



CURRICULUM COMMITTEE MEETING

Monday, September 14, 2026 10:00 AM
Glastonbury Public Schools, Central Office, Conference Room A
628 Hebron Avenue
Glastonbury, CT 06033

1. GPS Pathways Discussion
 - A. Status Update
 - B. Actions for the 2026-2027 School Year

Glastonbury Public Schools

Board of Education | Curriculum Committee Meeting

September 14, 2026

Pathways Discussion





ACTIVE LEARNERS

*seek solutions
collaborate & communicate
innovate & create
monitor progress*



PORTRAIT OF A LEARNER

CURIOUS THINKERS

*ask questions, take risks
discover & practice
think logically & critically
use credible resources*

RESILIENT INDIVIDUALS

*persevere in learning
adapt thoughts & actions
make responsible decisions*

COMPASSIONATE CITIZENS

*empathize
serve the community
value differences*

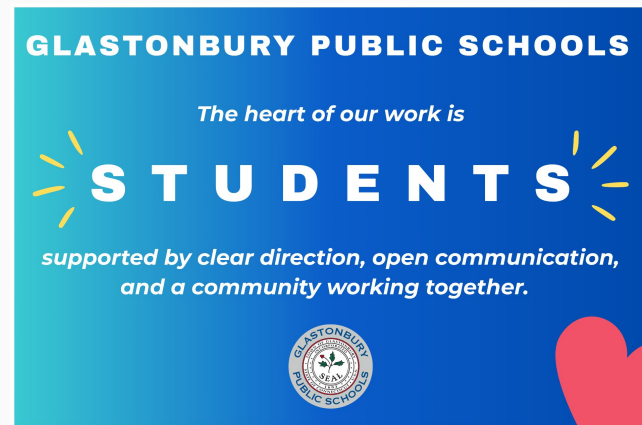
Our Goal: To create a coherent set of opportunities that helps students know themselves, test possibilities, build relevant skills, and leave Glastonbury with a purposeful next step.

Our position:

- Pathways expand options for all students and provide a “map” to support post-secondary success.
- College, technical training, apprenticeships, employment, service and continued education all remain viable next steps.

Why now?

- Students are at the heart of our work.
- In Glastonbury, this is an opportunity to extend from existing strengths.
- CSDE is now also emphasizing and supporting coherent career pathways and access to college credit and industry-recognized credentials.
- Statewide, districts report strong student benefit from career-connected learning—but uneven access and coherence.



What We Have in Place



Glastonbury currently offers essential elements of career-connected learning across coursework, credentials, college credit, and career exploration.

College Credit + Credentials

- Concurrent enrollment opportunities
- Existing industry-recognized credentials within courses
- Seal of Biliteracy and proficiency assessments

Programs + Partnerships

- CNA program (UHART)
- Goodwin partnership
- UELP - Unpaid Experiential Learning Program
- Course-credit and independent-study opportunities
- Existing CTE course sequences
- CT Superintendent Network

HS + Career Exploration

- High School Choice
- College & Career Pathways
- “College & Career 101” pilot @ LINKS developed with EdAdvance and the Department of Labor
- *Intro to Trades* course at Smith Middle School
- Guest speakers/Lunch and Learn, field trips (i.e.Cheney, Al Prince, Lincoln Tech)/experiences (Ag)

What We Intend to Explore in SY 26-27



Next High-Value Pathways

Identify the immediate, high-impact integration points across existing courses, partners, and credentials can be connected first.

Additional Certifications & Credentials

Explore lifeguarding and other relevant certification opportunities.

Student + Workforce Demand

Use student interest/feedback and Department of Labor data to identify viable pathways.

LINKS Academy

Pilot "College and Career 101" at LINKS Academy.

Work-Based Learning

Explore cooperative work experiences and a work-based-learning version of ARM/SAE.

Scheduling & Access

Examine the GHS block schedule and other structures that may expand access to pathway experiences.

Our Commitments & Capacity-Building Efforts



CAPSS

Director of CTE Liz Cole is participating in the year-long Pathways Community of Practice.

This connects GPS to statewide learning and emerging models.

EdAdvance

Consultation and professional learning with Dan Cocchiola, Director of Career Pathways and Dual-Credit Programming.

Focus on pathways and industry-recognized credentials.

CT State + Partners

Deepen dual-credit alignment and educator understanding.

Use higher-education and existing community partnerships to test viable opportunities before expansion.

Key Considerations As We Move Forward...



Known Barriers

- Student interest and sustainable enrollment
- Family understanding and value of CT State credit & IRC's
- Teacher certifications / qualifications
- Scheduling, staffing, equipment, facilities, fees, and transportation

Guardrails

- Begin with high-value opportunities that build naturally from existing strengths.
- Plan intentionally around student interest while preserving breadth and depth of course offerings.
- Consider staffing and resource implications before scaling.
- Prioritize credentials and experiences that lead somewhere meaningful for students.

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Our Strategy:

- Connect what exists.
- Learn from partners.
- Explore strategically.
- Expand where the value for students is clear.

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