



REGULAR BOARD OF EDUCATION MEETING

Monday, September 14, 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. Teacher of the Year - Kate Ingram
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. School Counseling Report
 - B. School Aptitude Test (SAT) and Advanced Placement (AP) Report
 - C. Post Secondary Plan Report, Class of 2026
 - D. History and Social Sciences Report
 - E. Early Learning Center (ELC) Update
 - F. Status Enrollment Report
 - G. 2025-2026 Assessment Performance
 - H. Opening Day Professional Learning
7. Business Requiring Action
 - A. Acceptance of Gideon Welles Roof Replacement Project as Completed - State Grant #054-0100RR
 - B. Approval of a Glastonbury High School Student Trip to Estonia
 - C. Approval of a Glastonbury High School Trip to Tai'an City, Shandong Province, Beijing, Xi'an, China
 - D. Approval of a Smith Middle School Trip to Quebec City, Quebec
 - E. Approval of Glastonbury High School Student Trip to Louisville, Kentucky
 - F. Approval of Submission of the CABA Board of Education Recognition Award Application
 - G. Approval of the 6:00 PM Special Board of Education Meeting Minutes

- H. Approval of the 7:00 PM Special Board of Education Meeting Minutes
- 8. Committee and Liaison Reports
- 9. Chairman's Reports
- 10. Superintendent's Report
 - A. Self Insurance Reserve Update, August 2026
 - B. School Enrollment Report, September 2026
 - C. Staff Resignations
 - 1. Kari Beltre
 - 2. Rebecca Wilson
 - D. 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**](#)

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.
8/17/2026 18:13:20	Carolyn Cavanna	265 Olde Stage Rd	I recently found out that there will be no Adult & Continuing Education brochure for this fall and winter so there will be no offerings at the High School on topics of general interest such as Drawing and Watercolors, Retirement & Financial, Personal Enrichment, Gardening, Computer Basics, and many more. This has been offered for years in partnership with other towns and the VRABE but has been abruptly cancelled this year. I found out when I called the Welles Turner Library to ask if they knew when the brochure would be out, and they said it was "canceled by the schools." Obviously, this has something to do with the High School because that's where all the classes took place.. This abrupt cancellation was never publicly announced and seems very Cloak & Dagger-ish. I would like to know what caused this abrupt change. I will be attending the August 17th meeting.



School Counseling Report

Director: Edward D. Gregorski

Date: September 14, 2026

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

- Seven students were named National Merit Semifinalists, with an additional 23 students recognized as Commended Scholars.
- GHS was recognized as the “Top School” for the highest enrollment in the Early College Experience (ECE) Program, with 472 students participating and 881 total course enrollments.
- The school counseling department processed and supported the submission of 3,459 college applications, providing comprehensive guidance throughout the application process.
- 92% of the Class of 2026 are attending two- or four-year colleges, including 85% (363 students) attending four-year institutions and 7% (29 students) attending two-year institutions.
- Eleven members of the Class of 2026 are pursuing vocational or technical programs, reflecting the department’s commitment to supporting multiple postsecondary pathways.
- Four members of the Class of 2026 have enlisted in the U.S. Armed Forces.
- SchoolLinks was successfully implemented across grades 6–12, expanding opportunities for students to explore and plan for college, career, vocational, apprenticeship, and other postsecondary pathways.
- Field trips and information sessions were organized to increase awareness of technical and vocational education opportunities, along with academic planning, college and career readiness, and student well-being.
- GHS maintained a low dropout rate and strong student retention through proactive counseling, early intervention, and student advocacy.
- The high school’s Smaller Caseload Counselor model has strengthened relationships with students and allowed for more individualized support and early identification of student needs.
- Once again, the Student Support Centers provided accessible academic and social/emotional support to thousands of student visits.
- The MTSS process was improved and implemented to support students experiencing academic, attendance, engagement, or social-emotional challenges.

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

Grade-Level / Course	Recent Development / Revision
Grade 6 (GWS)	Redesigned monthly counseling lessons to support more timely and targeted delivery of information to students through the transition to <i>SchoolLinks</i> .
Grade 6 (GWS)	Revised and updated the “Navigating Parenting Through the Transition to Adolescence” presentation to provide parents and guardians with timely, practical strategies for supporting students’ needs during adolescence.
Grade 7-8 (SMS)	Increased the frequency of our “Lunch and Learn” programs to four times annually, providing students with additional opportunities to engage with professionals, explore career pathways, and gain real-world insight beyond the classroom.
Grade 9 (GHS)	Implemented a new 10th-grade program, <i>Convos with Counselors</i> , while continuing to offer three established programs for 9th-grade parents and guardians.
Grade 9 (GHS)	Implemented Career Exploration and Career Cluster Finder lessons through English Language Arts classes using <i>SchoolLinks</i> to help students explore interests, strengths, and potential career pathways.
Grade 9 (GHS)	Implemented targeted lessons through <i>SchoolLinks</i> during Mentor Study Hall focused on time management, study skills, note-taking, and self-advocacy.
Grade 10 (GHS)	Implemented <i>SchoolLinks</i> lessons on learning styles and resume development within HPE 10 classes to support students’ academic and college- and career-readiness skills.
Grade 11 (GHS)	Implemented “Junior Mini Groups” for college exploration or post-secondary options using <i>SchoolLinks</i>
Grade 12 (GHS)	Implemented a new “CI Lecture Series” for students focused on postsecondary options, key planning timelines, and standardized testing options and requirements.
Grades 6-12	Implemented Google Calendar scheduling across all 6–12 school counselors, enabling students and parents to schedule appointments remotely while improving efficiency and communication.
Grades 6-12	Aligned counseling lessons and programming with Connecticut School Counseling Association (CSCA) and American School Counselor Association (ASCA) standards as part of the transition to <i>SchoolLinks</i> .

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.

- Ensure counseling programs are equitable and support students' academic, social-emotional, and personal well-being.
- Expand dual-credit, dual-enrollment, industry-recognized credentials (IRCs), and certification pathways.
- Co-facilitate Executive Functioning Workshops with Greater Hartford Wellness for students and families in grades 6–12.
- Expand counselor and parent use of *SchoolLinks* to support college, career, and academic planning.
- Develop programming addressing technology use and its impact on students' mental health and well-being.
- Provide training on 504 requirements, risk and threat assessment, emerging student needs, and school counseling best practices.
- Establish a consistent process to support FAFSA completion for all graduating seniors.
- Implement school-day PSAT testing for grades 10 and 11.
- Align counseling curricula across grades 6–12 with the 6th Generation Strategic Plan.
- Strengthen counselor and Student Support Center clinician involvement in restorative practices.
- Strengthen counselor involvement in Multi-Tiered System of Support (MTSS)
- Provide training to school counselors in eduCLIMBER to support student achievement.

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

- Provide funding to develop, revise, and enhance the 6–12 counseling curriculum.
- Enhance 8th-grade transition programming for students entering GHS.
- Maintain essential platforms, including *SchoolLinks* and ARC, to support academic, college, and career planning.
- Provide funding for student and family programs, including Financial Aid Night, National Collegiate Athletic Association (NCAA) Night, Junior Parent Night, College Awareness Night, SMS Parent Forums, Career Fair, College Fair, 50th Reunion Breakfast, and Scholastic Awards.
- Fund student participation in the 10th and 11th grade PSAT for the 2027-2028 SY.
- Provide ongoing counselor training in student wellness, academic support, college/career trends, and emerging issues such as social media and technology.
- Fund resources and programming that address mental health, executive functioning, and social-emotional needs.

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

Title of Report: SAT/AP Scores - Class of 2026

Board Meeting Date: September 14, 2026

Action:

Report: X

Information:

Discussion:

The SAT Reasoning Test scores for Glastonbury's Class of 2026 have recently been released in the yearly College Board SAT Cohort Final Report. Local, state, and national mean scores for the SAT Reasoning Test are included, as well as a comparison of Glastonbury's mean scores on these tests over the last five years (2022-2026).

Advanced Placement (AP) Test performance for the Class of 2026 is included in this report, as well as a comparison with the last four years of AP test results.

Highlights of SAT Summary Report

- GHS Evidence-Based Reading and Writing and Mathematics averages continue to be above state and national mean averages on both weekend SAT tests as well as CT SAT.
- Important to note is that this was seen on both weekend SAT tests as well as the CT SAT taken during the school day.
- Seven National Merit Semifinalists were named from the Class of 2026. Semifinalists are the highest scorers on the PSAT/NMSQT in each of the 50 states and represent less than 1% of each state's high school seniors.
- Twenty-three students from the Class of 2026 received Letters of Commendation.

Highlights of Advanced Placement Test Performance

- In May 2026, 1,481 Advanced Placement Tests were taken by 635 students. In 2025, 1,397 tests were taken by 645 students.
- 92% of all AP tests taken resulted in student scores of 3 or better.
- Stellar performance (90-100% of students earning scores of 3 or better) is seen on 22 of the 33 AP tests, specifically: 2D Art Design, 3D Art Design, Biology, Calc AB, Calc BC, Chemistry, Chinese Language, Computer Science Principles, Drawing, English Language Composition, English Literature Composition, European History, French Language, Latin, Physics 1, Physics C Electricity Magnetism, Physics C Mechanics, Pre-Calculus, Spanish Language, U.S. History.
- Eighty-five students were recognized as "AP Scholars" (*students who score 3 or higher on three or more AP exams*). Fifty-three students were recognized as "AP Scholars with Honor" (*students who score 3 or higher on four or more AP exams and have an average score of at least 3.25 on all AP exams taken*). One hundred eighty-one students were recognized as "AP Scholars with Distinction" (*students who score 3 or higher on five or more AP exams and have an average score of at least 3.5 on all AP exams taken*).

Submitted By: Edward D. Gregorski

Reviewed By: Scott Hurwitz, Ed.D.

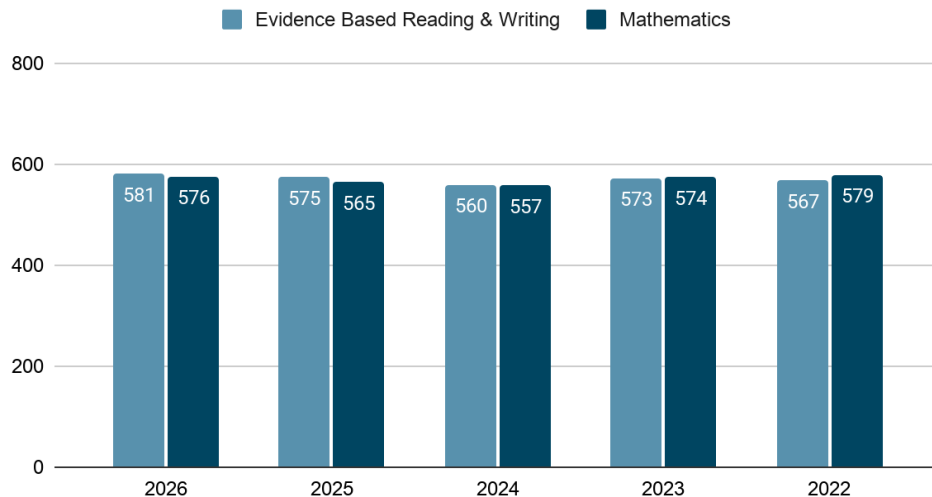
CLASS OF 2026

SAT Reasoning Test

(Total students = 417)

Score	# Students Evidence Based Reading, Writing	% Students Evidence Based Reading, Writing	# Students Mathematics	% Students Mathematics
700-800	63	15	95	23
600-690	140	34	83	20
500-590	125	30	121	29
400-490	73	18	93	22
300-390	13	3	23	6
200-290	3	-	2	-
Mean Score by Year	# Students Evidence Based Reading, Writing		# Students Mathematics	
2026	581		576	
2025	575		565	
2024	560		557	
2023	573		574	
2022	567		579	

Mean Score for SAT Reasoning Test



AP TEST RESULTS

	<u>2022</u>		<u>2023</u>		<u>2024</u>		<u>2025</u>		<u>2026</u>	
	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better	# of Stud. Testing	% receiving score of 3 or better
Macroeconomics							3	100%	5	60%
Microeconomics					3	66%	4	75%	8	63%
Psychology	69	66%	67	76%	96	82%	94	80%	110	87%
US History	118	68%	116	73%	160	94%	168	89%	177	92%
European History	12	91%	36	80%	35	100%	42	90%	49	92%
Physics 1	99	77%	110	82%	99	85%	91	99%	118	94%
Physics 2	78	82%	99	75%	87	87%	72	94%	107	81%
Physics -										
Elec. & Mag.	14	71%	19	89%	30	76%	23	96%	32	97%
Physics C										
Mech.	15	100%	22	100%	34	97%	25	100%	37	97%
Environmental Sci.	35	71%	54	74%	69	72%	85	87%	66	83%
Chinese Lang.	16	93%	18	94%	6	83%	8	88%	15	100%
Spanish Lang.	48	93%	46	97%	47	93%	44	89%	42	98%
French Lang.	6	100%	7	85%	7	100%	11	100%	4	100%
Latin	5	80%	7	14%	6	83%	6	100%	2	100%
Eng. Lang./Comp	77	92%	58	87%	26	92%	44	100%	45	100%
Eng. Lit. Comp	19	94%	50	96%	44	86%	72	93%	61	93%
Biology	137	97%	156	96%	120	97%	141	94%	130	98%
Chemistry	43	76%	38	100%	39	94%	60	93%	65	97%
Calculus AB	53	79%	41	78%	50	86%	58	86%	60	98%
Calculus BC	22	81%	38	78%	26	100%	39	97%	41	95%
Pre-Calculus					88	98%	114	100%	105	99%
Statistics	38	86%	58	75%	78	69%	71	75%	91	71%
Drawing	8	100%	4	100%	3	100%	6	100%	3	100%
Computer Science A	19	94%	30	100%	32	100%	26	92%	35	100%
Computer Science Principals	34	97%	72	88%	47	93%	82	93%	48	96%
US Government and Pol							2	50%	5	80%
Comp Government and Pol									2	50%
Music Theory	9	100%			9	100%			10	70%
Total # of Tests	983	87%	1,153	87%	1,245	89%	1,397	91%	1,481	92%

GLASTONBURY BOARD OF EDUCATION

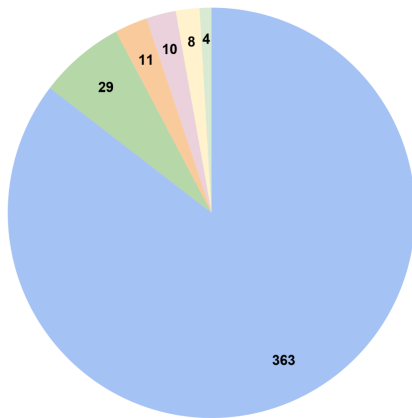
EXECUTIVE SUMMARY REPORT FORM

Title of Report: Post-Secondary Plan Report Class of 2026

Board Meeting Date: September 14, 2026

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

Class of 2026 Post Secondary Plans



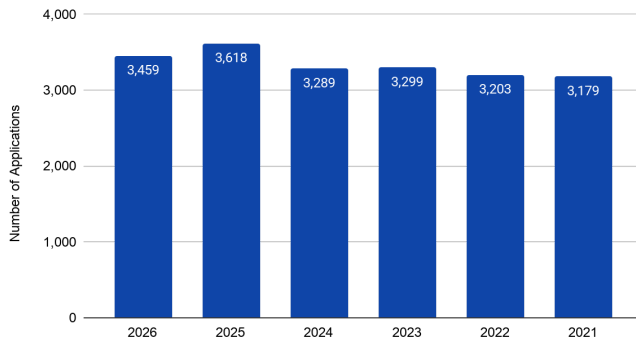
<u>Stated Plans</u>	<u># of Students</u>	<u>Percentage</u>
Four-Year College	363	85
Two-Year College	29	7
Vocational/Trade School	11	3
Military	4	1
Employment	10	2
Other	8	2
TOTAL	425 students	100%

- 92% of graduates will attend either a two-year or a four-year college.

<u>Grad Year</u>	<u>Class Size</u>	<u>Percentage</u>
2025	460	93
2024	436	91
2023	461	92
2022	484	91
2021	494	91

- 44% of graduates will attend Connecticut colleges (four-year, two-year, public, and private).
- Regarding the 8 students included in the “other” category:
 - Students attending private school for a post-grad/prep year or taking a gap year.
- The school counseling staff processed a total of 3,459 applications for the Class of 2026.
 - 18 students applied to 20+ colleges, 53 students applied to 14-19 colleges, 100 students applied to 10-13 colleges
 - 40% of the Class of 2026 applied to 10+ colleges

Number of Applications per Grad Year



<u>Grad Year</u>	<u>Class Size</u>	<u># Applications</u>
2026	425	3,459
2025	460	3,618
2024	436	3,289
2023	461	3,299
2022	484	3,203
2021	494	3,179

- Listed below are the most frequently attended two-year and four-year colleges for students in the Class of 2026:

Four-Year Schools

UConn - 94	U of Hartford - 9	U of Tampa - 6	Boston U - 4	Drexel U - 3
Eastern CT State - 14	Northeastern U - 7	Fairfield U - 5	Fordham U - 4	Keene State College - 3
U Rhode Island - 13	WPI - 7	Quinnipiac U - 5	Roger Williams U - 4	Marist U - 3
Central CT State - 12	Southern CT State - 6	UMass Amherst - 5	U of New Hampshire - 4	Springfield College - 3
U of Vermont - 9	College of Charleston - 6	U of South Carolina - 5	Cornell U - 3	Tufts U - 3

Two-Year Schools

CT State Community College - 26	Lincoln Tech Institute - 2	Bristol Tech - 1
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Submitted By: Edward D. Gregorski

Reviewed By: Scott Hurwitz, Ed.D.



History & Social Sciences Report

Director: Brendan Callahan

Date: September 14, 2026

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

- 34 GHS students were inducted into the Rho Kappa National Honor Society for Social Studies at an event on March 10 in the Knox Reading Room.
- All 7th Grade World History students had an opportunity to attend a new curricular field experience at Yale Peabody Museum during the Spring semester.
- 12 Smith students from the “Time Travelling Techies” club served as docents for 5th Grade field experiences at the Historical Society of Glastonbury’s Welles-Shipman-Ward Property (Fall) and Museum on the Green (Spring).
- 34 community members attended the “America 250 Movie Night” event at Gideon Welles on April 9; the event was held in partnership with the Historical Society of Glastonbury, and remarks were given by GHS teacher Maureen Perkins.
- All K-12 social studies teachers led a brief learning activity to help students understand the significance of “America 250” and its connection to the Declaration of Independence.
- All Grade 1 classrooms participated in the pilot year of Purposeful Play, an instructional strategy that aligns with and supports the social studies curriculum.
- More than 200 GHS students in Modern World History attended panel discussions with Holocaust survivors Nina Jacobs (March 2) and Ruth Weiner (March 25).
- 336 GHS students completed Advanced Placement exams in the department; this represents an 11% increase from 2025 and an 82% increase since 2021; 90% (304/336) earned a qualifying score of 3 or above.
 - AP U.S. History: 92% (163/177) scored 3 or higher (global avg. 74%)
 - Enrollment up 5%; mean score 3.78
 - AP Psychology: 87% (96/110) scored 3 or higher (global avg. 74%)
 - Enrollment up 17%; mean score 3.64
 - AP European History: 92% (45/49) scored 3 or higher (global avg. 73%)
 - Enrollment up 17%; mean score 3.86

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

Grade-Level / Course	Recent Development / Revision
Grades K-12	Revised lesson plans for each grade level to provide Constitution Day educational programming as required by 36 U.S. Code § 106.

Grade-Level / Course	Recent Development / Revision
Grade 1 (My School and Family)	Updated curriculum guides to align with Purposeful Play and integrate new state standards.
Grade 5 (United States History)	Drafted pilot versions of interdisciplinary “Integrated Units” that emphasize inquiry-based learning and support literacy instruction; expansion to all fifth-grade classrooms expected for Fall 2027.
Grade 9 (Modern World History)	Collaborated with UConn’s Breaking Bias & Creating Community team to develop lesson plans that incorporate Virtual Reality and Interactive Testimony experiences into Unit 6: The Holocaust.

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

- Complete the 5-year Curriculum Review process during the 2026-2027 school year; identify and share recommendations to support program advancement.
- Collaborate with GPS Administrative Team to lead implementation of UConn’s Morris and Judy Sarna “Breaking Bias and Creating Community” program at GHS.
- Continue with curriculum revision and development in line with guidance from most recent Program Review and 6th Generation Strategic Plan:
 - Update curriculum guides for Grade 9 Modern World History and GHS elective courses.
 - Update curriculum guides for Grade 5 United States History following pilot year for interdisciplinary “Integrated Units.”
 - Form representative pilot teams for Grade 2 and Grade 4 to develop interdisciplinary units that emphasize inquiry-based learning.
- Leverage K-12 Professional Learning opportunities to advance best practices in social studies pedagogy, including:
 - Play-Based learning for Kindergarten and Grade 1
 - Universal Design for Learning
 - Restorative Practices
 - Inquiry-Based Learning
 - Interdisciplinary Learning
- Engage with GHS technology coach and GenAI Squad to promote responsible and effective use of technology among teachers.

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

- Increase funding of instructional materials by \$2,000 at secondary levels to fund books, maps, manipulatives, and other curricular supports for social studies curriculum.
- Maintain funding for digital subscriptions to curriculum and assessment resources, including Actively Learn, New York Times UpFront, and Poll Everywhere.
- Maintain funding for standards-based elementary field experiences, which deepen student understanding of Glastonbury and Connecticut history and promote excitement and passion for social studies.

- Increase funding for standards-based secondary field experiences by \$1,500 to support a new curricular field experience for 7th Grade World History students at Yale Peabody Museum.
- Maintain funding for curriculum development projects at the elementary and secondary levels.
- Continue to fund professional learning opportunities for staff to gain exposure to best practices related to curriculum and instruction.

GLASTONBURY BOARD OF EDUCATION EXECUTIVE SUMMARY REPORT

Title of Report: Early Learning Center Update

Board Meeting Date: September 14, 2026

Action:

Report: X

Information:

Discussion:

Entering its sixth year at Eastbury, the Early Learning Center (ELC) continues to thrive as a signature program of Glastonbury Public Schools. This fall, we were recognized as an exemplar program at the Northeast CT Childcare Needs Project - Providing Childcare as a Workforce Strategy conference this past winter. Beyond providing programming for our youngest learners, the center serves as a vital anchor for employee retention, offering district educators the peace of mind necessary to excel in their own classrooms.

"The dedication, professionalism, and genuine care shown by the staff each day have had a lasting impact on [my child] and on our family. Knowing that [my child] was in such capable and caring hands allowed me to focus on my work as an educator while feeling confident that he was thriving." — GPS Educator & ELC Parent

To bring families into the building and deepen connections, the ELC hosted dedicated gatherings this year, including a Mother's Day Tea, Pops with Pops, and a Parent's Night Out. These events provided space for district staff to build a supportive network with colleagues raising young children.

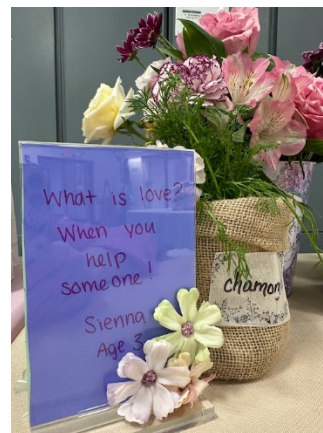
"One of the things I have appreciated most about the Early Learning Center is the community it has created among district families. Through the program, I have had the opportunity to connect with colleagues who are navigating the same joys and challenges of raising young children while working in education. Those friendships and connections have been an unexpected and meaningful gift." — GPS Educator & ELC Parent

District partnerships enhanced these experiences: Glastonbury Transition Academy (GTA) students created floral arrangements for the Mother's Day event, Glastonbury High School early childhood students gained hands-on teaching experience and participated in the Week of the Young Child, and Eastbury resident partner programs collaborated during Teacher Appreciation Week. Additionally, we had four children who participated in the Integrated Preschool program as peer models. Continued partnership with the Welles-Turner Library allowed our students to participate in the annual March Preschool Art Show.

In alignment with the District Strategic Plan Goals 2 and 3, ELC educators embedded restorative practices and positive guidance across all infant, toddler, and preschool classrooms. Teachers introduced visual emotion tools and co-regulation spaces (such as "cozy corners"), guiding children through peer conflict resolution, emotional labeling, and self-soothing techniques.

"Over the years, the Early Learning Center has provided far more than childcare. It has offered a nurturing, safe, and enriching environment where my son has been encouraged to grow socially, emotionally, and academically." — GPS Educator & ELC Parent

The ELC served 71 children (8 infants, 26 toddlers, 37 preschool/prek), 56 of whom were GPS employees and 6 whose parents were educators in other districts. After a comprehensive review of early childhood education market-rate salaries and in a response to retain and attract high quality ECE educators, tuition was set for the 2026-27 school year at \$465 for infants and toddlers and \$440 a week for pre-school/ pre-K children.



Submitted by: Elizabeth Cole

Reviewed by: Scott Hurwitz, Ed.D.

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

Title of Report: Enrollment Update

Board Meeting Date: September 14, 2026

Action:

Report: X

Information:

Discussion:

Overview:

The attached document provides an overview of enrollment across Glastonbury Public Schools at the start of the 2026-27 school year.

At the elementary level (K-5), there are currently 2,412 students enrolled in Glastonbury Public Schools. In total, Glastonbury Public Schools has 5,444 students. The second page of this summary provides details on enrollment across the district.

Kindergarten remains one of the most challenging grade levels to project. Although districtwide enrollment was 27 students below projections, the numbers varied considerably by school. Buttonball registered 22 fewer kindergarten students, while the rest of the schools, combined, registered just 5 students fewer than projected. Nonetheless, in collaboration with our principals, we are confident that class sizes and the number of sections offered across the district appropriately meet student needs.

At the secondary level, enrollments are slightly below the projections. In the sixth grade, Gideon Welles School has 10 fewer students than the projected enrollment while Smith Middle School has 12 fewer students than originally anticipated. Glastonbury High School currently has 1,709 students enrolled, which is 3 more than projected.

Please note that this update on enrollment is based on preliminary registrations through September 1, 2026. Registration numbers vary throughout the course of the school year. Each school district is required to submit official enrollment reports to the Connecticut State Department of Education each October. This report utilizes the enrollment data across the district as of October 1st in the year the report is submitted. We will use the October 1st data to develop the 2027-28 budget with enrollment projections and staffing needs.

Submitted by: Russ Crist

Reviewed by: Scott Hurwitz, Ed.D.

Glastonbury Public Schools 2026-2027 Enrollment Summary

	School	25/26 Sections	26/27 Budget Proj.	26/27 Sections	Enrollment as of 09/1/2026	Class Sizes based on Enrollment as of 09/1/2026									
K	Buttonball	5	79	4	57	15	14	14	14						
	Hebron Ave	4	69	4	74	19	19	18	18						
	Hopewell	5	90	5	86	18	17	17	17	17					
	Naubuc	4	72	4	66	17	17	16	16						
	Naugaug	5	94	5	94	19	19	19	19	18					
Grade 1	Buttonball	4	72	4	72	19	18	18	17						
	Hebron Ave	4	68	4	69	18	17	17	17						
	Hopewell	5	72	4	76	20	19	19	18						
	Naubuc	4	59	4	62	16	16	15	15						
	Naugaug	5	101	5	99	20	20	20	20	19					
Grade 2	Buttonball	5	87	4	84	22	21	21	20						
	Hebron Ave	4	69	4	65	17	16	16	16						
	Hopewell	5	93	5	96	20	19	19	19	19					
	Naubuc	4	63	3	61	21	20	20							
	Naugaug	6	86	4	77	20	19	19	19						
Grade 3	Buttonball	4	75	4	75	19	19	19	18						
	Hebron Ave	4	80	4	72	18	18	18	18						
	Hopewell	4	87	4	89	23	22	22	22						
	Naubuc	4	76	4	81	21	20	20	20						
	Naugaug	4	94	5	92	19	19	18	18	18					
Grade 4	Buttonball	4	96	5	91	19	19	18	18	17					
	Hebron Ave	4	92	4	92	24	23	23	22						
	Hopewell	5	90	4	92	23	23	23	23						
	Naubuc	4	71	4	67	17	17	17	16						
	Naugaug	4	118	6	110	19	19	18	18	18	18				
Grade 5	Hebron Ave	4	92	4	89	23	22	22	22						
	Gideon Welles (HO,BB)	5	159	8	164	22	22	20	20	20	20	20	20		
	Naubuc	4	89	4	83	21	21	21	20						
	Naugaug	4	80	4	77	20	19	19	19						

Grade 6	Gideon Welles	442
Grade 7	Smith Middle School	425
Grade 8	Smith Middle School	456
		881

Grade 9	GHS	439
Grade 10	GHS	432
Grade 11	GHS	408
Grade 12	GHS	430
		1,709

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT

Title of Report: 2025-2026 Assessment Performance

Board Meeting Date: September 14, 2026

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

Each year, students in Connecticut participate in state-mandated summative assessments to measure achievement in English/language arts, mathematics, and science in accordance with federal and state accountability requirements. Per the CSDE, these assessments are completed electronically via a secure online testing platform; our students complete each assessment using their school-issued device.

Glastonbury students again demonstrated strong academic performance in 2025-26. Results provide one important indicator of student learning and, considered alongside classroom performance, local assessments, and other evidence, help us identify areas of strength and opportunities for continuous improvement. The grade-level tables below use consistent color blocks to follow the same student cohorts over time.

Smarter Balanced Summative Assessment: Grades 3-8

The Smarter Balanced Assessment measures student achievement in English/language arts (ELA) and mathematics in grades 3-8. Across the 2026 grade-level results, performance remained strong overall.

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

	ELA					MATHEMATICS				
	'22	'23	'24	'25	'26	'22	'23	'24	'25	'26
GPS	73	73	73	73	73	69	73	73	74	73
CT	49	49	49	50	51	40	43	44	46	47

The cohort view also highlights areas where continued attention to growth will be important, particularly across the upper-middle grades.

Percent of GPS Students Scoring at Level 3 or Level 4 (Proficient or Above) by Grade:

ELA

Grade 3						Grade 4						Grade 5					
	'22	'23	'24	'25	'26		'22	'23	'24	'25	'26		'22	'23	'24	'25	'26
	71	66	72	69	73		73	72	70	71	71		78	80	74	71	79

Grade 6						Grade 7						Grade 8					
	'22	'23	'24	'25	'26		'22	'23	'24	'25	'26		'22	'23	'24	'25	'26
	74	76	78	76	73		72	72	73	77	72		69	71	74	72	72

MATHEMATICS

Grade 3						Grade 4						Grade 5					
	'22	'23	'24	'25	'26		'22	'23	'24	'25	'26		'22	'23	'24	'25	'26
	72	77	80	79	78		74	75	73	77	74		71	77	72	70	73

Grade 6						Grade 7						Grade 8					
	'22	'23	'24	'25	'26		'22	'23	'24	'25	'26		'22	'23	'24	'25	'26
	70	78	77	74	71		69	66	73	77	72		58	62	65	65	72

Next Generation Science Standards Assessment: Grades 5, 8, and 11

The Connecticut NGSS Assessment was administered in spring 2026 in grades 5, 8, and 11. Grade 11 results were especially noteworthy: 83% of Glastonbury juniors met or exceeded the achievement standard, an increase of 20 percentage points from 2025 and the strongest result in the five-year comparison below.

This improvement followed intentional planning by the Director of Science and Glastonbury High School administration to ensure the assessment conditions better reflected what students knew and were able to do. All juniors tested together in an SAT-style environment, communication with students and families emphasized the purpose and importance of the assessment, and juniors demonstrating proficiency through a qualifying preliminary score were eligible for exemption from the June science final exam block. These changes reinforced both the value of the assessment and expectations for student effort.

	Grade 5					Grade 8					Grade 11				
	'22	'23	'24	'25	'26	'22	'23	'24	'25	'26	'22	'23	'24	'25	'26
GPS	73	76	69	68	76	65	71	72	74	74	65	65	62	63	83
State	51	51	51	52	53	47	48	48	50	51	44	47	47	46	51

Percent of GPS Students Scoring at Level 3 or Level 4 (Proficient or Above) by Grade on the NGSSA:

Connecticut SAT School Day: Grade 11

The Connecticut SAT School Day measures college and career readiness in Reading and Writing and Mathematics. The Class of 2027 averaged 566 in Reading and Writing and 559 in Mathematics. Performance by our high school students remains well above the 2026 Connecticut averages of 494 and 472, respectively.

	Average Scale Score (scores range from 200-800)									
	Reading and Writing					Math				
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
GPS	565	552	568	574	566	565	554	558	565	559
CT	501	493	491	497	494	486	482	471	472	472

These statewide measures are one part of a broader picture of student learning. District and school teams will continue to examine cohort, grade-level, content-area, and student-group patterns alongside local evidence to identify where current approaches are producing strong results and where adjustments may strengthen outcomes. The goal remains continuous improvement: sustaining high expectations while using multiple sources of evidence to support growth for every learner.

Submitted by: Kate Lund

Reviewed by: Scott Hurwitz, Ed.D.

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

Title of Report: Opening Days: Convocation & Professional Learning Conference

Board Meeting Date: September 14, 2026

Action:

Report: X

Information:

Discussion:

Glastonbury Public Schools launched the 2026–2027 school year with two days designed to reconnect our staff as a community, reinforce our shared commitments, and provide meaningful time for professional learning and preparation. Together, Convocation on August 31st and our district-wide Professional Learning Conference on September 1st set the stage for the year ahead by emphasizing our continued focus on students, strong instructional practice, and the priorities reflected in our Strategic Plan.

This year’s opening reflected an important message for our faculty: our work is not about introducing a new set of initiatives, but about going deeper with the practices and improvement efforts already underway across the district. Convocation brought our faculty together to welcome the new school year, reconnect around our shared mission and values, and center the Portrait of a Learner as an important expression of the skills, dispositions, and experiences we seek to cultivate for every Glastonbury student.

On September 1st, all certified staff participated in our annual Professional Learning Conference. The morning featured three 75-minute workshop sessions, with offerings intentionally aligned to district priorities while also reflecting the needs of different roles, departments, grade levels, and staff groups. Some sessions were required based on role or current district work, while many others provided educators with choice based on professional interests and needs.

Learning opportunities reflected several areas of continued district focus. Our GenAI Learning Pathway expanded with sessions designed to help educators build confidence and proficiency using artificial intelligence for both instructional applications and professional workflow. As grades 6–8 transition from iPads to Chromebooks, middle-level educators participated in learning focused on Securly Classroom, Chromebook accessibility and executive functioning features, and other practical applications to support teaching and learning. Across the conference, district directors, teacher leaders, and outside partners facilitated learning connected to ongoing instructional and program priorities.

The structure of the afternoon was also responsive to the needs of our educators. Following lunch, educators in grades 6–12 returned to their classrooms for dedicated planning and preparation time, while PreK–5 educators continued with building-based professional learning. This balance provided protected time for facilitated professional growth while also recognizing the importance of preparation immediately before students returned to our schools.

The success of these opening days required significant coordination across the district. We are especially grateful to our directors, teacher leaders, coaches, specialists and professional partners, who designed and facilitated learning experiences for our educators, as well as our Technology, Food Services, and Custodial Departments and support staff whose work made it possible to welcome and support our faculty across these large-scale events.

A formal survey of certified staff generated 289 responses and provided strong feedback regarding the overall experience:

- 89% of respondents agreed or strongly agreed that “the overall professional learning experience was meaningful and aligned with the district’s strategic plan.”
- 85% agreed or strongly agreed that “the overall professional learning provided individualized opportunities for engagement and new learning.”

Staff feedback also provides important direction as we plan professional learning throughout the 2026–2027 school year. When asked to identify topics for future learning opportunities, educators expressed the greatest interest in strategies to support educator use of artificial intelligence, executive functioning strategies, and department/content-specific professional learning, followed by opportunities for teachers to showcase and share effective practices with colleagues.

The opening of the 2026–2027 school year reflects both continuity and momentum. By building upon established district priorities, creating opportunities for educators to deepen their practice, and listening carefully to staff feedback about where they want to grow next, Glastonbury Public Schools continues to invest in the professional capacity of our educators and, ultimately, the experiences and success of our students.

We express our gratitude to the Board of Education for its continued support of professional learning and teacher advancement across Glastonbury Public Schools.

Submitted By: Kate Lund

Reviewed By: Scott Hurwitz, Ed.D.

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT

Title of Report: Acceptance of Gideon Welles Roof Replacement Project as Completed-
State School Construction Grant Closeout Process - State Grant # 054-0100RR

Board Meeting Date: September 14, 2026

Action: X	Report:	Information:	Discussion:
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The following is a final report to the Board in order to fully comply with State School Construction Grant procedures. As the LEA of the grant, we are required to provide the State specific certifications to begin the close-out process and request the State for an audit of the completed project, At the completion of the State audit the grant reimbursement funds will be wired to the Town.

Gideon Welles School Roof Replacement Project State Project #054-0100 RR

The project was partially funded through a State School Construction grant with a reimbursement of 32.50%. The Grant Award was \$2,500,000 and the final cost of the construction project was \$2,429,555. At the completion of the State Audit the town may receive approximately \$789,605 in State Reimbursement.

The roof project was completed in the fall of 2025; however, the Facia Panels were not fully completed until spring of 2026.

The following certifications have been completed as required under CGS 10-283(b).

1. The project has been accepted by the architect as completed.
2. The grant received for this project does not represent a duplication of funding and the funds received do not exceed 100% of the total cost of the project (\$2.5M);
3. All bills for the project have been paid by the Town;
4. The total sum noted in this application was expended for the school building project described herein;
5. Application is hereby made under the provisions of chapter 173 of the Connecticut General Statutes as amended, for payment of the school building project grant due based on the completion of the project described herein and certification by our attorney that all legislative and regulatory requirements, including C.G.S. Sections 10-287(b) and 49-41, have been met in awarding of contracts for this building project. State DAS Form 1049F (attached) will be signed after BOE acceptance of the project completion.

Submitted by: Al Costa

Reviewed by: Scott Hurwitz, Ed.D.

FINAL GRANT APPLICATION FOR A SCHOOL BUILDING PROJECT

DISTRICT NAME: Glastonbury	FACILITY NAME AND ADDRESS: Gideon Welles 1029 Neipsic Rd	STATE PROJECT NUMBER: 054-0100 RR
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Date project accepted as complete by applicant _____ (Final application must be filed within one year of this date.)

FINAL PROJECT FINANCING

General Fund/Bonding:
General fund - Progress payments 2,429,555
General fund - Other _____
Current Bonds/Notes* (*Complete
Bonds Issued schedule on page 2) _____
Future Bonds/Notes _____
Sub-Total General Fund/Bonding 2,429,555
Other Funding:
Rebates _____
Insurance Proceeds _____
Federal/Other State Grants _____
Other Financing _____
Describe: _____
Sub-Total Other Funding _____
TOTAL FINAL PROJECT FINANCING 2,429,555 **

**ELIGIBLE AUDITORIUM SEATING
AREA COSTS COMPUTATION:**

a1 Total square footage of auditorium _____
a2 Square footage of seating area _____
a3 Total construction cost of auditorium
(excluding seats and installation) _____
a4 Construction cost of seating area
((Item a2 / Item a1) x Item a3) _____
a5 Costs of seats and installation
(not included in Item a4) _____
a6 **ELIGIBLE AUDITORIUM SEATING
AREA COSTS** (Item a4 + Item a5) 0
Auditorium seating capacity 0

FINAL PROJECT COSTS:

ELIGIBLE COSTS
Architectural Design _____
Site Acquisition _____
Facility Purchase _____
Other professional fees _____
Construction (Fully eligible) 2,429,555
Bonus area - School Readiness _____
Bonus area - Full day K/Class size reduction _____
Equipment/Furnishings _____
Eligible Costs Sub-Total 2,429,555

LIMITED ELIGIBLE COSTS

Outdoor Athletic Facilities and Tennis Courts _____
Natatorium _____
Eligible auditorium seating area (from Item a6) _____
Eligible gymnasium seating area costs _____
Limited Eligible Costs Sub-Total _____

INELIGIBLE COSTS

Ineligible site acquisition costs _____
Ineligible facility purchase costs _____
Ineligible construction costs _____
Ineligible bonus area-School Readiness _____
Ineligible bonus area-Full day K/Class size _____
Unauthorized cost increase _____
Other ineligible costs _____
Describe: _____
Ineligible Costs Sub-Total _____

TOTAL FINAL PROJECT COSTS 2,429,555 **

**** NOTE: "TOTAL FINAL PROJECT FINANCING" MUST AGREE WITH "TOTAL FINAL PROJECT COSTS".**

State Project No. 054-0100 RR**FINAL GRANT APPLICATION FOR A SCHOOL BUILDING PROJECT****DETAIL FOR BONDS ISSUED:**

Bonds or Notes: (by issue date)

/ /	
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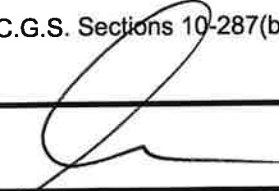
TOTAL BONDS ISSUED0 ** **NOTE: "TOTAL BONDS ISSUED" MUST AGREE WITH "CURRENT BONDS/NOTES" ON PAGE 1.****CERTIFICATIONS:**

The Board of Education approves as complete and accepts the school building project herein identified for public school purposes and certifies that:

- The project has been accepted by the architect and construction management firms;
- All change orders for this project have been approved by the State Department of Administrative Services;
- The grant received for this project does not represent a duplication of funding, and that funds received do not exceed 100% of the total cost of the project;
- All bills for the project have been paid or funds to pay such bills are deposited in a separate escrow account;
- The total sum noted in this application was expended for the school building project herein described;
- All applicable provisions of Chapter 173 of the Connecticut General Statutes have been met in the completion of the project described herein,
- All the statements contained in this application are true and correct to the best of my knowledge and belief, and
- Application is hereby made under C.G.S. Section 10-287(d) for payment of the school building project grant due based on the completion of the project described herein.

NAME OF SUPERINTENDENT	SIGNATURE	DATE
Dr. Scott Hurwitz		

All legislative and regulatory requirements, including C.G.S. Sections 10-287(b) and 49-41, have been met in the awarding of contracts for this school building project.

NAME OF APPLICANT'S ATTORNEY	SIGNATURE	DATE
HALLORAN & SAGE LLP		8/16/26

Arthur A. DiVincentis, Esq.

Glastonbury Public Schools

TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL X US CT

DESTINATION: Tallinn, Estonia (and visit to partner school, Tallinna Pae Gümnaasium)

DEPARTURE DATE: 4/2/27

RETURN DATE: 4/17/27

ESTIMATED NUMBER OF PARTICIPANTS: 12

WILL ANY SCHOOL TIME BE USED: Yes, 5-6 Days

SPONSORING TEACHER: Olga Gotta

COST PER PARTICIPANT: \$2600

OTHER CHAPERONE(S): John Rook

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Sanditz Travel for flights, Elite for buses in US, and Tallinna Pae Gümnaasium for travel within Estonia.

SCHOOL(S) PARTICIPATING: Glastonbury High School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Students must be currently enrolled in Russian at GHS; maintain good academic, behavioral, and attendance standing in accordance with Board of Education policy; and successfully complete an application process that includes an interview and teacher recommendations. Priority may be given to students who have previously hosted an exchange student from Estonia.

PURPOSE OF TRIP: This linguistic and cultural exchange with our partner school, Tallinna Pae Gümnaasium in Tallinn, Estonia, will strengthen students' conversational skills while deepening their knowledge and appreciation of Estonian culture through immersion in the target language. We hosted students from our partner school in Glastonbury in 2023 and 2025; this will be our first visit to Estonia.

ITINERARY (MAY BE ATTACHED): See attached itinerary.

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: The Estonian Exchange promotes mutual understanding between Estonia and the United States by providing students with first-hand experiences in Estonian homes, schools, and communities. Through the exchange, students will strengthen their conversational Russian skills, experience daily life with an Estonian family, explore cultural similarities and differences, and visit significant sites throughout Estonia. Hosting Estonian students and educators in Glastonbury also allows participating students, GHS faculty and staff, and local families to engage with and benefit from the program. Continuing the exchange will further strengthen our relationship with the educators, students, and families of our partner school.

APPROVAL:

DIRECTOR: Amanda Robustelli Price

9/4/26

(DATE)

PRINCIPAL(S): Rebecca Comenale

9/8/26

(of first school where trip is taking place)

(DATE)

(of second school if applicable)

(DATE)

PRINCIPAL(S): Bobby Skarvelas

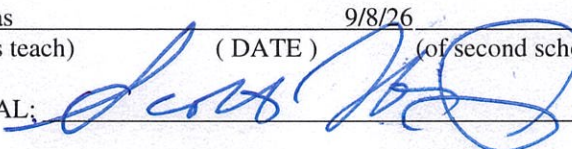
9/8/26

(of first school where chaperones teach)

(DATE)

(of second school if applicable)

(DATE)

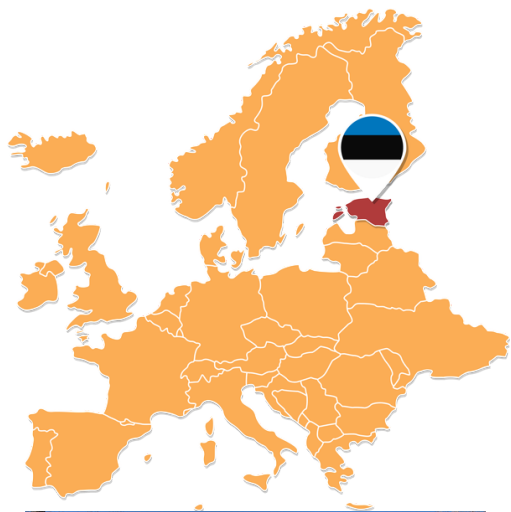
SUPERINTENDENT APPROVAL: 

9/18/26

(DATE)

1/31/14

BOARD OF EDUCATION APPROVAL DATE: _____



ESTONIAN EXCHANGE

Tallinn ★ 4/2-4/17

- Tallinn is one of the best-preserved medieval cities in Europe.
- Tallinn is the capital of Estonia.
- Tallinn is on the country's northern coast along the Baltic Sea, directly across the Gulf of Finland from Helsinki.
- Estonia has been a member of NATO and the EU since 2004.
- Estonia is listed by the U.S. Department of State at Level 1.
- Estonia is a world leader in digital innovation.
- Estonia is known for its strong connection to nature.



Dmitry G, Public domain, via Wikimedia Commons
Our Partner School



Tallinn's Old Town

Tallinna Pae Gümnaasium, Tallin

- Founded in 1956.
- 1350 students in grades 1-12.
- Active involvement in multiple European exchange partners.

Itinerary

- Land at Tallinn Lennart Meri airport after overnight flight.
- Time with host families.
- Attend classes and special activities at the host school.
- Meet with a representative of the U.S. Embassy in Tallinn.
- Day trips and excursions in Tallinn and mostly north-central Estonia to:
 - Tallinn's Old Town
 - The Ice Age Centre
 - Aegna Island
 - The Kakerdaja or Endla bog trail
 - Rakvere Castle
 - The Estonian Open Air Museum at Rocca al Mare
 - The Palmse and Sagadi manor houses



★ ITINERARY DETAILS ★

Most visits will take place in or around Tallinn.

Aegna Island



Students will take a boat ride to this island, which is part of Tallinn, then do a hiking tour through Estonian nature.

Ravkere Castle



One hour east of Tallinn, this medieval castle brings history to life with interactive experiences.

Palmse Manor



By Abiget47 - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=30156042>

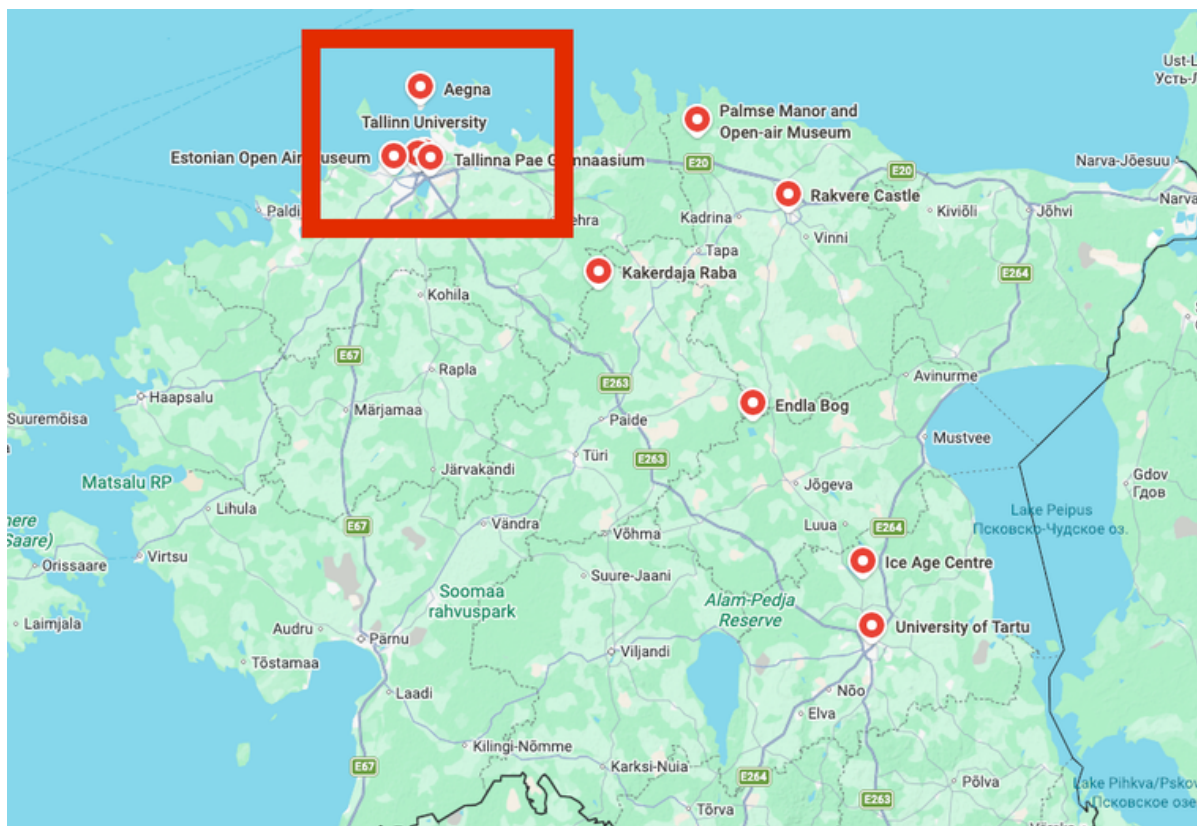
One hour away, the Palmse and Sagadi manor houses provide glimpses into ties with Baltic German families.

Estonian Open Air Museum

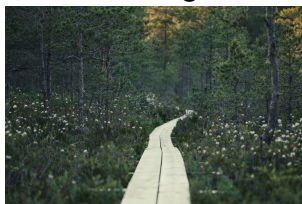


Bahnfreund, CC BY-SA 4.0
<<https://creativecommons.org/licenses/by-sa/4.0/>>, via Wikimedia Commons

Immersive museum near Tallinn that features reconstructed historical villages.



Endla Bog Trail



The Endla Bog Trail is about ninety minutes from Tallinn; the Kakerdaja trail is about one hour from Tallinn.

Ice Age Centre



By Aron Urb /Visit Estonia - Äksi Ice Age centre Tartu, CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=54681908>

About two hours from Tallinn, this museum explores different ice ages and the impact on modern Estonia.

University of Tartu



A.Savin, FAL, via Wikimedia Commons

The national university of Estonia, a two-hour drive from the capital, is also its largest and oldest. More than 15,000 students attend, with about 10% from other countries.

Glastonbury Public Schools
TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL X US CT

DESTINATION: Tai'an City, Shandong Province, Beijing, Xi'an, China

DEPARTURE DATE: 04.03.2027

RETURN DATE: 04.15.2027 (pending flight schedules)

ESTIMATED NUMBER OF PARTICIPANTS: 10-15 Students; 2-3 Chaperones

WILL ANY SCHOOL TIME BE USED: Yes. 5 days

SPONSORING TEACHER: Meiching Chang

COST PER PARTICIPANT: \$4,000

OTHER CHAPERONE(S): Mark Pearsall

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Sunlight Travel and Tai'an #1 High School in Shandong Province, China

SCHOOL(S) PARTICIPATING: Glastonbury High School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Students must be currently enrolled in a Chinese course of study, maintain good academic and behavioral standing in accordance with Board of Education policy, demonstrate good attendance, and successfully complete the application process, which includes an interview and teacher recommendations.

PURPOSE OF TRIP: The purpose of this exchange is to provide Glastonbury Public Schools students studying Chinese with a fully immersive language experience while deepening their cultural understanding. Through meaningful interactions with native Chinese speakers, students will strengthen their language skills and gain firsthand insight into contemporary life and culture in China.

ITINERARY (MAY BE ATTACHED):

Please see attached; subject to adjustment (China Trip GHS Itinerary for Board.pdf)

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: Through this immersive exchange, students will strengthen their formal and informal Chinese language skills while developing a deeper understanding of cultural similarities and differences between the United States and China. They will gain firsthand insight into contemporary life in China and learn about secondary education through visits to local schools. The exchange will be reciprocal, with participating Glastonbury students hosting their Chinese counterparts during the 2026–2027 school year. Dates are pending.

APPROVAL:

DIRECTOR: Amanda Robustelli-Price July 15, 2026
(DATE)

PRINCIPAL(S): Rebecca Comenale, Glastonbury High School July 15, 2026
(of second school if applicable) (DATE)

PRINCIPAL(S): _____
(of second school if applicable) (DATE)

SUPERINTENDENT APPROVAL:  9/8/2026
(DATE)

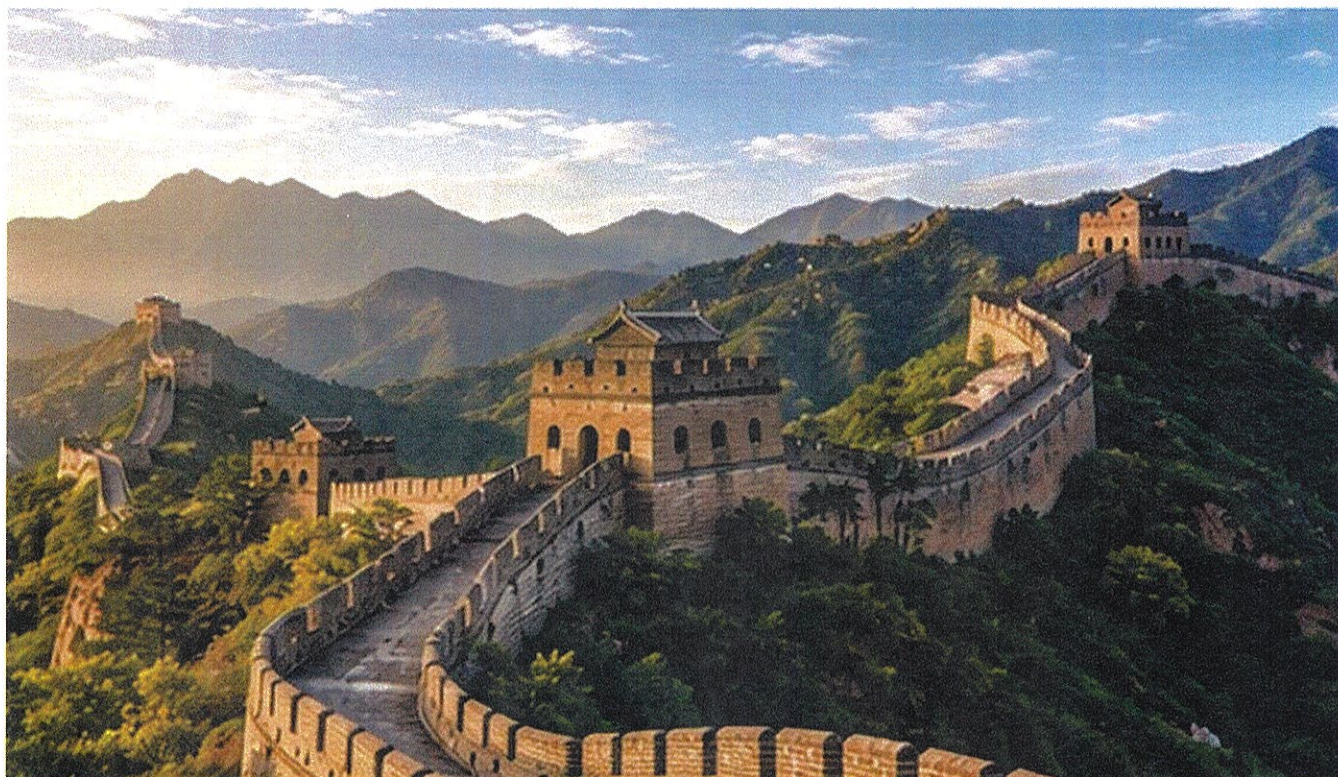
1/31/14

BOARD OF EDUCATION APPROVAL DATE: _____

EDUCATIONAL & CULTURAL STUDY TRIP

CHINA 2027

Prepared for Glastonbury High School • Connecticut



13 DAYS

April 03–15, 2027

2027 PROGRAM

Educational & Cultural Study Journey

6 : 1

Complimentary chaperone policy

DAY-BY-DAY ITINERARY (The final visiting sequence remains subject to confirmation)

DAY 1
APR 3

New York (JFK) → Beijing — Depart New York for China. Overnight international flight.

DAY 2
APR 4

Arrive in Beijing — Meet-and-greet, airport transfer, hotel check-in, orientation in central Beijing, and welcome dinner.

DAY 3
APR 5

Beijing • Imperial Heritage — Tiananmen Square area, Forbidden City, Jingshan Park and nearby Hutong areas, and Temple of Heaven, with guided historical interpretation.

DAY 4

Beijing • Great Wall & Culture — Full-day excursion to the Great Wall at Mutianyu or a comparable

APR 6	section, followed by Summer Palace as time permits.
DAY 5 APR 7	Beijing → Tai'an • High-Speed Train — Transfer to the railway station and travel by high-speed train to Tai'an, Shandong. Meet local hosts, school-program orientation, and group dinner.
DAY 6 APR 8	Tai'an • School Visit Day 1 — Full-day school visit and educational exchange. Activities may include classroom observation, student introductions, campus tour, and paired cultural activities with local students.
DAY 7 APR 9	Tai'an • School Visit Day 2 — Continue the school exchange with classes, collaborative activities, student presentations, and supervised interaction with host-school students.
DAY 8 APR 10	Tai'an • School Visit Day 3 — Full-day school program featuring academic, cultural, and student-to-student exchange activities arranged with the host school.
DAY 9 APR 11	Tai'an • School Visit Day 4 — Continue the school visit and cultural exchange; program may include joint projects, arts or sports activities, and a local cultural component coordinated with the host school.
DAY 10 APR 12	Tai'an • School Visit Day 5 → Xi'an — Morning concluding school activities and farewell. Coach transfer to Jinan Yaoqiang International Airport, then fly to Xi'an. Airport transfer and city tour: Xi'an City Wall, and selected heritage sites such as the Big Wild Goose Pagoda. Hotel in Xi'an.
DAY 11 APR 13	Xi'an • Archaeology & Ancient China → Shanghai — Visit the Terracotta Warriors and Horses Museum evening exploration of the historic center or Muslim Quarter as appropriate. Hotel in Xi'an
DAY 12 APR 14	Xi'an → Shanghai • One-Day City Tour — Full-day Early morning flight to Shanghai. Airport transfer and then visit Yu Garden/Old City, the Bund, Boat on the Huangpu River waterfront. Hotel in Shanghai
DAY 13 APR 15	Shanghai → New York — Airport transfer, fly back to New York from Shanghai. Arrive New York on the same day due to the time zone differences.

Note: Flight schedules, train times, school-program content, and sightseeing order are subject to final confirmation and operational availability.

Glastonbury Public Schools

TRAVEL APPROVAL FORM

INTERNATIONAL X US CT

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

DESTINATION: Quebec City, Quebec Canada

DEPARTURE DATE: Saturday February 6, 2027 RETURN DATE: Tuesday February 9, 2027

ESTIMATED NUMBER OF PARTICIPANTS: 48 students WILL ANY SCHOOL TIME BE USED: Yes (2 days)

SPONSORING TEACHER: Scott Minnick COST PER PARTICIPANT: 1350.00 USD

OTHER CHAPERONE(S): Arlette de Koning, John Landry, Mary Petrone, Kelly Reyes, Jess Burszty

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Jumpstreet Tours

SCHOOL(S) PARTICIPATING: Smith Middle School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Currently enrolled in 7th and 8th grade French program; in good academic standing and behavior standing (per Board of Education policy); good attendance and successful completion of application process.

PURPOSE OF TRIP: To immerse students to authentic French language and Quebecois culture through a large variety of interesting educational and cultural activities including seeing the largest winter parade in the world.

ITINERARY (MAY BE ATTACHED): See Attached.

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: Students will return from this trip with knowledge of the history and culture of Quebec and a new linguistic confidence from having listened to and spoken French in authentic situations.

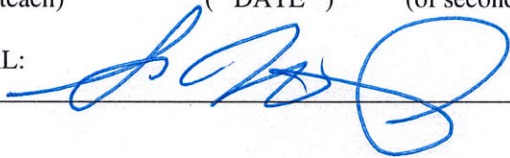
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APPROVAL:

DIRECTOR: Amanda Robustelli-Price July 15, 2026
(DATE)

PRINCIPAL(S): Bobby Skarvelas July 15, 2026
(of first school where trip is taking place) (DATE) (of second school if applicable) (DATE)

PRINCIPAL(S): Rebecca Comenale September 8, 2026
(of first school where chaperones teach) (DATE) (of second school if applicable) (DATE)

SUPERINTENDENT APPROVAL:  9/8/26
(DATE)



Saturday, February 06, 2027

- 05:30 AM The day has arrived; the trip you've been waiting for is finally here! Hop aboard your locally chartered luxury motorcoach, get comfortable and get ready for your adventure!
- 12:30 PM Dinner stop en route at Mike's Restaurant (445 Boulevard Saint-Joseph, Drummondville, QC, J2C 2B3) for a nice sit-down meal.
- 02:00 PM All aboard! Next stop: Quebec City. Your tour leader will fill you in on what to expect from this magnificent city. You'll have some time to recharge your batteries before arrival.
- 04:00 PM Hooray! You've arrived in Quebec City! Meet your tour leader and drop your bags off at the hotel. The fun starts now :)
- 04:45 PM Everybody ready? Time to leave the hotel for your next activities! Your tour leader will fill you in on all the fun we have in store for you.
- 05:30 PM Line up for the parade! Jump and sing to keep warm during the "Défilé du Carnaval", the ultimate Winter Carnival festivity. Enjoy the show!!
> Exact time pending release of the 2027 Carnival schedule in early January.
> After the driver drops you off at the parade, they will be off duty for the rest of the day.
- 06:30 PM Meet with your local chartered motorcoach and head over to the restaurant for dinner.
- 07:00 PM Au Petit Chalet... For the most decadent dishes... from morning to night! A dream come true! Tonight, treat yourself to a generous crêpe! Bon appétit!
- 08:30 PM Visit the Upper Town with your tour leader to see the St-Louis Gate, the Château Frontenac, the Dufferin Terrace, the Assemblée Nationale building and more.
- 09:00 PM Departure for the hotel.
- 09:30 PM Arrive at the hotel and unload the motorcoach. Hang in there a few more minutes as your tour leader gives you instructions for proper hotel conduct and for the next day full of exciting activities!
- Spend the night at the Hotel Plaza.
3031, boul Laurier, Sainte-Foy, Quebec
PH: 1(418) 658-2727
- (Or equivalent pending availability upon receipt of deposit.)

Sunday, February 07, 2027

- 07:30 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- 08:00 AM The Château Frontenac, a mythical place, was named in honor of Louis de Buade, Count of Frontenac and governor of New France from 1672 to 1682, then from 1689 to 1698. At the restaurant on Place Dufferin, you will be treated like royalty during your breakfast buffet.
- 09:00 AM Depart towards your next activity.
- 10:00 AM Welcome to Aventures Nord-Bec, an extraordinary place where nature still reigns supreme. It's time for a unique dogsledding experience, a snowshoeing outing on the trails and a chance to meet all their magnificent huskies.
- 12:00 PM Hop back on your motorcoach and return to Quebec City.
- 12:30 PM Who is this funny-looking Bonhomme guy anyway?! Find out as you spend some free time exploring Old Quebec and the sites of the largest winter carnival in the world: Carnaval de Québec! Don't forget to grab lunch along the way (at individual expense).
> Need some tips on how NOT to freeze? Ask your tour leader about our famous motto: Winterize vs Dewinterize!



Time for some ice sculpture hunting! Visit the sites of the Carnival to see how artisans carve magnificent figures in massive ice blocks. How "cool" does that sound?

- 05:00 PM Feeling peckish? It's time to grab a bite! Le Chic Shack, renowned for its burgers, welcomes you to this magnificent historic building in a friendly atmosphere. It offers fresh local produce bursting with flavor. Bon appétit!
- 07:00 PM Let the Canadian spirit take over during your curling session with our friends at Club de curling Victoria. Remember to bring a pair of clean running shoes to curl like a "pro"!
- 09:00 PM Departure for the hotel.

Monday, February 08, 2027

- 08:00 AM Begin your day with a lovely breakfast and orientation session at the hotel with your tour leader.
- 09:00 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- 09:30 AM Ready to learn some more? Partake in our Grocery Scavenger Hunt in a local grocery store. (Complete with prizes for the winning team!)
- 11:00 AM Let's go to the Galeries de la Capitale shopping center! It's a great place to shop and maybe buy a souvenir or two. It's also the perfect place to practice your French. Don't forget to have lunch (at your own expense) while you're there!
- 01:30 PM Take part in a theater workshop on legends from Quebec's past. Now you'll be actors. Who will turn into a werewolf? Let the show begin with Par Épisode!
- 03:00 PM Head to Côte-de-Beaupré! On Avenue Royale, take note of the region's rich heritage. There are vegetable cellars, a preservation technique originating from Indigenous knowledge, outdoor bread ovens that are still in use, and wayside crosses, a legacy of the Catholic faith of French Canadians.
- 04:00 PM Soak up the peaceful atmosphere of the Sainte-Anne-de-Beaupré Shrine, a unique pilgrimage site. During your self-guided visit, you'll be able to admire majestic treasures such as a reproduction of Michelangelo's famous Pietà and the renowned Scala Santa.
- 05:00 PM All aboard! Next stop: the SUGAR SHACK!
Discover how the people of Quebec managed to brave the difficult winters through the tradition of maple syrup production as your tour leader shares their Sugar Shack story.
- 06:00 PM Ready to stretch your legs? It's time to celebrate 17th-century New France. On the program? Music and dancing, not to mention a traditional meal and maple taffy on snow - a must! Welcome to the Sugar Shack Le Relais des Pins!
- 08:30 PM Parc de la Chute-Montmorency is a spectacular historic site, not least because of the Battle of Montmorency on July 31, 1759, and its legends, such as that of the "White Lady". The highest waterfall in Quebec dominates the landscape at 83 meters. During your visit, you'll be able to get up close to it in a variety of ways and feel its full strength.
- 09:00 PM Departure for the hotel.

Tuesday, February 09, 2027

- 08:00 AM Begin your day with a lovely breakfast and orientation session at the hotel with your tour leader.
- 09:15 AM You won't believe it, but the time has come...for your last day of this fantastic journey! Don't forget your luggage.
- 10:00 AM Rendezvous at the Hôtel de Glace, the only one of its kind in America. This ephemeral work of art made entirely of ice and snow offers a fascinating spectacle. Visit the great hall, the chapel, the slide and the rooms... Yes, yes, some dare to spend the night! Enjoy your visit!
- 11:00 AM Village Vacances Valcartier is renowned for its winter play center. You'll have the chance to discover a host of different slides... Himalaya, Avalanche, and many more. Which one will be your favorite?
Please note: The site no longer accepts cash. Kiosks for converting cash into prepaid cards are available on site.



- 01:00 PM Take a break from outside and fill up on energy with a delicious Italian buffet that has been prepared just for you by the Village Vacances Valcartier. Bon appétit!
- 02:15 PM Already time to leave! Wave goodbye to your tour leader and head back home.
- 11:15 PM This is when you're expected to arrive back at your school, where your family and friends will be eager to hear all about your adventure!

Glastonbury Public Schools

TRAVEL APPROVAL FORM

INTERNATIONAL _____

US x

CT _____

DESTINATION: DECA Ultimate Power trip in Louisville, Kentucky

DEPARTURE DATE: Thursday November 19, 2026

RETURN DATE: Sunday November 22, 2026

ESTIMATED NUMBER OF PARTICIPANTS: max 18 students

WILL ANY SCHOOL TIME BE USED: yes 11/19-20

SPONSORING TEACHER: Arlette de Koning, GHS DECA advisor

COST PER PARTICIPANT: \$1000 - \$1200

OTHER CHAPERONES: Tom Leisten, Co-advisor to GHS DECA

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: DECA National (deca.org)

SCHOOL PARTICIPATING: Glastonbury High School DECA chapter

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Membership in the GHS DECA club and national DECA organization

PURPOSE OF TRIP: To attend the DECA Ultimate Power trip, an annual event organized by the national DECA organization, where 1,500 DECA members come together for dynamic educational general sessions, a day full of learning and leadership labs, powerful presentations by professionals, and all the favorites of a leadership conference

ITINERARY: For more information on this conference, please visit deca.org/conferences/power

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: The GHS DECA members going on this trip will learn valuable tools to improve their business and leadership skills, both for our GHS club and beyond. They will also experience a large event that will prepare them for the state and international competitions and have many chances to network with fellow DECA delegates, advisors, companies etc..

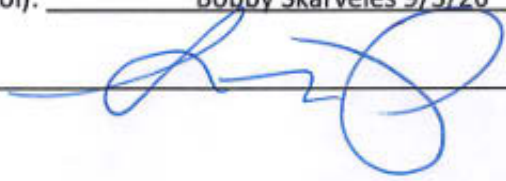
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APPROVAL

DIRECTOR: _____

PRINCIPAL (Glastonbury High School): Rebecca Comenale 9/3/26

PRINCIPAL (Smith Middle School): Bobby Skarveles 9/3/26

SUPERINTENDENT APPROVAL:  _____

BOARD OF EDUCATION APPROVAL DATE: _____



Glastonbury Board of Education

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

September 15, 2026

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

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

1. Board Leadership/Student Achievement

Level One

- A. The Board has developed district goals for this year.
 - Board of Education Policy 9010 (Board Goals)
 - BOE Planning Framework 2026-2027
- B. The Board has conducted a self-evaluation and developed plan for improvement in the past 12 months.
 - Board of Education Policy 9020 (Board Self-Evaluation)
 - Board of Education Special Meeting Agenda, June 22, 2026
 - Board of Education Planning Framework 2026-2027
- D. The Board monitors its performance against a Board of Education code of conduct.
 - Board of Education Policy 9270 (Conflict of Interest and Code of Ethics)
 - Board of Education Policy 9271 (Conflict of Interest - Board Members Code of Conduct)
 - Glastonbury Code of Ethics
- E. The Board has conducted meeting pursuant to Board policy.
 - Board of Education Policy 9321 (Meeting - Time, Place, Notification of Meetings)
 - Policy 9322 (Meetings - Public and Executive Session)
 - Policy 9323 (Construction of Agenda)
 - Example Board of Education Meeting Agenda, May 18, 2026
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner.
 - Board of Education Policy 9321 (Meeting - Time, Place, Notification of Meetings)
 - Board of Education meeting calendars January 2026-January 2027 and January 2027-January 2028
 - Board Planning Framework 2025-2026 school year and 2026-2027 school year
- I. The Board conducts orientation for new Board members.
 - Board of Education Policy 9230 (Orientation of New Board Members)

Level Two

- B. The Board relates the mission statement and goals to agenda items.
 - Board of Education Mission and Strategic Plan 2023-2028
- C. The Board supports the appropriate use of technology in educational programming.
 - 2026 Annual Technology Report, Executive Summary July 13, 2026
 - Example Board of Education Meeting Agenda, July 13, 2026
 - Board of Education Policy/Regulation 6141.2 (Technology and Instruction)
 - Board of Education Planning Framework 2026-2027 - Each July Technology Annual Report
- D. The Board uses data to make informed decisions regarding student achievement.
 - Example Board of Education Meeting Agenda, September 14, 2026, Scholastic Aptitude Test (SAT) and Advance Placement (AP) Report
 - Example Board of Education Meeting Agenda, September 14, 2026, Student Assessment Performance 2025-2026
 - Board of Education Policy 6140 (Assessment of Student Performance)
- E. The Board addresses issues of diversity, equity, and inclusion.
 - [Equity, Diversity & Inclusion Webpage](#) within the GPS website.
 - Open Choice Student Welcoming Day, September 2, 2026 - Nayaug School
 - Board of Education Meeting Agenda, August 12, 2024, Adoption of Equity Statement

2. Board Member Professional Development

Level One

- A. A majority of Board members have taken part in workshops or other in-service training during the last year.
 - Board of Education Budget Workshops Dates - Example Board of Education Meeting Agenda, November 10, 2025
 - Example Board of Education Budget Workshop Agendas and Minutes, January 2026
 - Board of Finance Special Meeting Workshop Minutes, February 19, 2026
- B. The Board provides adequate funds to permit Board members to take part in training.
 - Board of Education Budget Program 3300 - Board of Education Expenses
 - Board of Education Policy 9250 (Remuneration and Reimbursement)
- C. A majority of the Board attended the CABE/CAPSS Convention in last 12 months.
 - CABE Conference, November 2025
 - Purchase Order No: 260826

Level Two

- A. The Board has developed district goals and reviews them on a regular basis.
 - Board of Education Planning Framework 2026-2027
 - Board of Education Policy 9010 (Board Goals)
- C. The Board has incorporated Board professional development into policy.
 - Board of Education Policy #4131 (Staff Development)
 - Opening Day Professional Development Executive Summary, September 14, 2026

3. Policy

Level One

- A. The Board has developed and adhered to procedure for policy review.
 - Board of Education Policy #9131 (Standing Committee - Policy Review and Formulation)
 - Example Board of Education Policy Committee Meeting Agenda, February 9, 2026
 - Example Board of Education Policy Committee Meeting Agenda, May 18, 2026
- C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
 - Glastonbury policy update services-CABE
 - Purchase Order #264281
 - Education Legislation Summary-CABE
- D. The Board has adopted all required policies.
 - Glastonbury Board of Education Policies and Regulations Website (<https://sites.google.com/a/glastonburyus.org/boe-policies/>)
- E. The Board has reviewed appropriate policies as law and regulations have changes.
 - Example Board of Education Meeting Agenda, June 22, 2026
 - Example Board of Education Policy Committee Meeting Agenda, February 9, 2026
 - Example Board of Education Policy Committee Meeting Agenda, May 18, 2026
- F. The Board relies on policies as “Living Documents,” by referring to them at Board meeting.
 - Board of Education Policy #3160 (Transfer of Funds between Categories; Amendments).
 - Example Board of Education Meeting Agenda, November 10, 2025
 - Example Board of Education Meeting Agenda, August 17, 2026
- G. The Board provides the district policy manual in a searchable online version.
 - Glastonbury Board of Education Policies and Regulations Website (<https://sites.google.com/a/glastonburyus.org/boe-policies/>)
- H. The Board has a Code of Ethics
 - Board of Education Policy #9270 (Conflict of Interest and Code of Ethics)

Level Two

- A. The Board relates applicable agenda items to appropriate policies.
 - Board of Education Policy #9000(b) (Role of Board of Education Members)
 - Board of Education Policy #9323 (Meetings - Construction of Agenda)
- B. Policy discussions are a regular part of Board meetings.
 - Example Board of Education Meeting Agenda, March 9, 2026
 - Example Board of Education Meeting Agenda, June 8, 2026
 - Board of Education Planning Framework 2026-2027
- C. The Board has adopted a policy addressing diversity, equity, and inclusion.
 - Example Board of Education Policy Committee Meeting Agenda, September 9, 2024
 - Example Board of Education Meeting Agenda, August 12, 2024

4. Community Relations

Level One

- A. The Board has clear, written policies on Community-Board Relations.
 - Board of Education Policy 1000 Series
(<https://sites.google.com/a/glastonburyus.org/boe-policies/home/1000>)
 - Board of Education Policy 1110 (Communications with the Public)
- B. The Board provides opportunities for appropriate participation at meetings by member of the community.
 - Board of Education Policy 1110 (Communications with Public)
 - Example Board of Education Meeting Minutes, February 10, 2025
 - Example Board of Education Meeting Minutes, November 24, 2025
- C. The Board seeks active community involvement with the schools.
 - Board of Education Policy 1210 (School/Community Organizations)
 - Board of Education Policy 1212 (School Volunteers)
- D. The Board demonstrates cooperation with news media.
 - Board of Education Policy 1112 (News Media Relationships)
- E. The Board promotes the school system to the public.
 - Board of Education School Report (mailing 4 times a year to all homes in Glastonbury –Summer 2026 attached)
 - Back to school letter from Superintendent, Board of Education Chairman, and Glastonbury High School Principal, published in the Glastonbury Citizen
 - School Calendar mail to all GPS parents
- F. The Board disseminates information to the public on its decisions in unified, timely manner.
 - Board of Education Policy 9322 (Meetings - Public and Executive Session)
 - Board of Education agendas and minutes are available on the district website
(<https://www.glastonburyus.org/BOE/calendar-agenda-minutes>)
 - Board of Education Meeting Calendars, Agenda's and Minutes available on homepage website. (<https://www.glastonburyus.org/BOE/calendar-agenda-minutes>)

Level Two

- B. The Board has successfully worked with other community leaders.
 - Board of Education met with Board of Finance (Tuesday, February 19, 2026) and Town Council (Wednesday, February 24, 2026) to preview and review budget items. Special Meeting Agenda and Minutes, Glastonbury Board of Finance and Glastonbury Town Council
- C. The Board works with the community's local Cable access channel.
 - Glastonbury Board of Education Meetings are live streamed on Public Access, Channel 16; also available online at Glastonbury, CT Public Broadcast Video on Demand on our website.
(<https://vod.glastonbury-ct.gov/CablecastPublicSite/?channel=1>)

5. Related Organizational Leadership

Level One

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

Level Two

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

The Board of Education meets with our state legislative delegation in the months before each session begins to discuss our priorities and to learn more about what is expected on the upcoming legislative agenda. These meetings and discussion form the basis for communication and collaboration as hearings are held and potential changes move forward. As important education legislation is considered, we provide insight and information.

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

We are fortunate to have an excellent and productive relationship with our legislators. There is communication on all issues and careful attention to the impact of potential changes on our students, teachers and larger community. Our legislators ask for input and are supportive of our efforts to make needed changes. We carefully consider the impact on our school system as well as the financial implications. Our concerns are heard and often addressed in collaboration with other communities. Our state legislators often find the time to join us to celebrate the many successes of our school system.

CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

Questions:

Level One

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

The Glastonbury Public Schools Board of Education leadership is effective because we focus on our lodestar: meeting student needs as we prepare them to succeed in the world. Each Board member is dedicated to empowering students to be active learners, curious thinkers, resilient individuals, and compassionate citizens. We believe that every student should have an equal opportunity for success and feel they belong, are understood, and are valued.

As a Board, we understand our responsibility to ensure our district and schools are open and welcoming to all. We strive to connect with and engage all audiences—students, parents, teachers and staff, administrators, and the community. We invite and appreciate their feedback. This input is respectfully received and considered as we review, discuss, and vote on Board matters.

Our Board votes are not always unanimous. This is no surprise, as education policy is complex and it is natural for our members to hold differing viewpoints. The matters we debate often involve competing values and priorities. The important thing is that despite our different viewpoints, we respect the outcome of split votes and move forward in the best interest of our students and district.

Our Board is also effective because we take seriously our duty to inform all audiences of school system decisions, initiatives, challenges, and successes. We harness a variety of print and digital resources to provide the background information necessary for building understanding, trust, and support for our district.

Level Two

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

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

We are proud of how the plan’s three goals mobilize the Board’s efforts to improve student achievement.

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

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

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

By connecting our decisions and actions directly to these goals, we remain successful in preparing students for the careers and colleges that await them. We directly influence the success of these goals through board policy, resource allocation, and curricular review.

To meet goal one, Glastonbury Public Schools places qualified educators in every classroom. We ensure each year's budget provides the resources necessary to attract and retain quality teachers and support staff. We support initiatives such as the self-funded Early Learning Center which helps us to recruit exceptional teachers who seek convenient and quality childcare for their young children. We review the challenges, successes, and budget requests of every curricular area each fall. Each curriculum area is also studied in depth every five years. We provide the resources necessary to train and develop teachers to continually improve.

Goals two and three are the foundation for students to excel academically. As such, our Board supports initiatives that include our grade 6-12 student support centers and the expansion of social work services in our elementary schools. Most recently, we have been discussing and evaluating student use of technology at school and home and our district's ongoing efforts to promote inclusivity, diversity, and anti-racism.

Our annual budget is responsive to changing times. We strive to meet the increasing demands placed on school systems today. When required by the town, we scale back the budget where it has the least impact on teaching and learning. We remain mindful of the taxpayers' ability to pay because their continued support is also critical to student success.

CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

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

Board Chair

Date

Superintendent

Date

Special Board of Education Meeting

Monday, August 17, 2026 6:00 PM

Meeting Room A

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

Mrs. Kali Cavanaugh: Present

Mrs. Alison Couture: Absent

Mrs. Jennifer Faust: Present

Dr. Douglas Foyle: Absent

Ms. Jenn Jennings: Present

Mr. David Peniston, Jr.: Present

Ms. Julie Thompson: Present

Mr. Matthew Saunig: Present

Also Present:

Scott Hurwitz, Ed.D., Superintendent

1. Call to Order

Ms. Julie Thompson Board Vice Chair called the meeting to order at 6:01 pm.

2. Pledge of Allegiance

3. Reports and Discussion

3.A. Communication and Information Sharing

Dr. Hurwitz and the Board continued their discussion regarding routines and practices that support effective communication and a strong working relationship between the Board of Education and the Superintendent. As part of the continuing discussion, Dr. Hurwitz shared the publications *CABE/CAPSS Governance Document Leading Together: The Responsibilities of Boards and Superintendents* and *Success Strategies for Leadership Team Evaluation: Board of Education and Superintendent of Schools*.

Dr. Hurwitz also presented options for a Board Retreat. The Board requested that potential dates be explored before December and after February to avoid the busy budget season. Dr. Hurwitz will contact Shipman & Goodwin and Dr. Robert Villanova to identify possible retreat dates. A google form will be sent to Board Members to determine the date that works best for the group.

Move that the Board enter into an executive session, to discuss the Superintendent's Performance Goals for 2026-2027, and asks that the Superintendent joins them. This motion made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The Board moved into executive session at 6:24 pm. The Board exited executive session at 6:49 pm.

Mrs. Kali Cavanaugh: Yea

Mrs. Alison Couture: Yea

Mrs. Jennifer Faust: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Ms. Julie Thompson: Yea

3.B. Superintendent's Performance Goals for 2026-2027

4. Adjournment

Move that the Board adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The meeting adjourned at 6:50 pm.

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

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:

Special Board of Education Meeting

Monday, August 17, 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

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. Russell Crist, Assistant Superintendent of Administration and Personnel

3.B. Francis Amara, Director of Health and Physical Education

4. Information Session for Public Comment

Carolyn Cavanaugh, 265 Olde Stage Road, Glastonbury, addressed the Board regarding the discontinuation adult continuing education program.

Ken Gillingham, 91 Heritage Drive, Glastonbury, shared two pieces of scientific articles regarding turf and PFAs. He also requested the Board to consider the testing of the artificial turf fields.

Jenn Jennings, 34 Cranesbill Drive, Glastonbury, shared her excitement with the Board about the upcoming Curriculum Committee meeting scheduled for September 14, 2026. The topic of the meeting will be Pathways Discussion: Status Update & Actions for the 2026-2027 school year.

5. Reports and Discussion

5.A. Student Activity Report

Karen Bonfiglio, Business Manager, provided key takeaways from the report for the Board.

5.B. School Food Services Report

Jessica D'Agnese, Director of Food Services, highlighted areas of her report with the Board.

5.C. Special Education Report

Cassandra Murphy Director of Special Education shared an update on current department initiatives and areas of focus.

5.D. World Language/Multilingual Learner Report

Amanda Robustelli-Price, Director of World Languages and Multilingual Learner Programs, provided the Board with an overview of her report with updates on department programs and priorities.

6. Business Requiring Action

6.A. Approval of Final 2025-2026 Budget Transfers and End of Year Budget Report

Move that the Board approves the final 2025-2026 budget transfers and End of Year Report. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh:	Yea
Mrs. 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.B. Approval of Transfer of Funds and Expenditures of Funds from the Unexpended Education Funds Accounts (2% non-lapsing account)

Move that the Board of Education approves the transfer of \$2,180,891 into the 2% Non-Lapsing Fund and the expenditures of \$574,372 to purchase four (4) buses that were cut from the 2026-2027 budget; \$154,406 to address a shortfall in Workers' Compensation Premiums for 2026-2027; up to 1,637,625 to pay the balance due for Turf Fields; and \$165,200 to use to fund the equipment purchase of cafeteria tables at four (4) schools. This motion was made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh.

Ms. Jennings noted the amount motioned to be transferred into the non-lapsing account was incorrectly spoken. Dr. Foyle asked for unanimous consent to amend the motion to reflect the correct amount being transferred into the 2% non-lapsing fund as \$2,108,891. Seeing no objections, the motion was amended and the amended motion, 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

6.C. Approval of Glastonbury High School Student Trip to Washington, D.C.

Move that the Board approves the Glastonbury High School student trip to Washington, D.C., 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. 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.D. Approval of Glastonbury High Student Trip to Paris and Dinard, France

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

Mrs. Kali Cavanaugh:	Yea
Mrs. 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 Glastonbury High School Student Trip to San Jose, Costa Rica

Move that the Board approves the Glastonbury High School student trip to San Jose, Costa Rica, 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. 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 Smith Middle Student Trip to Salamanca, Spain

Move that the Board approves the Smith Middle School student trip to Salamanca, Spain, reserving the right to cancel the trip if there are any 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. 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 the July 13, 2026 Special Board of Education Meeting Minutes

Move that the Board approves the meeting minutes from the July 13, 2026 Special Board of Education meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mr. Matthew Saunig: Abstain

Mrs. Kali Cavanaugh: Yea

Mrs. Jennifer Faust: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Ms. Julie Thompson: Yea

6.H. Approval of the July 13, 2026 Regular Board of Education Meeting Minutes

Move that the Board approves the meeting minutes from the July 13, 2026 Regular Board of Education meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mr. Matthew Saunig: Abstain

Mrs. Kali Cavanaugh: Yea

Mrs. Jennifer Faust: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Ms. Julie Thompson: Yea

7. Committee and Liaison Reports

Ms. Julie Thompson Budget Committee Chair updated the Board on a Budget Committee meeting scheduled on Monday, September 28, 2026, at 9:00 am. The Committee will meet to review and discuss supplemental reports requested by the Town Council and Board of Finance. These reports will then be presented to the full Board of Education, prior to being shared with the Town Manager, for presentation to the Town Council and Board of Finance.

8. Chairman's Reports

Dr. Foyle Board Chair reminded the Board of the Turf Field Ribbon Cutting Celebration scheduled for Wednesday, August 26, at 1:00 pm.

9. Superintendent's Report

Dr. Scott Hurwitz Superintendent of Schools provide the Board with updates on:

- The two new turf fields and stadium turf/track.
- Ongoing Capital Improvement Projects
- The new Non-lapsing Account Report required by the state.
- The July 2026 Self-Insurance Reserve memo.

9.A. Update Regarding the Two New Turf Fields and Stadium Turf/Track

9.B. Update on Capital Improvement Projects

9.C. Non-Lapsing Account Report PA 25-93

9.D. Self-Insurance Reserve Update, July 2026

9.E. Staff Appointments

9.E.1. Russell Crist, Assistant Superintendent of Administration and Personnel

9.E.2. Francis Amara, Director of Health and Physical Education

9.E.3. Margaret Ellington, Hebron Avenue School, Elementary Classroom Teacher

9.E.4. Amanda Robinson, Naubuc School, Elementary Classroom Teacher

9.F. Staff Resignations

9.F.1. Nicole Aquillo

9.F.2. Victoria Hernandez

9.F.3. Kayla Simoes

9.F.4. Sheri Winchell-LaPlaca

9.G. Dates to Remember

9.H. Discussion of Attorney-Client Privileged Communication Regarding Turf Fields

*Please note 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 legal matters, and asks that the Superintendent joins them. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The Board adjourned into an executive session at 9:22 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

10. 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 *KJR*

DATE: September 1, 2026

SUBJECT: Self Insurance Reserve Update August 2026

The attached report summarizes the Self-Insurance Reserve fund through **August**. The total reserve is **\$6,053,452**, allocated **\$5,687,634** and **\$365,818** between the Town and Board of Education, respectively. As of **August**, the fund is experiencing a **\$3,203,604** loss for the fiscal year.

There is **1** large loss claim which are defined as any claims that exceed 50% of the individual stop-loss limit. There is **1** large loss claim for the BOE and **NONE** for the Town. There are **NO** claims that have exceeded the individual Stop Loss. 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 August 31, 2026

	Town	Education	Total
Contributions			
Employer	\$708,499	\$191,643	\$900,142
Employee	213,817	168,127	381,944
Stop Loss Reimbursement	-	468,264	468,264
Total Revenues	\$922,316	\$828,034	\$1,750,351
Expenditures			
Anthem			
ASO Fees	\$16,273	\$61,753	\$78,027
Claims	630,092	3,418,449	4,048,541
	\$646,365	\$3,480,202	\$4,126,568
Delta Dental			
ASO Fees	\$3,211	\$9,336	\$12,547
Claims	34,387	147,192	181,580
	\$37,598	\$156,528	\$194,126
Bank Fees/PCORI Fee/EAP Fee	\$1,346	\$0	\$1,346
CT Prime	150,823	458,591	\$609,414
OneDigital Consultant Fees	4,500	18,000	22,500
	\$156,669	\$476,591	\$633,260
Total Expenditures	\$840,633	\$4,113,322	\$4,953,954
Current Year Revenues Less Expenses	\$81,683	(\$3,285,287)	(\$3,203,604)
Reserve July 1, 2026	\$5,605,950	\$3,651,105	\$9,257,056
Reserve at end of month	\$5,687,634	\$365,818	\$6,053,452

	Town	BOE	Total
Reserve at end of month	\$ 5,687,634	\$ 365,818	\$ 6,053,452
Recommended Minimum Reserve ^A	\$ 953,472	\$ 4,314,116	\$ 5,267,588
Variance Over/(Under) Reserved	\$ 4,734,162	\$ (3,948,298)	\$ 785,864

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

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT September 1, 2026

<u>Elementary</u>	<u>PreK = 81</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		57	72	84	75	91			379
Hebron Ave.		74	69	65	72	92	89		461
Hopewell		86	76	96	89	92			439
Naubuc		66	62	61	81	67	83		420
Nayaug		94	99	77	92	110	77		549
Elementary Subtotal		377	378	383	409	452	249	0	2248
Gideon Welles							164	442	606
K-6 Totals									2854
Elementary Total		377	378	383	409	452	413	442	2854

<u>Middle</u>		<u>7</u>	<u>8</u>	<u>Total</u>
Smith Middle	Middle Subtotal	425	456	881
Middle Total		425	456	881

<u>Secondary</u>		<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
Glastonbury High	Secondary Subtotal	439	432	408	430	1709
Secondary Total		439	432	408	430	1709

	TOTAL	5444
	Pre-K	81
OUT OF DISTRICT (26) & GHS ALTERNATIVE PROGRAM (0)		26
	GRAND TOTAL	5551

RECAPITULATION			
	9/1/2025	9/1/2026	Change Over
	Enrollment	Enrollment	Previous Years
GRADE	<u>All</u>	<u>All</u>	<u>Enrollment All</u>
Pre-K	71	81	10
K	360	377	17
1	387	378	-9
2	394	383	-11
3	454	409	-45
4	410	452	42
5	436	413	-23
6	439	442	3
Subtotal Elementary	2951	2935	-16
7	447	425	-22
8	443	456	13
9	430	439	9
10	411	432	21
11	431	408	-23
12	426	430	4
Subtotal Secondary	2588	2590	2
TOTAL	5539	5525	-14
OUT OF DISTRICT & GHS ALTERNATE	25	26	1
GRAND TOTAL	5564	5551	-13

September 1, 2026

[illegible]