



REGULAR BOARD OF EDUCATION MEETING

Monday, August 11, 2025 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Information Session for Public Comment
4. Special Report
 - A. MP Planning Group Presentation
5. Business Requiring Action
 - A. Approval of Final 2024-2025 Budget Transfers and End of Year Budget Report
 - B. Approval of Glastonbury High School Student Trip to Paris and Dinard, France
 - C. Approval of Glastonbury High School Student Trip to Italy
 - D. Approval of Smith Middle School Student Trip to Salamanca, Spain
 - E. Approval of the July 14, 2025 Meeting Minutes
6. Reports and Discussion
 - A. Student Activity Report
 - B. School Food Services Report
 - C. Early Learning Center (ELC) Update
 - D. Glastonbury Education Foundation
7. Committee Chair Reports
8. Chairman's Reports
9. Superintendent's Report
 - A. Self-Insurance Reserve Update, July 2025
 - B. Staff Appointments
 1. Kimberly Lane, Glastonbury High School, School Counselor
 2. Amanda McDermott, Special Education Teacher, Hebron Avenue School
 3. Brina Musshorn, Nayaug School, Special Education Teacher
 4. Lucia Roberts, Nayaug School, Special Education Teacher
 - C. Staff Resignations
 1. Maria Grabowski
 2. Kristin McCarthy
 - D. Dates to Remember

10. Adjournment

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

How to Participate in Board of Education Meeting Public Comments

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

1) In-Person Comment.

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

2) Written Comment.

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

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



Glastonbury Board of Education

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

There were no public comments submitted via the online Google Form for the August 11, 2025 Glastonbury Board of Education Meeting.

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

Facilities Committee



Rising enrollment rates + limited elementary school capacity will present challenges in the years ahead that are projected to be most significant by the early 2030s. Failure to align on a long-term solution will result in larger class sizes + programmatic impacts. Infrastructural flexibility is critically important to meet the needs of current and future learners. As a result, the Facilities Committee has been evaluating long-term solutions to be implemented by the 2032-2033 school year.

Considerations for Decision-Making

- **Educational Program Needs**
- **Scalability / Adaptability / Flexibility**
- **Demographic Balancing**
- **Community Disruption**
- **Environmental Sustainability**
- **Fiscal Responsibility (Capital + Operational)**

**Continued review of long-term infrastructural needs of broader school community persist*

Recommendation to consider one of three proposed paths:

Additions to existing elementary schools

Addition to Gideon Welles; Shift to 5th & 6th grade school

Assume GEHMS as a GPS Elementary School

Facilities Committee



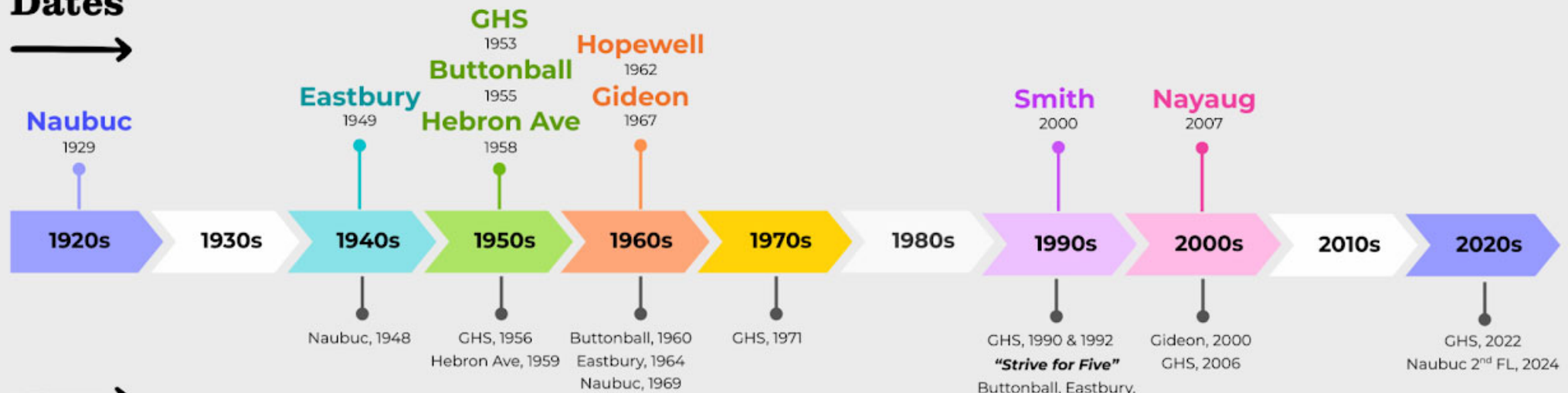
The Facilities Committee has been meeting throughout the year to address short and long-term needs for Glastonbury Public Schools with the eventual goal to create a successor 10-Year Facilities Plan when our current plan expires in 2027



Facilities Committee



Building Dates



Major Renovation & Additions Dates



Glastonbury Public Schools

Elementary Facilities Plan

August 11, 2025



Glastonbury Public Schools



Agenda

- Study Charge and Process
- Background and Context
- Planning Scenarios
 - Short-Term Scenarios
 - Long-Term Scenarios
- Discussion



Study Charge and Process



Glastonbury Public Schools



Study Charge

- Address capacity challenges at the elementary schools.
 - Align short-term and long-term decision making.
- Create parity between schools in terms of class size, programs and future flexibility
 - Provide flexibility and buffer space to support future enrollment growth.
 - Position GPS to support future educational programming needs.



Planning Process

Task 1: Baseline Conditions

- Enrollment Projections
 - Districtwide
 - By School
- School Capacity Study
- Utilization Analysis

Task 2: School Site Analysis

- Existing School Site Analysis
- Townwide Parcel Search

Task 3: Planning Options

- Short-Term Options
- Long-Term Options
- High Level Cost Estimates
- Implementation Schedule
- Identification of Preferred Scenarios

Process to date has been overseen by Board of Education Facilities Committee, with Ex Officio representation from Town Council and Board of Finance.



Background and Context

- Modest enrollment growth is projected over the next decade.
- Districtwide, elementary utilization is projected to remain above 100% of the Planning Capacity over the next decade.
 - Hopewell is projected to have the highest utilization, averaging 128% over the next five years. 5th graders from Hopewell will need to remain at GWS for the foreseeable future under the status quo.
 - Buttonball and Hebron Avenue are projected to operate at or slightly above the planning capacity.
- Swing space is available at GWS to help manage enrollment pressures at the elementary schools.
 - However, once an additional team is needed at GWS (projected to be 2028-29), this limits swing space to a single elementary school grade cohort.
- Middle school and high school capacities are anticipated to be adequate to meet needs over the next decade.



Challenge: Elementary School Utilization

Projected Classroom Surplus or Deficit

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	Available Classrooms
Buttonball Lane	0	0	0	1	1	1	1	1	1	1	1	25
Hebron Avenue	(1)	0	(1)	(1)	0	(1)	0	0	0	0	0	24
Hopewell	(5)	(5)	(5)	(6)	(7)	(7)	(7)	(6)	(6)	(6)	(6)	24
Naubuc	1	1	1	1	1	1	1	1	1	1	1	25
Nayaug	2	2	2	2	3	2	1	0	1	2	3	30
Special Programs	-	-	-	-	-	-	-	-	-	-	-	-
Total	-3	-2	-3	-3	-2	-4	-4	-4	-3	-2	-1	

- Estimated based on enrollment projections and max class sizes of 20 in K-2 and 23 in 3-5.
- Districtwide classroom deficit between 1 to 4 classrooms is projected to continue over the next ten years.
- Hopewell classroom deficit is projected to continue, ranging from 5 to 7 classrooms annually.
 - 5th grade will need to remain at GWS for the foreseeable future, with the potential need to swing a second cohort.
- Buttonball Lane and Hebron Avenue are projected to operate close to the number of available classrooms, ranging from a 1 classroom deficit to 1 classroom surplus.
- Small classroom surplus is projected to remain at Naubuc and Nayaug over the course of the projections.



Challenge: Limited "Swing Space"

Gideon Welles School Projected Enrollment

School Year	6th Gr.
2024-25	445
2025-26	440
2026-27	456
2027-28	423
2028-29	489
2029-30	430
2030-31	450
2031-32	433
2032-33	480
2033-34	486
2034-35	481

Projected Utilization

School Year	Utilization	Seat Surplus
2024-25	68%	208
2025-26	67%	213
2026-27	70%	197
2027-28	65%	230
2028-29	75%	164
2029-30	66%	223
2030-31	69%	203
2031-32	66%	220
2032-33	74%	173
2033-34	74%	167
2034-35	74%	172

Team & Swing Space Analysis

School Year	Projected 6th Gr. Teams	Available Swing Space (ES Cohorts)
2024-25	4	2
2025-26	4	2
2026-27	4	2
2027-28	4	2
2028-29	5	1
2029-30	4	2
2030-31	4	2
2031-32	4	2
2032-33	5	1
2033-34	5	1
2034-35	5	1

- **Some swing space is available at Gideon Welles, which can support up to two elementary cohorts.**
 - Hopewell 5th graders have been at Gideon Welles for a number of years, and both Naubuc and Buttonball have seen 5th graders relocate to GWS temporarily.
- Once enrollment reaches, 460-480 students an additional team will be needed at GWS (anticipated in 2028-29).
 - This will reduce available swing space at GWS to just one elementary cohort.
 - Projected elementary seat deficit anticipates the need for swing space for 2 to 3 elementary cohorts over the next decade



Middle & High School Capacity & Utilization

- **MS Planning Capacity of 1,128 students**, compared to an enrollment of 874 students as of October 2024.
 - Currently houses 4 teams per grade, with space for a 5th team available.
 - Enrollment projections anticipate the need for 5 teams per grade over the last few years of the projections.
 - **Middle school building is adequate to meet current and future needs.**
- **HS Planning capacity of 2,104 students** compared to an enrollment of 1,739 students as of October 2024.
 - **High school building is adequate to meet current and future needs.**

Smith Middle School

School Year	7th Gr.	8th Gr.	Total	Utilization
2024-25	439	435	874	77%
2025-26	450	445	895	79%
2026-27	445	456	901	80%
2027-28	461	451	912	81%
2028-29	428	467	895	79%
2029-30	494	434	928	82%
2030-31	435	500	935	83%
2031-32	455	441	896	79%
2032-33	438	461	899	80%
2033-34	485	444	929	82%
2034-35	491	491	982	87%
Planning Capacity				1,128

Note SMS enrollment excludes 7th and 8th grade outplaced students and students in LINKS.

Glastonbury High School

School Year	9th Gr.	10th Gr.	11th Gr.	12th Gr.	Total	Utilization
2024-25	411	440	429	459	1,739	83%
2025-26	434	404	435	426	1,699	81%
2026-27	444	427	400	432	1,703	81%
2027-28	455	437	423	396	1,711	81%
2028-29	450	448	432	420	1,750	83%
2029-30	466	443	443	429	1,781	85%
2030-31	433	459	438	441	1,771	84%
2031-32	498	426	454	435	1,813	86%
2032-33	440	492	422	452	1,806	86%
2033-34	460	433	487	419	1,799	86%
2034-35	443	453	428	486	1,810	86%
Planning Capacity						2,104

Note GHS enrollment excludes outplaced students and students in LINKS and other special programs.

Glastonbury Public Schools





Challenge: Limited Expansion Opportunities

School	Site Size	Wastewater	Drinking Water	Takeaways
Buttonball Lane	27.9 acres	Sewer	Public Water	Large site with adequate utilities. Could support addition, although core spaces would likely need to be expanded. Could support new school on rear of site.
Hebron Avenue	14.8 acres	Sewer	Public Water	Moderately sized site with adequate utilities. Sewer location limits opportunities for new construction. Could support addition, although core spaces would likely need to be expanded.
Hopewell	29.9 acres	Septic	Public Water	Narrow site with challenging access. Septic system. Large site, but only about 7 acres of land is developable. Undeveloped land to rear of school has steep slopes and wetlands. Not ideal for new construction or additions.
Naubuc	9.7 acres	Sewer	Public Water	Small site. Not ideal for new construction or additions.
Nayaug	34.7 acres	Septic	Public Water	New building on a large site, but isolated relative to the student population. Largest elementary school. Not ideal for additions.



Challenge: Limited Expansion Opportunities

School	Site Size	Wastewater	Drinking Water	Takeaways
Eastbury	11.6 acres	Septic	Well	Small site with septic and well. Portables being located in only location that could support an addition. No further opportunities for additions or new construction.
Gideon Welles	28.8 acres	Septic	Public Water	Large site. Need to consider wastewater disposal (septic) as part of any potential building additions. Feasibility study of potential 5th grade addition required if GPS wishes to explore in greater detail.
Smith Middle School	148.5 acres	Sewer	Public Water	Large site with utilities, although wetlands limit developable area. More detailed feasibility study of potential addition to support 6th grade needed if GPS wishes to explore in greater detail. Would likely require reconfiguration of parking areas and site circulation.
Glastonbury High School	60.5 acres	Sewer	Public Water	Large site with utilities. Largely built out with buildings, site elements (parking, circulation), and athletic facilities. Enrollment doesn't warrant expansion of facility. However, the site does provide some flexibility should space be needed for programmatic purposes.



Challenge: Lack of Sites for New Construction

Map Key	Property Name	Existing Use	Address	Area (Acres)	Site Frontage	Sewer?	Public Water?
3	Former MDC Reservoir Land	Open Space	1737 Hebron Ave	32.8	Arterial	Proximate	Proximate
4	Former MDC Reservoir Land	Open Space	400 Keeney St	268.7	Arterial	Yes	Proximate
5	Salster Open Space	Open Space	Hebron Ave	26.6	Collector	No	No
6	Longo Farm Open Space	Open Space/Farm	3006 Hebron Ave	152.6	Collector	No	No
7	Loveland Open Space	Open Space	Diamond Lake Rd	61.9	Local	No	No
8	Greyledge Farms Open Space	Open Space/Farm	1672 Diamond Lake Rd	75	Local	No	No
9	Winter Hill Farm Open Space	Open Space/Farm	177 Bailey St	75	Local	No	No
10	Winter Hill Farm Open Space	Open Space/Farm	400 Marlborough Rd	46.9	Local	No	No
11	Arbor Acres Open Space	Open Space	429 Marlborough Rd	75.1	Local	No	No
12	Somers Open Space	Open Space	Thompson St	24.2	Local	No	No
18	Hollister Preserve	Open Space	220 Overlook Rd	35.9	Local	Proximate	No
20	Old Maids Lane Open Space	Open Space	150 Old Maids Ln	17.9	Local	No	Yes
22	Old Maids Lane Farm Open Space	Open Space	414 Old Maids Ln	16.3	Local	No	Proximate

Analysis of town-owned undeveloped sites was conducted to determine if there are any properties that are suitable for school construction.

The recently acquired former MDC Properties off Hebron Avenue best aligns with state guidelines for school sites.

- However, the Town confirmed that these properties have Conservation Easements and development restrictions that prevent their use as public facilities or schools.
- None of the remaining properties meet the desirable site access and utility criteria.

There are no current, Town-owned properties that meet the State’s site guidelines for School Construction



Planning Scenarios



Glastonbury Public Schools



Considerations and Criteria

Educational Program Needs	Parity between facilities in terms of class size, programs and future flexibility
Scalability/Flexibility/Adaptability	Long term alignment with enrollment trends, flexibility as needs change Pre-K-12
Demographic Balancing	Maintaining socioeconomic, racial and programmatic balancing across the district
Community Disruption	Considering the impact that comes with change relative to the benefits and its timeline for staff, students and families
Environmental Sustainability	To the extent possible, consideration for practices that will reduce waste, conserve resources, and minimize the environmental footprint
Fiscal Responsibility (Capital)	Ongoing focus on fiscal responsibility with regard to the capital plan; one-time costs
Fiscal Responsibility (Operational)	Ongoing focus on fiscal responsibility with regard to the short and long term budget plan, and need for ongoing costs

Considerations and Criteria developed by committee to evaluate options – used to create a “scorecard”



Recap of Scenarios

Short Term Options:

- **Status Quo** – Do Nothing
- **Short Term Option 1** – Centralized portables at GWS
- **Short Term Option 2** – Dispersed Portables at ES



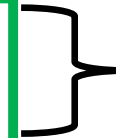
Adds temporary space

Need to pair short-term option with long-term option

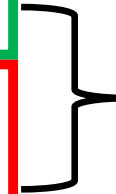
Long Term Options:

Options for BOE Consideration

- **Long Term Option 1 (LT-1)** – Make GEHMS a GPS Elementary School
- **Long Term Option 2 (LT-2)** – Targeted Space Additions at Elementary Schools
- **Long Term Option 3 (LT-3)** – Add on to GWS to make it 5-6
- **Long Term Option 4** – Make SMS a 6-8 Middle School
- **Long Term Option 5** – Make GEHMS and GWS both 5-6 Schools



Adds permanent space to the elementary schools



Shift a grade out of the elementary schools

Eliminated by Facilities Committee



Status Quo

- No major construction projects.
- No portables added.
- Continue to swing in a grade cohorts into GWS from elementary facilities as enrollment warrants.
- Swing Space will be limited at Gideon Welles School once a 5th team is needed (projected in 2028-29).
 - Likely could support a single grade cohort from the elementary schools once a 5th team is needed.
- Could result in operational impacts at the elementary schools (larger class sizes, programs moved to carts, etc.)
- Even with swing space, elementary schools are projected to operate at close to 100% districtwide.

Status Quo – Projected Enrollment and Utilization

Year	Total K-5 Enrollment	K-5 Planning Capacity	K-5 Utilization
2024-25	2,481	2,437	101%
2025-26	2,479	2,437	101%
2026-27	2,496	2,437	101%
2027-28	2,553	2,437	104%
2028-29	2,541	2,437	103%
2029-30	2,551	2,437	104%
2030-31	2,553	2,437	104%
2031-32	2,572	2,437	105%
2032-33	2,545	2,437	103%
2033-34	2,513	2,437	102%
2034-35	2,486	2,437	101%
First 5-Year Avg.	2,524	2,437	103%

Available Swing Space at GWS:

Four 6th Grade Teams: 12 classrooms of swing space available (could support 2 ES cohorts).

Five 6th Grade Teams: 7 classrooms of swing space available (could support 1 ES cohort).

Note: Total enrollment includes outplaced students and students at Eastbury. Planning Capacity and Utilization exclude these students



Status Quo: Considerations

Educational Program Needs	<ul style="list-style-type: none"> • Mix of grade configurations. • GWS would continue to be used as swing space for Hopewell, and potentially Buttonball and Hebron Avenue. • Potential for larger class sizes and programmatic disruptions (art or music on cart, etc.), especially at Hopewell and to a lesser extent Buttonball and Hebron Avenue.
Scalability/Flexibility/Adaptability	<ul style="list-style-type: none"> • District will continue to operate near Planning Capacity at both the elementary and intermediate school (with swing space being used). • Limited swing space at GWS once a 5th team is needed. Can likely only support one ES cohort. • No space to support programmatic expansions at elementary schools. • Overall elementary utilization remains close to 100%, providing little flexibility for program expansion. • Less resilient to future enrollment growth.
Demographic Balancing	<ul style="list-style-type: none"> • No changes.
Community Disruption	<ul style="list-style-type: none"> • Individual grade cohorts swing to GWS as needed. • No redistricting
Environmental Sustainability	<ul style="list-style-type: none"> • No changes.
Fiscal Responsibility (Capital)	<ul style="list-style-type: none"> • No capital costs anticipated
Fiscal Responsibility (Operational)	<ul style="list-style-type: none"> • Baseline operational costs



Centralized Portables at GWS (ST-1)

- **Centralized portables** - Add six portable classrooms to Gideon Welles School. Increases available swing space.
- Provides flexibility to swing in grade cohorts from different elementary facilities (Buttonball, Hebron Avenue, Hopewell), as enrollment warrants. “Future Proofs” swing space once a 5th team is needed at GWS.
 - Could support up to two grade cohorts from the elementary schools once a 5th team is needed.
 - However, there is a possibility that there a swing space need for more than two cohorts – potential to pair with a small pocket redistricting to provide greater resilience.
- Short-Term option – can be implemented relatively quick (could be paired with Long-Term Option).
- **Est. Capital Cost of \$2.5M to \$3.0M** for five-year lease (excluding soft costs). No reimbursement

ST-1– Projected Enrollment and Utilization

Year	Total K-5 Enrollment	K-5 Planning Capacity	K-5 Utilization
2024-25	2,481	2,437	101%
2025-26	2,479	2,437	101%
2026-27	2,496	2,437	101%
2027-28	2,553	2,437	104%
2028-29	2,541	2,437	103%
2029-30	2,551	2,437	104%
2030-31	2,553	2,437	104%
2031-32	2,572	2,437	105%
2032-33	2,545	2,437	103%
2033-34	2,513	2,437	102%
2034-35	2,486	2,437	101%
First 5-Year Avg.	2,524	2,437	103%

Available Swing Space at GWS:

Four 6th Grade Teams: 18 classrooms of swing space available (could support 3 ES cohorts).

Five 6th Grade Teams: 13 classrooms of swing space available (could support 2 ES cohorts).

Note: Total enrollment includes outplaced students and students at Eastbury. Planning Capacity and Utilization exclude these students



Centralized Portables at GWS (ST-1)

Educational Program Needs	<ul style="list-style-type: none"> Mix of grade configurations. Some elementary cohorts would be moved to GWS. GWS would have portable classrooms. Provides more resiliency against operational impacts at elementary schools compared to status quo.
Scalability/Flexibility/Adaptability	<ul style="list-style-type: none"> Not a permanent solution to the elementary space needs. Overall elementary utilization remains close to 100%, providing little flexibility for program expansion. Less resilient to future enrollment growth.
Demographic Balancing	<ul style="list-style-type: none"> No major changes anticipated.
Community Disruption	<ul style="list-style-type: none"> Individual grade cohorts swing to GWS as needed. Pocket redistricting (30-50 students) Hopewell to Nayaug to better use classroom space at Nayaug would provide greater resilience and could prevent the need to move a second Hopewell cohort to GWS.
Environmental Sustainability	<ul style="list-style-type: none"> No changes.
Fiscal Responsibility (Capital)	<ul style="list-style-type: none"> Cost of purchasing or leasing six (6) portables. Est. \$2.5M to \$3.0M for five-year lease (excluding soft costs). No reimbursement
Fiscal Responsibility (Operational)	<ul style="list-style-type: none"> Minimal changes to operating costs.



Dispersed Portables at ES – ST-2

- **Dispersed Portables** - Add portables to Buttonball Lane, Hebron Avenue, and Hopewell. These schools have previously supported up to 12 portables (6 at Buttonball and 3 each at Hebron Avenue and Hopewell).
 - Initial option testing 3 portables per building.
 - Adds 168 seats of capacity to the elementary schools
- Would need to be paired with redistricting or keeping Hopewell 5th grade at GWS.
 - Can not add enough portables to Hopewell to make up for entire classroom deficit.
 - Could shift students out of Hopewell to Nayaug, Buttonball, and/or Hebron Avenue.
 - Alternatively, GPS can continue leveraging swing space at GWS if needed (single ES cohort)
- Short-Term option – can be implemented relatively quickly (could be paired with Long-Term Option).
- **Est. Capital Cost of \$3.75M to \$5M** for five-year lease (excluding soft costs). No reimbursement

ST-2– Projected Enrollment and Utilization

Year	Total K-5 Enrollment	K-5 Planning Capacity	K-5 Utilization
2024-25	2,481	2,605	94%
2025-26	2,479	2,605	94%
2026-27	2,496	2,605	95%
2027-28	2,553	2,605	97%
2028-29	2,541	2,605	97%
2029-30	2,551	2,605	97%
2030-31	2,553	2,605	97%
2031-32	2,572	2,605	98%
2032-33	2,545	2,605	97%
2033-34	2,513	2,605	96%
2034-35	2,486	2,605	95%
First 5-Year Avg.	2,524	2,605	96%

Available Swing Space at GWS:

With Four 6th Grade Teams: up to 12 classrooms (227 seats) of swing space available (could support 2 ES cohorts).

With Five 6th Grade Teams: up to 7 classrooms (132 seats) of swing space available (could support 1 ES cohort).

Note: Total enrollment includes outplaced students and students at Eastbury. Planning Capacity and Utilization exclude these students



Dispersed Portables at ES – ST-2

Educational Program Needs	<ul style="list-style-type: none"> • Consistent grade configurations (K-5), if paired with redistricting. • Some elementary schools rely on portable classrooms. • Provides more resiliency against operational impacts at elementary schools compared to status quo. • Potential challenges with scheduling of core spaces (gym, café) and specials relative to enrollment.
Scalability/Flexibility/Adaptability	<ul style="list-style-type: none"> • Not a permanent solution to the elementary space needs. • Pre-K stays at Eastbury (limited expansion opportunities). • Overall elementary utilization remains close to 100%, providing little flexibility for program expansion. • Slightly more resilient to enrollment growth compared to ST-1, but at the cost of greater disruption.
Demographic Balancing	<ul style="list-style-type: none"> • No major changes anticipated – can be explored in greater detail as part of detailed evaluation
Community Disruption	<ul style="list-style-type: none"> • Cannot add enough space to Hopewell to accommodate all students. Would need to be paired with a small redistricting to fill out available space at Hebron Ave and Buttonball. • Will need to shift a grade cohort out of Hopewell if redistricting does not occur.
Environmental Sustainability	<ul style="list-style-type: none"> • No changes.
Fiscal Responsibility (Capital)	<ul style="list-style-type: none"> • Cost of purchasing or leasing nine (9) portables. • Est. \$3.75M to \$5M for five-year lease (excluding soft costs). No reimbursement
Fiscal Responsibility (Operational)	<ul style="list-style-type: none"> • Minimal changes to operating costs.



Make GEHMS at GPS Elementary School – LT-1

- Glastonbury-East Hartford Magnet School (GEHMS) currently serves as an interdistrict magnet elementary school operated by CREC.
 - School is owned by the Town of Glastonbury, with some services already provided by GPS (food services, custodial, maintenance, and upkeep of grounds).
 - Current five-year operating agreement with CREC runs through June 30, 2028.
 - As of Fall 2023, GEHMS serves 46 Glastonbury resident students in grades K-5 and an additional 21 Glastonbury resident preschoolers.
- GPS undertook a legal review of the GEHMS contract and determined that school could revert to GPS operations by the 2032-33 school year at the earliest (expiration of 20-year term), or else risk potential legal or financial penalties.
- Other communities in the state (Hamden, Meriden), have taken back town-owned magnet schools upon expiration of the 20-year terms.
 - If desirable as an option, legal process and ramifications need to be more thoroughly explored and documented by GPS.



Make GEHMS at GPS Elementary School – LT-1

GEHMS Capacity

- Calculated the capacity of GEHMS relative to the GPS educational program.
- Currently operates as a 3 section per grade school, with 3 Pre-K classrooms.
- In addition, there are three flex classrooms (Science Lab – double classroom, and Global Studies classroom) that could be used for grade level instruction, Pre-K or other uses, if necessary).
- Total Planning Capacity of 397 students
 - Base K-5 capacity (18 grade level classrooms) is 340 students.
 - Additional 57 students added to capacity if 3 flex rooms are used for K-5 instruction.
- In addition, 3 Pre-K classrooms were reserved – these are not reflected in the Planning Capacity

GEHMS School Capacity	Number
Grade Level CRs	
Pre-Kindergarten	3
Kindergarten	3
1st Grade	3
2nd Grade	3
3rd Grade	3
4th Grade	3
5th Grade	3
Specials	
Art	1
Music	1
Theater/Planetarium	1
Science Lab	2
Global Studies CR	1
Computer Lab	1
Classrooms for Capacity Calculation	
Existing K-5 CRs	18
Flex CRs	3
Pre-K CRs (Reserved - not counted in capacity)	3
Planning Capacity	397



Make GEHMS at GPS Elementary School – LT-1

If GEHMS becomes a GPS Elementary School:

- Would add up to 397 elementary seats to the districtwide capacity (assuming 3 “flex” classrooms are used for K-5 instruction).
- Provides 3 Pre-K classrooms - could facilitate Pre-K program expansion or relocation to the elementary schools.
- Comprehensive redistricting would need to occur to fill out space at GEHMS.
- Potential influx of new students into GPS – Glastonbury resident students who attend GEHMS may choose stay in district.
- Overall elementary utilization would average 88% over the next ten years.
- No acquisition costs anticipated if GPS waits for expiration of 20-year school construction grant terms (2032-33 school year).

LT-1 – Projected Enrollment and Utilization

Year	Total K-5 Enrollment	K-5 Planning Capacity	K-5 Utilization
2024-25	2,481	2,834	87%
2025-26	2,479	2,834	87%
2026-27	2,496	2,834	87%
2027-28	2,553	2,834	89%
2028-29	2,541	2,834	89%
2029-30	2,551	2,834	89%
2030-31	2,553	2,834	89%
2031-32	2,572	2,834	90%
2032-33	2,545	2,834	89%
2033-34	2,513	2,834	88%
2034-35	2,486	2,834	87%
First 5-Year Avg.	2,524	2,834	88%

Note: Total enrollment includes outplaced students and students at Eastbury. Planning Capacity and Utilization exclude these students



LT-1: Considerations

Attendance Zones

- One-time redistricting would need to occur to shift students into GEHMS, while balancing enrollment at the remaining elementary schools.
 - Estimated+- 300 student redistricting impact
 - Shift students into GEHMS from the three schools with the highest utilization (Buttonball, Hopewell, and Hebron Avenue).
- Attendance zones should be developed 18 to 24 months prior to implementation, with adoption of boundaries finalized in the fall of 2031.
- Need to balance utilization, geography/transportation, and level of disruption.

Staffing/Operational Costs

- Increased staffing and operational costs (bussing, utilities, etc.) for operating an additional school.



Make GEHMS at GPS Elementary School – LT-1

Educational Program Needs	<ul style="list-style-type: none"> • Enables consistent grade configuration across all buildings – no more need for GWS swing space. • Redistricting process can provide flexibility and headroom across all buildings to support future programming needs.
Scalability/Flexibility/Adaptability	<ul style="list-style-type: none"> • Cannot be implemented until 2032-33 school year at the earliest – need to pair with short-term option. • Provides space to accommodate projected enrollment growth, with ES utilization ranging from 87% to 90% over the next decade. • Provides flexibility for the future programs in the elementary schools (Pre-K expansion, program introduction, etc.) • Opportunity to move Pre-K back to the elementary schools, if desired.
Demographic Balancing	<ul style="list-style-type: none"> • Opportunity to balance enrollment across all elementary schools. • Potential return of Glastonbury resident students who attend GEHMS.
Community Disruption	<ul style="list-style-type: none"> • Impacts to existing GEHMS students and families. • One-time redistricting (+- 300 students). • Need to populate GEHMS attendance zone and balance enrollment across the remaining elementary schools
Environmental Sustainability	<ul style="list-style-type: none"> • No changes.
Fiscal Responsibility (Capital)	<ul style="list-style-type: none"> • Need to better understand potential financial implications if taken for GPS use either prior to 2032-33 or on/after 2032-33.
Fiscal Responsibility (Operational)	<ul style="list-style-type: none"> • Increased operating costs – operating an additional building, additional staff, bussing costs, etc.



LT-1: Next Steps

Next Steps:

- Begin dialogue with State Department of Education.
- Begin community conversations (existing school community, legislators, other town leadership)
- Identify preferred short-term scenario. Flexibility - can be paired with either ST-1 or ST-2.
- Incorporate 2032-33 timeline into next operating agreement with CREC.
- Attendance zones should be developed 18 to 24 months prior to implementation, with adoption of boundaries finalized in the fall of 2031.



Targeted Additions at Elementary Schools – LT-2

- Targeted space additions at Hebron Avenue and Buttonball Lane.
 - Two sites determined to be most conducive to space additions given their size, configuration, utility availability, and location relative to enrollment pressures.
 - 6 classroom addition at each building, making them 5-section per grade schools (similar size to Nayaug).
 - Need for larger core spaces (enlarged cafeteria at both schools, larger gym at Buttonball). Needs further study.
- Would increase K-5 planning capacity by 226 seats.
- Districtwide utilization would average 94% over the next five years, increasing to a peak of 96% in 2031-32.
- **Est. Capital Cost for building additions of \$22.4M to \$29.6M with a district share of \$15M to \$19.5M**
 - Does not factor in renovation of any existing space at Buttonball or Hebron Avenue.

LT-2 – Projected Enrollment and Utilization

Year	Total K-5 Enrollment	K-5 Planning Capacity	K-5 Utilization
2024-25	2,481	2,663	92%
2025-26	2,479	2,663	92%
2026-27	2,496	2,663	93%
2027-28	2,553	2,663	95%
2028-29	2,541	2,663	95%
2029-30	2,551	2,663	95%
2030-31	2,553	2,663	95%
2031-32	2,572	2,663	96%
2032-33	2,545	2,663	95%
2033-34	2,513	2,663	94%
2034-35	2,486	2,663	92%
First 5-Year Avg.	2,524	2,663	94%

Note: Total enrollment includes outplaced students and students at Eastbury. Planning Capacity and Utilization exclude these students



LT-2: Considerations

Attendance Zones

- One-time redistricting would need to occur that shifts students into new space at Buttonball and Hebron Avenue from Hopewell.
 - +/- 120 students would be impacted by redistricting, if implemented today
 - Hopewell students roughly split evenly between Buttonball and Hebron Avenue.
- Attendance zones should be developed 18 to 24 months prior to implementation, with adoption of boundaries finalized in the fall the year before implementation.
- Need to balance utilization, geography/transportation, and level of disruption.

Staffing/Operations

- Enrollment in Buttonball and Hebron Avenue would be similar to Nayaug.
- Potential need for additional staff at Hebron Avenue and Buttonball to support larger student population.
- Anticipate a similar staffing model to Nayaug, which would include:
 - Additional Assistant Principal
 - Potential need for additional specialists and support staff.



Targeted Additions at Elementary Schools – LT-2

Educational Program Needs	<ul style="list-style-type: none"> • Enables consistent grade configuration across all buildings – need for GWS swing space unlikely. • Redistricting process can provide flexibility and headroom across all buildings to support future programming needs. • Requires classroom additions and likely enlargement of core spaces at Buttonball Lane and Hebron Avenue
Scalability/Flexibility/Adaptability	<ul style="list-style-type: none"> • Longer timeline to completion (2-3 years from referendum) – dependent on school construction grant and referendum. Needs to be paried with short-term option. • Provides space to accommodate projected enrollment growth but limited opportunity for program expansion. ES utilization ranging from 92% to 95% over the next decade.
Demographic Balancing	<ul style="list-style-type: none"> • Opportunity to balance enrollment across all elementary schools.
Community Disruption	<ul style="list-style-type: none"> • Redistricting out of Hopewell to available space at Nayaug, Buttonball Lane, and Hebron Avenue (+-120 students impacted). • Potential disruption from construction – (noise, etc.)
Environmental Sustainability	<ul style="list-style-type: none"> • Could incorporate environmentally sustainable elements into building additions.
Fiscal Responsibility (Capital)	<ul style="list-style-type: none"> • Construction costs associated with building additions and enlargement of core spaces. • Total = \$22.4M to \$29.6M (excludes financing costs) – District Share = \$15M to \$19.5M
Fiscal Responsibility (Operational)	<ul style="list-style-type: none"> • Minimal changes to operating costs.



LT-2: Next Steps

Next Steps:

- Grant Application Process
 - Develop educational specifications and conceptual designs
 - Develop more detailed cost estimates based on Ed. Specs and design.
 - Submit Grant Application
 - ****Contingent upon successful referendum****
 - Likely 2 to 3 years from grant application until completion of construction.
- Identify preferred short-term scenario
 - Adding portables to Gideon Welles (ST-1) preferable, since portables at Buttonball and Hebron Avenue may interfere with construction.



Make Gideon Welles a 5-6 School – LT-3

- Space additions at Gideon Welles School to convert to a 5th-6th grade Intermediate School
 - Moves on average, about 450 students out of the elementary schools into GWS, although individual years range from 481 to 417 students.
- Elementary Schools become K-4.
- Redistricting would likely still need to occur to balance enrollment across the remaining elementary schools (shift students out of Hopewell).
- Overall elementary utilization would average 85% over the next ten years.
- Opportunity to relocate Pre-K back to the elementary schools.
 - May require fit out of some classroom space to support Pre-K.

LT-4 – Projected Enrollment and Utilization (K-4)

Year	Total K-4 Enrollment	K-4 Planning Capacity	K-4 Utilization
2024-25	2,048	2,437	83%
2025-26	2,030	2,437	83%
2026-27	2,079	2,437	85%
2027-28	2,072	2,437	84%
2028-29	2,117	2,437	86%
2029-30	2,108	2,437	86%
2030-31	2,126	2,437	87%
2031-32	2,100	2,437	85%
2032-33	2,067	2,437	84%
2033-34	2,040	2,437	83%
2034-35	2,058	2,437	84%
First 5-Year Avg.	2,081	2,437	85%

Note: Total enrollment includes outplaced students and students at Eastbury. Planning Capacity and Utilization exclude these students



Make Gideon Welles a 5-6 School – LT-3

- **Under a 5-6 configuration, peak projected enrollment at GWS would be 953 students.**
- Existing building not large enough to accommodate two grades - addition needed to accommodate 5th grade.
- Building addition would need to be designed to accommodate peak projected enrollment.
- Core spaces are undersized to support a 5-6 configuration and would need to be enlarged
 - Need for an accessible auxiliary gym
 - Cafeteria is undersized and would need to be enlarged by about 1,300 SF if desired to support three lunch waves.
 - Likely need for additional spaces for specials (art, music, etc.)
- **Estimated Capital Costs for building addition of \$28.1M to \$45.3M with a district Share = \$19.3M to \$31.2M**
 - Does not factor in renovation of any existing GWS space.

LT-3 – Projected Enrollment and Utilization (5-6)

School Year	5th Gr.	6th Gr.	Total
2024-25	427	445	872
2025-26	443	440	883
2026-27	411	456	867
2027-28	475	423	898
2028-29	418	489	907
2029-30	437	430	867
2030-31	421	450	871
2031-32	466	433	899
2032-33	472	480	952
2033-34	467	486	953
2034-35	422	481	903
First 5-Year Avg.	437	448	884

Note: Total enrollment excludes outplaced students and LINKS students at Eastbury. Planning Capacity and Utilization exclude these students



LT-3: Considerations

Attendance Zones

- Even with 5th grade moved out of Hopewell, a small redistricting is necessary to provide further relief at Hopewell while balancing enrollment across all elementary facilities (avoid over- and under-utilized facilities).
- Estimated that about +/- 80 K-3 students would be impacted by redistricting, if implemented today. Note that all 4th graders would move up to Gideon Welles 5th grade.
- Attendance zones should be developed 18 to 24 months prior to implementation, with adoption of boundaries finalized in the fall the year before implementation.
- Need to balance utilization, geography/transportation, and level of disruption.

Staffing/Operating Costs

- Anticipate an increase in staffing at Gideon Welles to accommodate 5th grade.
 - 5th grade administrative team
 - Specials (art, music, gym, etc.)
 - Special Education and Support
- Potential efficiencies in staffing for the 5th grade teachers due to all being located in one building.



LT-3: Additional Considerations

Septic System

- Existing septic system is approaching 60 years old (built in 1966).
- Capacity and condition of the leaching field is unknown.
- Potential permitting challenges (current leach field within Eversource ROW, size of system requires DEEP oversite).
- For planning purposes, it was assumed that a new septic system would be needed for GWS.
 - Incorporated into high-level cost estimate.

Existing GWS Facility

- **Cost range does not reflect renovation of any existing GWS space.** If the district pursues this option, recommend that a facility condition assessment is undertaken to define the scope of renovations, and associated costs.



Make Gideon Welles a 5-6 School – LT-3

Educational Program Needs	<ul style="list-style-type: none"> • Enables consistent grade configuration across all buildings (K-4/5-6). • Redistricting process for ES can provide flexibility and headroom across all buildings to support future programming needs.
Scalability/Flexibility/Adaptability	<ul style="list-style-type: none"> • Longer timeline to completion (3-4 years from referendum) – dependent on school construction grant and referendum. Needs to be paried with short-term option. • “Right-Sizes” building at Giddeon Welles to accommodate two grades. • Provides space to accommodate projected enrollment growth, with ES utilization ranging from 83% to 87% over the next decade. • Provides flexibility for the future programs in the elementary schools (Pre-K expansion, program introduction, etc.)
Demographic Balancing	<ul style="list-style-type: none"> • Opportunity to balance enrollment across all elementary schools.
Community Disruption	<ul style="list-style-type: none"> • One time redistricting to balance enrollment across all schools (+- 80 students). • No redistricting of 5th graders –would move at once to Gideon Welles once construction is completed. • Potential disruption from construction at GWS – (noise, etc.)
Environmental Sustainability	<ul style="list-style-type: none"> • Could incorporate environmentally sustainable elements into construction.
Fiscal Responsibility (Capital)	<ul style="list-style-type: none"> • Major capital costs to add on to Gideon Welles. • Total = \$28.1M to \$45.3M (excludes financing costs) – District Share = \$19.3M to \$31.2M
Fiscal Responsibility (Operational)	<ul style="list-style-type: none"> • Moderate change – operating an additional building square footage, bussing costs, etc. • More efficient staffing for 5th grade may yield some reduction in FTEs.



Glastonbury Public Schools



LT-3: Considerations and Next Steps

Next Steps:

- Detailed Feasibility and Due Diligence to better define scope and cost of project.
 - Evaluate existing facility needs – determine if renovations to existing facility are part of scope.
 - Educational specifications and conceptual designs
 - Detailed cost estimates based on Ed. Specs, conceptual design, utility needs, and renovations.
- Grant Application Process
 - Submit Grant Application
 - **Contingent upon successful referendum**
- Identify preferred short-term scenario – if portables are added to Gideon Welles, need to ensure that they would not interfere with construction.
- Likely 3 to 4 years from grant application until completion of construction.



Make SMS a 6-8 Middle School – LT-4

LT- 4 Description

- Add onto Smith Middle School to make it a 6-8 Middle School.
- Convert Gideon Welles into a 5th Grade Academy.
- Elementary Schools become K-4.

Considerations

- Enables consistent grade configuration across all buildings and would balance elementary utilization.
- Major capital costs to add on to Smith Middle School.
 - **Total = \$45.7M to \$74.2M** (excludes financing costs) – **District Share = \$31.4M to \$51.0M**
 - Costs exclude any renovations to existing middle school
- Very large middle school population (peak projected enrollment of 1,463 students).
- Similar redistricting impacts to LT-3
- Requires successful referendum and school construction grant application.

ELIMINATED BY FACILITIES COMMITTEE



Make GEHMS and GWS 5-6 Schools – LT-5

LT- 5 Description

- Return GEHMS to GPS Use and Convert to a 5-6 School
- Convert GWS to a 5-6 School – no need for addition since part of 5-6 student population is shifted to GEHMS.
- GPS would operate two 5-6 schools, with elementary schools feeding into each.
- Elementary Schools become K-4.

Considerations

- Enables consistent grade configuration across all buildings and would balance elementary utilization.
- No major capital costs anticipated.
- Eliminates longstanding unified 6th grade experience.
 - Splits intermediate school enrollment between two facilities
- Similar redistricting impacts to LT-3.
- Higher operating costs for operating an additional school and splitting 5-6 enrollment between two buildings.

ELIMINATED BY FACILITIES COMMITTEE



Comparison of Three Scenarios for BOE Consideration

LT-1: Make GEHMS a GPS Elementary School

- Implementation for fall of 2032.
- Maintains K-5 grade configuration
- Flexibility for short-term decision making (could pair with either ST-1 or ST-2)
- Balanced utilization across all elementary schools.
- Least expensive capital costs. No major capital costs anticipated.
- No referendum or grant application required.
- Increased operating costs for an additional elementary school.
- Greatest redistricting impact.

LT-2: Add on to Buttonball and Hebron Avenue

- Would need to submit grant application by June 2029 and pass referendum by November 2029 to open for Fall of 2032.
- Maintains K-5 grade configuration
- Would need to pair with ST-1 (portables at GWS)
- Utilization at some elementary schools will approach 100%.
- Moderate capital costs
 - Total: \$22.4M to \$29.6M
 - District Share: \$15M to \$19.5M
- Dependent on successful referendum and school construction grant application.
- Moderate redistricting impacts.

LT-3: Add on to GWS to make it 5-6

- Would need to submit grant application by June 2028 and pass referendum by November 2028 to open for Fall of 2032.
- Switches to K-4/5-6 grade configuration.
- If adding portables to GWS (ST-1), need to make sure they do not interfere with construction.
- Balanced utilization across all elementary schools
- Most expensive capital costs.
 - Total: \$28.1M to \$45.3M
 - District Share: \$19.3M to \$31.2M
 - Cost does not include any renovations to existing GWS spaces.
- Dependent on successful referendum and school construction grant application.
- Lowest redistricting impacts.

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

Title of Report: End-of-Year Final Report, FY2024-2025 Education Budget

Board Meeting Date: August 11, 2025

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

Overview:

In April, the Board of Education approved preliminary budget transfers based on our projections for the year end. On July 30, 2025, all open purchase orders were completed and final invoices paid. Now that all the transactions have been completed for FY 24/25, a number of additional transfers are required. The major variances occurred in, operations/maintenance, special education, and fringe benefits & substitutes.

Board of Education Approved 2024-2025 Recap

	Board Approved	Final	Variance
Town Appropriated Budget	124,471,745	124,471,745	-
Supplemental Appropriations:			-
Custodial Fee Reimbursement	30,000	34,097	4,097
Magnet School Transportation Grant	15,600	8,600	-7,000
Excess Cost/Agency Placement Grant	1,400,000	2,266,016	866,016
Agricultural Science & Technology Education Grant		213,534	213,534
Total Approved Expenditures	125,917,345	126,993,992	1,076,647
Actual Expenditures		126,559,379	
Final year-end transfer to Non-Lapsing Fund		434,613	

Attached please find the Final Report for FY2024-2025, which includes:

Attachment I shows the Spring Revised Budget as approved by the Board of Education on April 1, 2024. In addition, it shows the actual expenditures and balances remaining by program for 2024-2025.

Attachment II is listed as Authorization #1 and lists the final transfers required so that no program is left in a deficit position at year-end.

Attachment III is a recap of the Board of Education Budget for 2024-2025 starting in January 2024 through June 30, 2025.

Submitted By: Karen Bonfiglio

Reviewed By: Alan B. Bookman

**BOARD OF EDUCATION BUDGET
FY 2024 - 2025
FOR PERIOD ENDING JUNE 30, 2025
BEFORE TRANSFERS**

PROG	DESCRIPTION	SPRING REVISED *	FINAL EXPENDITURES	BALANCES
0200	ART	1,475,628	1,431,539	44,089
0300	ELEMENTARY EDUCATION	17,222,337	17,087,386	134,951
0400	ENGLISH/READING & LANGUAGE ARTS	4,423,771	4,410,084	13,687
0500	MATHEMATICS	3,058,614	3,048,117	10,497
0600	SCIENCE	3,746,239	3,690,816	55,423
0700	HISTORY & SOCIAL SCIENCES	2,418,090	2,410,253	7,837
0900	CAREER & TECHNICAL EDUCATION	2,079,932	2,053,912	26,020
1000	COMMUNITY SERVICES	425,182 ¹	404,378	20,804
1100	PACE: MATH & SCIENCE RESOURCE	667,086	666,849	237
1300	WORLD LANGUAGES & ML	4,977,283	4,944,591	32,692
1400	SCHOOL COUNSELING	4,518,855	4,518,600	255
1500	HEALTH ED & PHYSICAL ED.	2,419,145	2,401,034	18,111
1600	HEALTH SERVICES	1,053,847	1,008,082	45,765
1900	LIBRARIES MEDIA CENTERS	1,468,239	1,479,231	(10,992)
2000	MUSIC	2,052,970	2,036,628	16,342
2100	OPERATIONS & MAINTENANCE	8,016,754	10,317,536	(2,300,782)
2200	UTILITIES	2,816,337	2,858,853	(42,516)
2300	PROGRAM & STAFF DEVELOPMENT	492,300	459,634	32,666
2400	TRANSPORTATION	4,440,215 ²	4,342,320	97,895
2700	SPECIAL EDUCATION	19,417,680 ³	18,111,099	1,306,581
2800	ATHLETICS & CLUBS	2,403,780	2,346,498	57,282
3000	AGRISCIENCE & TECHNOLOGY	655,988 ⁴	513,613	142,375
3100	ELEMENTARY OPERATIONS	2,534,744	2,524,053	10,691
3200	SECONDARY OPERATIONS	2,764,134	2,792,193	(28,059)
3300	SYSTEMWIDE SUPPORT SVCS.	4,094,068	4,040,575	53,493
3400	FRINGE BENEFITS & SUBSTITUTES	23,102,183	22,427,410	674,773
3600	TECHNOLOGY SUPPORT SVCS.	4,248,591	4,234,096	14,495
	TOTAL	126,993,992	126,559,379	434,613

*** AFTER SUPPLEMENTAL APPROPRIATIONS APPLIED:**

1. CUSTODIAL FEE REIMBURSEMENT	-34,097
2. MAGNET SCHOOL TRANSPORTATION GRANT	-8,600
3. EXCESS COST/AGENCY PLACEMENT GRANT	-2,266,016
4. AGRICULTURAL SCIENCE & TECHNOLOGY ED GRANT	-213,534
	(2,522,247)

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

Attachment II

**FY 2024-2025
BUDGET TRANSFER REQUEST FORM
AUTHORIZATION #1**

The School Administration requests that the Glastonbury Board of Education give consideration and approval to this request for transfer of funds between established programs of the 2024-2025 operating school budget.

DOLLAR	TO	PROGRAM NAME	FROM	PROGRAM NAME
TRANSFER				
\$ 10,992	1900	LIBRARIES/MEDIA CENTERS	0200	ART
\$ 2,300,782	2100	OPERATIONS/MAINTENANCE	0200	ART
			0300	ELEMENTARY EDUCATION
			0400	ENGLISH/READING & LANGUAGE ARTS
			0500	MATHEMATICS
			0600	SCIENCE
			0700	HISTORY & SOCIAL SCIENCES
			0900	CAREER & TECHNICAL EDUCATION
			1000	COMMUNITY SERVICES
			1100	PACE: MATH & SCIENCE RESOURCE
			1300	WORLD LANGUAGES & ML
			1400	SCHOOL COUNSELING
			1500	HEALTH ED & PHYSICAL ED.
			1600	HEALTH SERVICES
			2000	MUSIC
			2300	PROGRAM & STAFF DEVELOPMENT
			2400	TRANSPORTATION
			2700	SPECIAL EDUCATION
			2800	ATHLETICS & CLUBS
			3000	AGRISCIENCE & TECHNOLOGY
			3100	ELEMENTARY OPERATIONS
			3300	SYSTEMWIDE SUPPORT SERVICES
			3400	FRINGE BENEFITS
\$ 42,516	2200	UTILITIES	3400	FRINGE BENEFITS
\$ 28,059	3200	SECONDARY OPERATIONS	3400	FRINGE BENEFITS

**BOARD OF EDUCATION BUDGET
FY 2024-2025
FINAL REPORT PERIOD ENDING JUNE 30, 2025**

Attachment III

PROG	DESCRIPTION	BOARD APP. BUDGET JANUARY, 2024	BOARD APP. BUDGET WITH REDUCTIONS	FINAL EXPENDITURES JUNE, 2025
0200	ART	1,560,315	1,560,315	1,431,539
0300	ELEMENTARY EDUCATION	17,264,220	17,228,220	17,087,386
0400	ENGLISH/READING & LANGUAGE ARTS	4,703,523	4,703,523	4,410,084
0500	MATHEMATICS	3,067,458	3,067,458	3,048,117
0600	SCIENCE	3,831,969	3,831,969	3,690,816
0700	HISTORY & SOCIAL SCIENCES	2,583,146	2,583,146	2,410,253
0900	CAREER & TECHNICAL EDUCATION	2,082,799	2,082,799	2,053,912
1000	COMMUNITY SERVICES	391,085 ¹	391,085 ¹	404,378 ¹
1100	PACE: MATH & SCIENCE RESOURCE	667,086	667,086	666,849
1300	WORLD LANGUAGES & ML	5,017,702	5,017,702	4,944,591
1400	SCHOOL COUNSELING	4,553,794	4,553,794	4,518,600
1500	HEALTH ED & PHYSICAL ED.	2,419,145	2,419,145	2,401,034
1600	HEALTH SERVICES	1,061,637	1,071,637	1,008,082
1900	LIBRARIES MEDIA CENTERS	1,463,028	1,463,028	1,479,231
2000	MUSIC	2,052,736	2,052,736	2,036,628
2100	OPERATIONS & MAINTENANCE	7,772,631	7,714,131	10,317,536
2200	UTILITIES	2,816,337	2,816,337	2,858,853
2300	PROGRAM & STAFF DEVELOPMENT	595,000	565,000	459,634
2400	TRANSPORTATION	4,744,129 ²	4,610,629 ²	4,342,320 ²
2700	SPECIAL EDUCATION	16,840,352 ³	16,840,352 ³	18,111,099 ³
2800	ATHLETICS & CLUBS	2,223,615	2,223,615	2,346,498
3000	AGRISCIENCE & TECHNOLOGY	450,633	450,633	513,613 ⁴
3100	ELEMENTARY OPERATIONS	2,531,677	2,531,677	2,524,053
3200	SECONDARY OPERATIONS	2,765,053	2,765,053	2,792,193
3300	SYSTEMWIDE SUPPORT SVCS.	4,048,034	4,048,034	4,040,575
3400	FRINGE BENEFITS & SUBSTITUTES	22,946,616	22,946,616	22,427,410
3600	TECHNOLOGY SUPPORT SVCS.	4,493,025	4,266,025	4,234,096
SUB TOTAL		124,946,745	124,471,745	126,559,379

SUPPLEMENTAL APPROPRIATIONS :

1 CUSTODIAL FEE REIMBURSEMENT	-30,000	-30,000	-34,097
2 MAGNET SCHOOL TRANSPORTATION GRANT	-15,600	-15,600	-8,600
3 EXCESS COST/AGENCY PLACEMENT GRANT	-1,400,000	-1,400,000	-2,266,016
4. AGRICULTURAL SCIENCE & TECHNOLOGY ED GRANT			-213,534
TOTAL OPERATIONAL BUDGET	123,501,145	123,026,145	124,250,666

TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL US CT

DESTINATION: Paris and Dinard, France; Collège le Bocage

DEPARTURE DATE: March 12, 2026 **RETURN DATE:** March 22, 2026 **SCHOOL(S) PARTICIPATING:** GHS

ESTIMATED NUMBER OF PARTICIPANTS: 20 **WILL ANY SCHOOL TIME BE USED:** Yes - six days

SPONSORING TEACHER: Scott Minnick **OTHER CHAPERONES:** Kyra Kabulis, Arlette de Koning

COST PER PARTICIPANT: \$2,800

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: GPS and Sanditz Travel

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Presently enrolled in French program of studies, in good academic and behavioral standing, as per BOE policy, good attendance and successful completion of application process which includes interview and teacher/guidance counselor recommendations.

PURPOSE OF TRIP: Linguistic and cultural exchange with our sister school, Collège le Bocage, in Dinard, France. This exchange, with a long and successful history of making Franco-American friendships, greatly enhances our students' conversational skills, knowledge and appreciation of French culture through immersion in the target language. This will be the 28th year of this exchange.

Itinerary: (dates and details of itinerary are subject to adjustment)

- Early evening departure to arrive in Paris
- Four school visits to Bocage Middle School and a local high school
- Time spent with host families
- Several day excursions:
 - ❖ D-Day beaches/American
 - ❖ Cemetery/museum in Caen
 - ❖ Coastal areas in and around Dinard
 - ❖ Dinan (medieval town)
 - ❖ Mont Saint Michel
 - ❖ Visiting Paris

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: The French Exchange promotes an understanding between France and the United States by providing first-hand experiences in homes, schools, and communities for the students involved. Students will improve their conversational French as well as learn about the everyday cultural differences and similarities of living with a French family. Students will see first-hand some of the remarkable monuments in Normandy and Brittany. Our hosting of the French teachers and students allows all of our participating students, faculty and staff at GHS and families in our local community to participate in, and benefit from, the program. Continuing our exchange with Collège will further cement our relationship with the educators and families connected to the school.

APPROVAL:

DIRECTOR: Amanda Robustelli-Price

DATE: June 11, 2025

PRINCIPAL (GHS): Nancy Bean

DATE: 07/24/25

PRINCIPAL (SMS): B. Henkel

DATE: July 24, 2025

SUPERINTENDENT APPROVAL: Alan B. Boston

BOARD OF EDUCATION APPROVAL DATE: _____

TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

- INTERNATIONAL
- US
- CT

DESTINATION: Italy

SCHOOL(s) PARTICIPATING: GHS

DEPARTURE DATE: April 10, 2026

RETURN DATE: April 18, 2026

ESTIMATED NUMBER OF PARTICIPANTS: up to 24

WILL ANY SCHOOL TIME BE USED: yes .5 day

SPONSORING TEACHER: Stephany Pascetta

COST PER PARTICIPANT: \$4,600

ADDITIONAL CHAPERONES: Joseph Meyer and Mark Pearsall

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: World Language Dept and The Paideia Institute for Humanistic Study

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Presently enrolled in Ancient Greek or Latin, at Glastonbury High School, in good academic and behavioral standing, as per Board of Education policy, good attendance and successful completion of application process which includes interview and recommendations.

PURPOSE OF TRIP: The purpose of this trip is to immerse students in classical culture through visiting the remains of ancient Roman and Greek civilization in Italy.

Itinerary (attached):

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: this immersion trip will allow students to make connections between modern and ancient cultures and Italian and American cultures. Students will experience first hand the remarkable monuments and historical sites that they have been studying. Our students will improve their understanding of Latin by experiencing it in real applications in the remains of the Romans. They will also identify how Latin and Roman culture has influenced modern Italian and Roman culture and be able to compare this relationship to its influence on their own culture.

APPROVAL:

DIRECTOR: *Amada Rolustelli Price*

DATE: 07.24.25

PRINCIPAL (Glastonbury High School): *Nancy Bean*

DATE: 07/24/25

SUPERINTENDENT APPROVAL: *Alan B. Boston*

DATE: 7/28/25

Board of Education Approval Date: _____



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670
New York, NY 10012

609.429.0734
www.paideiainstitute.org

GLASTONBURY HIGH SCHOOL 2026 CLASSICAL TOUR TO ITALY PROGRAM DETAILS, ITINERARY, & PRICING

We are delighted that Glastonbury High School is considering a partnership with the Paideia Institute for its trip in 2026. This program includes the following:

Transportation

- Flights to and from Italy
- Public transportation passes for the duration of the trip
- Private coach or train transportation between cities

Accommodation

- Lodging in monasteries or guesthouses in the city center in Rome
- Housing in hotels in the city center in cities other than Rome
- Double (or occasionally triple) rooms for students
- Private single rooms for group leaders

Food

- Breakfast buffet every morning
- Dinner every night at one of our favorite restaurants, using the full menu (no tourist menus)

Guiding, Chaperoning and Support

- An itinerary customizable to fit with the academic interests of the group
- Curriculum designed by teachers experienced in on-site education
- A packet of texts keyed to each site, designed to be read on site, to bring together the curriculum and itinerary
- A Paideia Assistant: an Italian-speaking Classicist who stays with the group to provide teaching assistance and logistical support for the entire trip
- Entrance tickets to all sites and museums
- Italian cell phones for all teachers and chaperones, if needed
- A member of our Italian office, who will be on call 24/7 in case of emergencies and who will check in periodically throughout the program.

Travel Insurance

- An optional comprehensive protection plan designed for student travel, which can be either offered individually to travelers or bundled into the tour package.

Incentive Program

- Organizing teacher earns credit for Paideia programs, courses, and events

Other Features

- Always private for your group alone
- Tipping included, handled by our staff
- No surprise stops



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670
New York, NY 10012

609.429.0734
www.paideiainstitute.org

PRICING

Until the final price is set, the projected price may be subject to fluctuations in the value of the dollar and airfare, if included.

Projected price per person:

12 students with 2 teachers/chaperones traveling free: \$5100

18 students with 3 teachers/chaperones traveling free: \$4850

24 students with 4 teachers/chaperones traveling free: \$4750

--

Reduced price per person:

12 students with 2 teachers/chaperones traveling free: \$4500

18 students with 3 teachers/chaperones traveling free: \$4250

24 students with 4 teachers/chaperones traveling free: \$4150

TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL US CT

DESTINATION: Salamanca, Spain

SCHOOL(s) PARTICIPATING: SMS

DEPARTURE DATE: February 13, 2026

RETURN DATE: February 21, 2026

ESTIMATED NUMBER OF PARTICIPANTS: 32

WILL ANY SCHOOL TIME BE USED: Yes, 3.5 days

SPONSORING TEACHER: Kristen Klin

COST PER PARTICIPANT: \$2,800

OTHER CHAPERONES: James Giudice, Jill Garrish, Lauren Kagan

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: GPS, Sanditz Travel and Colegio Delibes in Salamanca, Spain

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Presently enrolled in 8th grade Spanish, in good academic and behavioral standing, as per Board of Education policy, good attendance and successful completion of application process which includes interview and team recommendations.

PURPOSE OF TRIP: The purpose of this Spanish Immersion program with Colegio Delibes in Salamanca, Spain will greatly enhance our students' conversational skills, knowledge and appreciation of the Spanish culture and way of life through immersion in the target language and culture.

Itinerary (dates and details of itinerary are subject to adjustment):

- 20 hours of classes (maximum 12 students in each class)
- All the material for the classes: books, photocopies, etc.
- Private tutoring included, when necessary, for individual students
- Course certificate for each student at their completed level.
- Accommodation with host family in double room, full board, 1 week.
- Guided tour around Salamanca and the cathedrals with Delibes teacher.
- One Spanish seminar in the conference room.
- Tour of Salamanca doing "The Salamanca QUEST" with Delibes teacher.
- Visit to the "Filigrana Charra" with Delibes teacher.
- "Chocolate con churros" in Madrid on the arrival day.
- "The literature tour" around the city guided by Delibe teacher.
- Entrances to all museums, palaces, etc.
- Tapas route tour and tasting with Delibes teacher.
- After school dance class with professional dancer.
- After school cooking class with a professional chef.
- Wifi internet access, computer facilities at Delibes.
- Medical insurance.
- Round trip Transfer in private bus Madrid (airport) – Salamanca - Madrid.
- Tuition payments insured.
- 24-hour emergency phone included for teacher.
- One full-day excursion to Avila and Segovia.
- Private bus, guide and entrance to the museums included.

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: The Smith Middle School Spanish Immersion Program provides 8th grade students first-hand experiences in homes, school and the community in Salamanca, Spain. Glastonbury students will improve their conversational Spanish as well as learn about the everyday cultural differences and similarities of living with a Spanish host family. The students will experience Salamanca and Madrid's historical sights and remarkable monuments.

APPROVAL:

DIRECTOR: Amanda Robustelli-Price

DATE: 07.23.25

PRINCIPAL (Gideon Welles School) K. Hurlburt

DATE: July 24, 2025

PRINCIPAL (Smith Middle School) B. Skarvelas

DATE: July 24, 2025

SUPERINTENDENT APPROVAL: 

DATE: 7-28-25

Board of Education Approval Date: _____

Regular Board of Education Meeting

Monday, July 14, 2025 7:00 PM
Town Council Chambers
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

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

Also Present: Alan B. Bookman, Superintendent
Dr. Scott Hurwitz, Assistant Superintendent
Kate Lund, Assistant Superintendent
Citizens and Staff Members, representatives of the press

1. Call to Order

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

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Andrew Minor, Glastonbury High School, Assistant Principal

4. Information Session for Public Comment

There were no in-person or online submitted public comments.

5. Business Requiring Action

5.A. Approval of the June 23, 2025 Meeting Minutes

Board approves meeting minutes of Monday, June 23, 2025. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

6. Reports and Discussion

6.A. Annual Technology Report

Chris Macca, Chief Technology Officer, shared highlights from the report with the Board.

6.B. LINKS Update

Dr. Bookman highlighted areas of the report with the Board.

6.C. Litigation Related to an Insulin Pricing Scheme

Dr. Bookman provided an update to the Board concerning action taken as a result of an insulin pricing scheme.

6.D. Glastonbury Education Foundation

Julie Thompson shared that, due to everyone's summer schedule, the Foundation has not met.

7. Committee Chair Reports

- A Facilities Committee meeting is scheduled for Monday, July 21, 2025.
- A Budget Committee meeting is scheduled for Monday, August 4, 2025.
- A Communications Committee meeting is scheduled for Monday, August 18, 2025.

8. Chairman's Reports

Dr. Foyle shared the receipt of a parent request for students' GPAs during different breakpoints throughout the 2024/2025 school year. This information will be gathered, in the fall, and presented to both the parent and the Board.

9. Superintendent's Report

Dr. Bookman shared the following:

- The request to increase the daily rate of pay for substitutes from \$130 a day to \$135. This will allow the district to stay competitive.
- An update on the various building projects being worked on this summer at Buttonball Lane, Hebron Avenue, Hopewell, Gideon Welles, Eastbury, and Glastonbury High School.

9.A. Self-Insurance Reserve Update, June 2025

9.B. Staff Appointments

9.B.1. Gary Brownbill, Naubuc School, Special Education Teacher

9.B.2. Amy Calhoun, LINKS, Social Worker

9.B.3. Micaela Collins, Nayaug School, Grade 1 Elementary Teacher

9.B.4. Glenna Doulakis, Gideon Welles School/Glastonbury High School, Special Education Teacher

9.B.5. Michelle Finan, LINKS Academy, Special Education Teacher

9.B.6. Gena Guimarro, Gideon Welles School, Special Education Teacher

9.B.7. Melissa Igo, LINKS Academy, Special Education Teacher

9.B.8. Thomas Isleib, Gideon Welles School, Grade 6 English Teacher

9.B.9. Andrew Minor, Glastonbury High School, Assistant Principal

9.B.10. Melissa Szymanski, Naubuc (.4)/Buttonball Lane School (.2), Elementary Band Teacher

9.B.11. Sydney Wilcox, Eastbury, Speech and Language Pathologist

9.B.12. NkaoZer Yang, LINKS Academy, Special Education Teacher

9.C. Staff Resignations

9.C.1. Lauren Bestoff

9.C.2. Sandra Gustafson

9.C.3. Melanie Michaud

9.C.4. Andrew Studenski

9.D. Adult and Continuing Education Classes - Fall 2025

9.E. Dates to Remember

Jenn Jennings asked for information on request that she has received.

1. Special Education turnover for the past two years.

Dr. Bookman explained that the increase in staff appointments, includes not only staff that was hired to replace teachers retiring or leaving the district, but also includes the additional staff hired for the Eastbury modular classrooms.

2. A detailed breakdown of the Glastonbury High School Graduation costs.

Dr. Foyle explained that this request should be present to the Budget Committee when they meet in August.

3. A breakdown of students' GPA during the 2024/2025 school year.

Dr. Foyle returned to the Chairman's report to answer this question.

Move that the Board enter into an executive session to discuss legal matters and invited the Superintendent to join them. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The Board entered an Executive Session at 8:06 pm and returned at 8:22 pm.

Mrs. Kali Cavanaugh: Yea

Mrs. Alison Couture: Yea

Mrs. Jennifer Faust: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Ms. Julie Thompson: Yea

10. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The meeting adjourned at 8:22PM.

Mrs. Kali Cavanaugh: Yea

Mrs. Alison Couture: Yea

Mrs. Jennifer Faust: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Ms. Julie Thompson: Yea

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

Respectfully Submitted,
Kali Cavanaugh, Secretary
Approved:

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

Title of Report: 2024-2025 Year-End Reports for Student Activities

Board Meeting Date: August 11, 2025

Action:

Report: X

Information:

Discussion:

Overview:

Glastonbury Public Schools maintains a separate fund to promote the safe handling of Student Activity money. The centralized accounting system is managed by a coordinator who oversees approximately 245 accounts, verifies deposits and approved expenses, and provides training to advisors and personnel involved in the collection of student and parent funds. All transactions are reviewed by the business manager to ensure the proper use of student and community funds. In addition to all account books being audited at Central Operations, an annual audit is completed by the town's independent auditors.

At various levels, student involvement is encouraged under the guidance of a staff advisor. At the elementary level and middle school level, some student councils assist with school stores and/or raising charitable contributions. The GHS School Store is managed by students and is overseen by one of the business teachers. Merchandise can be purchased online or at the store. Secondary clubs which take place after school are usually governed by students who assist the advisor in maintaining their club's financial records, educating the students about the cash flow management process.

Activity accounts include foreign exchange trips, field trips, yearbook sales, dances, after-school clubs and sports, summer camps, a regional Vo-Ag program and Adult Education. FIRST Robotics, Model UN, Vo-Ag and music students compete regionally and nationally.

The Adult Education Program continues to face financial challenges, ending the year with a growing deficit primarily driven by payroll expenses and limited enrollment. Despite efforts to streamline operations, costs have consistently outpaced revenue.

From the student activity accounts, forty scholarships were awarded to Glastonbury High School students, totaling \$38,285 in college assistance. The Bridgeworks program promotes life-skills by preparing and selling gift baskets, note cards and other useful items, while students apply basic math skills to create receipts, deposit slips and invoices.

Drama productions and concerts showcase the teaching of the arts in Glastonbury and provide a positive liaison with the public. This year's performances include:

- Gideon Welles – Beauty & the Beast
- Smith Middle School – Once Upon a Mattress
- Glastonbury High School – The Importance of being Earnest and Chicago

Fundraising continues to be an important part of student activities as it sparks an awareness of and compassion for others, within community, state and world. In addition, students and staff work together toward a common goal.

Student Activity Fund revenue for the fiscal year 2024-2025, has been recorded as follows:

Description	Beginning Balance	Deposits	Expenditures	Ending Balance
Buttonball Lane Total	\$11,869	\$7,586	\$15,906	\$3,548
Eastbury Total	\$1,767	\$0	\$900	\$868
Eastbury Links Total	\$2,449	\$229	\$340	\$2,338
Hebron Avenue Total	\$6,928	\$9,323	\$8,642	\$7,608
Hopewell Total	\$11,258	\$6,514	\$8,969	\$8,803
Naubuc Total	\$12,403	\$8,834	\$9,166	\$12,071
Nayaug Total	\$5,592	\$14,025	\$14,100	\$5,517
Gideon Welles Total	\$25,652	\$24,814	\$22,902	\$27,564
Smith Total	\$24,901	\$131,986	\$134,260	\$22,626
GHS Total	\$462,987	\$477,866	\$575,156	\$365,697
Scholarships Total	\$282,063	\$33,364	\$38,285	\$277,142
Adult/Vocational Education Total	(\$49,054)	\$186,189	\$195,321	(\$58,186)
Art Total	\$2,124	\$1,083	\$840	\$2,368
Athletics Total	\$45,124	\$64,221	\$71,554	\$37,791
World Language Total	\$91,443	\$223,825	\$201,878	\$113,391
Health Education/Physical Education Total	\$12,441	\$2,826	\$2,467	\$12,800
Music Total	\$38,638	\$125,749	\$118,015	\$46,373
Science Total	\$13,272	\$25,856	\$15,800	\$23,329
Summer Programs Total	\$47,910	\$92,024	\$85,921	\$54,014
GPS/Central Office Total	\$417,558	\$1,242,557	\$1,098,561	\$561,554
	\$1,467,326	\$2,678,871	\$2,618,982	\$1,527,215

Submitted By: Karen Bonfiglio

Reviewed By: Alan B. Bookman

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

Title of Report: 2024-2025 Year-End Report for School Food Service Department (SFSD)

Board Meeting Date: August 11, 2025

Action:

Report: X

Information:

Discussion:

Overview:

Glastonbury Public Schools continues to participate in the Healthy Food Certification Program. Glastonbury School Food Services (SFSD) received \$49,939 in funding for this program during 2024-25. This amount will likely decline in the coming years, as it is based on meal sales from two years prior, and those sales declined once meals were no longer free. The CT standards for the Healthy Food Program remain more stringent than the USDA guidelines for competitive foods that all schools nationwide are now required to follow.

This is our second year operating as part of the Lighthouse Co-Op group, which currently consists of 22 districts. We continue to see a decrease in our operating supply expenses, which is likely attributed to improved buying power of the Co-Op. We continue to allocate a portion of the district's USDA commodity dollars to the fresh fruit and vegetable program through the Department of Defense (DoD).

The final rule regarding the Nutrition Requirements in School Meals went into effect on July 1, 2024. These changes address sugar and sodium in foods offered. These changes will begin in the 2025–26 school year and will be phased in over several years to allow manufacturers time to reformulate their products to meet the new standards.

The State of Connecticut provided State Transition Assistance for Reduced-Price (STAR) funds that allowed districts to extend free lunches to students eligible for reduced meals. To date, we have received \$5,423 in STAR funds, which covers reduced meals served August through March. We anticipate receiving an additional \$1800 for meals served in April, May, and June. There will not be State funding to cover the cost of reduced-price meals for the 2025–26 school year. Students who qualify for reduced-price meals will be charged \$0.40 for lunch. Breakfast will remain available at no cost to these students.

Breakfast was no longer provided at no cost to all students during the 2024–25 school year. As anticipated, this change led to a significant decrease in participation. Compared to the 2023–24 school year, we served 46,299 fewer breakfast meals. Lunch participation remained relatively stable, with only a slight decrease of 7,527 meals served compared to the previous year. The comparison of meals does not include those served at GEHMS as they participate in the Community Eligibility Provision (CEP), which provides free meals for the entire school year.

To date, we have been allocated \$31,697 in Local Food for School Incentives Program (LFSIP) funding. These funds are used for the purchase of locally and regionally sourced food to be used in the school meal program. We have purchased apples, tomatoes, peppers, asparagus, spinach, lettuce, and local syrup with these funds. Additional LFSIP funds have been allocated in the State budget for FY26(\$1.5 million) and FY27 (\$3.43 million). As a result, we anticipate future allocations to support our ability to purchase more locally grown items.

SFSD ended the year with only one part-time open position unfilled. The SFSD employees will receive raises as approved by the Board of Education. Staff continues to receive the yearly mandated training to meet the USDA professional standard requirements. All new hires will be required to obtain ServSafe food handler training.

Documentation of these certifications will be filed with the Town Health Department when we apply for our food licenses.

A composting program was initiated this year at all elementary schools, with the exception of GEHMS, and received a very positive response from both students and staff. All schools combined generated approximately 42 tons of compost material. The program will be expanded to Gideon Welles for the 2025-26 school year.

A new software program, SchoolCafé, was implemented this year to manage both our point-of-sale system and menu promotion. While the point-of-sale component is fully operational, we anticipate the menu feature will be fully launched by the start of the upcoming school year. This feature will provide detailed nutrition and allergen information for all foods served.

SFSD had a fund balance exceeding the allowable three months of operating expenses. These excess funds were used to purchase new equipment, which included: a reach-in freezer for Hopewell, a new deli serving unit for Gideon Welles, and a new serving line for Hebron Avenue School. We are also in the process of adding an additional walk-in freezer for Glastonbury High School.

The SFSD was completely self-operating for the 2024-25 school year. We began the school year with a balance of \$1,413,047. We ended the year with a net loss of \$359,904, resulting in a year-end balance of \$1,053,143.

Submitted By: Karen Bonfiglio and Jessica D'Agnese

Reviewed By: Alan B. Bookman

Glastonbury School Food Services Year-End Report 2024-2025

	Actuals	Actuals	Projected	Actuals
	2022-2023	2023-2024	2024-2025	2024-2025
Beginning Balance	590,532	1,119,387	1,413,047	1,413,047
Income				
Lunch, Milk, Breakfast, A la Carte	579,486	1,412,800	1,453,615	1,510,689
Federal Reimbursement	2,749,656	1,616,715	985,000	993,594
State Reimbursement	40,345	42,809	43,000	34,778
Healthy Foods Reimbursement	51,399	50,667	51,000	46,939
Catering & Miscellaneous	39,347	35,905	36,000	31,810
Miscellaneous	0	0	0	0
Interest Income	0	0	0	0
BOE	0	0	0	0
Total Income	3,460,234	3,158,896	2,568,615	2,617,809
Expenses				
Supplies	1,523,025	1,392,084	1,461,688	1,390,966
Personnel Expense	1,262,123	1,361,933	1,458,715	1,534,174
Equipment	146,231	110,218	125,000	52,574
Miscellaneous Expenses	0	1,001	1,500	0
Contracted Services	0	0	0	0
Total Expenses	2,931,379	2,865,236	3,046,903	2,977,713
Net Income or loss	528,855	293,660	(478,288)	(359,904)
Summer Projects & Equipment				
Year End Balance	1,119,387	1,413,047	934,759	1,053,143

Meal Price				
Grades K-6*	\$3.00	\$3.00	\$3.00	\$3.00
Grades 7-12*	\$3.50	\$3.50	\$3.50	\$3.50
Adult	\$4.50	\$4.50	\$4.50	\$4.50
Breakfast	\$1.50	\$1.50	\$1.50	\$1.50

*USDA STAR Funds covered the family contribution for families approved for reduced lunches from 8/28/24 - 6/12/25.

*STABL Funds are federal funds provided by the USDA to cover the cost of breakfast for all students and the family contribution for families approved for reduced meals for May 2024 & June 2024.

*Local Foods Funds are funds provided by the USDA to encourage purchasing foods from local farms.

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

Title of Report: Early Learning Center Update

Board Meeting Date: August 11, 2025

Action: Report: X Information: Discussion:

Overview:

The 2024-25 school year marked the fifth year of operation at the Early Learning Center (ELC). The program has succeeded thanks to the invaluable support of the Board of Education and the tireless dedication of our exceptional team. The ELC delivers high-quality care for our youngest learners and plays a crucial role in supporting the recruitment and retention of staff within our school system.

The ELC curriculum is thoughtfully designed and aligned with the Connecticut Early Learning and Development Standards (CT ELDS). There is a strong emphasis on purposeful play as a cornerstone of learning in all ELC classrooms. This year, we also deepened our integration of positive guidance and restorative practices, creating an even more supportive and inclusive environment where children can thrive, learn, and grow.

The Early Learning Center works collaboratively with many programs within the district. Glastonbury Transition Academy (GTA) students volunteer to help with operational tasks such as putting away groceries or prepping materials for ELC teachers to use with students. This year, GTA students also participated in mock interviews at the ELC. These experiences help GTA students develop life skills in a friendly, busy, and professional environment. The children at the Early Learning Center benefit as well—by interacting with students of varying ages and backgrounds.

A highlight from this year was the joyful celebration of the annual Day of Play. This event serves as a vibrant reminder of the powerful connection purposeful play holds within early childhood education. The day underscored how essential these experiences are for fostering holistic development in our young learners. Our dedicated teachers intentionally plan for individual child development and align their engaging activities with the Connecticut Early Learning and Development Standards (ELDS).



ELC Graduation June 2025

For the 2024-25 school year, the ELC was supported by a dedicated team of 14 full-time teachers, four part-time teachers, one coordinator, and one assistant coordinator. The ELC offered outstanding early childhood education for a total of 70 children, including 7 infants, 28 toddlers, and 35 preschool/pre-K students. Approximately 84% of the 70 ELC students were children of GPS staff. Among the children not affiliated with GPS staff, 55% had parents who serve as educators in other school districts. We are proud to share that 100% of eligible children are planning to return for care in the 2025-26 school year.

Weekly tuition rates are set for the 2025-26 school year at \$400 for infants and toddlers and \$375 for preschool/pre-K. This minor tuition adjustment will ensure that the program continues to be self-supporting with no cost to taxpayers. We will continue to revisit the cost of tuition each year with the goal of providing outstanding care at a reasonable cost for our employees and families.

Submitted by: Scott Hurwitz, Ed.D.

Reviewed by: Alan B. Bookman, Ph.D.

TOWN OF GLASTONBURY**MEMORANDUM**

DEPARTMENT OF ADMINISTRATIVE SERVICES**FINANCIAL ADMINISTRATION**

TO: Board of Finance
Jonathan Luiz, Town Manager

FROM: Keri Rowley, Director of Finance & Administrative Services *KJR*

DATE: August 6, 2025

SUBJECT: Self Insurance Reserve Update July 2025

The attached report summarizes the Self-Insurance Reserve fund through **July**. The total reserve is **\$8,455,048**, allocated **\$5,526,621** and **\$2,928,427** between the Town and Board of Education, respectively. As of **July**, the fund is experiencing a **\$1,197,452** loss for the fiscal year.

There are **36** large loss claims which are defined as any claims that exceed 50% of the individual stop-loss limit. There are **26** large loss claims for the BOE and **10** for the Town. There are **16** claims that have exceeded the individual Stop Loss limit; **11** for the BOE and **5** for the Town. The Individual stop-loss limit is **\$200,000** for BOE and **\$150,000** for the Town.

cc: Dr. Alan Bookman, Superintendent
Karen Bonfiglio, Business Manager

SELF INSURANCE RESERVE FUND

YTD Balances As of July 31, 2025

	Town	Education	Total
Contributions			
Employer	\$280,412	\$80,606	\$361,018
Employee	80,488	54,573	135,061
Stop Loss Reimbursement	167,045	392,095	559,140
Total Revenues	\$527,946	\$527,273	\$1,055,219
Expenditures			
Anthem			
ASO Fees	\$8,137	\$30,819	\$38,956
Claims	256,397	1,834,443	2,090,841
	\$264,534	\$1,865,262	\$2,129,796
Delta Dental			
ASO Fees	\$1,498	\$4,529	\$6,027
Claims	17,047	63,951	80,999
	\$18,546	\$68,480	\$87,026
Bank Fees/PCORI Fee/EAP Fee	\$8,307	\$5,043	\$13,349
CT Prime	-	-	\$0
OneDigital Consultant Fees	4,500	18,000	22,500
	\$12,807	\$23,043	\$35,849
Total Expenditures	\$295,886	\$1,956,785	\$2,252,671
Current Year Revenues Less Expenses	\$232,060	(\$1,429,512)	(\$1,197,452)
Reserve July 1, 2025	\$5,294,561	\$4,357,939	\$9,652,500
Reserve at end of month	\$5,526,621	\$2,928,427	\$8,455,048

	Town		BOE		Total
Reserve at end of month	\$ 5,526,621	\$	2,928,427	\$	8,455,048
Recommended Minimum Reserve ^A	\$ 971,940	\$	4,032,056	\$	5,003,996
Variance Over/(Under) Reserved	\$ 4,554,681	\$	(1,103,629)	\$	3,451,052

A. As of June 2025. The next update will be provided for September 2025.