REGULAR BOARD OF EDUCATION MEETING

Monday, November 23, 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. Board Member Introduction: Nolan Henry
4. Election of Secretary of the Board of Education
5. Awards and Recognition
   A. National FFA Organization Awards
   B. Glastonbury ASTE Program — National Association of Agricultural Educators (NAAE) Region 6 Outstanding Middle/Secondary Ag Ed Program Award
6. Student Representatives' Report
   A. Amalia Baird, Class of 2027
   B. Ariana Stevenson, Class of 2027
   C. Taylor Balthazar, Class of 2028
7. Information Session for Public Comment
8. Reports and Discussion
   A. Career Technical Education Curriculum Review Report
   B. Career Technical Education and AgriScience Report
   C. Veterans Day Celebrations
   D. Next Generation Accountability Results
   E. 2027-2028 Budget Drivers Preview
9. Business Requiring Action
   A. Consent Calendar
      1. Approval of the November 9, 2026 Work Session Meeting Minutes
      2. Approval of the November 9, 2026 Regular Board of Education Meeting Minutes
   B. Acceptance for First Reading Glastonbury High School Program of Studies 2027-2028
   C. Acceptance for First Reading Smith Middle School Program of Studies 2027-2028
   D. Acceptance for First Reading Board of Education Meeting Dates 2028-2029
   E. Approval of the Capital Improvement Plan 2028-2032

10. Committee and Liaison Reports
11. Chairman's Reports
12. Superintendent's Report
    A. Student Suspension Report, October 2026
    B. Staff Resignations
        1. Jose Martinez-Medero
    C. Dates to Remember
    D. Discussion of Confidential Attorney-Client Privileged Communication Regarding Facilities

       *Please note that the Board of Education plans to enter into an Executive Session to discuss this matter.
13. 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.
11/23/2026 7:46:52	Corey Morrison	157 Millstone Rd	I would like to address the recent “swatting” incident at Glastonbury High School. I am both a teacher in the building and the parent of a student, my son Aidan, who attends the school. I want to begin by acknowledging the difficult and potentially dangerous position in which the Glastonbury Police Department found itself. Responding to a report that a 15-year-old may be holding someone hostage is an incredibly serious responsibility. I have no doubt that the officers involved faced tremendous pressure, and I recognize the importance of their willingness to respond quickly. There is certainly room to acknowledge and commend the work of first responders. However, recognizing the difficulty of their job should not prevent us from asking difficult questions about the decisions made during the response. To my understanding, the prank call reported that a 15-year-old was holding someone hostage in a school bathroom. When the lockdown was initiated, my 15-year-old son was in a bathroom with another student. At some point, officers made the decision to address the reported hostage situation by clearing the bathrooms. I have serious questions about that decision and the tactics that followed. The police entered the bathroom with weapons drawn and pointed directly at my son. This was not simply an officer checking to make sure students were safe. It was a tactical entry, the kind of response we associate with a SWAT team clearing a potentially hostile room. Imagine being 15 years old, following the school's lockdown procedures, and suddenly finding yourself on the receiving end of a police officer's drawn weapon. That is what happened to my son. Additional text required.
11/23/2026 7:47:21	Corey Morrison	157 Millstone Rd	While I commend the police for responding quickly, I believe we need to look beyond the initial response and examine how that response unfolded. Glastonbury High School is not an unsecured building. We have extensive security measures, including numerous cameras, and there was no apparent indication of suspicious activity or an actual threat developing inside the school that day. That raises a fundamental question: How does a prank call, without any corroborating evidence of a threat on the ground, escalate to the point where innocent 15-year-old students are confronted at gunpoint? At what point were the available security measures, information, and circumstances considered? How many opportunities existed to reassess the situation and adjust the level of response? This is not an argument against taking threats seriously. It is an argument for exercising sound judgment when responding to them. A report of a potential hostage situation absolutely demands an immediate and serious response. But an immediate response does not have to mean an indiscriminate or unnecessarily aggressive one. There must be a reasonable middle ground between the tragic failures we witnessed in Uvalde and what happened at Glastonbury High School last week. We should be able to expect our police to respond decisively to credible threats while also making every effort to protect the innocent students caught in the middle. Before we rush to celebrate the response, I believe we owe it to the students, families, and school community to have an honest conversation about what happened, why certain decisions were made, and what can be done differently in the future. My son was following the rules and doing exactly what he was supposed to do during a lockdown. He should never have had to experience that.

CAREER TECHNOLOGY EDUCATION

Curriculum Review Report
2025-2026

Glastonbury Public Schools
Glastonbury, CT

Submitted by:

Elizabeth Cole

Presented to the Glastonbury Board of Education
Fall 2026

GLASTONBURY BOARD OF EDUCATION

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- B. Other (e.g., unique scope and sequence, department-specific terminology and/or tools)

Committee Membership

May Brandt-White, Business Teacher
Elizabeth Cole, CTE Director
Lauren DeBlois, Family Consumer Sciences Teacher
Andrew Diaz, Technology Education Teacher
Emily Dominioni, Family Consumer Sciences Teacher
Laurie Donahue, Business Teacher
James Giudice, Technology Education Teacher
Nicholas Girouard, Business Teacher
Erek Grohs, Technology Education Teacher
Dana Kinel, Technology Education Teacher
Jamie Lang, Technology Education Teacher
Jamie LaPointe, Family Consumer Sciences Teacher
Katherine Morrone, Family Consumer Sciences Teacher
Raymond Perry, Business Teacher
Connor Spencer, Technology Education Teacher
James Thorn, Technology Education Teacher
Kirby Turner, Family Consumer Sciences Teacher
Sheri Winchell-LaPlaca, Technology Education Teacher

Introduction

Thank You:

Thank you to the teachers and committee members who generously contributed their time, talent, and expertise to the 5-year program review process. Your thoughtful insights, dedication, and collaboration were instrumental in shaping a thorough and meaningful review of our programming. The work you have done not only honors the strength of our current programming but also lays a strong foundation for continued excellence in the years to come. The contributions to follow will directly support our efforts to meet the needs of all learners at high levels and ensure that our programs continue to offer exceptional opportunities for every student.

Purpose of Curriculum Review:

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

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

To complete the process, Director of CTE, Elizabeth Cole, led the department and a Curriculum Review Steering Committee through the examination of five program domains. This process is designed to determine strengths and challenges of each domain as well as produce recommendations to support short and long term goals for the program. The five domains under review include:

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

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

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

Department Description

Mission and Philosophy:

Our mission is to cultivate active learners and curious thinkers by providing an inclusive, equitable environment where every student explores diverse college and career pathways through rigorous, hands-on learning. Rooted in Glastonbury Public Schools' commitment to empowering students who thrive as compassionate individuals in a global community, we foster the academic, technical, and real-world skills necessary for postsecondary excellence. Through transformative learning experiences, we prepare resilient individuals and compassionate citizens to earn valuable credentials, build lasting confidence, and excel as lifelong learners in dynamic, high-demand fields.

GPS Course Offerings and Staffing:

Classroom teachers are instructors of Career and Technical Education (CTE) courses in Glastonbury Public Schools at both Smith Middle School and Glastonbury High School. For the purposes of this report, the AgriScience and Technology Education (ASTE) department is not included, as a separate 5-year curriculum review was completed for that program. In the remaining CTE departments, sixteen teachers provide direct instruction to students in grades 7-12 in the areas of: Business, Family and Consumer Sciences, and Technology Education. There is no head teacher for the CTE department. While all teachers are certified across all domains within their individual content areas, each has their own unique speciality and assignments across more than 50 different course offerings.

The CTE department creates opportunities for students to personalize both what they learn and how they prepare for their future. Foundational exploration at Smith Middle School connects to increasingly advanced coursework and experiences at Glastonbury High School, including pathway-specific courses, choice and specialization, dual enrollment, industry credentials, and independent study opportunities. Together, these opportunities allow students to build the knowledge, skills, confidence, and real-world experience needed to *explore* their interests, *experience* authentic applications, and *advance* toward their individual postsecondary goals. Each set of course offerings allows for students to both sample and/or concentrate in college and career pathways which lead to high-skill, high-wage and in-demand careers.

Discipline	School	Course Offerings & Options **L1 +Industry Recognized Credential ^ College Credit*
Business	Smith	N/A
	GHS	Accounting, Advanced Accounting*^, Banking & Investments*, Business Computer Application^, Civil Law, Entrepreneurship*, Financial Decision Making, International Business, Keyboarding & Computer Applications, Marketing, Personal Finance, Sports & Entertainment Marketing
Family & Consumer Sciences	Smith	Design Your Space, Understanding Young Children+, Foods & Nutrition, Speciality Foods, Money Matters
	GHS	Culinary Arts & Nutrition+, Foods & Cultures, Professional Baking^, Professional Cooking^, Early Child Development, Early Childhood Education, Foundations of Teaching*^, Introduction to Individual and Family Development*^, Fashion Design
Technology Education	Smith	Computer Graphics, RoboCode, New Media, Young Inventors, Manufacturing Lab, World of Motion, Pre-Engineering, Aero-Lab
	GHS	Advanced Photography, Applied Engineering, Architecture Design*, Beginner Game Design, Computer Assisted Design*^, Digital Electronics*, Engineering Design*, Graphic Design Lab*^, Photography, Production Systems*, Transportation Systems, Video Game Design and Development*^, Web Design and Development*, Coding Data Science and Society*^, Principles of Applied Robotics & Engineering*, TV Broadcasting

Executive Summary

The Career and Technical Education (CTE) department at Glastonbury Public Schools provides a comprehensive, innovative, and hands-on experience for students in grades 7–12 across three primary discipline areas: Business, Family and Consumer Sciences (FCS), and Technology Education. Grounded in foundational exploration at Smith Middle School and expanding into specialized pathways, concurrent-enrollment college opportunities, and industry-recognized credentials at Glastonbury High School, the CTE program empowers students to explore diverse career fields, experience authentic project-based learning, and advance toward postsecondary success in high-demand, high-skill global industries.

Strengths and Celebrations:

- CTE courses prioritize hands-on, sensory-rich active learning across disciplines from mock businesses and culinary labs to CAD design fostering high student engagement and real-world application.
- Curricula are strongly aligned with state and national standards, offering diverse pathways including concurrent college enrollment, industry-recognized credentials, and customizable learning options.
- Assessments are clearly communicated and used formatively to adapt instruction in real time, backed by multiple performance-based evaluation methods like portfolios and certifications.
- Departments effectively integrate accessibility technology, teacher modeling, and collaborative project structures to support a wide range of learner needs.
- Dedicated professional learning, clear parent/community communication channels, and specialized lab environments mirror professional settings and foster authentic career readiness.

Priority Recommendations:

- Address immediate infrastructure needs in the culinary kitchens, replace and relocate the SMS dust filtration system in CTE classrooms, and increase furniture/electrical flexibility to support multi-discipline use classrooms.
- Review course offerings through the new Connecticut Career Clusters (2026-27) and potential Pathways programming.
- Actively expand the representation of under-represented groups in specialized fields (such as finance, banking, and high-tech engineering) through guest speakers, career profiles, diverse case studies and guaranteed classroom examples.
- Provide ongoing training focused on Universal Design for Learning (UDL) to help staff navigate and adapt to the rapidly changing industry landscape to meet the needs of all learners.
- Expand the network of available internships and community jobs to prepare for a greater district focus on work-based learning connected to the revised Career Clusters.

Curriculum Review Findings

Domain 1: Curriculum & Assessment

Guiding Questions:

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

Strengths:

- CTE courses prioritize hands-on, sensory-rich experiences (e.g., culinary labs, technical manipulative kits, and real-world budgeting simulations) that accommodate diverse learning profiles.
- All CTE departments demonstrate a strong commitment to rigor by aligning their curricula with relevant national and state standards, including National FCS Standards, CT CTE Standards, NGSS, CSTA K-12 Computer Science Standards and the National Career Clusters Framework.
- Assessment expectations are consistently and clearly communicated to students through multiple channels, including Google Classroom, course syllabi, detailed rubrics, and project-specific examples.
- Teachers across all departments actively use assessment data gathered via exit tickets, digital tools like Google Forms/Go Formative, and skill checklists to make real-time adjustments to pacing and reteaching.
- The curriculum emphasizes innovation, collaboration and student choice, allowing learners to bring their own interests, cultural backgrounds, and career goals into project-based work.
- There are frequent, structured opportunities to identify gaps through project milestones, skill-based observations, and formative checks, ensuring students receive targeted support before summative evaluations.

Recommendations & Actions:

- Continue the development of unit plans and update specific course documents (e.g., Video Game Design, Web Design, and ECE-compliant Coding) to ensure full standards alignment and instructional consistency.
- Review course offerings through the new Connecticut Career Clusters (2026-27) and potential Pathways programming.

- Actively expand the representation of under-represented groups in specialized fields (such as finance, banking, and high-tech engineering) through guest speakers, career profiles, diverse case studies and guaranteed classroom examples.
- Continue to audit and update physical and digital resources such as keyboards for diverse learners or a wider variety of global culinary ingredients to ensure adequate support for all students' intended outcomes.
- Conduct a department-wide inventory to identify needs for modified tools, ergonomic equipment, or adaptive manipulatives (e.g., left-handed culinary tools or screen-reader-compatible coding interfaces).
- Embed explicit "Project Milestone" checklists and digital organizational templates to scaffold executive functioning skills and ensure equitable completion rates for longer/larger projects.
- Provide ongoing training focused on Universal Design for Learning (UDL) to help staff navigate and adapt to the rapidly changing industry landscape to meet the needs of all learners.

Domain 2: Teaching & Learning

Guiding Questions:

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

Strengths:

- Across all CTE disciplines, instruction is characterized by active, hands-on learning. Whether students are managing mock businesses in Entrepreneurship, executing knife skills in Culinary Arts, or designing CAD models in TE/STEAM, the focus is consistently on the application of knowledge through real-world scenarios.
- The program provides a wide variety of ways for students to demonstrate understanding of content and proficiency of skill. This includes professional certifications, physical prototypes, performance-based labs, and digital portfolios, ensuring that students with different learning strengths can succeed.
- Teachers across disciplines demonstrate a strong command of instructional strategies. The use of teacher modeling, guided practice, and the sharing of high-quality examples provides a clear road map for student success and reduces ambiguity in complex tasks.
- Technology is used, not just as a tool, but as an accessibility feature. The use of built-in translation, visual enlargement, and captioning tools, along with specialized hardware like "learning lights" keyboards, promotes independence for diverse learners.
- Student voice and choice are deeply embedded in the instructional design. By allowing students to select project topics or specific design constraints, teachers foster high levels of engagement and personal relevance.

- Learning is rarely an isolated activity; instruction frequently utilizes group work, peer feedback, and shared responsibilities, effectively reflecting the collaborative nature of modern professional workplaces.

Recommendations & Actions:

- Partner with the Multilingual Learner and Special Education departments to develop and install visual communication boards and bilingual technical glossaries in high-use CTE lab spaces.
- Expand representation of underrepresented populations and global perspectives in CTE fields.
- Develop a task neutral "Project Management Toolkit" for students, including milestone checklists and time-management templates, for long-term assignments to scaffold executive functioning across grades 7-12.
- Provide professional development opportunities focused on adaptive technology and modified technical tools to ensure speciality spaces (ie. Technology Education labs, kitchens, and computer labs) remain accessible to all students.
- Document specific scaffolding tools (e.g., graphic organizers, sentence starters, and tiered instructions) within the unit plans during the upcoming curriculum revision cycles.

Domain 3: Professional Development

Guiding Questions:

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

Strengths:

- Credentialing pathways provide tangible value by supporting industry-related certifications and/or concurrent enrollment opportunities.
- Dedicated collaboration time serves as a core highlight, enabling staff to share high-leverage instructional strategies and practices.
- Professional learning offerings provide strategies for fostering inclusive, safe, and restorative classroom environments.
- Flexible workshop schedules deliver a highly rated balance of choice and dedicated application time.

- The current evaluation structure allows teachers to focus on areas of their craft that most benefit their specific students.

Recommendations & Actions:

- Authorize attendance for rare or industry-essential training, such as the Culinary Institute of America or ServSafe.
- Implement training for project-based learning (PBL), differentiated instruction for a wide range of learner profiles, and culturally responsive teaching within the technical areas.
- Provide professional learning in the area of mental health awareness to specific classroom contexts (e.g., managing stress during group work).
- Prioritize instructional strategies to support teaching and learning within the block schedule for non-lab based disciplines.

Domain 4: Communication & Outreach

Guiding Questions:

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

Strengths:

- ParentSquare, department websites, and the CTE Pathways pamphlet provide clear, easy-to-access information that helps students and parents make informed course decisions.
- Regular contributions to *The Glastonbury Citizen* and well-attended open houses keep the broader community informed of program offerings and student achievements.
- Teachers successfully recruit enthusiastic guest speakers who provide students with authentic, real-world learning connections.

Recommendations & Actions:

- Move beyond guest speakers by creating more opportunities for students to visit local businesses and see industry environments first-hand.
- Expand the network of available internships and community jobs to prepare for a greater district focus on work-based learning connected to the revised Career Clusters.
- Improve internal knowledge and understanding of programming; invite counselors and career center staff to visit classes and preview offerings to better highlight student learning to younger grades.

Domain 5: Operations

Guiding Questions:

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

Strengths:

- The department successfully mirrors professional environments through specialized labs (STEAM, Business, SMS Tech rooms) and a culture of mutual respect that prepares students for real-world expectations.
- At GHS, the block schedule is leveraged effectively to allow for deep, project-based learning, simulations, on-site learning experiences and equitable access to equipment and technology that students might not have at home.
- Staff members hold appropriate certifications and often bring direct industry experience, providing students with strong vertical alignment and career-focused expertise.
- Learning environments are structured with clear norms and inclusive content, featuring diverse entrepreneurial examples and collaborative structures that support teamwork.
- Business classrooms have space to simulate modern business environments, encouraging collaboration within a small-team environment.

Recommendations & Actions:

- Address immediate infrastructure needs in the culinary kitchens, replace and relocate the SMS dust filtration system in CTE classrooms, and increase furniture/electrical flexibility to support multi-discipline use classrooms.
- Streamline IT support and technology approval processes to be more responsive to constantly changing resources.
- Review field trip practices to allow for spontaneous industry opportunities that arise during the school year.
- Focus training on emerging technologies (AI, cybersecurity, data analytics) and provide pedagogical support for maximizing student engagement.
- Examine the senior exam schedule to preserve instructional time in mixed-grade courses at GHS.
- Continue expanding the representation of diverse backgrounds within the business curriculum.
- Formalize succession planning for specialized staff roles.
- Ensure consistent funding for equipment replacement and hardware refresh cycles to prevent instructional disruptions.
- Allow CTE teacher duty to support the STEAM lab and work with students.
- Expand core computer literacy lessons to students prior to reaching GHS (AI literacy, keyboarding, file management, device care)

Appendices

A. Vertical Articulation Guide

Department	Career and Technical Education *College and Careers Pathways web site and publication (2025)*

Courses / At-A-Glance Guides (Teacher Facing) *List all of the courses and hyperlink the At-A-Glance Guides. Modify as needed based on departmental offerings.*	
Pre-Kindergarten	*N/A*
Kindergarten	*N/A*
First Grade	*N/A*
Second Grade	*N/A*
Third Grade	*N/A*
Fourth Grade	*N/A*
Fifth Grade	*N/A*
Sixth Grade	
N/A	
Seventh Grade	
Cluster	**Course(s)**
Family Consumer Sciences	● Design Your Space ● Foods & Nutrition ● Understanding Young Children
Technology Education	● Computer Graphics ● Pre-Engineering Lab ● Young Inventors ● Aero Lab
Eighth Grade	
Cluster	**Course(s)**
Family Consumer Sciences	● Money Matters ● Design Your Space ● Foods & Nutrition ● Specialty Foods

	• Understanding Young Children
Technology Education	• New Media • Robo Code • Manufacturing Lab • World of Motion
High School	
Cluster	**Course(s)**
Business	• Keyboarding & Document Production 1 • Business Computer Applications • International Business • Personal Finance • Financial Decision Making • Banking & Investments • Accounting • Advanced Accounting • Civil Law • Marketing • Sports & Entertainment Marketing • Entrepreneurship L1 • Entrepreneurship L2

Family Consumer Sciences	• Culinary Arts & Nutrition
	• Foods & Cultures
	• Professional Baking
	• Professional Cooking
	• Fashion Design
	• Early Childhood Development
	• Early Childhood Education
	• Introduction to Individual & Family Development
	• Foundations of Teaching
	  ○ If You Love it, Teach it *(fall semester)*
	  ○ Introduction to Special Education *(spring semester)*

Technology Education	• Advanced Photography • Photography • Applied Engineering • Principles of Applied Robotics & Engineering (PARE) • Architectural Design • Coding, Data Science & Society • Computer Assisted Design (CAD) • Digital Electronics • Engineering Design • Beginner Game Design • Video Game Design & Development • Graphic Design Lab

	● Production Systems ● Transportation Systems ● TV Broadcasting ● Web Design & Development
Post-Graduate	
N/A	

Annual CTE & AgriScience Report

Director: Elizabeth Cole
Date: November 23, 2026

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

- The ASTE (AgriScience) program was named the Outstanding Middle/Secondary Agricultural Education Program Award winner for the State of Connecticut.
- An AgriScience student was a National Finalist for AgriScience Fair Research.
- AgriScience students placed first and second in both Creed Public Speaking and Extemporaneous Speaking Career Development Events.
- The AgriScience Milk Quality team placed first in numerous competitions and will represent Connecticut at Nationals in fall 2026.
- One of our culinary students was accepted to the prestigious Culinary Institute of America.
- The UConn Introduction to Individual and Family Development students started a pen pal program with the Glastonbury Senior Center.
- The Early Childhood Development and Early Childhood Education courses completed 10 hours of on-site learning experiences at the Early Learning Center.
- Culinary students raised $490 for the ABC house by preparing and running a bake sale.
- Graphic Design Lab students created designs for the Veterans Day program T-shirts, and a student's design was chosen for production and sold as a fundraiser.
- An Architecture Design student won the Architectural Excellence Hartford Builders Association Student design contest.
- A staff member was honored at the Million Women's Mentors of Connecticut STEM Mentor of the Year.
- A student was awarded the NCWIT Aspirations in Computing Award by the Connecticut chapter of the National Center for Women in Technology.
- A student was a finalist for the Next Generation Role Model Award presented by the Million Women Mentors of Connecticut.
- 103 Smith Middle School students successfully obtained their Safe Sitter certifications in the Understanding Young Children course.
- Two students at Smith in the Money Matters class placed second in the state in the Stock Market Game Competition.

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

Grade-Level / Course	Recent Development / Revision
7 / Intro. to Trades & Home Repair	Development of course At-A-Glance guide and scope and sequence.
7 / STEAM 7	Development of course At-A-Glance guide and scope and sequence.
Introduction to Animal Science Veterinary Science Advanced Accounting Coding, Data Science & Society	Alignment of courses for college credit.

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.

- Dedicate professional learning time for assessment, evaluation, and collaborative work with special education staff to remove barriers for students.
- Continue to refine and/or develop unit guides and common summative assessments for courses in response to the rapidly changing landscape of college and career pathways.
- Continue to investigate industry-certification opportunities, college credit, and work-based learning opportunities.
- Refine existing and develop new pathways aligned to the new Career Clusters Framework.

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

- Increase support in the ASTE Center office for a full-time office paraprofessional.
- Continue to fund curriculum development, equipment, dues/fees, technology, and instructional supplies for Computer Science, STEAM, and ASTE programs.
- Provide funding to purchase adaptive equipment and materials to expand access for all students.
- Create a long-term plan to strategically improve the GHS Culinary Arts kitchen, the Smith CTE labs/classrooms, and expand overall agricultural program facilities at GHS to ensure inclusive and safe environments for all students.

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

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Title of Report: Celebrating Veterans Day in Our Schools

Board Meeting Date: November 23, 2026

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

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At Glastonbury Public Schools, Veterans Day is one of the best days of the year as students, families, and veterans come together. Our students honored and reflected on the importance of Veterans Day while fostering a strong sense of appreciation and respect for those who have served. We remain grateful to the many veterans who took the time to visit our schools on this important day.

Many schools hosted breakfast gatherings for veterans and their families. These were followed by schoolwide ceremonies, assemblies, and classroom visits. Activities such as choral and band performances, artistic and literary projects, and service projects such as collecting donations for Boxes to Boots added to the day and deepened student understanding around the importance of Veterans Day. Several schools also invited students and families to submit photographs and stories of loved ones who served.

At the secondary level, guest speakers and student-led discussions continued to be a highlight. Smith Middle School honored Veterans Day by welcoming veteran families for a morning cafeteria reception before holding dedicated 7th and 8th grade assemblies. Both assemblies featured student speakers, a guest veteran speech, and musical performances by the select choir, band, and orchestra. Students also participated in homeroom service projects, including writing letters to veterans and making paracords.

Glastonbury High School observed Veterans Day with a school-wide series of educational, interactive, and student-led initiatives. The celebration centered on an auditorium presentation for the senior class, featuring the GHS Choir performing the National Anthem and student-conducted interviews with local veterans. These events were livestreamed to underclassmen. In the gymnasium, the Health and Physical Education department welcomed over 1,000 students and staff from GHS and LINKS across two days for a hands-on learning experience. Throughout the rest of the building, the community engaged with a Veterans Day exhibit in the Library Media Center and a digital honor roll of GHS family members in the cafeteria and lobby. Student leadership was also featured through a main lobby display created by the Art Club and Student Council’s "Pumpkins for Patriots" campaign.

In line with traditions, GHS and SMS choirs performed at the November 11th Veterans Day Ceremony at the Hubbard Green. Glastonbury High School 9th grader Brooke Kestler also performed a reading at the event.

Celebrations across Glastonbury emphasized gratitude, service, and community. Students learned directly from veterans in both classroom and assembly settings. We are deeply grateful for the hours of planning and preparation by staff, students, families, and community partners. Their efforts ensured that Veterans Day remained a meaningful and memorable experience for all involved.

Submitted by: Russell Crist **Reviewed by:** Scott Hurwitz, Ed.D.

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT

Title of Report: Next Generation Accountability Report 2025-2026

Board Meeting Date: November 23, 2026

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

As an annual requirement of the Every Student Succeeds Act (ESSA), the Connecticut State Department of Education (CSDE) has released the 2025–2026 Next Generation Accountability Report for Connecticut school districts across the state.

Connecticut's Next Generation Accountability System is designed to help tell the story of how well a school or district is preparing its students for success in college, careers, and life. It provides a holistic, multifactor perspective of district and school performance. The model includes 12 indicators to describe district and school qualities that the CSDE has selected to define student success:

1. **Performance Index** – Academic achievement status is measured by state assessments in English/Language Arts, mathematics, and science for all students and high-needs subgroups.
2. **Academic Growth** – Growth of individual students on the Smarter Balanced and LAS Links (if applicable) assessments is monitored as they progress through grade levels.
3. **Assessment Participation** – This measurement is captured but not reported on the results chart. The CSDE expects an assessment participation rate of at least 95%.
4. **Chronic Absenteeism** – Attendance is reported for all students, and chronic absenteeism is defined as missing 10% or more of the school year for any reason.
5. **Preparation for CCR (Courses)** – Preparation for college and career readiness is measured by the percentage of students enrolled in postsecondary or career-aligned courses.
6. **Preparation for CCR (Exams)** – Preparation for college and career readiness is measured by the percentage of students passing related exams.
7. **On-Track to Graduation** – The course enrollment and corresponding anticipated credits of ninth-grade students are used to determine the percentage of students on track to graduate on time.
8. **4-Year Graduation** – This captures the percentage of students graduating in four years.
9. **6-Year Graduation** – This captures the graduation rate of our six-year cohort (high-needs students).
10. **Postsecondary Entrance** – The percentage of the graduating class who enrolled in a two- or four-year postsecondary institution during the first year after high school graduation.
11. **Physical Fitness** – The percentage of students meeting or exceeding the Physical Fitness Assessment.
12. **Arts Access** – The measure of student enrollment in dance, music, visual arts, and theater courses.

Each district and school is awarded an Accountability Index based on the percentage of total possible points earned across all available indicators. The attached results for Glastonbury Public Schools reflect an overall Accountability Index of 83.4, an increase from 82.3 in 2024–2025 and 81.1 in 2023–2024. The district continues to outperform the state average of 72.2.

Of particular note, the district demonstrated progress in narrowing performance gaps between high-needs and non-high-needs students across all four reported gap indicators: English/Language Arts, mathematics, science, and graduation rate. For the first time in this three-year comparison, none of the four performance gaps is identified as an outlier under the state's accountability criteria. These results reflect encouraging progress toward improving outcomes for all learners while continuing to address differences in student achievement.

Looking ahead, Connecticut is considering revisions to its high school accountability model that would place greater emphasis on college and career readiness measures. Beginning with the 2026–2027 school year, revised career and technical education course alignments will inform the state's college and career readiness coursework indicator (Indicator 5). These developments are consistent with the district's ongoing efforts to strengthen student pathways, expand dual and concurrent enrollment opportunities, and increase access to industry-recognized credentials.

We always seek and review data that may increase the instructional capacity of our schools. However, these results, based on criteria that do not align completely with our district measures of success, need to be analyzed with caution. We continue to value our internal comprehensive review system that includes our curriculum rigor, instructional practices, content and skill assessments, safe school climate initiatives, and intervention framework to support all learners.

Submitted by: Kate Lund **Reviewed by:** Scott Hurwitz, Ed.D.

CT Accountability Index Results for Glastonbury Public Schools 2025-2026

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	76.9	75	50.0	50	100.0	86.7
1b. ELA Performance Index - High Needs Students	63.7	75	42.5	50	84.9	73.9
1c. Math Performance Index - All Students	76.7	75	50.0	50	100.0	82.2
1d. Math Performance Index - High Needs Students	62.2	75	41.5	50	83.0	68.4
1e. Science Performance Index - All Students	79.6	75	50.0	50	100.0	84.2
1f. Science Performance Index - High Needs Students	63.4	75	42.3	50	84.5	70.1
2a. ELA Academic Growth - All Students	63.7%	100%	63.7	100	63.7	59.3
2b. ELA Academic Growth - High Needs Students	57.2%	100%	57.2	100	57.2	54.8
2c. Math Academic Growth - All Students	70.0%	100%	70.0	100	70.0	60.9
2d. Math Academic Growth - High Needs Students	57.7%	100%	57.7	100	57.7	54.0
2e. Progress Toward English Proficiency - Literacy	65.7%	100%	32.9	50	65.7	59.0
2f. Progress Toward English Proficiency - Oral	72.4%	100%	36.2	50	72.4	53.9
4a. Chronic Absenteeism - All Students	6.5%	<=5%	47.1	50	94.2	54.5
4b. Chronic Absenteeism - High Needs Students	13.9%	<=5%	32.2	50	64.4	24.6
5. Preparation for CCR - Percent Taking Courses	89.7%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	71.8%	75%	47.9	50	95.8	66.5
7. On-track to High School Graduation	98.0%	94%	50.0	50	100.0	93.3
8. 4-year Graduation: All Students (2025 Cohort)	96.6%	94%	100.0	100	100.0	97.0
9. 6-year Graduation: High Needs Students (2023 Cohort)	93.2%	94%	99.1	100	99.1	91.3
10. Postsecondary Entrance (Graduating Class 2025)	86.5%	75%	100.0	100	100.0	89.8
11. Physical Fitness (estimated participation rate = 99.0%)	68.8%	75%	45.8	50	91.7	67.3
12. Arts Access	51.6%	60%	43.0	50	85.9	94.0
Accountability Index	.		1209.0	1450	83.4	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	63.7	11.3	16.6	N
Math Performance Index Gap	75.0	62.2	12.8	17.8	N
Science Performance Index Gap	75.0	63.4	11.6	18.6	N
Graduation Rate Gap (2023 Cohort)	94.0	93.2	0.8	10.7	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.5
ELA - High Needs Students	98.6
Math - All Students	99.5
Math - High Needs Students	98.6
Science - All Students	99.2
Science - High Needs Students	97.5

Minimum participation standard is 95%.

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

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Title of Report: 2027-2028 Budget Drivers Preview

Board Meeting Date: November 23, 2026

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

==========

Ahead of the formal budget presentation on December 14, 2026, this executive summary outlines the primary cost drivers shaping the FY 2027–2028 operating budget. The upcoming superintendent's budget proposal is built around maintaining stability while absorbing these unavoidable cost increases.

Primary Cost Drivers and Fiscal Pressures

Personnel and Contractual Obligations: Salaries and benefits combine to account for 90% of the district's operating budget. Contractual wage increases for educators and staff represent fixed commitments necessary to maintain competitive compensation and retain staff in the current labor market.

Health Insurance Volatility: Following a 10% increase in FY 2025–2026 and an unprecedented 19% spike in FY 2026–2027, the district is projecting a 9% increase in health insurance costs for FY 2027–2028. This three-year trajectory significantly outpaces the district's 18-year historical average increase of 3.7%, creating substantial pressure on the budget.

Special Education Enrollment and Complexity: Special education enrollment has risen by 24 students this year and by 108 students over the past six years, growing from 11.6% to 13.9% of the total student body. Beyond headcount growth, an increase in students with multiple disabilities requires more intensive staffing ratios, specialized services, and up to 20–40 hours per complex case evaluation.

Unfunded Environmental Mandates: State and federal regulatory requirements with compliance deadlines between 2026 and 2029 impose non-negotiable operational costs without dedicated external funding. These obligations include recurring allocations for asbestos management, PCB monitoring, subsurface groundwater disposal monitoring, well water testing, radon testing, indoor air quality testing, Lead and Copper Rule compliance, and hazardous waste disposal. Costs are expected to range from $172,000 to $320,000 annually.

Compounding Inflation: Persistent inflation continues to erode purchasing power. Based on federal Consumer Price Index (CPI) data from November 2025 to October 2026, purchasing power declined by 4.1%. In practical terms, our dollars are worth less than they were one year ago, as rising costs for goods, utilities, software, and maintenance supplies directly absorb our operational capacity. Fuel costs have been the steepest driver, with gasoline surging 34.2% over the same period.

Prior-Year Reductions and Budget Cliffs: The $2.5 million reduction to the FY 2026–2027 budget, combined with the Spring 2026 budget freeze, deferred necessary expenditures rather than eliminating them. Funding annual bus replacements through the non-lapsing account created a recurring capital cliff. Halting curriculum projects, delaying technology replacements, and postponing facility maintenance have also shifted operational and financial pressure into FY 2027–2028.

Submitted by: Scott Hurwitz, Ed.D.

Special Board of Education Meeting
Monday, November 9, 2026, 5:00 PM
Meeting Room A
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

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

Also Present:
Scott Hurwitz, Ed.D., Superintendent
Kate Lund, Assistant Superintendent of Curriculum and Instruction
Russell Crist, Assistant Superintendent of Administration and Personnel

1. Call to Order
Dr. Douglas Foyle, Board Chair, called the meeting to order at 5:01 pm.

2. Pledge of Allegiance

3. Board Discussion of Board Member Rights and Responsibilities, facilitated by Attorney Thomas Mooney
Attorney Thomas Mooney facilitated a retreat with the Board of Education and Superintendent focused on strengthening their working relationship and developing a shared understanding of the roles, expectations, and structures that support effective governance. The workshop included discussion of scenarios and situations Board members may encounter in their roles.

4. Adjournment
Move that the Board adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Ms. Jenn Jennings, Carried. The meeting adjourned at 6:48 pm.

Dr. Douglas Foyle: Yea,
Ms. Jenn Jennings: Yea,
Mr. David Peniston, Jr.: Yea,
Mr. Matthew Saunig: Yea,
Ms. Julie Thompson: Yea,
Mrs. Kali Cavanaugh: Absent,
Mrs. Jennifer Faust: Absent
Yea: 5, Nay: 0, Absent: 2

Respectfully Submitted,

Jenn Jennings, Secretary
Approved:

Regular Board of Education Meeting
Monday, November 9, 2026 7:00 PM
Town Council Chambers
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

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

*Kali Cavanaugh joined via ZOOM at 7:40 pm

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. Brian Collins, Glastonbury High School Girls' Cross-Country Coach - 2026 NHSACA National Coach of the Year for Girls' Cross Country
3.B. Maureen Perkins, Glastonbury Field Hockey Coach - 2026 Inductee into the NHSACA Hall of Fame

4. Student Representatives' Report
4.A. Amalia Baird, Class of 2027
Student Representative, Amalia Baird, Class of 2027, provided the Board with an overview of events taking place at Glastonbury High School.
4.B. Ariana Stevenson, Class of 2027
Student Representative, Ariana Stevenson, Class of 2027, presented an update to the Board regarding Glastonbury High School activities.
4.C. Taylor Balthazar, Class of 2028, was unable to attend the meeting.

5. Information Session for Public Comment
Ken Gillingham, 91 Heritage Drive, Glastonbury, read an overview of a report regarding PFAS and requested the Board to reconsider testing for PFAS on the GHS fields. Mr. Gillingham also

had a question regarding budget cuts for the 2026-2027 school year. Dr. Foyle addressed this concern after public comment closed.

6. Reports and Discussion

6.A. Health and Physical Education Report

Director of Health and Physical Education Fran Amara provided the Board with an update on current initiatives and department activities.

6.B. Athletics Report

Director of Athletics Trish Witkins reviewed several highlights from her report with the Board, including two newly created student videos. The first featured student athletes expressing their appreciation for the two new turf fields, and the second focused on expectations for fan behavior at athletic events.

7. Business Requiring Action

7.A. Consent Calendar

7.A.1. Approval of Glastonbury High School Agriscience (FFA) Student Trip to Indianapolis, Indiana

7.A.2. Approval of Glastonbury High School DECA Club Trip to Boston, Massachusetts

7.A.3. Approval of Board of Education 2027-2028 Budget Workshop Dates, Monday, January 4, 2027 and Wednesday, January 6, 2027

7.A.4. Approval of the October 26, 2026 Meeting Minutes

Move that the Board approve the four items on the Consent Calendar. This motion, made by Ms. Julie Thompson and seconded by Ms. Jenn Jennings, Carried.

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

7.B. Acceptance of the Capital Improvement Plan (CIP) 2028-2032 for First Reading

Move that the Board accepts the Capital Improvement Plan (CIP) 2028-2032. This motion, made by Ms. Julie Thompson and seconded by Ms. Jenn Jennings, Carried.

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

7.C. Approval of Revisions to the Board of Education Approved 2027-2028 and the 2028-2029 School Calendars
Move that the Board approves the revisions to the approved Board of Education 2027-2028 and 2028-2029 school calendars. This motion, made by Ms. Julie Thompson and seconded by Ms. Jenn Jennings, Carried.

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

8. Committee and Liaison Reports
David Peniston, Jr., Curriculum Committee Chair, shared that a Committee meeting was held earlier in the day to:

- Review modifications to an existing course at Glastonbury High School for the 2027-2028 school year,
- Review proposed new courses at Glastonbury High School for the 2027-2028 school year, and
- Review and discuss the Career and Technical Education 5-Year Curriculum Review Report

9. Chairman's Reports
Dr. Foyle shared that a newly elected State Representative had reached out to discuss priorities at the state level. Dr. Foyle and Dr. Hurwitz are working to coordinate a meeting with all state representatives. A meeting date will be shared once it is set.

10. Superintendent's Report
Dr. Hurwitz provided the Board with an overview of the October 2026 Self-Insurance Fund memo. He also reminded the Board of important upcoming events:

- Veterans Day is Wednesday, November 11, 2026. Special activities and assemblies will be held in each school. All Board Members are invited to attend.
- The Glastonbury Education Foundations Gala is this Friday, November 13, 2026.
- The CABE/CAPSS Convention is next Friday, November 20, 2026. He and Ms. Thompson will be attending this conference.

10.A. School Enrollment Report, November 2026
10.B. Self-Insurance Reserve Update, October 2026
10.C. Staff Resignations
10.C.1. Carter Newman
10.D. Staff Appointments
10.D.1. Rebecca Walsh, Hopewell, Grade 4 Teacher
10.E. Dates to Remember

11. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Ms. Jenn Jennings, Carried. The meeting adjourned at 8:15 pm.

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

Respectfully Submitted,

Jenn Jennings, Secretary

Approved:

GLASTONBURY HIGH SCHOOL

SIGNIFICANT CHANGES IN THE PROGRAM OF STUDIES 2027-2028

The Program of Studies is now a virtual Program of Studies website.

Draft GHS Program of Studies 2027-2028

Art: name change by College Board (AP Studio Art, New Course Title: AP Art & Design)
Art: Ceramics: add Level 1 option.
AgriScience: Course name change to be more student-friendly and readily understandable to all stakeholders (Green Infrastructure and Sustainable Design, New Course Title: Landscape Design & Maintenance)
Career and Technical Education (CTE): add new course Introduction to Business and Introduction to Business L1. The new courses are foundational introductory courses for the Business Pathway.
Career and Technical Education (CTE): remove the Civil Law course. This course no longer has a state-associated SCED code that matches CTE/Business options to select from.
Career and Technical Education (CTE): course Coding, Data Science, and Society add IRC ; updated UConn curriculum.
Career and Technical Education (CTE): remove Foundations of Teaching L1 ECE. Split existing year-long course into two, 1-semester courses to offer more flexibility for students. New courses are If You Love It, Teach It L1 (ECE) and Introduction to Special Education L1 (ECE).
Health and Physical Education: course name change to represent certification (First Aid & Careers in Athletics and Recreation New Course Title: CPR/First Aid & Health Care Careers)
Health and Physical Education: course name change from No Boundaries for Wellness. New Course Title: Unified Physical Education
History/Social Sciences: remove Themes of United States History I & II. Delete this course from our Program of Study for two reasons: (1) In the past, the course had the unintended consequence of forming a less rigorous track for students, which is a practice we want to avoid. (2) The course has not had enough requests over the last 4 school years to be offered.
History/Social Sciences: name change: Introduction to Economics New Course Title: Economics
History/Social Sciences: name change: Introduction to Political Science New Course Title: Political Science
History/Social Sciences: name change: Introduction to Psychology New Course Title: Psychology
Music: new course: Percussion Ensemble L1 and Percussion Ensemble. The intention is to design a course that specifically meets the needs of our Grade 9-12 percussion students and provides high-quality instruction. This course, Percussion Ensemble, is a reorganization of the two current Concert Band sections to become: one Concert Band section (winds) and one Percussion Ensemble section (percussion). This redesign provides maximum engagement and skill development for all musicians in the ensemble, which will elevate the standard of the overall band program.

SMITH MIDDLE SCHOOL
SIGNIFICANT CHANGES IN THE PROGRAM OF STUDIES 2027-2028

The Program of Studies is now a virtual Program of Studies website.
Draft SMS Program of Studies 2027-2028

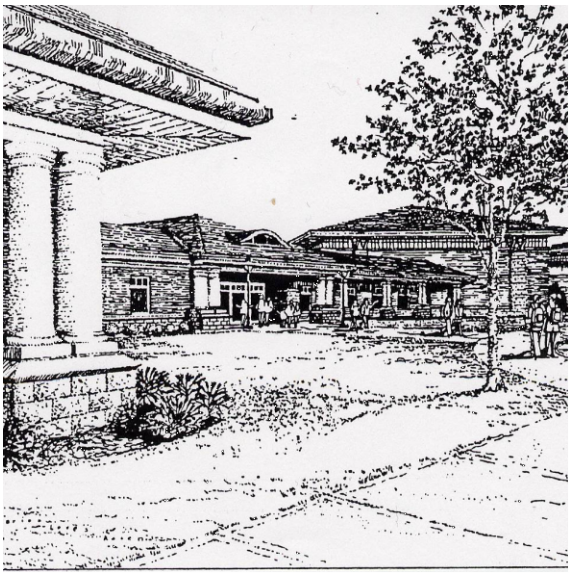
ACADEMIC REVISIONS
General Information: Updated: Year
Curriculum Directors: GPS website
General Information – Introduction: Done online
School Counseling Department: No changes
Art: No changes
Technical Education: 2 changes: 1. Manufacturing Lab is an immersive, "hands-on, minds-on" course where ideas turn into physical products. Students will explore how unfinished materials can become a useful product. Starting with an initial concept and design, students move through material selection, prototyping, and final production. Working with both traditional hand tools and modern machine technology, students gain practical experience across a wide range of manufacturing techniques—including cutting, shaping, forming, joining, and finishing. 2. World of Motion - Students explore the principles of energy transfer by designing and building custom geared electric vehicles. Through hands-on engineering, they master the fundamentals of magnetism, AC/DC power, wired circuits, and switches. The course culminates in an advanced rocketry unit where students apply their knowledge to compete in the SMS version of the American Rocketry Challenge.
Physical Education/Health: No changes
History: No changes
ELA: Remove "Advanced" from both the heading and the description for Reading Strategies.
Math: A couple of wording changes to remove the grade requirement in Transitions to Algebra and in Algebra Grade 8.
Music: Changes to all course descriptions (6) in the Music Dept.
Science: No changes
World Languages: Changes to: SMS World Language Options Depend on Prior Study section and Multilingual Learner Class section. Sequence image updated.
Special Education: Change the course title of **"Resource Room"** in PowerSchool to **"Skills for Success"**
Leveling: Reword Academic Levels 1, 2, IEP

2026-2027
SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES



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

Smith Middle School Mission Statement



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

SMS POS Website footer

All on the website prior to the changes

SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES
2026-2027

Smith Middle School Administration

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

Central Office Administration

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

Board of Education

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

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

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

Curriculum Directors

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

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GENERAL INFORMATION

INTRODUCTION

POS website - Home Page

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

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

SCHOOL ORGANIZATION

POS website – SMS School Day

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

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

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

SCHOOL COUNSELING DEPARTMENT

POS website – SMS School Day

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

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

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

FORMAT OF COURSE OFFERINGS

POS website – About Our Courses

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

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

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

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

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

ACADEMIC LEVELS

POS website – About Our Courses

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

Level 1 courses are for students who have demonstrated superior achievement.
Level 2 courses are for students who have demonstrated academic knowledge at grade level.
IEP courses are for students identified through special education to be in need of specialized assistance.

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

REPORTING STUDENT PROGRESS

POS website – About Our Courses

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

Student grades are reported as: A+, A, A- B+, B, B- C+, C, C- D+, D, D-, F
Student "Effort" and "Conduct" are reported as:
1 Excellent 2 Good 3 Fair 4 Unsatisfactory

HONOR ROLL

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

RETENTION POLICY

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

MIDDLE SCHOOL COURSES RECOGNIZED ON GHS TRANSCRIPTS

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

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

MODIFICATION OF A COURSE OFFERING

POS website – About Our Courses

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

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

INSTRUCTIONAL MATERIALS REVIEW PROCESS

On GPS website

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

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

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

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

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

On GPS website

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

REQUIRED ACADEMIC COURSES

SMS POS website -Course Descriptions

ENGLISH DEPARTMENT

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

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

Drop down bullet for units

Drop down bullet for units

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

Drop down bullet for Course Descriptions - Grade 7 English/Language Arts units

Within our flexible structure of instruction:

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

Drop down for English Courses

Leveling website

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

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

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

Reading Strategies 7 & Advanced Reading Strategies 8

Teacher Recommendation Only Meets 2/3x for Year

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

SMS POS website -Course Descriptions

WORLD LANGUAGE/MULTILINGUAL LEARNER DEPARTMENT

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

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

SECONDARY LEVEL LANGUAGE PROGRESSION

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

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

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

French Gr. 7 and French Gr. 8 **Novice-Intermediate**

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

Introductory French and Introductory Continuing French * **Novice**

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

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

Spanish Gr.7 and Spanish Gr. 8 **Intermediate**

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

Introductory Spanish and Introductory Continuing Spanish **Novice**

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

Introductory Russian and Introductory Continuing Russian **Novice-Intermediate**

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

Chinese Gr. 7 and Chinese Gr. 8 **Novice-Intermediate**

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

Introductory Chinese and Introductory Continuing Chinese **Novice**

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

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

Multilingual Learner Class **Director/Coordinator/Teacher Recommendation Only**
Meets 5x for Year
As a part of answering the essential question "How can I improve my skills in English to reach my personal and academic goals?" students at beginning to intermediate levels of English will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text. Students will develop their skills in listening, speaking, reading, and writing in English and learn about American culture.

Multilingual Learner Tutorial **Director/Coordinator/Teacher Recommendation Only**
Meets 3/5x for Year
Students who speak a language other than English at home may be eligible for tutorial services. The Multilingual Learner tutor works with students in a small group setting to develop skills in English and to provide assistance for content area subjects.

SMS POS website -Course Descriptions

HISTORY/SOCIAL SCIENCES DEPARTMENT

World History 7
World History is a course designed to take students on a journey of exploration through the world's civilizations. The course begins by providing students with a sense of history. Students will travel through the ancient civilizations of Egypt, Mesopotamia, China, India, and the Americas, and then on to the classical civilizations of Greece, Rome and Islam. The course concludes with the study of the ideas, inventions, and explorations of the Middle Ages and the Early modern period. Student exploration is viewed through the lens of common themes that connect and integrate the world's diverse history. Through their study, students will enrich their knowledge of major historical periods, issues, and patterns in world history, as well as acquire, develop and apply the skills and process of historical thinking and inquiry.

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

SMS POS website -Course Descriptions

MATHEMATICS DEPARTMENT

Recommended Mathematics Course Selection Plan for Grade 7 through Grade 12

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

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

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

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

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

Mathematics 7 **Levels 1, 2**

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

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

Mathematics 8 **Level 2**

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

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

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

Algebra 1 Gr. 8 **Level 1**

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

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

SMS POS website -Course Descriptions

SCIENCE DEPARTMENT

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

RECOMMENDED SCIENCE COURSE SELECTION PLAN FOR GRADES 7-12

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

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

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

Planet Earth 7 **Levels 1, 2**

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

Concepts of Physics **Levels 1, 2**

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

SMS POS website -Course Descriptions

HEALTH and PHYSICAL EDUCATION DEPARTMENT

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

Physical Education Gr. 7 and Gr. 8 **Meets 2/3x for Year**

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

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

PHYSICAL EDUCATION UNITS GRADE 7 AND GRADE 8

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

Health Education Gr. 7 and Gr. 8 **Meets 2/3x for Semester**

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

HEALTH EDUCATION CORE CONCEPTS Gr. 7 and Gr. 8

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

RECOMMENDATION ONLY

Special Education **Small Group IEP Classes or Resource**
PPT Recommendation Only **Meets 2/3x for Year or 5x for Year**
The resource rooms and special education classes at Smith Middle are non-categorical and designated to assist the students who are identified by a Planning and Placement Team as requiring special education. Teachers work with individuals in small groups on a remedial and/or tutorial basis. The resource room teachers are also available to other Smith Middle School teachers on a consultative basis regarding individual students.

ELECTIVE COURSES

ART

SMS POS website -Course Descriptions

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

Gr. 7 Art Offerings

The Art of Animation
#E227 **Gr. 7** **Meets 2/3x for Semester**
Explore the techniques of traditional and digital-based animation, while taking the first look into how art, design, and STEAM come together! In this class, students learn to create flip books, zoetropes, stop-motion, and digitally-animated films using animation software. Students work both independently and collaboratively to develop ideas, storyboards, and characters, and bring them to life using pencil, paint, paper, cameras and technology!

Crafts
#E237 **Gr. 7** **Meets 2/3x for Semester**
Use a variety of traditional and non-traditional materials and techniques to create artistic forms with a contemporary flair. Learn how to design and create boxes, fiber art, books, jewelry, textiles and other functional objects. Sign up, and watch your ideas take form!

3-D Art
#E247 **Gr. 7** **Meets 2/3x for Semester**
Shape, sculpt, carve, and build 3-dimensional forms that are self-expressive and original. Plan, design and create 3-dimensional works with a variety of materials such as clay, wood, plaster, paper mache, paper, recycled, repurposed and found items. Roll up your sleeves and let creativity be your guide!

Art Zone
#E217 **Gr. 7** **Meets 2/3x for Semester**
Whether you consider yourself an artist or not, you will have fun learning and growing as an artist. Develop observational drawing skills, and learn painting and printmaking processes and techniques while expanding media skills using pastels, paints, charcoal, oil pastels, pen & ink and MORE! Don't hesitate. Sign up today! Get in the ART ZONE!

Gr. 8 Art Offerings

Sculpture
#E248 **Gr. 8** **Meets 2/3x for Semester**
Plan and build 3-dimensional art, sculptures, and more. Students learn to problem-solve concepts such as balance, unity, and structure, and make artistic choices to create works that demonstrate their personal ideas and meaning. Use new-age materials as well as clay, wood, paper, natural fibers, glass, wire, plastic, plaster and everyday objects.

Modern Design
#E238 **Gr. 8** **Meets 2/3x for Semester**
Everything is designed by someone. Learn the design processes used by professionals in design and STEAM fields such as fashion, advertising, product, package, and graphic design. Explore the role that design plays in our culture and the idea of form vs. function. Students learn both traditional and technology-based processes of commercial and applied design, and explore industry careers. If you'd like to learn to use technology-based software and traditional processes to create original artwork, and learn about careers in the fields of Design, Applied Arts, and STEAM, then this hands-on course is for you!

Studio Art and Media E218 **Gr. 8** **Meets 2/3x for Semester**
Enjoy exploring the world of art, bringing your creative ideas to your work. Students learn to use a variety of media and processes used by traditional and contemporary artists, including, painting, drawing, printmaking, and other 2-D media. Learn observational drawing skills and other artistic strategies to develop realistic and expressive works of art. This course will teach you how to creatively and skillfully express yourself through art. All skill levels are welcome.

Digital Art and Media #E228 **Gr. 8** **Meets 2/3x for Semester**
Learn to use digital software and media to create original art and design. In this technology-based class, students are introduced to Adobe Photoshop© and IPad tools and apps, while learning to create unique and dynamic works of art. See how professional STEAM, commercial, applied design, and fine artists can use technology to develop, enhance and manipulate digital photos and drawings to express their personal ideas.

SMS POS website -Course Descriptions

FAMILY AND CONSUMER SCIENCE

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

Design Your Space
#E337 & #E338 **Gr. 7 & 8** **Meets 2/3x for Semester**
Students will explore the basics of creative home interiors for both personal and functional spaces. Units include transforming space using color, the elements and principles of design, time and budget management, and career exploration. Projects may include space and floor planning and designing a room make-over.

Foods and Nutrition
#E317 & #E318 **Gr. 7 & 8** **Meets 2/3x for Semester**
Students will learn the basics of food preparation and will develop skills in the safe use and care of kitchen equipment and appliances. Students will have an opportunity to prepare simple snacks, baked goods, and quick and easy meals during cooperative food lab experiences. Included in the curriculum is a nutrition unit where students will learn about the six major nutrients, food groups, and the relationship of food choices to health and wellness during their lifespan.

Money Matters
#E378 **Gr. 8** **Meets 2/3x for Semester**
Find out how to survive money, consumer, and career challenges. See the relevance of school subjects to everyday life and work roles. Explore how to use the services of financial institutions. Learn more about the world of work, sharpen job skills, identify your unique talents and abilities and participate in career exploration activities.

Specialty Foods
#E328 **Gr. 8** **Meets 2/3x for Semester**
Specialty Foods is a course developed for grade eight students who have previously taken our introductory Foods and Nutrition class. In Specialty Foods, students will develop skills in the area of baking including quick breads and yeast breads. Principles of meal planning and preparation will be explored with an emphasis on herbs and their use in world cuisines. The course culminates in the planning, preparation, plating and serving of a buffet-style meal, built off the foundations learned in Foods and Nutrition, as well as the content in Specialty Foods.

Understanding Young Children
#E357 and #E358 **Gr. 7 & 8** **Meets 2/3x for Semester**
In this course, students will put theory into practice and become skilled in understanding the development of young children (birth - 5 years old). Students will apply their knowledge and demonstrate their understanding of concepts through collaborations with the Eastbury Early Learning Center, caring for a RealCare Baby Infant Simulator, and participating in projects which include planning age-appropriate activities. This comprehensive and interactive class will equip students with the essential knowledge and skills to be confident babysitters and future childcare professionals. Upon completing the course, students can apply for the Smith Babysitting Certificate.

SMS POS website -Course Descriptions

MUSIC AND PERFORMING ARTS

Band
#E117 & #E118 **Gr. 7 & 8** **Meets 2/3x for Year**
Band is a performing ensemble open to students who play woodwind, brass and percussion instruments. Instruction includes balance, blend, coordination of musical effort and performance of band literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening band performances. For new band students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the band director is required before enrolling.

Chorus
#E127 & #E128 **Gr. 7 & 8** **Meets 2/3x for Year**
The chorus is a performing ensemble open to all students. Instruction centers around tone, diction, expression, ear training, reading accuracy and performance of choral literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening chorus performances. For chorus students, there is no minimum of prior ensemble experience or consent required to enroll.

Orchestra
#E137 & #E138 **Gr. 7 & 8** **Meets 2/3x for Year**
String orchestra is open to students who play violin, viola, cello and bass violin (string bass). Emphasis is placed on tonal balance, blend, coordination of musical effort, and offerings of solo, ensemble, and string and orchestral literature. Students will have a minimum of two evening orchestra performances. For new orchestra students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the orchestra director is needed before enrolling.

Creating and Recording Music 1
#E157 **Gr. 7** **Meets 2/3x for Semester**
You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers, Logic Pro Software and Apple Loops. Basic piano skills will be introduced. No previous experience necessary.

Creating and Recording Music 2
#E158 **Gr. 8** **Meets 2/3x for Semester**
You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers Logic Pro Software and Apple Loops. You will be exploring in depth music writing techniques. Basic piano skills will also be introduced. No previous experience required.

Lights Up! Theater I
#E147 **Gr. 7** **Meets 2/3x for Semester**
In this introduction to theater class, Grade 7 students will have the opportunity to participate in improvisational games, stage combat, scene study, monologue performance, lip sync battles, and audition preparation. Students will learn the foundations of acting including staging, blocking, and movement. No prior experience in theater is necessary.

Lights Up! Theater II
#E148 **Gr. 8** **Meets 2/3x for Semester**
In this overview of theater class, Grade 8 students will have the opportunity to participate in improvisational games, stage combat, lip sync battles, scene and monologue, performance, audition preparation, scene writing, and directing. Students will practice the foundations of acting culminating in small group performances. No prior experience is necessary. Students do not have to have taken Lights Up! Theater I in order to register for this class.

Piano and Guitar Sampler **Gr. 7** **Meets 2/3x for Semester**
#E167
Learn to play the piano and guitar in this one beginning course. You will learn the basics of each instrument and will play songs and short pieces on them. You will also learn to accompany yourself and others on both instruments.

Make Your Own Video
#E168 **Gr. 8** **Meets 2/3x for Semester**
This course offers an exciting opportunity to create your own videos, including music videos, using your iPad and the SMS Music lab. This is a hands-on course where you will be using iMovie, iPhoto and Garage Band. No previous experience required.

SMS POS website -Course Descriptions

TECHNOLOGY EDUCATION

Aero-Lab
#E437 **Gr. 7** **Meets 2/3x for Semester**
Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight are explored as students design, build, and understand the

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

Computer Graphics
#E457 Gr. 7 Meets 2/3x for Semester
In this creative STEAM course, students will explore cutting-edge digital tools while creating graphics for a variety of purposes and audiences. Students will use web-based and professional applications, like Adobe Photoshop, to create graphics for digital and physical projects. They will have access to a range of tools, including DSLR cameras, vinyl cutters, and a variety of printers, to bring their creative designs to life. Topics include photography, digital image manipulation, AI, interactive design, and animation.

Introduction to Trades & Home Repair
#E470 Gr. 7 Meets 2/3x for Semester
Explore the world of construction trades and home improvement. Learn basic framing and carpentry, as well as beginner plumbing and electrical skills through hands-on projects. You'll solve problems, use tools safely, and discover how different skilled trades come together to build and maintain homes. By the end of the course, you'll be able to tackle basic repairs and home projects with confidence. This course is recommended for students who are seriously considering careers in the trades or planning to pursue technical high school programs.

Manufacturing Lab
#E418 Gr. 8 Meets 2/3x for Semester
Students will be introduced to the skill of creating a company and work from an "idea" to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. Students will also design, build and test CO_2 powered dragsters. A variety of tools and machinery will be used throughout the course.

New Media
#E438 Gr. 8 Meets 2/3x for Semester
Dive into the world of game design while learning the artistic and technical skills necessary to create interactive experiences. This interdisciplinary STEAM offering incorporates coding, design, digital art, and the development of new media using a variety of digital tools. Example projects include the creation of characters, animations, and a variety of game types. Through a mix of game design projects and coding lessons, participants will explore fundamental concepts and lessons for aspiring game developers.

Robo Code
#E468 Gr. 8 Meets 2/3x for Semester
Students will be introduced to the exciting world of robotics and engineering. They will build and code robots, while developing critical thinking, collaboration, and problem-solving skills. Students will be introduced to fundamental computer science concepts while learning about mechanical systems, sensors, and automation through a variety of engaging challenges.

STEAM 7
#E417 Gr. 7 Meets 2/3x for Semester
Tackle exciting STEAM challenges that blend science, technology, engineering, art, and math in this course. Working both independently and in teams, you'll design, build, and test projects like wind-powered vehicles, bridges, catapults, and Lego tractors. Along the way, you'll gain experience with advanced tools like a laser cutter and engraver to create precise, professional-quality designs. STEAM 7 is all about curiosity, imagination, and building real-world skills through fun, hands-on learning.

World of Motion
#E428 **Gr. 8** **Meets 2/3x for Semester**

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

GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS OF OR COMPLAINTS REGARDING:

Glastonbury Public Schools

Non Discrimination and Equal Opportunity Policy and Procedures

On GPS website

Glastonbury Compliance Officers are:

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

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

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

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

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

Grievance Procedure:

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

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

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

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

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

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

CALENDAR OF BOARD OF EDUCATION MEETINGS
JANUARY 2028-JANUARY 2029

DAY/DATE	MEETING LOCATION
Monday, January 10, 2028	Town Council Chambers
Monday, January 24, 2028	Town Council Chambers
Monday, February 14, 2028	Town Council Chambers
Monday, February 28, 2028	Town Council Chambers
Monday, March 13, 2028	Town Council Chambers
Monday, March 27, 2028	Town Council Chambers
Monday, April 17, 2028	Town Council Chambers
Monday, May 8, 2028	Town Council Chambers
Monday, May 22, 2028	Town Council Chambers
Monday, June 12, 2028	Town Council Chambers
Monday, June 26, 2028	Town Council Chambers
Monday, July 10, 2028	Town Council Chambers
Monday, August 14, 2028	Town Council Chambers
Monday, September 11, 2028	Town Council Chambers
Monday, October 2, 2028	Town Council Chambers -1st Monday
Monday, October 23, 2028	Town Council Chambers
Monday, November 13, 2028	Town Council Chambers
Monday, November 27, 2028	Town Council Chambers
Monday, December 11, 2028	Town Council Chambers
Monday, January 8, 2029	Town Council Chambers
Monday, January 22, 2029	Town Council Chambers

PLEASE NOTE:

Regular meetings of the Board of Education are normally held on the second and fourth Monday of each month except in instances when the second or fourth Monday is impacted by a school break or holiday. Meetings begin at 7:00 p.m. unless otherwise noted.

Approved:

DRAFT

GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM

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Title of Report: Approval of CIP 2028-2032

Board Meeting Date: November 23, 2026

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

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Each year, the Board of Education reviews and prioritizes Capital Improvement Plan (CIP) requests as part of its annual approval process. To support the Board's deliberations, the administration provides recommendations based on identified district needs.

This year, CIP requests are organized into four categories, with each project's priority indicated.

Planning and Assessment

- Facilities Condition Assessment Report (1)
- Design – Smith Middle School Roof Replacement and Restoration (1)
- Design – Naubuc Boiler and Heating System Replacement (1)

Exterior Improvements

- Replace Hebron Avenue Playscape (1)
- Restore Glastonbury High School Exterior Fascia Panels (2)

Interior Improvements

- Replace Glastonbury High School Gym Divider Curtains (1)
- Replace Buttonball Lane School Kitchen and Cafeteria Floor (1)
- Replace Smith Middle School Carpets with VCT (1)
- Replace Gideon Welles School Carpets with VCT (2)

Town Projects

- Repave Buttonball Lane School Parking Surfaces (1)

Submitted by: Scott Hurwitz, Ed.D.

Capital Improvement Plan

Fiscal Years

2028

2029

2030

2031

2032

BOE Approved:

Capital Improvement Projects (CIP) Form

November 9, 2026

Summary by Fiscal Year			
YR	**Location**	**Description**	**Est. Cost**
Projects for Fiscal Years 2028-2032			
2028	Districtwide	Facilities Condition Assessment Report	$250,000
2028	Smith	Design - Roof Replacement Restoration **	$100,000
2028	Buttonball	Replace Kitchen Floor and Cafeteria Floor	$400,000
2028	GHS	Replace Divider Gym Curtains	$350,000
2028	Smith	Replace Carpets w/VCT @ SMS (50,000 sf @ $10)	$500,000
2028	GW	Replace Carpets w/VCT @ GW (60,000 sf @ $10)	$600,000
2028	Naubuc	Design – Boiler and Heating System Replacement	$100,000
2028	GHS	Restore Exterior Fascia Panels	$250,000
2028	Buttonball	Repave Parking Surfaces	$200,000
2028	Hebron Ave.	Replacement Playscape (Multi-Year Plan)	$400,000
		Subtotal Year 2028	**$3,150,000**
2029	Districtwide	Fund Priorities Recommended in Condition Assessment Report	TBD
2029	Smith	Roof Replacement/Restoration **	$3,000,000
2029	Naubuc	Replacement of Playscape (Multi-Year Plan)	$400,000
		Subtotal Year 2029	**$3,400,000**
2030	Districtwide	Fund Priorities Recommended in Condition Assessment Report	TBD
2030	Bus Yard	Repave Parking Surfaces	$400,000
2030	Naubuc	Cafeteria Floor Replacement	$350,000
2030	EA	Replace Carpets w/ VCT @ EA (35,000 sf @ $20 w/abatement)	$700,000
2030	Hebron Ave.	Repave Parking Surfaces	$290,000
2030	Eastbury	Replacement Playscape (Multi-Year Plan)	$400,000
		Subtotal Year 2030	**$2,140,000**
2031	Districtwide	Fund Priorities Recommended in Condition Assessment Report	TBD
2031	Naubuc	Boiler and Heating System Replacement	$1,500,000
2031	GHS	Repave Parking Surfaces – Area 4 (Baldwin Rear, Hubbard Front)	$200,000
2031	Gideon Welles	Replacement Playscape (Multi-Year Plan)	$400,000
		Subtotal Year 2031	**$2,100,000**
2032	Districtwide	Fund Priorities Recommended in Condition Assessment Report	TBD
2032	GHS	Elevator Replacement (1973 Section)	$700,000
2032	GHS	Chiller Replacement (2)	$1,600,000
		Subtotal Year 2032	**$2,300,000**

Estimated Costs:

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

** Projects Eligible for State DAS Grants

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

Department:	Board of Education
Project Title:	Facility Condition Assessment Plan
Priority:	



Project Description and Status

A comprehensive Facility Condition Assessment Plan (FCA) was last commissioned in 2008 for the school district. It has been used to direct the needs of our Capital Improvement Plan (CIP). After 19 years, the current report is now outdated due to the vast improvements made to the district, as well as for future forecasting. Editing has been difficult due to the age of the technology.

A Facility Condition Assessment (FCA) is a comprehensive evaluation of a building's physical condition. It examines major systems such as roofing, HVAC, electrical, plumbing, structural components, and life safety systems to identify maintenance, repair, and replacement needs. Many Facility Condition Assessments follow established industry standards such as the ASTM standard, which provides guidance for evaluating building systems and documenting facility conditions. The results help guide capital investment planning and more effective facility management. The major components of a facility include, but are not limited to:

- Roof systems, HVAC, electrical, plumbing, building envelope, interior finishes, structural elements, life safety systems, site conditions, and future plans.
- Future building programming needs in the current district master plan will be evaluated during the FCA development.

The FCA will identify what needs repair, replacement, maintenance, or building expansion/alterations, allowing a capital renewal plan to have estimated costs and timelines managed and implemented efficiently.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	$250,000	-	-	-	-	$250,000

Estimated Operating Budget Requirements

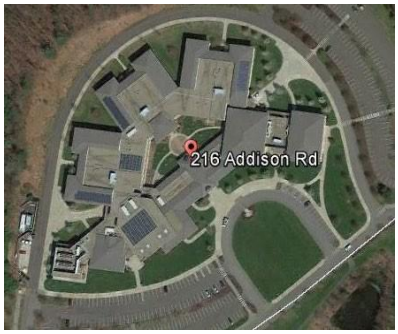
No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

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



Project Description and Status

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

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

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

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	$100,000	$3,000,000	-	-	-	$3,100,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

Department:	Board of Education
Project Title:	Buttonball Cafeteria & Kitchen Flooring Replacement Project
Priority:	



Project Description and Status

The Buttonball School cafeteria and kitchen floors are near their useful life and should be considered for replacement. The area is approximately 4,500 square feet of vinyl tile. Some tiles will be removed under full containment due to their asbestos content.

The abatement phase must be done with no student programs operating in the building per CT EPA regulations.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	$400,000	-	-	-	-	$400,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview



Department:	Board of Education
Project Title:	High School Gym Replace Divider Curtains
Priority:	

Project Description and Status

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

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

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

The current motorized curtain system consists of steel cables that run vertically through multiple grommets to a motor mounted on the steel roof beams, which coils the cable to lift the curtains. Each curtain is motorized independently, allowing users to compartmentalize the floor space as desired for each event. The cable and grommet technology is outdated, and years of operation have worn the cables and grommets. Motorized curtains are inspected annually for safety and operation. The age of the curtains is unknown, but it is a recommended project to be completed in 2028.

The new technology that is available today eliminates the cable and grommet system. It is a motorized lift system that operates similarly to a roller shade with low maintenance for greater longevity and ease of operation. It is also a safer operation, as there are no cables that wear out and need replacement. The cost of the new system includes removal of the old system and installation of the new curtain system.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	$350,000	-	-	-	-	$350,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview



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

Project Description and Status

Smith Middle School is mostly carpeted and dates back to the original 1999 construction. Carpets are located in all classrooms (except labs), the library, auditorium, offices, and all second-floor hallways. Although carpets are serviced daily and shampooed annually, they should be replaced due to wear and odors trapped in the underside jute backing fiber.

The plan is to replace carpeted areas with vinyl floor tile except in the auditorium and library. Replacing carpet in classrooms with tile will help reduce humidity and improve indoor air quality.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	$500,000	-	-	-	-	$500,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 9, 2026



Overview

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

Project Description and Status

Gideon Welles School is mostly carpeted, installed back when the school was an all-6th-grade program, likely around the renovations in 2000. Although carpets are serviced daily and shampooed annually, they should be replaced due to wear and odors trapped in the underside jute backing fiber.

The plan is to replace the carpeted area with vinyl floor tile except in the auditorium and library. Replacing carpet in classrooms with tile will help reduce humidity and improve indoor air quality.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	$600,000	-	-	-	-	$600,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 9, 2026



Overview

Department:	Board of Education
Project Title:	Design - Naubuc School Replacement Heating System
Priority:	

Project Description and Status

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

The proposed heating system will replace the original 1983 and 1969 steam heating plants and convert to a hydronic hot water pipe system. This will provide higher efficiency, reduced energy costs, and modern mechanical infrastructure for a long-term life cycle and optimal occupant comfort.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	$100,000	-	-	$1,500,000	-	$1,600,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview



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

Project Description and Status

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

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	$250,000	-	-	-	-	$250,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

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



Project Description and Status

This property has approximately 80,000 square feet of parking surfaces, and this request will consist of an overlay or reclamation and repaving of areas of the parking lot and driveways that are in need of repair for the safety of pedestrians and vehicles. Upon completion, a preventative maintenance program to crack-fill and asphalt-coat every 3-5 years would be recommended to preserve and extend the life of the bituminous concrete surfaces.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	$200,000	-	-	-	-	$200,000

Estimated Operating Budget Requirements

A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every 3 to 5 years.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

Department:	Board of Education
Project Title:	Elementary Schools Replace Playscapes
Priority:	



Project Description and Status

The existing playscapes in our schools are inspected and maintained by our Parks and Recreation Department. In a recent report by their certified playscape safety inspector, the Director of Parks has recommended planning for a multi-year replacement plan. The budget each year will vary and is simply an annual placeholder until design is completed. Costs would be adjusted as information and decisions are made. The proposal factors in the current conditions, the age of the units, and the limited parts available for older structures. The average lifespan of a playscape is 20 to 25 years.

1. Hebron Ave School: The large playground was installed in 1996.
2. Naubuc School: The playground was installed in 2004.
3. Eastbury School: The playscapes were built in 1997. Due to the different age groups at the school, replacement will vary.
4. Gideon Welles: The equipment was installed in 2010.
5. Hopewell School: The 5-12 playscape was installed in 2002.
6. Nayaug School: The 2-5 playscape was built in 2008. The 5-12 Playscape was built in 2007.
7. Buttonball School: The 5-12 Playscape was installed in 2020, along with the exercise equipment, after a tree fell on the old playscape. The swings are from 1986 and need replacing, as no parts are available.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	$400,000	$400,000	$400,000	$400,000	-	$1,200,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

Department: Board of Education	
Project Title:	Bus Yard Pavement Rehabilitation
Priority:	



Project Description and Status

This property has a very large paved surface, approximately 160,000 square feet, and this request will consist of either an overlay or reclamation and repaving of areas of the parking lot and driveways that are in need of repair for the safety of pedestrians and buses. Upon completion, a preventative maintenance program to crack-fill and asphalt-coat every 3-5 years would be recommended to preserve and extend the life of the bituminous concrete surfaces.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	-	-	$400,000	-	-	$400,000

Estimated Operating Budget Requirements

A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every 3 to 5 years.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

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



Project Description and Status

The Naubuc School cafeteria and kitchen floor has exceeded its useful life and should be considered for replacement. The area is approximately 4,000 square feet of vinyl and ceramic tile.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	-	-	$350,000	-	-	$350,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

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



Project Description and Status

The programs at Eastbury School include the Early Learning Center, Integrated Preschool, LINKS Academy, and the Transition Academy. All classrooms are currently carpeted since the school was a K-5 program. Although carpets are serviced daily and shampooed annually, they should be replaced due to wear and odors trapped in the underside jute backing fiber.

Due to the programs and age of the school, we believe the appropriate floor surfaces should be vinyl tile for the best sanitation and maintenance results. While there are classroom areas that may require sitting on the floor for group story sessions, that can be accommodated with small area rugs which can be removed for cleaning or replaced if necessary.

Additionally, this project will require the inspection of areas under the existing carpeting to determine if there is existing vinyl tile that must be removed or restored. This survey and discussions will be done prior to final plans to confirm possible costs or if phasing is possible to complete the work with the least amount of disruption to programs. It is possible some areas were carpeted over existing material, and in that event, tiles will be removed under full containment due to their asbestos content.

Any abatement phase must be done with no student programs operating in the building per CT EPA regulations.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	-	-	$700,000	-	-	$700,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

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



Project Description and Status

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

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

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	-	-	$290,000	-	-	$290,000

Estimated Operating Budget Requirements

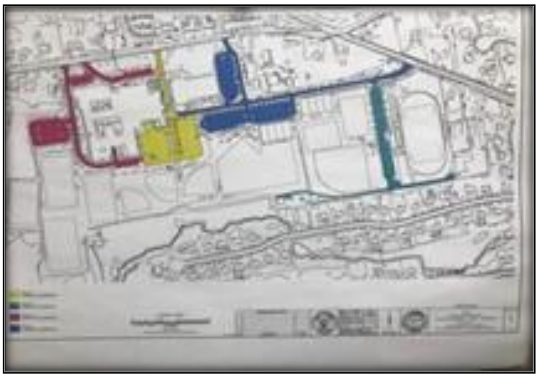
A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every 3 to 5 years.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

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



Project Description and Status

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

At this time, the following has been completed:

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

Finally, the Baldwin and Front Entrance parking lots, as well as the driveways, are the newest pavements from the addition of the science wing in 2006. Those areas are in good condition, and the 2031 request is a placeholder in the event we anticipate the need to do so.

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	-	-	-	$200,000	-	$200,000

Estimated Operating Budget Requirements

A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every 3 to 5 years.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

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



Project Description and Status

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

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	-	-	-	-	$700,000	$700,000

Estimated Operating Budget Requirements

A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every 3 to 5 years.

Capital Improvement Projects (CIP) Form

November 9, 2026

Overview

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



Project Description and Status

This project will consist of engineering plans and specifications followed by the replacement of ground-mounted and roof-mounted chillers listed below. EUL[1] is 20 years for this type of major equipment. Service, maintenance, and repairs have been performed over the years.

Some of the major units may be eligible for energy grants through Eversource.

GHS
(2) Pad Mounted Air-Cooled Chillers (2004) 180 Tons Ea. ($380K Ea.) in 2032

Smith Middle
(2) McQuay Rooftop Air-Cooled Chillers (2000) 300 Tons Ea. ($450K Ea.) in 2032

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

[1] Estimated Useful Life

Estimated Capital Costs

Budget	2028	2029	2030	2031	2032	Total
	-	-	-	-	$1,600,000	$1,600,000

Estimated Operating Budget Requirements

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

Glastonbury Public Schools
GLASTONBURY, CONNECTICUT

COMMITTEE MEMBERS & LIAISON REPRESENTATIVES
November 2026

WORKING COMMITTEES:

Budget	*Thompson, Peniston, Faust (Foyle, Ex-officio)
Personnel	*Cavanaugh, Saunig, Henry (Foyle, Ex-officio)
Communications	*Thompson, Cavanaugh, Henry (Foyle, Ex-officio)
Curriculum	*Peniston, Thompson, Jennings (Foyle, Ex-officio)
Policy Review	*Saunig, Peniston, Faust (Foyle, Ex-officio)
Facilities	*Saunig, Thompson, Jennings (Foyle, Ex-officio) Jennifer Wang (Town Council Representative) Susan Karp (Board of Finance Representative)

REPRESENTATIVES TO:

CABE	Matt Saunig
CREC	Jennifer Faust
PTSO Council	Julie Thompson
Public Buildings Commission	Jenn Jennings
Youth and Family Services Commission	Kali Cavanaugh
Education Foundation	Matt Saunig
Security	David Peniston, Jr.

* = Chairperson

Revised: 11.2026

Glastonbury Public Schools
Cumulative Summary of Suspension

School: Glastonbury High School **School Year**: 2026-2027

Reason	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
A. Alcohol Possession/Use/ Sale/Distribution/Manufacture		1									
B. Drugs Possession/Use/ Sale/Distribution/Manufacture		4	1								
C. Vandalism											
D. Fighting /Altercation			2								
E. Physical Attack on Student											
F. Physical Attack on Staff			1								
G. Threatening/Bullying											
H. Insubordination		4	4								
I. Cutting/Skipping Class											
J. Profanity			1								
K. Tardiness											
L. Harassment		3	8								
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution		7	2								
O. Theft											
P. Interference with school Safety/ Order/Discipline		4	3								
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention											

1. Total Number of Suspensions by Month		21	22								
In-School		21	22								
Out-of-School		1	0								
2. No. of 1 Day Suspensions		0	3								
3. No. of 2-4 Day Suspensions		18	15								
4. No. of 5-10 Day Suspensions		3	4								
5. * No. of Different Students Suspended for the Month		21	21								
6. * No. of Different Students Suspended this Year (Cumulative)		21	38								
7. * No. of Different Students Suspended More than Once this Month		0	2								
8. * No. of Students Suspended More than Once this Year (Cumulative)		0	5								

Revised 11.15.05 ***See Reverse Side**

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

5. No student is counted more than once per month.

6 No student is counted more than once during the school year. This number is cumulative.

7. Only students who have been suspended on more than one occasion this month are included.

8. This is a cumulative number and represents the number of students suspended more than once during this school year.

Glastonbury Public Schools
Cumulative Summary of Suspensions

School: Smith Middle School **School Year:** 2026-2027

Reason	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
A. Alcohol Possession/Use/ Sale/Distribution/ Manufacture											
B. Drugs Possession/Use/ Sale/Distribution/ Manufacture											
C. Vandalism											
D. Fighting /Altercation			2								
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying											
H. Insubordination			2								
I. Cutting/Skipping Class			1								
J. Profanity											
K. Tardiness											
L. Harassment			2								
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution		1									
O. Theft											
P. Interference with school Safety/ Order/Discipline											
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention											

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

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

5. No student is counted more than once per month.

6 No student is counted more than once during the school year. This number is cumulative.

7. Only students who have been suspended on more than one occasion this month are included.

8. This is a cumulative number and represents the number of students suspended more than once during this school year.