



## REGULAR BOARD OF EDUCATION MEETING

Monday, October 6, 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. Awards and Recognition
  - A. Visiting Staff and Students from Estonia
  - B. Recognition of the Kenneth Joyce Foundation Donation
4. Student Representatives' Report
  - A. Amalia Baird, Class of 2027
  - B. Ariana Stevenson, Class of 2027
  - C. Taylor Balthazar, Class of 2028
5. Information Session for Public Comment
6. Business Requiring Action
  - A. Approval of Smith Middle School World Language Student Trip to Quebec City, Quebec
  - B. Approval of Glastonbury High School DECA Club Student Trip to Arlington, Virginia
  - C. Approval of the September 22, 2025 Meeting Minutes
7. Reports and Discussion
  - A. Science Curriculum Review Report
  - B. Science/PACE Report
  - C. Mathematics/PACE Report
  - D. Glastonbury Education Foundation
8. Committee Chair Reports
9. Chairman's Reports
10. Superintendent's Report
  - A. School Enrollment Report, October 2025
  - B. Dates to Remember
11. Adjournment
  - A. Please note: It is possible that the Board of Education may go into Executive Session



## **How to Participate in Board of Education Meeting Public Comments**

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

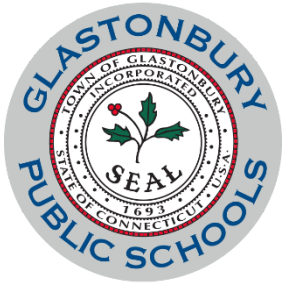
### **1) In-Person Comment.**

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

### **2) Written Comment.**

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

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



## **Glastonbury Board of Education**

628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033

Tel: 860-652-7951, [www.glastonburyus.org](http://www.glastonburyus.org)

**There were no public comments submitted via the online Google Form for the October 6, 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.

**Glastonbury Public Schools**

**TRAVEL APPROVAL FORM**

INTERNATIONAL  \_\_\_\_\_ US \_\_\_\_\_ CT \_\_\_\_\_

DESTINATION: Quebec City, Canada

DEPARTURE DATE: Saturday, February 7, 2026

RETURN DATE: Tuesday, February 10, 2026

ESTIMATED NUMBER OF PARTICIPANTS: 48 students

WILL ANY SCHOOL TIME BE USED: Yes, two days

SPONSORING TEACHER: Scott Minnick

COST PER PARTICIPANT: \$1,300 USD

OTHER CHAPERONES: Arlette de Koning, Cecile Perraud, Adam Lefkowitz, Mary Petrone, Laurie Haddock

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: JUMPSTREET TOURS

SCHOOL PARTICIPATING: Smith Middle School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Currently enrolled in 7<sup>th</sup> and 8<sup>th</sup> grade French program and successful completion of application process. Per Board of Education policy 6153(c): *all students must be in good standing in both academics and behavior. Students must not be failing any subject, must not have repeated offenses, and must exhibit appropriate conduct both in and out of school.*

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

ITINERARY (please see attached)

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

=====

**APPROVAL**

DIRECTOR: Amanda Robustelli-Price September 2, 2025

PRINCIPAL (Smith Middle School): B.Skarvelas September 12, 2025

PRINCIPAL (Glastonbury High School): Nancy Bean September 15, 2025

SUPERINTENDENT APPROVAL: 

BOARD OF EDUCATION APPROVAL DATE: \_\_\_\_\_

**Glastonbury Public Schools**

**TRAVEL APPROVAL FORM**

**THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED**

INTERNATIONAL \_\_\_\_\_ US X CT \_\_\_\_\_

DESTINATION: DECA Ultimate Power Trip in Arlington, Virginia

DEPARTURE DATE: November 20, 2025 RETURN DATE: November 23, 2025

ESTIMATED NUMBER OF PARTICIPANTS: up to 18 WILL ANY SCHOOL TIME BE USED: yes, two days

SPONSORING TEACHER: Arlette de Koning COST PER PARTICIPANT: \_\_\_\_\_

OTHER CHAPERONE(S): Tom Leiston

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: DECA National

SCHOOL(S) PARTICIPATING: Glastonbury High School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: students must be a member of the GHS DECA club and the national DECA organization

PURPOSE OF TRIP: The DECA Ultimate Power trip is an annual event organized by the national DECA organization, which includes 1,500 DECA members from across the country. Members come together for dynamic educational general sessions, a full day of learning and leadership labs, powerful presentations by professionals designed to motivate students to excel.

ITINERARY (ATTACHED):

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS: The GHS DECA members, going on this trip, will learn valuable tools to improve their business and leadership skills for our GHS club and beyond. Students will experience a leadership conference that will prepare them for the state and international competitions as well as the opportunities to network with fellow DECA delegates, advisors and company leaders.

**APPROVAL:**

DIRECTOR: \_\_\_\_\_ (DATE)

PRINCIPAL (GHS): Nancy Bean 9.22.25

PRINCIPAL (SMS) B. Daniels 9/24/25

SUPERINTENDENT APPROVAL: Alan Bob 9/24/25  
(DATE)



# EDUCATIONAL PROGRAM

DECA has the ultimate power trip waiting for you with dynamic general sessions, a day full of learning and leadership labs, powerful presentations by professionals, and all the favorites of a leadership conference.

**Most conference activities will take place at the Crystal Gateway Marriott.**

## FRIDAY NOVEMBER 21

8:00 AM - 6:00 PM	Explore Washington, D.C. on Your Own
3:00 PM - 6:00 PM	Registration
3:00 PM - 6:00 PM	Association Meetings (Optional)
7:00 PM - 8:15 PM	Opening Session
8:30 PM - 9:15 PM	Connect Leadership Labs by Association Officer Teams
9:30 PM - 10:15 PM	Connect Leadership Labs by Association Officer Teams
11:30 PM	Curfew

## SATURDAY NOVEMBER 22

8:00 AM - 4:00 PM	College, Career and Company Exhibits
8:30 AM - 4:00 PM	Competitive Excellence Experience
8:30 AM - 11:30 AM	Learning Labs
8:30 AM - 4:00 PM	Educator Professional Learning Series
11:30 AM	Chartered Association Officer and Advisor Luncheon, by invitation
11:30 AM - 12:45 PM	Lunch on Your Own
1:00 PM - 4:00 PM	Learning Labs
7:00 PM - 11:00 PM	DECA After Dark   D.C. Night Tour
11:30 PM	Curfew

## SUNDAY NOVEMBER 23

8:30 AM - 10:00 AM	Closing Session
10:30 AM	Explore Washington, D.C. on Your Own and Departures



Visit [decadirect.org](http://decadirect.org) for previews and highlights.

Schedule subject to change. Check [deca.org/power](http://deca.org/power) for the latest schedule.



# LEARNING LABS

DECA's Learning Labs will engage DECA members and focus on important elements of preparing for college and careers. With this schedule, all DECA members will experience a learning lab related to preparing for college, choosing a career pathway, developing your DECA chapter and becoming a better competitor.



Become a champion in the **Competitive Excellence Experience** and participate in a Marketing Communications Series role-play, which will take place during one learning lab block. Advisors must select "yes" to competitive events for members during online registration to participate.

## SATURDAY, NOVEMBER 22

<b>8:30 - 9:15</b> COLLEGE	Preparing for College	Choosing a College + Major	Financing College	College Success 101	Making the Most of College
<b>9:30 - 10:15</b> CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
<b>10:30 - 11:15</b> CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
<b>11:30 - 12:45</b>	LUNCH ON YOUR OWN				
<b>1:00 - 1:45</b> CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
<b>2:00 - 2:45</b> CHAPTER	DECA Diamond Fundraising Model	Content is King: Social Media for Your Chapter	I AM DECA: Telling Your DECA Story	Chapter Competition Success System	DECA Leadership Styles
<b>3:00 - 3:45</b> COMPETE	Rockin' the Role-Play and Exam	From the Judge's Perspective	Making an Awesome Written Event	Tips and Tricks for Presentation Design	Dress for Success and Professionalism

*\*Sessions may vary depending as speakers are confirmed.*

**Regular Board of Education Meeting**  
Monday, September 22, 2025 7:00 PM  
Town Council Chambers  
Glastonbury Town Hall  
2155 Main Street  
Glastonbury, CT 06033

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

Allison Couture joined the meeting via Zoom

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

**1. Call to Order**

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

**2. Pledge of Allegiance**

**3. Awards and Recognition**

3.A. Mike DeFosses, Glastonbury SEPTO Executive Board President

**4. Student Representatives' Report**

4.A. Amalia Baird, Class of 2027  
Student Representative, Amalia Baird, Class of 2027 updated the Board on events taking place at Glastonbury High School.  
4.B. Ariana Stevenson, Class of 2027, was unable to attend the meeting.  
4.C. Taylor Balthazar, Class of 2028, was unable to attend the meeting.

**5. Information Session for Public Comment**

There were no public comments.

**6. Business Requiring Action**

6.A. Approval of Submission of the District Consolidated Application for Federal Grants  
Board approves submission of the District Consolidated Application for Federal Grants. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea  
Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Ms. Julie Thompson: Yea

6.B. Approval of Glastonbury High School Athletics Student Trip to Thetford, Vermont  
Board approves the Glastonbury High School student athletics trip to Thetford, Vermont, reserving the right to cancel this trip if there are any government advisories against travel to this destination, or any other serious threats or crises, or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

6.C. Approval of Revised Board of Education Policy #5131.9 School Climate and Bullying Policy  
Board approves revised Board of Education Policy #5131.9 School Climate and Bullying Policy. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

6.D. Approval of NEW Board of Education Policy #5131.92 Restorative Practices Response Policy for Challenging Behaviors  
Board approves new Board of Education Policy #5131.92 Restorative Practices. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

6.E. Approval of Revised Board of Education Policy #3542.43 Food Service Charging  
Board approves revised Board of Education Policy #3542.43 Food Service Charging. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

6.F. Approval of NEW Board of Education Policy #3542.2 Food Service Personnel - Code of Conduct  
Board approves new Board of Education Policy #3542.2 Food Service Personnel - Code of Conduct. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

6.G. Approval of Revised Board of Education Policy #5118.1 Children of Out-of-Town Board of Education Employees  
Board approves revised Board of Education Policy #5118.1 Children of Out-of-Town Board of Education Employees. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

6.H. Approval of Revised Board of Education Policy #6153 School Sponsored Trips  
Board approves revised Board of Education Policy #6153 School Sponsored Trips. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

Mrs. Alison Couture: Yea  
Dr. Douglas Foyle: Yea  
Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea  
Mr. Matthew Saunig: Yea  
Ms. Julie Thompson: Yea

#### 6.I. Approval of the September 8, 2025 Meeting Minutes

Board approves the meeting minutes of Monday, September 8, 2025. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried.

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

Alison Couture had another commitment and excused herself from the meeting at 7:44 pm.

### 7. Reports and Discussion

#### 7.A. Agriscience and Technology CT ASTE Curriculum Review Report

Liz Cole, Director of Career and Technical Education, shared a brief overview of the report with the Board.

#### 7.B. AgriScience and Career and Technical Education (CTE) Report

Liz Cole, Director of Career and Technical Education, presented the essential sections of the report to the Board.

#### 7.C. Special Education Report

Cassandra Murphy, Director of Special Education, shared insights from the report with the Board.

#### 7.D. Glastonbury Education Foundation

Julie Thompson shared the date of the upcoming GEF Gala. The Gala will be held at the Saint Clements Castle and Marina, on Friday, November 14, 2025, at 6:30 pm.

### 8. Committee Chair Reports

- A Facilities Committee meeting has been tentatively scheduled for Friday, October 10, 2025, at 8:00 am.

### 9. Chairman's Reports

Dr. Foyle shared the cancellation of the Special Board of Education Meeting, scheduled for immediately following tonight's regular meeting. The Special Meeting was to conduct the Board's self-evaluation and could not occur, as all eight (8) Board members would not be present.

### 10. Superintendent's Report

Dr. Bookman shared the following:

- Representatives, from the Connecticut State Department of Education Teacher of the Year Committee, are scheduled to visit Glastonbury High School on Monday,

September 29, 2025. Board of Education members are welcome to join and meet with the Committee, at 9:20 am.

- Monday, October 6, 2025, prior to the Regular Board of Education, at 6:30 pm, a reception will be held to recognize the Kenneth Joyce Foundation for their generous donation.
- The Music Department will host the Coast Guard Band on Tuesday, November 11, 2025. Tickets to this performance were shared with the Board. The community is also invited to this free concert.

10.A. Student Suspension Report, August 2025

10.B. Dates to Remember

### **11. Adjournment**

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. David Peniston, Jr., Carried. The meeting adjourned at 9:06 pm.

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

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

Respectfully Submitted,  
Kali Cavanaugh, Secretary  
Approved:

# SCIENCE

Curriculum Review Report  
2024-2025

Glastonbury Public Schools  
Glastonbury, CT

Submitted by:  
Christine Tedisky, K-12 Director of Science

Presented to the Glastonbury Board of Education  
Fall 2025



GLASTONBURY BOARD OF EDUCATION

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

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

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## Steering Committee Membership

Christine Tedisky, K-12 Director of Science

Tonya M. Claiborne, Ed.D., Director of Equity, Diversity, and Inclusion

Christina O'Brien, K-5 Director of English Language Arts and Library Media

Jennifer Barton, grade K, Naubuc Elementary School

Jennifer Brown, grade 1, Buttonball Lane Elementary School

Christine Szalkiewicz, grade 2, Hopewell Elementary School

Jennifer Overstreet, grade 3, Nayaug Elementary School

Austin Longendyke, grade 4, Buttonball Lane Elementary School

Lauren Perrault, PACE Teacher, Naubuc Elementary School

Susie Sandall, PACE Teacher, Hebron Avenue Elementary School

Lisa Ames, grade 6 Science, Gideon Welles School

Mary Pat Coburn, grade 7 Science, Smith Middle School

Beth Petritus, grade 8 Science, Smith Middle School

Stephen Falcigno, Science Head Teacher, Biology Teacher, Glastonbury High School

Phoebe Rockholz, Chemistry Teacher, Glastonbury High School

George Householder, Chemistry Teacher, Glastonbury High School

Anagha Sabnis-Sambo, Science Technology Coach, Biology Teacher, Glastonbury High School

Beth Raynor, Biology Teacher, Glastonbury High School

Doug Hutton, Physics Teacher, Glastonbury High School

Kristen Basiaga, Physics Teacher, Glastonbury High School

## Introduction

### **Thank You**

Thank you to the Science Curriculum Review Steering Committee, grades K-5 classroom and PACE teachers, and grades 6-12 science teachers for their collective efforts in this valuable process. The opportunity to reflect on our practices and make informed decisions about the future of our science program is both exciting and essential as we strive to provide all our students with the highest quality education. Through thoughtful reflection, strategic planning, and careful implementation, we will continue to grow as a department and better serve the needs of our students. Your collective feedback, self-reflection, and voluntary efforts are invaluable. I feel fortunate to work alongside such a dedicated group of professionals who consistently remind me of the importance of our work and the impact of the knowledge and skills we provide to our students. Thank you all for your ideas, suggestions, and contributions in ensuring that the science program in Glastonbury remains exceptional for our students!

Christine Tedisky  
K-12 Director of Science

### **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 Science, Christine Tedisky, 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 dedication to fostering inclusive and dynamic learning environments and experiences, ensuring our curriculum not only meets the highest standards but also resonates with and supports every student.

## Department Description

### **Mission and Philosophy**

The Glastonbury Public Schools Science Department is dedicated to encouraging students to engage with the world around them through inquiry, creativity, and application of scientific concepts.

Quality science teaching fosters the processes of inquiry, creativity, applications of concepts, and the skills of critical thinking, organization, and communication. Through science instruction at Glastonbury Public Schools, students will develop methodologies that help them answer questions and arrive at conclusions based upon evidence. With these methodologies, students will be empowered to shape the world around them.

### **GPS Course Offerings and Staffing**

<b>Elementary Science</b>			
Classroom Teachers are instructors of science at each grade level; they receive the support and coaching of the PACE teachers in each of the elementary buildings. One full-time paraprofessional is responsible for the management, inventory, and distribution of science curricular kits for all elementary buildings. At each grade level, there is a unit of study in life, physical, and earth/space science; all units include a content-related engineering task.			
<b>Grade</b>	<b>Session I: September-November</b>	<b>Session II: December-February</b>	<b>Session III: March-June</b>
<b>K</b>	Whatever the Weather	Moving and Grooving	Stayin' Alive
<b>1</b>	Blast Off to Space	Survival of Living Things	Waves All Around Us
<b>2</b>	Earth: Our Changing Planet	Matter and Its Properties	Plant Survival
<b>3</b>	Earth and Our Human Impact	Matter: Changes and Interactions	Animals and Their Environment
<b>4</b>	Energy is Everywhere	Dynamic Earth	Structure and Function
<b>5</b>	Heredity in Living Organisms	Earth and Its Place in the Universe	Waves and the Flow of Energy
<b>Secondary Science</b>			
From the Glastonbury High School Science staff, a 0.2 Head Teacher and a 0.2 Technology Coach are accounted for to support the department at the secondary level; GHS science teachers are also supported by three paraprofessionals for laboratory preparation, inventory, and equipment management. Two part-time tutors support students and teachers in CREST.*			

Grade	Course Offerings	
6 (4 Teachers)	Life Science	
7 (4 Teachers)	Planet Earth (Level 1 and Level 2)	
8 (4 Teachers)	Concepts of Physics (Level 1 and Level 2)	
9-12 (23 Teachers*)	Integrated Science (Level 2) Chemistry (Level 1 and Level 2) Biology (Level 2) AP Biology (Level 1) Physics (Level 2) Introductory Physics (Level 2) AP Physics 1 and 2 (Level 1) AP Physics C (Level 1) AP Chemistry (Level 1) AP Environmental Science (Level 1)	Advanced Research Mentorship (Level 1) Astronomy (Level 2; Semester) Human Anatomy and Physiology (Level 2) Forensic Science (Level 2) STEAM electives: Principles of Applied Robotics and Engineering (Level 1 and Level 2); Coding, Data Science, and Society (Level 1 and Level 2)

## Executive Summary

The Glastonbury Public Schools Science Program continues to provide students with comprehensive, rigorous, and engaging curriculum, instruction, and assessments. The program provides students with relevant, authentic experiences grounded in our standards-based curriculum. To meet the needs of all learners, differentiated instructional practices, equitable opportunities across grade levels/courses, responsive professional development offerings, and appropriate resource allocations are needed. Our program thrives due to the expertise of our teachers, the high-quality instruction they provide daily, and the invaluable support of families and the community. This review highlights numerous commendations and offers recommendations and action plans that will promote thoughtful reflection and strategic planning for the future of Glastonbury's science program. These efforts will help the department identify opportunities for growth and continued progress to benefit our students.

### **Strengths and Celebrations**

- Comprehensive, rigorous K-12 science curriculum aligned with the *Next Generation Science Standards* (NGSS), emphasizing inquiry, creativity, and real-world application.
- Consistent use of varied and authentic assessments (6-12) allowing students to demonstrate understanding in multiple ways.
- Active, student-centered learning with labs, modeling, group work, and student-driven inquiry across grade levels.
- Development of instructional practices that incorporate student voice and choice, especially at the secondary level.
- Strong community partnerships (planetarium, STEAM Labs, local organizations) and vibrant extracurricular offerings.
- Professional development aligns with strategic goals and values teacher voice.
- Safe, well-equipped science classrooms and labs supporting hands-on learning.
- Inclusive family communication with multilingual accessibility and multiple at-home learning modalities.

### **Priority Recommendations**

- Strengthen instructional practices and resources to better serve our diverse student population, including multilingual learners and special education students.
- Improve vertical alignment and communication of science concepts, skill progression, and common learning experiences across all grade levels.
- Align the elementary report card criteria for science more closely with content and skill standards of the units of study.
- Enhance elementary science curriculum implementation by increasing instructional time and embedding interdisciplinary connections.
- Expand teacher professional development focused on differentiation, equity-based practices, and curriculum-specific training.

- Increase authentic learning opportunities through additional field trips, community partnerships, guest speakers, and expanded STEAM extracurriculars.
- Improve schedules at the elementary level to ensure all students, including those receiving special services, have full access to science instruction.
- Update and maintain annual lab safety training and chemical and equipment inventories.
- Explore common planning time for teachers and the development of STEAM labs in all elementary schools to enhance collaboration and learning environments.

## 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 effectively does our curriculum and assessments ensure equitable representation and perspectives of all students?*

#### Strengths:

- The K-12 science curriculum is comprehensive, rigorous, and is aligned with the Next Generation Science Standards.
- The curriculum is designed to promote meaningful student engagement, to allow students to make connections to real-world scenarios, and to develop the skills of inquiry, creativity, and application of scientific concepts. Hands-on laboratory experiences and the application of science and engineering practices are paramount to our units of study.
- Common summative assessments, aligned to curricular units, are implemented across grades 6-12. Assessments are varied and are designed for students to apply content knowledge and skills, to analyze and synthesize information, and to demonstrate understanding through claims, evidence, and reasoning.
- Written curriculum documents, which outline enduring understandings, essential questions, and concepts and skills, are accessible and used by all teachers in a digital format.

#### Recommendations & Actions:

- Review the science section of the elementary grade level report cards and develop new criteria that more accurately reflects the curricular units.
- Create and implement a comprehensive overview guide and review of the grades 3-5 NGSS grade band in order to better identify learning gaps and prepare for the NGSS Assessment in grade 5.
- Collaborate with the special education, literacy, and multilingual learners departments in the development of curriculum resources to support all learners.
- Explore additional field trip experiences to enhance real-world connections to the curriculum across grade levels.
- Continue curriculum development and unit refinement to include:
  - distinguishing learning outcomes between level 1 and level 2 (secondary level),
  - capturing common learning experiences for all students that include diverse perspectives and identities; and

- using tools to examine and evaluate equitable instructional practices and promote teacher self-reflection.
- Continue to refine common assessment opportunities that incorporate the three-dimensional (science discipline, crosscutting concepts, and science and engineering practices) standards and allow students to demonstrate their understanding for a variety of authentic purposes.
- Evaluate the vertical progression of science and engineering practices (skills) and crosscutting concepts across the grade levels and highlight areas within the curriculum where they are specifically addressed.

<b>Domain 2: Teaching &amp; Learning</b>
------------------------------------------

**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 effectively does teaching and learning promote access and support for all learners?*

**Strengths:**

- Active learning in science classrooms is fostered in a wide variety of ways. Students regularly engage in hands-on activities that include laboratory experiments and modeling of scientific concepts and processes. Group work, student choice, and cross-curricular connections are important aspects of science instruction.
- Teachers utilize various instructional strategies to meet student learning needs across grade levels and courses while allowing for student choice and voice in their representation of learning.
- Students demonstrate understanding in many ways beyond traditional assessments. Science and engineering practices, crosscutting concepts, and content application are developed through: writing with “Claim, Evidence, Reasoning,” modeling concepts with diagrams and simulations to allow students to build upon prior knowledge, and student-driven questioning that provides opportunities for all learners to explore their curiosities.
- The department, particularly at the secondary level, is actively engaged in the development of equity-based instructional practices to promote access and support all learners.

**Recommendations & Actions:**

- Expand teacher professional development focused on differentiation, equity-based practices, and curriculum-specific training, especially for K-5.
- Increase opportunities that foster inquiry, self-assessment, and relevancy for all students during instruction.

- Explore additional resources, including technology applications, lab materials and equipment as well as visual aids, that promote better access for all learners to science content and practices.
- Use common language to communicate the progression and vertical connection of science concepts and skills more clearly at the secondary level for better student understanding.

### **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:

- Department goals are connected to the GPS 6th Generation Strategic Plan, and are clearly articulated with teacher professional learning and instructional practices.
- The department is committed to deepening the work around inclusivity and equitable practices as connected to the district's strategic plan.
- Staff voice and choice is valued within the department with respect to professional learning needs.
- PACE Teachers (K-5) provide professional development for science in elementary schools and across the district.

#### Recommendations & Actions:

- Increase professional learning opportunities, K-5, that are directly connected to the units of study, especially through interdisciplinary connections.
- Create professional development opportunities for teachers around differentiated instruction in science, including equity-based instructional practices, and continue to offer experiences that meet individual staff needs.
- Increase the opportunities for science teachers to participate in external professional development offerings and/or engage with field experts.

### **Domain 4: Communication & Outreach**

#### Guiding Questions:

- Are program-specific communications provided to families in their preferred language?

- Do at-home learning opportunities ensure all students can engage equally and enhance their understanding (e.g. captions, video subtitles, transcriptions)?
- Do community partnerships exist to support the initiatives and goals of the program?

**Strengths:**

- Program-specific communications are available to families in their preferred language through ParentSquare and the departmental website.
- Both in-school and at-home learning opportunities allow for students to engage in their understanding of science content through various modes of communication, including verbal, pictorial, and transcribed.
- The Glastonbury-East Hartford Magnet School Planetarium provides a unique resource and experiences for all students, explicitly connected to the curriculum units of study, as well as experiences for the community.
- Several partnerships are in place to enrich students' learning in science, such as grants funded by the Glastonbury Education Foundation (GW Greenhouse, GHS CREST, GHS STEAM Lab), clubs at the secondary level supporting initiatives at the elementary level, and close collaboration with local institutions to mentor students (specifically in Advanced Research Mentorship).
- STEAM Nights occur annually across the district elementary schools and showcase student work in science and engineering as well as highlight the interdisciplinary connections among math, science & engineering, the arts, and technology.
- There are a wide variety of middle school and high school clubs that engage students in extracurricular activities.

**Recommendations & Actions:**

- Continue to collaborate with community partners and local organizations to provide authentic connections and expertise from the scientific community to our students across the levels and ensure that partnerships/mentorships include experts from underrepresented groups.
- Explore additional science-related field trips as well as opportunities for guest speakers and community partners to come into classrooms and share expertise and real-world applications of science with students across the grade levels.
- Expand Science/STEAM-related extracurricular club opportunities across the elementary level.
- Continue to grow student interest and exposure to STEAM careers by providing real-world experiences and connections with experts in the fields across grade levels in science courses.

<b>Domain 5: Operations</b>
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**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 science learning environments are safe, supportive, and inclusive, and provide appropriate laboratory safety equipment to students and staff.
- The allotted time for instruction at Glastonbury High School is appropriate to achieve the intended outcomes of the curriculum.
- Access to instructional spaces (the Eureka Lab at Naubuc School, the Greenhouse at Gideon Welles, the Center for Robotics, Engineering, Science, and Technology and the STEAM Lab at Glastonbury High School) allow students to have unique experiences and engage with state-of-the-art technical equipment.
- The paraprofessionals and tutors at Glastonbury High School support teachers and students in the science department with laboratory preparations, management of equipment, and individualized student support.
- Secondary classrooms are spacious and designed for laboratory experiences.
- The system for elementary supplies and equipment aligned to the units of study is adequate and supported by a full-time paraprofessional.

**Recommendations & Actions:**

- Provide professional learning opportunities for elementary teachers to plan interdisciplinary units of study in order to maximize student learning of science concepts and skills.
- Collaborate with building administration and special education personnel to improve schedules at the elementary level to ensure all students, including those receiving special services, have full access to science instruction.
- Continue to identify and provide annual safety training to all science teachers that is relevant and responsive to their needs and that is effective and efficient.
- Explore ways through scheduling at the secondary level for teachers who teach the same course to have common planning time.
- Complete and maintain an up-to-date inventory of all laboratory equipment at the secondary level to ensure that materials are accessible by all students and teachers in accordance with curricular units.
- Explore opportunities and funding to develop STEAM labs in all elementary schools.

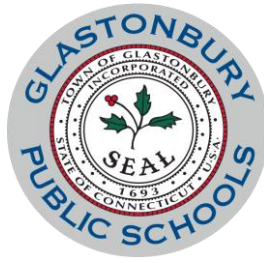
## Appendices

### Appendix A Vertical Articulation Guide

<b>Department</b>	<i>Science</i>
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<b>Courses / At-A-Glance Guides (Teacher Facing)</b> <i>List all of the courses and hyperlink the At-A-Glance Guides. Modify as needed based on departmental offerings.</i>	
<b>Pre-Kindergarten</b>	<i>N/A</i>
<b>Kindergarten</b>	<i>Whatever the Weather, Moving and Grooving, Stayin' Alive</i>
<b>First Grade</b>	<i>Blast Off to Space, Survival of Living Things, Waves All Around Us</i>
<b>Second Grade</b>	<i>Earth: Our Changing Planet, Matter and Its Properties, Plant Survival</i>
<b>Third Grade</b>	<i>Earth and Our Human Impact, Matter: Changes and Interactions, Animals and Their Environment</i>
<b>Fourth Grade</b>	<i>Energy is Everywhere, Dynamic Earth, Structure and Function</i>
<b>Fifth Grade</b>	<i>Heredity in Living Organisms, Earth and Its Place in the Universe, Waves and the Flow of Energy</i>
<b>Sixth Grade</b>	
<ul style="list-style-type: none"> <li>● <i>Life Science</i></li> <li>● <i>Science &amp; Engineering Practices - under construction beginning July 2024</i></li> </ul>	
<b>Seventh Grade</b>	
<ul style="list-style-type: none"> <li>● <i>Planet Earth (L1/L2)</i></li> <li>● <i>Science &amp; Engineering Practices - under construction beginning July 2024</i></li> </ul>	
<b>Eighth Grade</b>	
<ul style="list-style-type: none"> <li>● <i>Concepts of Physics (L1/L2)</i></li> <li>● <i>Science &amp; Engineering Practices - under construction beginning July 2024</i></li> </ul>	
<b>High School</b>	
Grade Level(s)	Course(s)
<b>9</b>	<i>Integrated Science</i>
	<i>Chemistry - L1/L2</i>

<b>10</b>	<i>AP Biology</i>
	<i>Biology - L2 (5410 &amp; 5420)</i>
<b>11</b>	<i>AP Physics 1&amp;2</i>
	<i>Physics - L2 (5470, 5480 &amp; 5465)</i>
<b>12/electives</b>	<i>AP Physics C</i>
	<i>AP Chemistry</i>
	<i>AP Environmental Science - under construction</i>
	<i>Human Anatomy and Physiology - under construction</i>
	<i>Astronomy</i>
	<i>Forensic Science</i>
	<i>Advanced Research Mentorship - under construction</i>
<b>Post-Graduate</b>	
N/A	



## Science / PACE Report

**Director:** Christine Tedisky

**Date:** October 6, 2025

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

#### Advanced Placement Examinations

Glastonbury High School student participation and achievement on 2024 Advanced Placement Science Examinations was outstanding. For each AP science exam, GHS student average exam scores continue to exceed the state and global averages and percentages of test takers scoring a 3 or higher.

Subject	# of students enrolled	# of exams taken	Percent of test takers scoring 3 or higher	Average Exam Score
AP Biology	144	141	94.3	4.13
AP Physics 1&2*	97	91	98.9	4.26
		72	94.4	3.83
AP Chemistry	73	60	93.3	3.88
AP Environ. Sci.	158	85	87.1	3.55
AP Physics C*	31	23	95.7	4.00
		25	100.0	4.12
<b>Total Science</b>	<b>503</b>	<b>497</b>		

*\*2 exams for AP Physics 1&2 and AP Physics C: Electricity & Magnetism and Mechanics*

#### Next Generation Science Standards Assessments

The CSDE Next Generation Science Standards Assessments were administered in Spring 2025 in grades 5, 8, and 11.

	Spring 2025	Spring 2024	Spring 2023	Spring 2022
<b>Grade 5</b>	68%	70%	76%	73%
<b>Grade 8</b>	74%	72%	70%	65%
<b>Grade 11</b>	63%	62%	65%	65%

*\*Scores represent percent of students scoring a 3 or better.*

### **Advanced Research Mentorship (ARM)**

During the 2024-2025 school year, approximately 3900 hours of independent research were logged by 39 students and were showcased in the annual STEMposium. Students also published the fourteenth annual *Journal of Advanced Research Mentorship*.

- One ARM student’s research from 2023-2024, titled *Molecular Engineering of Emissive Molecular Qubits Based on Spin-Correlated Radical Pairs* was published in the Journal of the American Chemical Society. The student was named as a co-author of the paper!
- One ARM student was named a finalist in the Youth Innovation category at the 2024 CT Women of Innovation event. This program is sponsored by the CT Technology Council.
- One ARM student was invited to present their research at the Milne Institute's 5th Annual International Clinical Trials Day Celebration at Gaylord Hospital.
- One ARM student’s work on bacterial spore resistance was noted in their mentor's presentation to the 2025 Spore Conference.
- One ARM student’s architectural structure showcasing a designed mechanism won an award for Architectural Excellence at CT Home Builder's Association design contest.

### **Science Bowl**

Three teams, totaling 12 students from Smith Middle School, participated in the Equity Northeast Middle School Science Bowl in January, followed by the Southern New England Middle School Regional Science Bowl in February.

- Smith’s teams earned impressive finishes, securing third, fourth, and eighth places in the January competition.

### **Elementary STEAM Celebrations**

Each year our STEAM Celebrations continue to evolve with new themes, activities, and support of the building teaching staff, the GHS Key Club members, the GHS Math Honor Society, and PTO volunteers, making each evening a true school community event.

### **Presidential Awards for Excellence in Mathematics and Science Teaching**

Glastonbury High School AP Physics teacher, Mr. Joe Mancino, was selected as the recipient of the nationally recognized Presidential Award for Excellence in Mathematics and Science Teaching.

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

<b>Grade-Level / Course</b>	<b>Recent Development / Revision</b>
Grade 1	<ul style="list-style-type: none"><li>• Revised Survival of Living Things unit to include additional hands-on experiences.</li></ul>
Grades 6-8	<ul style="list-style-type: none"><li>• Began to articulate the progression of the Science and Engineering Practices and Crosscutting Concepts with benchmarks for student achievement across grade levels.</li></ul>
Grade 7	<ul style="list-style-type: none"><li>• Created common unit summative assessments aligned to curriculum units.</li></ul>
Grades 9-12	<ul style="list-style-type: none"><li>• Revised curriculum guides for <i>AP Biology</i>, <i>AP Chemistry</i>, <i>AP Physics 1 &amp; 2</i>, <i>AP Physics C</i>, and <i>Human Anatomy and Physiology</i>.</li></ul>

### **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.**

- Develop and implement an action plan to begin addressing priority recommendations from the 2024-2025 Curriculum Review Report, including:
  - Strengthening instructional practices and resources to better serve our diverse student population (multilingual learners and special education students).
  - Improving vertical alignment and communication of science concepts, skill progression, and common learning experiences across all grade levels.
  - Enhancing elementary science curriculum implementation by increasing instructional time and embedding interdisciplinary connections, particularly through play-based learning in Kindergarten and Grade 1.
  - Updating and maintaining annual lab safety training and chemical and equipment inventories.
- Analyze student performance on the Next Generation Science Standards Assessment; identify areas for growth; and design actions and resources to implement that will allow students to demonstrate greater achievement on the assessment in grades 5, 8, and 11.

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

- Provide funding to support upgrades to current and additional K-12 equipment and materials needed to support science experimentation and engineering design tasks, including digital resources.
- Provide funding to support professional development opportunities for teachers on differentiation, equity-based practices, and curriculum-specific training.
- Provide funding for continued curriculum refinement in addition to the vertical articulation and mapping of science and engineering skills and practices and crosscutting concepts across grade levels.



## Mathematics / PACE Report

**Director:** Brenda M. Gregorski

**Date:** October 6, 2025

### 1. Highlight program events and summarize the key achievements of the program that are unique to the past year.

#### Computer Science Achievements

- For the third year in a row, Coding Club won the prestigious Code Quest competition, which is hosted by Lockheed Martin and draws hundreds of participants each year.
- Coding Club teams placed first and third in the Quinnipiac Computer Programming Competition.
- The Cyberpatriot Team made it to the semi-finals in the Cyberpatriot competition after achieving the gold tier in the first round.
- A GHS math teacher presented two sessions at the [Cyber.org](https://www.cyber.org) Conference in Chicago.
- The Computer Science Honors Society inducted 28 members into the society during its inaugural year.

#### Glastonbury High School Student & Staff Achievements

- Glastonbury High School's *Mu Alpha Theta* chapter of the National High School and Two-Year College Mathematics Honor Society inducted 51 new members. The 105 total members contributed in notable ways, including:
  - 25 students who provided weekly peer tutoring at SMS and GWS.
  - 30 students who supported activities at the Elementary STEAM nights.
  - 20 students who participated in the MathWorks Math Modeling Challenge.
- The GHS Math Team competed in the Capital Area Mathematics League and finished 6th as a Team. Two students were 3rd and 4th-ranked freshmen in the league.
- A high school math teacher presented at the Building Thinking Classrooms conference in Phoenix, the NCTM Annual meeting in Chicago, and the NCTM Conference in Kansas City.
- Two students scored in the top 5% in the American Math Competition (AMC) and qualified for the AIME (American Invitational Mathematics Exam).

#### SAT & AP Test Results:

- The mean SAT score for mathematics in 2025 was 565. The state average was 472.

<b><i>AP Calculus AB:</i></b>	<b><i>AP Statistics:</i></b>	<b><i>AP Computer Science A:</i></b>
86% achieved a score of 3 or higher Average score: 3.69 (CT avg: 3.33)	75% achieved a score of 3 or higher Average score: 3.41 (CT avg: 3.08)	96% achieved a score of 3 or higher Average score: 4.60 (CT avg: 3.30)
<b><i>AP Calculus BC:</i></b>	<b><i>AP PreCalculus:</i></b>	<b><i>AP Computer Science Principles:</i></b>
97% achieved a score of 3 or higher Average score: 4.13 (CT avg: 3.95)	100% achieved a score of 3 or higher Average score: 4.63 (CT avg: 3.84)	93% achieved a score of 3 or higher Average score: 4.14 (CT avg: 3.15)

**Smith Middle School and Gideon Welles Student/ Staff Achievement**

- Smith Middle School MathCounts Team placed 4th in the Hartford Chapter MATHCOUNTS Competition. We had students place 3rd and 9th in the individual portion of the Hartford Chapter Competition, and six of our students were invited to the State Competition.
- Gideon Welles students participated in the Math Olympiad for Elementary and Middle Schools (MOEMS) for the first time.

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

Grade-Level / Course	Recent Development / Revision
Grade K	Developed Purposeful Play units to reflect interdisciplinary connections and incorporate executive functioning skills
Grade 1	Revised Progress Monitoring tools for Grade 1 benchmark skills
Grades 2 - 5	Developed Progress Monitoring tools for benchmark skills to support Small Group Instruction (SGI) and differentiated Tier 1 instruction
Grade 6	Developed a bank of modified assessments for students to access and be assessed on the Grade 6 curriculum
Grade 7	Revised lesson sequencing and assessments based on feedback and SBAC data.
AP PreCalculus	Revise thin-sliced lessons and assessments based on results from last year’s AP PreCalculus test; updated tasks to incorporate more AP practice problems
AP Computer Science Principles & AP Computer Science A	Revised sequence, assessments, and tasks in curriculum documents to reflect changes by the College Board

**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.**

- Continue to collaborate with library media specialists to develop coding experiences for students in all K – 5 classes.
- Refine the Math by Design/ Double Dosage lessons and structure in Grades 7 and 8 to help more students achieve in mathematics in middle school and beyond.
- Continue to work with Grade 6 teachers and Special Education teachers to grow the Math by Design/ Double Dosage program in Grade 6.
- Develop a coding/computer science class for all Grade 6 students to grow the STEAM initiative.
- Coach teachers on the use of small group instruction (SGI) blocks to increase enrichment and reteaching opportunities for all students in grades 1 – 5.
- Continue to refine progress monitoring tools and use of SBAC interim data to support effective use of Tier 1 strategies.
- Continue to develop our *Building Thinking Classrooms* active learning practices and expertise to include student self-assessment and interest in our 6 – 12 classrooms; expand this active learning approach to the elementary classrooms, and make connections with Universal Design for Learning to the BTC approach.

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

- Reimagine and expand the PACE teacher role at GW, doubling staff from 1.0 to 2.0 FTE in order to provide both intervention support as well as coding and computer science instruction to 5th and 6th grade students.
- Continue to provide curriculum development funds to revise and develop resources for our elementary and secondary curriculum.
- Continue to support the expansion of STEAM experiences for all students K - 6, including funds for curriculum development, appropriate materials, technology, and literature to expand students' interest and curiosity around Computer Science.

**GLASTONBURY PUBLIC SCHOOLS  
GLASTONBURY, CONNECTICUT**

**SCHOOL ENROLLMENT Oct 1, 2025**

<u>Elementary</u>	<u>Pre-K = 72</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>
Buttonball		68	86	72	91	74			391
Hebron Ave.		64	64	74	91	90	80		463
Hopewell		70	93	85	91	85			424
Naubuc		62	59	72	68	85	78		424
Nayaug		97	85	93	114	78	92		559
Elementary Subtotal		361	387	396	455	412	250	0	2261
Gideon Welles							186	437	623
	K-6 Totals								2884
<b>Elementary Total</b>		<b>361</b>	<b>387</b>	<b>396</b>	<b>455</b>	<b>412</b>	<b>436</b>	<b>437</b>	<b>2884</b>

<u>Middle</u>	<u>7</u>	<u>8</u>	<u>Total</u>
Smith Middle	448	439	887
<b>Middle Total</b>	<b>448</b>	<b>439</b>	<b>887</b>

<u>Secondary</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
Glastonbury High	427	410	429	424	1690
<b>Secondary Total</b>	<b>427</b>	<b>410</b>	<b>429</b>	<b>424</b>	<b>1690</b>

**TOTAL 5461**

Pre-K 72  
**OUT OF DISTRICT ( 26 & GHS ALTERNATIVE PROGRAM (0) 26**  
**GRAND TOTAL 5559**

**RECAPITULATION**

<u>GRADE</u>	<u>Enrollment All</u>	<u>Enrollment All</u>	<u>Previous Years Enrollment All</u>
Pre-K	78	72	-6
K	380	361	-19
1	382	387	5
2	441	396	-45
3	395	455	60
4	437	412	-25
5	427	436	9
6	445	437	-8
<b>Subtotal Elementary</b>	<b>2985</b>	<b>2956</b>	<b>-29</b>
7	439	448	9
8	435	439	4
9	412	427	15
10	441	410	-31
11	429	429	0
12	459	424	-35
<b>Subtotal Secondary</b>	<b>2615</b>	<b>2577</b>	<b>-38</b>
<b>TOTAL</b>	<b>5600</b>	<b>5533</b>	<b>-67</b>
<b>OUT OF DISTRICT &amp; GHS ALTERNATE</b>	<b>30</b>	<b>26</b>	<b>-4</b>
<b>GRAND TOTAL</b>	<b>5630</b>	<b>5559</b>	<b>-71</b>

## School Enrollment by Class October 1, 2025

										<b>GRADE K</b>	<b>TOTAL</b>
Buttonball	14	14	14	13	13					=	68
Hebron	17	16	16	15						=	64
Hopewell	15	14	14	14	13					=	70
Naubuc	16	16	15	15						=	62
Nayaug	20	20	19	19	19					=	97
											<b><u>361</u></b>
										<b>GRADE 1</b>	
Buttonball	18	17	17	17	17					=	86
Hebron	17	16	16	15						=	64
Hopewell	19	19	19	18	18					=	93
Naubuc	15	15	15	14						=	59
Nayaug	18	18	17	16	16					=	85
											<b><u>387</u></b>
										<b>GRADE 2</b>	
Buttonball	18	18	18	18						=	72
Hebron	19	19	18	18						=	74
Hopewell	17	17	17	17	17					=	85
Naubuc	18	18	18	18						=	72
Nayaug	19	19	19	18	18					=	93
											<b><u>396</u></b>
										<b>GRADE 3</b>	
Buttonball	23	23	23	22						=	91
Hebron	23	23	23	22						=	91
Hopewell	19	19	19	17	17					=	91
Naubuc	17	17	17	17						=	68
Nayaug	23	23	23	23	22					=	114
											<b><u>455</u></b>
										<b>GRADE 4</b>	
Buttonball	19	19	18	18						=	74
Hebron	23	23	22	22						=	90
Hopewell	22	22	21	20						=	85
Naubuc	22	21	21	21						=	85
Nayaug	20	20	19	19						=	78
											<b><u>412</u></b>
										<b>GRADE 5</b>	
Buttonball										=	0
Hebron	20	20	20	20						=	80
Naubuc	20	20	19	19						=	78
Nayaug	20	18	18	18	18					=	92
Gideon	22	22	21	21	21	20	20	20	19	=	186
											<b><u>436</u></b>