Nest
 - This year we reflected on our learning from last with our Reset Room. We made modifications to our approach by also adding a Build Room. We continue to have highly successful programming to support student needs.
 - The Reset Room, renamed the Nest, continues to be a place where students can have assigned sensory breaks and student jobs, participate in our mentoring check-in/check-out program or engage in collaborative problem solving. Additionally, this year we added structured opportunities to work through challenges connected to lunch or recess in a supportive and guided environment.
 - The Build Room provides an even higher level of support, allowing students to receive instruction outside of the classroom for targeted times, when needed, as they build the skills necessary to “build back” and be successful.

2. Key Initiatives

- UDL
 - Naubuc is supporting the district wide focus on UDL implementation. Teachers have engaged in professional centered on minimizing barriers and maximizing learning for all students by providing flexible, inclusive, and accessible curriculum, instruction, and assessment.
- MTSS
 - At Naubuc we continue to evolve our MTSS process, grow our Professional Learning Communities and hone our skills examining student work for small group instruction.
- Play Based Learning
 - At Naubuc we have expanded our Play Based Learning initiative to first grade.

3. Opportunities and Improvement

- Instructional Rounds Pilot
 - One opportunity that presented itself this year was to serve as a site school for Instructional Rounds professional learning initiative. Ten Naubuc teachers offered their classrooms to a district team of central office leadership, building administrators and curriculum directors as a lab site for observation and debrief as the district team practiced and honed their observation and feedback skills through this lens.

4. Long-Term Priorities

- Playground Refresh
 - While we have successfully secured grants over the years to add new and modern playground equipment that offers greater challenge and opportunities for collaboration, the core structures of our playgrounds are now approaching the point where replacement is necessary. This is an exciting proposition for Naubuc as playgrounds have evolved over the years.



Annual School Report

School: Gideon Welles School

Prepared by: Kent M. Hurlburt

Date: April 6, 2026

This year's board report was created in collaboration with members of the certified staff at Gideon Welles School.

1. Key Achievements

School Community:

- Five classes transitioned from Hopewell and four from Buttonball to successfully become 5th Grade Navigators.
- Gideon Welles School offers 28 diverse after-school clubs that foster student engagement, creativity, and community building beyond the classroom. One example is our Aerial Silks Club, a fun and empowering after-school club for 5th and 6th graders who want to climb, wrap, and create amazing shapes in the air using aerial silks.
- Exploring the Arts is a dynamic weekly program where 6th grade students engage with artists from diverse disciplines, fostering creativity and cultural understanding. With support from the Hartford Foundation for Public Giving through the Norma and Natale Sestero Fund, we expanded the program this year. We welcomed three new groups to enhance student experiences with modern and West African dance, and Caribbean music.
- EA collaborated with the ELA department's poetry unit, providing interdisciplinary workshops that connected literacy and creative expression. In partnership with the Art Department, the Vignone Gallery residency expanded with Cristina Ruales and GHS students in the National Art Honor Society shared artwork.
- GHS world language students and staff presented during China and Russia Day.
- The Gideon Welles Drama Club brought together more than 100 students for our December musical production of *The Addams Family*. Whether performing onstage, working on the tech crew, or helping with concessions, students gained hands-on experience with every aspect of theatre production.
- Students in both 5th and 6th grade serve as representatives on the Student Council. These members play an active role in supporting school-wide initiatives, such as the bulletin board decorating contest, Kindness Week bingo, and a Soap-er Bowl Challenge.
- Our Students Helping Our Community (SHOC) Club participates in a variety of community outreach projects. These include reading to kindergarten students at Naubuc, repurposing jeans into fabric shoe parts for children in Uganda, and selling pink ribbon keychains to raise awareness for breast cancer.
- Students in 5th and 6th grade participated in World Read Aloud Day (WRAD) February 5, 2026. They had the opportunity to Zoom with 15 authors from across the country.

- Each year, Town Hall meetings are held for fifth and sixth graders to discuss general topics, including successes and areas for improvement.
- We continue to host three orientation nights in April for incoming families, along with an August schedule walk-through for new students.
- The “Be Well” Committee supports the mental, physical, and emotional health of Gideon Welles staff by creating opportunities to relax, connect, and enjoy moments together.
- The PTO has organized our Spooky Stroll, Gingerbread House decorating, cupcake decorating, escape room, and Spring Fling for our 5th and 6th grade students.
- Each team hosts and organizes a community outreach project to engage students in civic responsibility. Team Yukon raised money for the Twilight Wish Foundation with a Tattoo the Teacher event; Team Rio Grande hosted a book drive for the Read to Grow program; Team Congo sponsored a Read-a-Thon to support a local animal shelter; and Team Tigris and 5th grade host food drives in the Fall and Spring.

Awards and Celebrations:

- Gideon Welles has been recognized by ADL Connecticut as a 2024-2025 *No Place for Hate* school for the sixth consecutive year.
- We continue to recognize students with Principal Brag Tag Awards, which highlight our standards of care, respect, and responsibility. To date, 55 students have earned the award.
- We partner with JCJ Architecture to design and build a structure using cans of food. We have placed first in this event for many years, and after the competition, all canned goods are donated to the Glastonbury Food Pantry. This year’s theme is “Perry the Platypus”.
- Lindsey Rodriguez earned an honorable mention in Uconn’s *Letters About Literature*.
- In the fall, we had an author visit by Jack Gantos who offered an informative and engaging presentation to all 6th graders.
- 22 students participated in “Le Grand Concours,” a national French contest where students compete against other students.
- All sixth graders participated in the Geography Bee, answering challenging geographic questions. After several rounds we crowned our school winner for 2026, Elsa Low.
- In January and May, we host three nights of in-person concerts showcasing our 6th Grade Orchestra, Band, and Chorus, along with performances by the Jazz Band, Chamber Orchestra, and Enharmonics. Each group also performs in an annual music festival. The chamber orchestra performs with grades 6-12 in the February Orchestra Festival. The Enharmonics perform with grades 6-12 in the February Chorus Festival. The Jazz Band performs with grades 6-8 in the Smith Middle School Jazz Festival, along with 5 other middle schools. 5th Grade students perform in the December Winter Concert and the May Spring Concert, featuring the Band, Orchestra, and Chorus.
- The Gideon Welles Jazz Band will be attending the first ever Smith Middle School Jazz Festival in April along with 5 other middle schools.
- Enharmonics performed the National Anthem at a Hartford Wolf Pack game in November, 2025. They also performed at the District Choral Festival in February, 2026.
- This year, 25 dedicated sixth-grade students have committed their time and talents to participating in the Math Olympiads for Elementary and Middle Schools (MOEMS) program. We have completed four of the five official competitions, and the team has represented Gideon Welles with focus and determination. We look forward to the final competition and earning recognition at the conclusion of the season.
- We host a Technology Parent Night in which parents are invited to learn more about the use of ParentSquare, PowerSchool, Google Classroom, and more.
- For the third year in a row, during a historical fiction reading unit, students prepared questions to pose to Mr. Andy Sarkany, a local Holocaust survivor from Hungary who presented WWII information and his life story.

- Team Yukon partners with the Connecticut River Salmon Association to raise and release salmon into Salmon River in Colchester to replenish the salmon population in the area.

2. Key Initiatives

- All certified staff received training on MTSS and how Tier 1 strategies and interventions help proactively address students' academic and behavioral needs.
- GWS administration and staff continue to use Restorative Practices to foster community among staff and students while constructively addressing conflict.
- The *Global Day of Unplugging* was held on March 6th and received positive reviews.
- Students participated in creating puzzle pieces, with each piece fitting into a larger design. The theme emphasized that every person fits into the puzzle.
- We participated in the Author in Residence Program with author Nancy Tandon. Over 20 students worked with her in a small group setting for 4 one-hour sessions.
- A "Specials Campaign" assembly for rising 7th graders was held on February 18th to inform all 6th graders about the various electives offered at SMS.
- *Question of the week* is a weekly initiative in which students and staff respond to a question posed to them like "What was the best thing that happened to you this week?"

3. Opportunities and Improvement

- The student support center clinician provides crisis management services, daily lunch and recess interventions to aid students with social stressors, helps to build communication, conflict resolution and other needed coping skills, and addresses behavioral needs.
- Some insights about the Student Support Center are:
 - Activities include Check-in and Check-out, Peer Mediation, Social Problem Solving, Restorative Meetings, Crisis Management, School Avoidance, Post-Hospital or Post Clinical School Support, Executive Functioning, Goal Setting, and serves as a Safe Space.
 - This year (August to March) 48- 5th grade students and 125 -6th grade students utilized the center.
 - There have been over 3,000 visits between August and March 1, 2026.
 - Improvements have been seen in classroom engagement, school work completion, and social connectedness.
- The Internet Safety presentation by Scott Driscoll focused on relevant, current uses of technology, safety, and digital citizenship.
- We have nine 5th grade classes and four 6th grade teams. We remain committed to creating an inclusive environment where all fifth and sixth grade students feel welcome.

4. Long-Term Priorities

Goal #1: Promote active learning and high expectations for all students.

- Continue the work with our Scheduling Review Committee to review the building schedule in order to support teaching and learning.
- Incorporate 5th grade materials/resources/lessons into our Library Media Program.
- We convene regular MTSS meetings to consistently monitor and address both student academic and behavioral needs.

Goal #2: Provide safe, supportive, and inclusive learning environments.

- Team-based community service projects (e.g. Tigris - Food Bank; Rio Grande - book donation; Yukon - personal care drive; Congo - Read-a-thon, benefit local animal shelter)

Goal #3: Prioritize the health and well-being of students and staff.

- Maintain the *Be Well Committee*, prioritizing well-being of staff.
- Utilize WIN period as an important time where all students can visit their teacher
- Foster morale boosting activities for the staff to get to know each other and collaborate.
- Leverage school counseling services at the 6th grade level to continue ongoing, proactive and planned programs which recognize the developmental needs of the students through a comprehensive developmental school counseling curriculum. These programs are delivered through Tier 1 curriculum lessons, individual meetings, and small group settings.

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

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Title of Report: Spring 2026 Professional Learning

Board Meeting Date: April 6, 2026

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

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Glastonbury Public Schools certified staff continue to engage in professional learning that advances the district’s strategic priorities and strengthens high-quality teaching and active learning. The Spring 2026 professional learning series was intentionally designed to deepen prior work, respond to staff feedback, and provide meaningful opportunities for both collaborative and individualized growth.

At the elementary level, professional learning is underway from March 4 through May 6 and continues to build coherence across literacy and instructional practices. Grades K–5 educators are deepening their understanding of reading comprehension aligned with the Science of Reading, with a focus on strengthening Tier 1 instruction and supporting student meaning-making across content areas.

Kindergarten and Grade 1 teachers continue to refine play-based learning practices through reflection, collaboration, and classroom application. In preparation for the 2026–2027 school year, Grades 4 and 5 teachers are engaging in foundational learning to support the introduction of *Foundations* for our upper-elementary students, further strengthening the district’s approach to word study and vocabulary development. Select educators are participating in advanced lesson design sessions grounded in the Universal Design for Learning (UDL) framework, further supporting the district’s shift toward designing for learner variability and access. As has been our practice each season, elementary staff are invited to engage in self-selected professional learning opportunities, including a renewed offering of Generative AI workshops to ensure broader access following strong interest earlier in the year. The Spring 2026 PreK–5 At-a-Glance Professional Learning Calendar is attached and reflects the final Wednesdays of the school year dedicated to Kindergarten Orientation, class placement, and other end-of-year procedures.

At the secondary level, professional learning was structured to both honor staff feedback and advance key district initiatives. Across both sessions in February and March, time was dedicated to department-based collaboration and content-specific learning. A central focus was preparing for the district-wide transition from iPads to Chromebooks. Through targeted workshops and hands-on experiences, Grades 6–8 staff built familiarity with Chromebook functionality, explored instructional applications within the Google ecosystem, and began planning for classroom implementation. To extend learning beyond the sessions, all participating educators left the March 26 experience with a Chromebook in hand for continued exploration and application, supported by ongoing “micro-trainings” and feedback cycles led by building leadership.

Across all levels, this spring’s professional learning reflects a continued commitment to coherence and educator agency. The work of both elementary and secondary Professional Development and Evaluation Committees (PDEC) was instrumental in designing a learning experience that balanced district priorities with meaningful opportunities for application and growth

Submitted By: Kate Lund

Reviewed By: Alan B. Bookman

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT

Title of Report: K-3 Reading Waiver Update

Board Meeting Date: April 6, 2026

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

Glastonbury Public Schools is deeply committed to ensuring that all students develop strong, foundational literacy skills through a high-quality reading program aligned with the Science of Reading. We share the State’s goal of ensuring that all students read proficiently by the end of Grade 3 and have approached this work with intention, care, and a strong sense of responsibility to our students and community.

In December 2023, the district’s waiver application to the Connecticut State Department of Education (CSDE) was designated as “limited.” This outcome was not unexpected, as districts had been advised that approval would likely be reserved for those implementing programs from the state’s predefined list of approved models.

The designation did not indicate a lack of strong literacy instruction. Rather, it reflected the State’s determination that our program did not clearly demonstrate a sufficiently systematic phonics component within a unified K–3 framework. Additionally, upon review of the Waiver Tool, the district identified inaccuracies in how elements of our program were represented and scored—concerns echoed by many districts across the state that received similar ratings despite strong outcomes.

In response, the Superintendent requested a meeting with the Center for Literacy Research and Reading Success, as invited by CSDE, to review the district’s submission and outcome. The district also joined with like districts in seeking clarity to ensure that the waiver review process accurately reflected the programs and data submitted.

Importantly, districts have not been afforded the opportunity to revise or resubmit waiver applications, even after making substantive adjustments to strengthen alignment with the Science of Reading. Since the time of submission, Glastonbury has made significant, intentional enhancements to its literacy program, including:

- **Adopting *Foundations* (K–3):** Implementing structured, systematic phonics instruction to ensure mastery of foundational skills
- **Continuing *Heggerty* (K–1):** Providing daily, explicit phonemic awareness instruction
- **Expanding access to decodable texts:** Aligning reading materials to students’ phonics development
- **Implementing K-3 literacy screeners:** Using targeted, SoR-aligned data to better match instruction with student needs
- **Refining core literacy instruction:** Strengthening alignment to the Science of Reading while maintaining knowledge-building and engagement
- **Revising reading units (K–3):** Investing curriculum development resources to align units to grade-level standards and integrate science and social studies content
- **Providing responsive professional learning:** Supporting educators in evidence-based practices for comprehension, vocabulary, and knowledge development
- **Engaging in a partnership with HILL for Literacy:**
 - Providing year-long professional learning grounded in the Science of Reading
 - Facilitating a guided evaluation of two state-approved programs

As noted, Glastonbury conducted a thorough review of two CSDE-approved reading programs. Neither was determined to be a strong fit with the district's instructional priorities due to limited flexibility, misalignment with content integration (science and social studies), and significant financial investment (estimated at over \$750,000 for initial materials and training).

Student performance data continues to demonstrate strong outcomes. Glastonbury students consistently perform at or above proficiency levels when compared to peer districts, including those where waivers were granted or where state-approved programs have been adopted or are currently in place. These results reinforce confidence in both the strength of our current program and the effectiveness of our instructional practices.

While the waiver outcome presents a regulatory consideration, the district remains confident in the strength of its literacy program and the outcomes it is producing for students. Moving to a single, state-approved program solely for the purpose of compliance—without clear evidence of improved outcomes or alignment with our instructional approach—would not reflect the thoughtful, student-centered decision-making that defines Glastonbury Public Schools.

Glastonbury's approach to literacy reflects both a deep respect for the Science of Reading and a commitment to continuous improvement. We will continue to refine our practices, revise our units of study, invest in professional learning, and respond to student data to ensure every learner develops as a confident, capable reader.

For additional transparency, our [K–5 Literacy website](#) provides a comprehensive crosswalk of our reading program, which clearly illustrates how our resources and instructional practices align to the essential components of reading development.

Submitted by: Kate Lund

Reviewed by: Alan B. Bookman

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT April 1, 2026

<u>Elementary</u>	<u>Pre-K = 84</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>
Buttonball		69	88	70	91	73			391
Hebron Ave.		65	65	72	91	88	80		461
Hopewell		71	93	87	91	86			428
Naubuc		62	60	77	67	84	83		433
Nayaug		98	79	92	110	78	93		550
Elementary Subtotal		365	385	398	450	409	256	0	2263
Gideon Welles							185	436	621
	K-6 Totals								2884
Elementary Total		365	385	398	450	409	441	436	2884

<u>Middle</u>	<u>7</u>	<u>8</u>	<u>Total</u>
Smith Middle	455	440	895
Middle Total	455	440	895

<u>Secondary</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
Glastonbury High	429	414	427	425	1695
Secondary Total	429	414	427	425	1695

TOTAL 5474

	Pre-K	84
OUT OF DISTRICT (29 & GHS ALTERNATIVE PROGRAM ())		29
	GRAND TOTAL	5587

RECAPITULATION

	4/1/2025 Enrollment	4/1/2026 Enrollment	Change Over Previous Years
Pre-K	87	84	-3
K	380	365	-15
1	380	385	5
2	441	398	-43
3	401	450	49
4	434	409	-25
5	432	441	9
6	445	436	-9
Subtotal Elementary	3000	2968	-32
7	442	455	13
8	433	440	7
9	410	429	19
10	438	414	-24
11	427	427	0
12	459	425	-34
Subtotal Secondary	2609	2590	-19
TOTAL	5609	5558	-51
OUT OF DISTRICT & GHS ALTERNATE	34	29	-5
GRAND TOTAL	5643	5587	-56

School Enrollment by Class April 1, 2026

										GRADE K	TOTAL	
Buttonball	15	14	14	13	13					=	69	
Hebron	17	16	16	16							=	65
Hopewell	15	15	15	15	11						=	71
Naubuc	16	16	15	15							=	62
Nayaug	20	20	20	19	19						=	98
											<u>365</u>	
										GRADE 1		
Buttonball	18	18	18	17	17					=	88	
Hebron	17	16	16	16							=	65
Hopewell	19	19	19	18	18						=	93
Naubuc	16	15	15	14							=	60
Nayaug	18	17	15	15	14						=	79
											<u>385</u>	
										GRADE 2		
Buttonball	18	18	18	16							=	70
Hebron	19	19	17	17							=	72
Hopewell	18	18	17	17	17						=	87
Naubuc	20	19	19	19							=	77
Nayaug	19	19	18	18	18						=	92
											<u>398</u>	
										GRADE 3		
Buttonball	23	23	23	22							=	91
Hebron	23	23	23	22							=	91
Hopewell	19	19	18	18	17						=	91
Naubuc	17	17	17	16							=	67
Nayaug	23	23	22	21	21						=	110
											<u>450</u>	
										GRADE 4		
Buttonball	19	19	18	17							=	73
Hebron	23	22	22	21							=	88
Hopewell	22	22	22	20							=	86
Naubuc	21	21	21	21							=	84
Nayaug	20	20	19	19							=	78
											<u>409</u>	
										GRADE 5		
Buttonball										=	0	
Hebron	20	20	20	20							=	80
Naubuc	21	21	21	20							=	83
Nayaug	20	19	18	18	18						=	93
Gideon	22	21	21	21	21	20	20	20	19	=	185	
											<u>441</u>	

1. Total Number of Suspensions by Month	1	7	8	14	15	9	16	24			
In-School	1	7	8	14	15	9	15	20			
Out-of-School				1	1	1	2	8			
2. No. of 1 Day Suspensions											
3. No. of 2-4 Day Suspensions	1	6	6	12	13	7	13	13			
4. No. of 5-10 Day Suspensions		1	2	2	1	2	3	11			
5. * No. of Different Students Suspended for the Month	1	6	8	14	15	9	16	24			
6. * No. of Different Students Suspended this Year (Cumulative)	1	7	15	28	42	45	58	76			
7. * No. of Different Students Suspended More than Once this Month	0	1	0	0	0	0	0	0			
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	1	1	2	3	7	10	12			

Revised 11.15.05

*See Reverse Side

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

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

1.	Total Number of Suspensions by Month	0	2	9	10	6	6	5	7			
	In-School	0	2	9	10	6	6	5	7			
	Out-of-School	0	0	0	0	0	0	0	0			
2.	No. of 1 Day Suspensions	0	0	4	3	2	1	2	2			
3.	No. of 2-4 Day Suspensions	0	2	5	7	4	5	3	5			
4.	No. of 5-10 Day Suspensions	0	0	0	0	0	0	0	0			
5.	* No. of Different Students Suspended for the Month	0	2	8	10	6	6	4	7			
6.	* No. of Different Students Suspended this Year (Cumulative)	0	2	9	17	23	26	29	34			
7.	* No. of Different Students Suspended More than Once this Month	0	0	1	0	0	0	1	0			
8.	* No. of Students Suspended More than Once this Year (Cumulative)	0	0	2	3	3	6	6	7			

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