



SPECIAL BOARD OF EDUCATION MEETING

Monday, November 10, 2025 6:00 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. Glastonbury Public Schools French Program — Recipients of the American Association of Teachers of French Award of Exemplary with Distinction
 - B. Ted Gregorski and Sarah Rubelmann, Coordinators of Community Conversations
4. Student Representatives' Report
 - A. Amalia Baird, Class of 2027
 - B. Ariana Stevenson, Class of 2027
 - C. Taylor Balthazar, Class of 2028
5. Information Session for Public Comment
6. Reports and Discussion
 - A. Art Report
 - B. History/Social Sciences Report
 - C. Health and Physical Education Curriculum Review Report
 - D. Health and Physical Education Report
 - E. Glastonbury Education Foundation
7. Business Requiring Action
 - A. Recommendation for Potential Transfer of GEHMS Building
 - B. Approval of the November Budget Revisions to the Approved 2025-2026 Board of Education Budget
 - C. Acceptance of the Capital Improvement Plan (CIP) 2027-2031 for First Reading
 - D. Approval of Glastonbury High School DECA Club Student Trip to Boston, Massachusetts
 - E. Approval of Board of Education 2026-2027 Budget Workshop Dates, Monday, January 5, 2026, and Wednesday, January 7, 2026
 - F. Approval of October 6, 2025 Meeting Minutes
8. Committee Chair Reports
9. Chairman's Reports

10. Superintendent's Report

- A. Grants
- B. Self-Insurance Reserve Update, September 2025
- C. Self-Insurance Reserve Update, October 2025
- D. School Enrollment Report, November 2025
- E. Student Suspension Report, September 2025
- F. Gideon Welles School After School Activities 2025-2026
- G. Smith Middle School Clubs 2025-2026
- H. 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.:

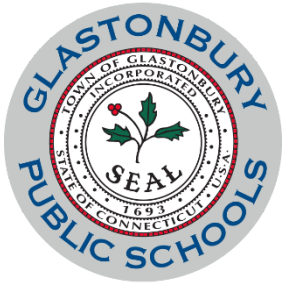
1) In-Person Comment.

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

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There were no public comments submitted via the online Google Form for the November 10, 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.



Art Report

Director: Holly Buckley

Date: November 10, 2025

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

- Eight students received Scholastic Art Awards across a variety of media categories, including a CAEA/Arnini Best in Show for Printmaking.
- Total enrollment in our dual enrollment college credit electives has more than doubled with the addition of two new ECE courses at GHS.
- Increased experiences for students to support hands-on learning:
 - Grade 5 students attended the New Britain Museum of American Art.
 - GHS AP & Advanced Drawing students attended the Yale Art Gallery.
 - SMS students visited a local fabric store to select materials for their costume designs.
 - GHS Vignone Gallery and GWS Exploring the Arts Program offered unique opportunities for students to learn and engage with professional artists.
- The number of National Art Honor Society (NAHS) inductees doubled in the spring of 2025, recognizing more student leaders in the arts.
- Art students participated in unique opportunities for volunteerism, leadership, and community outreach:
 - GHS NAHS developed and installed a mural in the school's art wing as a dynamic visual time capsule of GHS 2025.
 - NAHS & Art Club were invited to design an Adirondack chair for the Connecticut Airport Authority at Bradley International Airport in their Chair Art 2025 program.
 - Students participated in the National Art Education Association (NAEA) National Juried Exhibition.
 - Students designed multiple logos for various groups, including the GHS Youth Advisory Council, the GPS Friends of Glastonbury Music, the GPS Choose Love Not Hate campaign, and the SMS No Place for Hate Committee.
 - Students participated in the Museum of Contemporary Art (MoCA) Student Exhibition.
 - Art Club collaborated with the GHS Library Media Center for various projects, including Heritage Month contributions.
 - SMS Costume Club students designed and helped create costumes for the spring musical "*Once Upon a Mattress*."
 - Welles Turner Library hosted the Calendar Art Show exhibit and showcased Gr. 6 student ceramic artwork.

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

Grade-Level / Course	Recent Development / Revision
GHS	Revised AP Studio Art curriculum guide and unit outlines; developed additional resources and pacing guide.
GHS	Revised the Art Foundations curriculum guide.
LINKS	Developed Art resources and curriculum overview for LINKS Art courses.
SMS Electives (<i>Various</i>)	Completed curriculum guides for seventh and eighth-grade elective courses; developed unit outlines.
Elementary	Aligned Grade 5 Digital Photography unit to the K-5 Purposeful Use of Technology Guidelines.

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.

- Engage fully in the 5-Year Curriculum Review process to assess program strengths, identify priority goals, and establish a clear plan for K–12 visual art curriculum.
- Incorporate Universal Design for Learning guidelines within curriculum resources to ensure access, engagement, and representation
- Align program experiences with the National Core Arts Standards and Glastonbury’s Vision of the Graduate to ensure our students develop both artistic and transferable life skills.
- Integrate the Studio Habits of Mind to cultivate creative thinking, problem solving, and reflection that support play-based learning, Tier 1 instruction, and active learning opportunities.
- Develop the K–12 STEAM program and foster interdisciplinary learning through staff professional development, collaborative planning, and integrated curriculum design.
- Explore expanded learning pathways such as Early College Experience, professional certifications, and real-world connections through art.
- Curate the Vignone Gallery to highlight diverse artists, showcase districtwide themes, and represent the breadth of visual, media, and STEAM arts.
- Generate initiatives that connect art with community and civic engagement, strengthening interdisciplinary and community-based learning experiences.

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

- Provide funding for materials, resources, and supplies to support authentic visual, media, and STEAM experiences.
- Provide funding to support continued curriculum development across all grade levels and high-quality professional development opportunities.
- Provide support for STEAM opportunities for all students K–12 through curriculum development, equipment, instructional supply funds, and the STEAM Lab Tutor position at GHS.
- Provide funding to continue to update art studios and equipment to ensure real-world experiences, functionality, and safety.

- Fund art-specific apps, industry-standard subscriptions, and equipment, including digital resource libraries, Mac-based Art computer labs, color laser printers, and large-format printers.
- Support program-based field trips and student exhibition opportunities across courses and grade levels, including the ability to explore new options.
- Provide funding to support membership and active participation in the NAHS.

2025-2026 Art Exhibits		
Details	School/Location	Date
Erek Erquhart	GHS & Vignone	November-December 2025 Vignone Gallery Show Nov 24, 2025 GHS Artist Talk to classes
BOE Calendar Art Reception	Town Hall	January 26, 2026, Monday Town Hall
Scholastics	Hartford Art School & Vignone	TBD (January 2026) Scholastic Award Ceremony at Hartford Art School February 2026 Vignone Gallery Show: SMS & GHS
Youth Art Month	Vignone Gallery	March 2026 Vignone Gallery Show: All Grades
Calendar Art Reception	Welles-Turner Memorial Library Gallery	TBD (March 2026) Welles Turner Memorial Library: Reception & Gallery Show
Christina Ruales	GHS & Vignone	April-Early May 2026 Vignone Gallery Show April 24, 2026, Friday GHS & GWS Artist Talk
Art Show	BBL	May 6, 2026, Wednesday Times: 5:00-7:00 PM
Art Show	HE	April 23, 2026, Thursday Times: 4:00-7:00 PM
Art Show	HO	May 7, 2026, Thursday Times: 4:30-7:30 PM
Art Show	NA	May 15, 2026, Friday Times: 5:00-7:00 PM
Art Show	NG	April 22, 2026, Wednesday Times: 5:00-7:00 PM
Grade 5 & 6 Evening of Arts Art Show	GWS	May 14, 2026, Wednesday Times: 6:30-8:00 PM
Grade 8 Reception & Art Show	SMS	May 20, 2026, Wednesday Times: 6:30-8:00 PM
Art Show, Juried Show, NAHS Induction	GHS	May 27, 2026, Wednesday Times: 5:00-7:30 PM



History & Social Sciences Report

Director: Brendan Callahan

Date: November 10, 2025

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

- 33 GHS students were inducted into the Rho Kappa National Honor Society for Social Studies.
- 10 Rho Kappa scholars represented GHS at the UConn Human Rights Summit in January at Storrs campus.
- 6 Smith students from the “Time Travelling Techies” club served as docents for 5th Grade field experiences at the Historical Society of Glastonbury’s Welles-Shipman-Ward Property (Fall) and Museum on the Green (Spring).
- 42 Gideon Welles students earned perfect scores to advance to the final round of the 6th Grade Geography Bee held in the school auditorium.
- 120 GHS students in Modern World History attended a panel discussion with Holocaust survivor Ruth Weiner in March.
- All elementary students had an opportunity to participate in a mock election prior to Election Day to experience the practice of voting.
- 304 GHS students completed Advanced Placement exams in the department; this represents a 5% increase from 2024 and a 53% increase from 2022; student performance continues to outpace state and global averages for each course and 87% (263/304) earned a qualifying score of 3 or above.
 - AP U.S. History: 89% (150/168) scored 3 or higher (global avg. 74%)
 - Enrollment up 6%; mean score 3.74
 - AP Psychology: 80% (75/94) scored 3 or higher (global avg. 71%)
 - Enrollment down 2%; mean score 3.43
 - AP European History: 91% (38/42) scored 3 or higher (global avg. 73%)
 - Enrollment up 20%; mean score 3.79

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

Grade-Level / Course	Recent Development / Revision
Grade K (Me and My World)	Updated curriculum guides to align with Purposeful Play and integrate new state standards.
Grade 1 (My School and Family)	Purposeful Play Leadership and Pilot teams formed to bring Purposeful Play to Grade 1 classrooms and align with social studies curriculum.
Grade 2 (My Community and Beyond)	Piloted “Community Leaders” unit at Naubuc School in Spring 2025 with implementation for all Gr. 2 in 25-26 SY.

Grade 7 (World History)	Piloted Peabody Museum field experience to support Ancient World History curriculum in Spring 2025; expansion to all seventh-grade teams at Smith expected for Spring 2026.
Grade 8 (U.S. History)	Revised curriculum guide and unit overview documents, ensuring alignment to new state standards; developed lessons related to Native American Studies pursuant to Public Act 21-2.
Grade 11 (U.S. History)	Revised course curriculum guide and unit overview documents, ensuring alignment to new state standards; developed lessons related to Asian American and Pacific Islander Studies pursuant to Public Act 22-8; revised Unit 2: Response to Industrialization.
Grade 12 (Current Issues)	Revised course curriculum guides and unit overview documents, ensuring alignment to new state standards.

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

- Leverage K-12 Professional Learning opportunities to advance best practices in social studies pedagogy, including:
 - Play-Based learning for Kindergarten and Grade 1
 - Universal Design for Learning (UDL)
 - Restorative Practices
 - Inquiry-Based Learning
 - Interdisciplinary Learning
- Continue with curriculum revision and development in line with guidance from most recent Program Review and 6th Generation Strategic Plan:
 - Update curriculum guides for Grade 9 Modern World History and GHS elective courses.
 - Develop performance tasks to establish shared, high expectations for learning while integrating elements of student voice and choice.
 - Update curriculum guides for Grade 1 social studies to integrate Play-Based learning and emphasize interdisciplinary opportunities.
- Leverage GHS technology coach and GenAI pilot group to promote effective use of technology and incorporation of Generative AI by teachers.
- Assemble committee and conduct process for upcoming 5-year Program Review.

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

- Increase funding of instructional materials by \$2,000 at secondary level to fund books, maps, and manipulatives for social studies curriculum.
- Maintain funding for digital subscriptions to curriculum and assessment resources, including *Actively Learn*, *New York Times UpFront*, and *Poll Everywhere*.
- Maintain funding for standards-based elementary field experiences, which deepen student understanding of Glastonbury and Connecticut history and promote excitement and passion for social studies.
- Maintain funding for curriculum development projects at the elementary and secondary levels.
- Continue to fund professional learning opportunities for staff to gain exposure to best practices related to curriculum and instruction.

Health and Physical Education Department

Curriculum Review Report
2024-2025

Glastonbury Public Schools
Glastonbury, CT

Submitted by: Jennifer Spring, K-12 Director of Health and Physical Education

Presented to the Glastonbury Board of Education
Fall 2025



GLASTONBURY BOARD OF EDUCATION

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Committee Membership

Jennifer Spring, K-12 Director of Health and Physical Education
Holly Buckley, K-12 Director of Art
Tonya Claiborne, Ed.D., Director of Equity, Diversity, and Inclusion
Paul Macchi, H/PE 7-8, Smith Middle School
Michael Dowling, H/PE K-5, Naubuc & Eastbury Elementary Schools
Janice Skene, H/PE K-5, Buttonball & Nayaug Elementary Schools
Catherine Egan, H/PE 9-12, Glastonbury High School
Jason Lamay, H/PE K-5, Hopewell & Eastbury Elementary Schools
Deborah Hatch, H/PE K-5, Hebron Avenue & Eastbury Elementary Schools
Shane Flanigan, H/PE K-5 Nayaug Elementary School
Cynthia Dysenchuk, H/PE 5-6, Gideon Welles School
Brian Gaudreau, H/PE 5-12, Gideon Welles & Eastbury/LINKS Schools
Leianne Hesseltine, H/PE 6-8, Smith Middle School
William Keating, H/PE 6-8, Smith Middle School
Ryan Kelly, H/PE 6-8, Smith Middle School
James Wawruck, H/PE 6-8, Smith Middle School
Marissa Wengell, H/PE 6-8, Smith Middle School
Hailey Buchetto, H/PE 9-12, Glastonbury High School
Scott Daniels, H/PE 9-12, Glastonbury High School
John Bolduc, H/PE 9-12, Glastonbury High School
Jason Kitchens, H/PE 9-12, Glastonbury High School
Taylor Savage, H/PE 9-12, Glastonbury High School
Jeffrey Scott-Graves, H/PE 9-12, Glastonbury High School
Christopher Vozzolo, H/PE 9-12, Glastonbury High School
Shannon Leblanc, Smith Middle School

Introduction

Thank You

Thank you to the Health and Physical Education Curriculum Review Steering Committee and K–12 Health and Physical Education (H/PE) teachers for your collective efforts throughout this meaningful process. The opportunity to reflect on our practices and make informed decisions about the future of our program is both exciting and essential as we continue to strive to provide every student with a high-quality, inclusive, and engaging health and physical education experience.

Through your thoughtful reflection, strategic insight, and commitment to continuous improvement, we will grow as a department and better serve the evolving needs of our students. Your feedback, willingness to self-reflect, and voluntary contributions have been invaluable to this review.

I feel fortunate to collaborate with such a passionate and dedicated group of professionals. Your care for students and belief in the power of wellness, movement, and health literacy are what make this work so impactful. Thank you for your ideas, suggestions, and unwavering commitment to ensuring our Health and Physical Education program remains strong, relevant, and student-centered across Glastonbury.

Jennifer Spring

Director of Health & Physical Education

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-term and short-term goals and recommendations to support program improvements.

To complete the process, Director of Health and Physical Education, K-12, Jennifer Spring, led the department and a Curriculum Review Steering Committee through the examination of five program domains. This process is designed to determine the 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 for all.

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

Department Description

Mission and Philosophy

The mission of the Glastonbury Health and Physical Education Department is to inspire and prepare students to embrace physical activity, cultivate healthy habits, and contribute positively to their local and global communities.

The Glastonbury Health and Physical Education Department believes that fostering lifelong wellness requires a holistic approach that integrates physical, emotional, and social health. By emphasizing skill development and personal growth, we aim to empower students to make informed decisions that enhance their well-being and positively impact the world around them. Through inclusive and innovative programs, we strive to inspire a love for physical activity, instill healthy habits, and cultivate a sense of responsibility to contribute meaningfully to local and global communities.

GPS Course Offerings and Staffing

Elementary	Courses
K-5 (6 teachers)	<ul style="list-style-type: none"> ● Health Education (embedded in Physical Education/Human Growth and Development, separate) ● Physical Education ● Adapted Physical Education (AdPE)
Middle	Courses
6 (2 teachers)	<ul style="list-style-type: none"> ● Physical Education ● Adapted Physical Education (AdPE)
7-8 (6 teachers)	<ul style="list-style-type: none"> ● Health Education ● Physical Education ● Adapted Physical Education (AdPE)
Secondary (8 teachers)	Courses (Graduation requirements: all students must earn one credit in Physical Education and one credit in Health Education)
9	<ul style="list-style-type: none"> ● Health and Physical Education 9 (H/PE 9)- includes half-year health and half-year physical education - full-year course
10	<ul style="list-style-type: none"> ● Health and Physical Education 10 (H/PE 10) - includes half-year health and half-year physical education- full-year course
11 & 12	<p>Physical Education Electives:</p> <ul style="list-style-type: none"> ● Alternative Environment Activities ● Personal Wellness - Strength and Performance ● Dance & Fitness ● First Aid and Careers ● Group Games ● Lifetime Activities ● No Boundaries for Wellness ● Sports Issues <p>Health Education Elective Courses:</p> <ul style="list-style-type: none"> ● First Aid and Careers
Secondary (K-12 Director of Health & Physical Education	<ul style="list-style-type: none"> ● Secondary Health Education- LINKS (all year) ● Secondary Physical Education- Camp Sunrise Physical Education Alternative for Credit (June-August)

Executive Summary

Strengths and Celebrations

- Comprehensive, relevant curriculum aligns with *SHAPE America National & State Standards*, district goals, supporting student development in physical, cognitive, social-emotional, and real-world concepts and skills.
- Continued development of instructional practices emphasizes student choice, challenge, access, and personalized learning in both health and physical education.
- Use of authentic, flexible, student-friendly assessments allow students to demonstrate understanding in multiple ways.
- Professional development aligns with strategic goals and district priorities and values teacher input.
- Strong family and community partnerships and extracurricular offerings support our program, enhancing learning, engagement, and student wellness.
- Safe, supportive, and well-equipped learning environments, such as well-maintained gymnasiums, outdoor trails, fitness rooms, and dedicated health classrooms, support a wide range of physical and health education activities.
- Consistent support and funding, including hiring certified educators, allow equipment upgrades, emergency certifications (CPR/AED), and materials that support safe, engaging, and high-quality instruction.

Priority Recommendations

- Strengthen instructional practices and resources to support our diverse student population, including multicultural content and health equity topics.
- Prioritize vertical planning, consistent middle school experiences, and curriculum updates to close gaps across transition years.
- Expand and explore access to health education in grades 6, 11, and 12 to promote continued student development, critical thinking, and wellness advocacy.
- Improve assessment practices through skills-based rubrics and multiple modality assessments (e.g., video, journaling); develop systems to track progress over time.
- Expand teacher professional learning to focus on equity, culturally responsive teaching, multilingual learners, and AdPE.
- Expand K–12 PE opportunities through increased staffing at Eastbury/LINKS, reducing reliance on itinerant assignments.
- Explore facilities and storage options for safety and access (e.g., GWS auxiliary gym), HVAC concerns, and storage needs. Expand and standardize storage solutions and remove outdated equipment.
- Expand partnerships (e.g., Interval House, Bike Walk Glastonbury) to guarantee anchor experiences by grade level and support experiential learning.

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?*

The findings of the committee include:

Strengths:

- Curriculum aligned with *SHAPE America 2024 National & State Standards*, district goals, and GPS Core Values.
- K–12 curriculum includes physical, cognitive, social-emotional, and real-world concepts and skills.
- Content reflects various cultural perspectives and inclusive language that affirm student identity.
- 7–12 PE includes both traditional and non-traditional units and courses tailored to student interests and needs (e.g., yoga, meditation, geocaching, hiking, qigong, archery, fly fishing, kayaking, etc.)
- Adaptations (e.g., alternative roles, modified equipment, visuals, buddy systems) support equitable access.
- Assessments are student-friendly, visually supported, and allow all learners to demonstrate understanding in multiple ways, with an emphasis on student choice, voice, and personalized learning in both health and physical education.
- Courses and opportunities such as Camp Sunrise and No Boundaries for Wellness promote inclusion and belonging.
- Students have opportunities to engage in extracurricular activities (e.g., Unified Sports) that increase inclusion.

Recommendations & Actions:

- Increase opportunities for students to engage in culturally relevant content.
- Expand access to health education in grades 6, 11, and 12. Continue to embed choice-based and personalized learning tasks in health and physical education.
- Continue developing skills-based, competency-aligned assessments and integrate multiple assessment types to inform real-time instructional decisions
- Improve consistency in grading practices and systems to track Gr. 7-12 student progress over time.
- Increase vertical alignment opportunities for collaboration and common planning time among teachers.
- Improve opt-out alternatives for sensitive topics to preserve equity and alignment with standards.

Domain 2: Teaching & Learning

Guiding Questions:

- Does instruction foster active learning by K-12 students?
- 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?*

The findings of the committee include:

Strengths:

- Instructional practices are centered and reflect a wide range of strategies, including stations, peer models, cooperative games, and hands-on learning (e.g., visual, verbal, kinesthetic, interpersonal, intrapersonal).
- Students make choices about warm-ups, activities, assessments, and task modifications, which support student ownership and autonomy at all levels.
- Learning opportunities are authentic and reflect real-world experiences (e.g., CPR/First Aid and Careers, etc.).
- Teachers use Tier 1 strategies to support all learners (e.g., flexible grouping, scaffolded visuals, adapted equipment, and challenge-by-choice).
- Lessons on cultural content, health topics, and global sports provide students with windows into diverse perspectives and experiences.
- Emotional regulation, respectful dialogue, responsible decision-making, and team-building are developed through H/PE learning experiences.

Recommendations & Actions:

- Enhance opportunities for student voice and choice in daily instruction.
- Improve collaborative planning time to build skill progression and common learning experiences across all grade levels.
- Develop a resource bank of global games and inclusive activities that reflect diverse student identities.
- Embed multicultural perspectives into curriculum documents at all levels.
- Establish common learning targets, skill development, and assessments across secondary H/PE to ensure all students receive an equitable learning experience.
- Design a vertically aligned strength training and fitness sequence that builds students' confidence, competence, and independence in using the Strength and Conditioning Center, with a focus on safety, inclusivity, and lifelong wellness.
- Collaborate with support teams and interventionists to limit the interruption of H/PE instruction.

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?

The findings of the committee include:

Strengths:

- Department goals are aligned with district priorities, promoting coherence and instructional consistency.
- Peer/teacher-led professional learning opportunities offer collaboration, trust, relevance, and practicality. Model student-centered practices and help our department sustain continuous improvement.
- PD reinforces inquiry-based, active learning strategies aligned to the District Strategic Plan.
- Teachers are empowered through PD focused on Restorative Practices, cultural competence, and inclusive classrooms.
- Structures for collaboration, reflection, and exploration promote wellness and autonomy.
- Digital platforms and tools provide access to professional learning and shared resources, enabling personalized, self-paced professional growth.

Recommendations & Actions:

- Provide ongoing training on inclusive language, culturally responsive teaching, and effective AdPE goal writing, and work collaboratively with support staff to meet diverse needs.
- Continue to provide PD on skills-based assessment, rubric development, and authentic performance tasks in H/PE instruction.
- Increase access to H/PE-specific, content-rich, and equity-focused professional learning opportunities outside the district.
- Expand the use of digital PD tools by continuing to build an online resource bank and structuring collaborative time to apply learning. Provide professional learning on culturally relevant games and global health perspectives.

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?

The findings of the committee include:

Strengths:

- Program updates are shared through digital platforms like ParentSquare, PowerSchool, Google Classroom, school websites, and email—all of which offer translation features. These tools ensure timely, inclusive communication with families across diverse language backgrounds.
- K–5 Field Days foster meaningful community partnerships through volunteer involvement and shared celebration of student wellness.
- Strong and growing community connections support curriculum, SEL, inclusion, and hands-on learning (e.g.):
 - K–5: Glastonbury PD, Unified Sports, Food Pantry, School Walk for Diabetes
 - 6–8: Interval House, Hoops for Heart, SROs, Bikes for Kids, Parks & Rec
 - 9–12: Youth & Family Services, CCAP, Bike Walk Glastonbury, Bicycles East, No Boundaries, Crew Team (Veterans Day), Trout Unlimited, CT National Guard, Parks & Rec.

Recommendations & Actions:

- Increase the frequency and intentionality of outreach (e.g., updates and community highlights).
- Systematically expand, align, and document partnerships with curricular goals.
 - Guarantee anchor experiences by grade level (e.g., Interval House in Grade 8).
 - Integrate guest speakers, field trips, and service opportunities aligned to *SHAPE America 2024 National & State Standards*.
 - Explore innovative offerings like adaptive fitness, civic service, and outdoor education to extend relevance and impact.

Domain 5: Operations

Guiding Questions:

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

The findings of the committee include:

Strengths:

- K–12 programs benefit from safe, well-maintained gymnasiums and diverse instructional spaces such as turf fields, fitness studios, trails, and outdoor areas.
- Dedicated Health classrooms at the middle and high school levels support focused, uninterrupted instruction.
- Recent infrastructure improvements (e.g., outdoor storage at GHS, extended-range walkie-talkies at SMS) enhance logistics and safety measures across campuses.
- Lifeguard, First Aid, and CPR/AED certifications are updated at the secondary level (9–12), reinforcing emergency preparedness and student safety.
- Consistent Board of Education funding enables the regular upkeep, replacement, and purchase of equipment and supplies, supporting high-quality instruction across K–12.

Recommendations & Actions:

- Expand K–12 PE opportunities through increased staffing at Eastbury/LINKS, reducing reliance on itinerant assignments.
- Address HVAC inconsistencies, floor moisture concerns, and lack of storage at Buttonball, Naubuc, and Hopewell.
- Address physical accessibility challenges (e.g., Gideon’s auxiliary gym for full handicap accessibility).
- Expand PE storage to improve the life of instructional equipment and reduce safety hazards.
- Develop outdoor storage solutions (e.g., near SMS lower fields) and remove outdated or unused equipment.
- Explore requiring biannual renewal of K-8 safety certifications (First Aid/CPR/AED) to ensure preparedness.

Appendices

Appendix A: Vertical Articulation Guide

Department	<i>Health and Physical Education</i>
Courses / At-A-Glance Guide	
Kindergarten	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
First Grade	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
Second Grade	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
Third Grade	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
Fourth Grade	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
Fifth Grade	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
Sixth Grade Physical Education	
<i>Students focus on developing Motor Skills, Movement Patterns, and Fitness & Health Concepts in alignment with SHAPE America 2024 National & State Standards. Emphasis is on building foundational skills while fostering an understanding of personal fitness and health. Students engage in activities that promote teamwork, communication, and respect, enhancing their social skills and personal responsibility. Students learn to set goals through diverse physical activities, make healthy choices, and build a lifelong appreciation for physical activity and overall well-being.</i>	
<p>Cooperative Activities: Focus on teamwork, communication, and problem-solving skills.</p> <p>Team and Individual Games: Development of strategies, sportsmanship, and personal skill improvement.</p> <p>Fitness Concepts: Exploration of fitness principles, goal-setting, and understanding the components of the Connecticut Physical Fitness Assessments and how they can lead to a healthy lifestyle.</p> <p>Net and Wall Games: Introduction to games like badminton, volleyball, and pickleball, enhancing coordination and gameplay strategies.</p> <p>Lifetime and Recreational Sports and Activities: Exposure to activities promoting long-term fitness and recreation (e.g., walking, yoga, or disc golf).</p>	

In 7th and 8th-grade physical education, students build on foundational skills while focusing on motor skill development, movement, fitness, and health concepts aligned with SHAPE America 2024 National & State Standards. Through engaging activities, students refine their movement techniques and learn to apply fitness and health principles to their daily lives. The curriculum emphasizes teamwork, communication, and leadership to develop social skills and personal responsibility. By exploring diverse physical activities, students foster self-confidence, respect for others, and a lifelong commitment to physical and emotional well-being.

Seventh Grade Physical Education

CREATING COMMUNITY

A supportive learning environment requires character traits such as respect, responsibility, honesty, and safety.

TEAM GAMES

Knowing and understanding movement concepts will improve performance in a specific skill and provide the foundation for the transfer of skills in various sports and activities.

RACQUET & PADDLE SPORTS

Understanding core concepts and skills can improve performance and provide the foundation for transferring skills in various racquet & paddle sports.

PROJECT ADVENTURE

The use of critical thinking, decision-making, problem-solving, leadership, and communication skills is essential for effective teamwork.

INDIVIDUAL & LIFETIME ACTIVITIES

Exposure & exploration to various individual & lifetime activities can assist in maintaining fitness throughout a lifetime.

STRENGTH & FITNESS

Understanding fitness concepts and setting realistic fitness goals increases the likelihood of engaging in healthy lifestyles.

**CT Fitness Assessment is part of this unit*

Recreational Games

Participation in recreational activities can provide an opportunity to connect with a diverse group of individuals.

Seventh Grade Health

The Glastonbury Public Schools Health Education curriculum is aligned with state and national standards. Health Education is foundational and promotes the development of protective factors, supports healthy outcomes, and enables students to establish and practice health-enhancing behaviors and become productive, health-literate citizens through a skills-based approach. Skills such as analyzing influences, accessing valid information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy are infused into the curriculum.

Eighth Grade Physical Education

Creating Community - Character traits such as respect, responsibility, honesty, and safety are necessary for a supportive learning environment.

Team Games - Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for the transfer of skills in a variety of sports and activities

Racquet/Paddle Sports - Understanding core concepts and skills can improve performance and provide the foundation for transferring skills in various racquet/paddle sports.

PROJECT ADVENTURE

The use of critical thinking, decision-making, problem-solving, leadership, and communication skills is essential for effective teamwork.

INDIVIDUAL & LIFETIME ACTIVITIES

Exposure & exploration to various individual & lifetime activities can assist in maintaining fitness throughout a lifetime.

STRENGTH & FITNESS

Understanding fitness concepts and setting realistic fitness goals increases the likelihood of engaging in healthy lifestyles.

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Participation in recreational activities can provide an opportunity to connect with a diverse group of individuals

Eighth Grade Health

The Glastonbury Public Schools Health Education curriculum is aligned with state and national standards. Health Education is foundational and promotes the development of protective factors, supports healthy outcomes, and enables students to establish and practice health-enhancing behaviors and become productive, health-literate citizens through a skills-based approach. Skills such as analyzing influences, accessing valid information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy are infused into the curriculum.

High School

Grade Level(s)	Course(s)
<p>In 9th and 10th-grade physical education, students advance their motor skill development and movement proficiency through activities aligned with <i>SHAPE America 2024 National & State Standards</i>. The curriculum deepens understanding of fitness and health concepts, encouraging students to apply fitness and wellness principles to their daily lives. Emphasis is placed on social skills such as leadership, collaboration, effective communication, and fostering personal responsibility through self-directed learning and accountability in movement-based activities. By participating in diverse and engaging units, students are equipped to make informed choices about their physical and emotional well-being.</p>	
9	<i>Health and Physical Education 9 (H/PE 9)</i>
10	<i>Health and Physical Education 10 (H/PE 10)</i>
<p>In 11th and 12th grade physical education, students deepen their understanding of fitness and health concepts, guided by <i>SHAPE America 2024 National & State Standards</i>. The curriculum emphasizes social skills such as teamwork, leadership, and communication alongside personal responsibility to foster lifelong wellness. Students are offered various elective courses that cater to their interests, including traditional activities like team sports and non-traditional options such as yoga, outdoor recreation, or fitness training. This student-centered approach empowers them to explore and engage in activities that promote physical, emotional, and social well-being.</p>	
11 & 12	<i>Alternative Environment Activities</i>
11 & 12	<i>Lifetime Activities</i>
11 & 12	<i>Group Games</i>
11 & 12	<i>Personal Wellness: Strength and Performance</i>
11 & 12	<i>Dance and Fitness</i>
11 & 12	<i>Sports Issues</i>
11 & 12	<i>First Aid and Athletic Careers</i>
11 & 12	<i>No Boundaries for Wellness</i>



Health and Physical Education Report

Director: Jennifer Spring

Date: November 10, 2025

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

K-5 Health and Physical Education

- Increased Fitness Scores in grades 4, 6, 8, 10 by 20% in all four components, achieving an overall Participation Rate of 97% with 64% of students passing all four components (State average 96%/49%)
- Unified Sports
 - K-5: All 5 schools attended, with 10 total towns represented.
 - 6-8: Smith Middle School had success in hosting a tournament with 8-10 surrounding schools/150 students
 - 9-12: Unified Basketball Successful Season
- Grades K-5 specials team piloted a uniform *Reflect and Reset Corner* with restorative reflection sheets to support consistency with restorative practices and student growth.
- Booster fundraising engaged students in fitness-based events (Glow Run, Fun Run) to raise money for schools, similar to Jump Rope for Heart.
- Hebron Avenue and Hopewell Elementary Schools partnered with Nick Woodward of Learnin' the Ropes to support elementary jump rope teams and clubs.

6-12 Health and Physical Education

- Piloted a presentation with Interval House in Spring 2025, providing opportunities for 8th-grade students to explore healthy relationships.
- Smith Middle School's Hoops for Heart Event raised over \$13,000, earning 1st place fundraising recognition in Connecticut and a top school in our region.
- The 9-12 Bike Education Unit pilot was successful last year and has become a formal program addition.
- The Strength and Conditioning Center, opening in the Spring, promises to enhance student learning through Health and Physical Education.

Extra Curricular or Other

- Additional Before and After School Movement programs offered at K-5.
- CPR+ Certifications reached record success. 73 students participated; 60 earned full certification, and for the first time, all students achieved at least one certification, including First Aid for Severe Trauma (FAST).

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

Grade-Level / Course	Recent Development / Revision
<i>7 & 8 Health Education</i>	Aligned common assessments to SHAPE America’s Skills-Based Standards
<i>9 & 10 Health Education</i>	Created several choice options for student assessments when demonstrating their ability to apply skills and concepts
<i>11 & 12 Electives</i>	Created and integrated new Health Education lessons in Physical Education classes
<i>K-5 Adapted Physical Education</i>	Aligned lessons and learning activities (stations) with the new TGMD 3 Assessment Tool
<i>AEA, Lifetime, FAC</i>	Revised course curriculum to incorporate the Bike Education unit, utilizing the skills and cues from the CCAP/Bike Walk professional learning opportunity.
<i>K-5 Gymnastics</i>	Revised unit/lessons to align with standards and safety. Adjusted rotation for safe and smooth setup as equipment is shared across the district.

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 strengthen instructional practices and resources to support a diverse student population.
- Prioritize vertical alignment and planning sessions, consistent secondary experiences, and curriculum updates to address gaps across transition years.
- Expand professional learning to focus on developing active learning strategies, restorative practices, Universal Design for Learning (UDL), and department-specific skills and content.
- Explore functional equipment options for the new Strength and Conditioning Center to outfit an inclusive space that supports safe, accessible, and diverse training for all students and athletes.
- Expand and explore access to Health content delivery in grades 6, 11, & 12 to promote continued student skill development and preparation for pivotal years.
- Expand partnerships with the Glastonbury Police Department to promote civic action and community well-being.
- Revise the K-5 Physical Education program curriculum and equipment use to better align with SHAPE America’s National PE Standards and the Connecticut Healthy and Balanced Living Curriculum Framework.

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

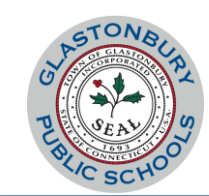
- Allocate funds for quality professional development opportunities, both within and outside the district, to enhance instructional practices.
- Fund the purchase of new and replacement equipment to support all lessons and units K-12 (e.g., strength and conditioning center, gymnastics, bike ed).
- Allocate \$1,200 for the continuation of the Bike Education program, ensuring sustained resources for student learning, with potential for additional grant support.
- Increase funding to support American Red Cross (ARC) certifications.



Glastonbury Public Schools

Enrollment Projections, Capacity & Utilization Study Executive Summary

December 9, 2024



Contents

Summary of Key Findings:

- Enrollment Drivers
- Enrollment Trends
- Enrollment Projections
- Capacity & Utilization Study



Summary

Enrollment Drivers

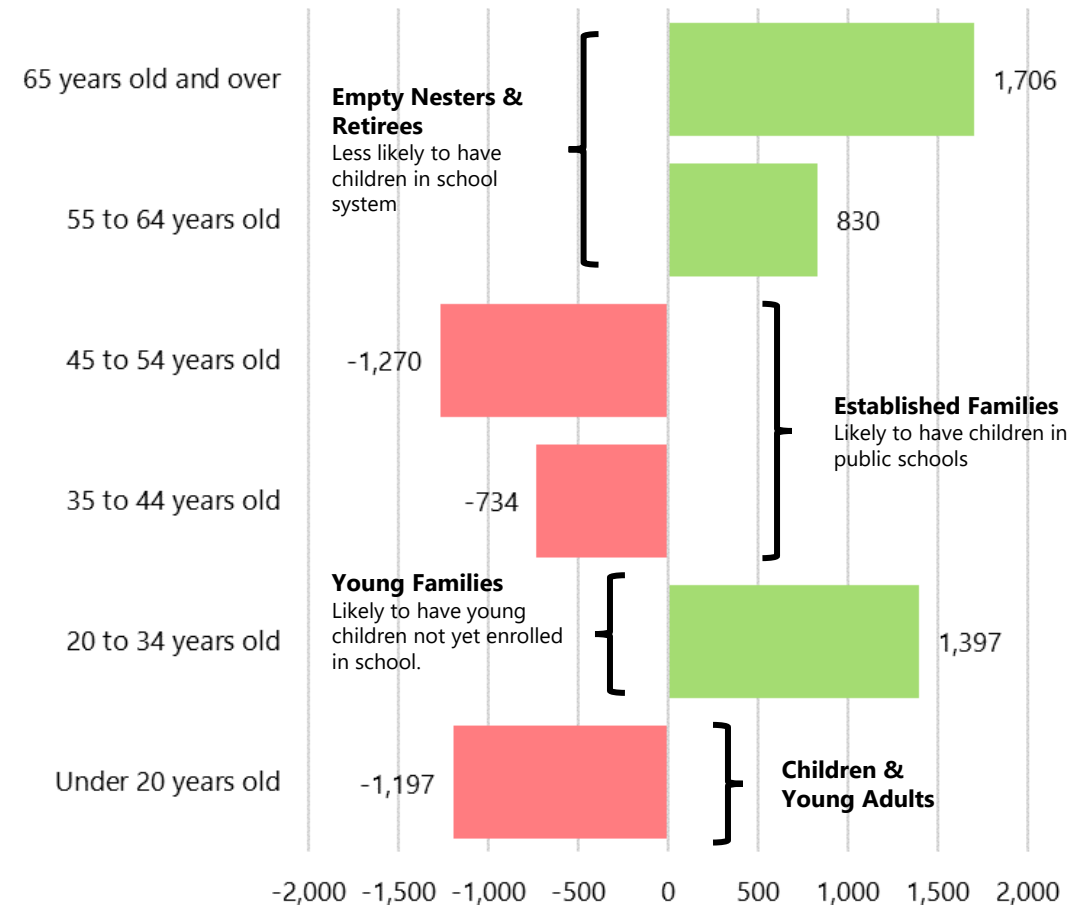


Demographics Summary

Glastonbury is a growing community.

- Between the 2010 and 2020 census, Glastonbury's population grew by 732 residents, or 2.1%, reaching 35,159 residents. 2023 population estimates show slow growth continuing.
- The 20- to 34-year-old age group (+37.4%) and 65-year-old and over (34.5%) age groups experienced the fastest growth between 2010 and 2020.
 - The 20- to 34-year-old age group is most likely to have young children not yet in school.

Glastonbury Population Change by Age Group: 2010 to 2020



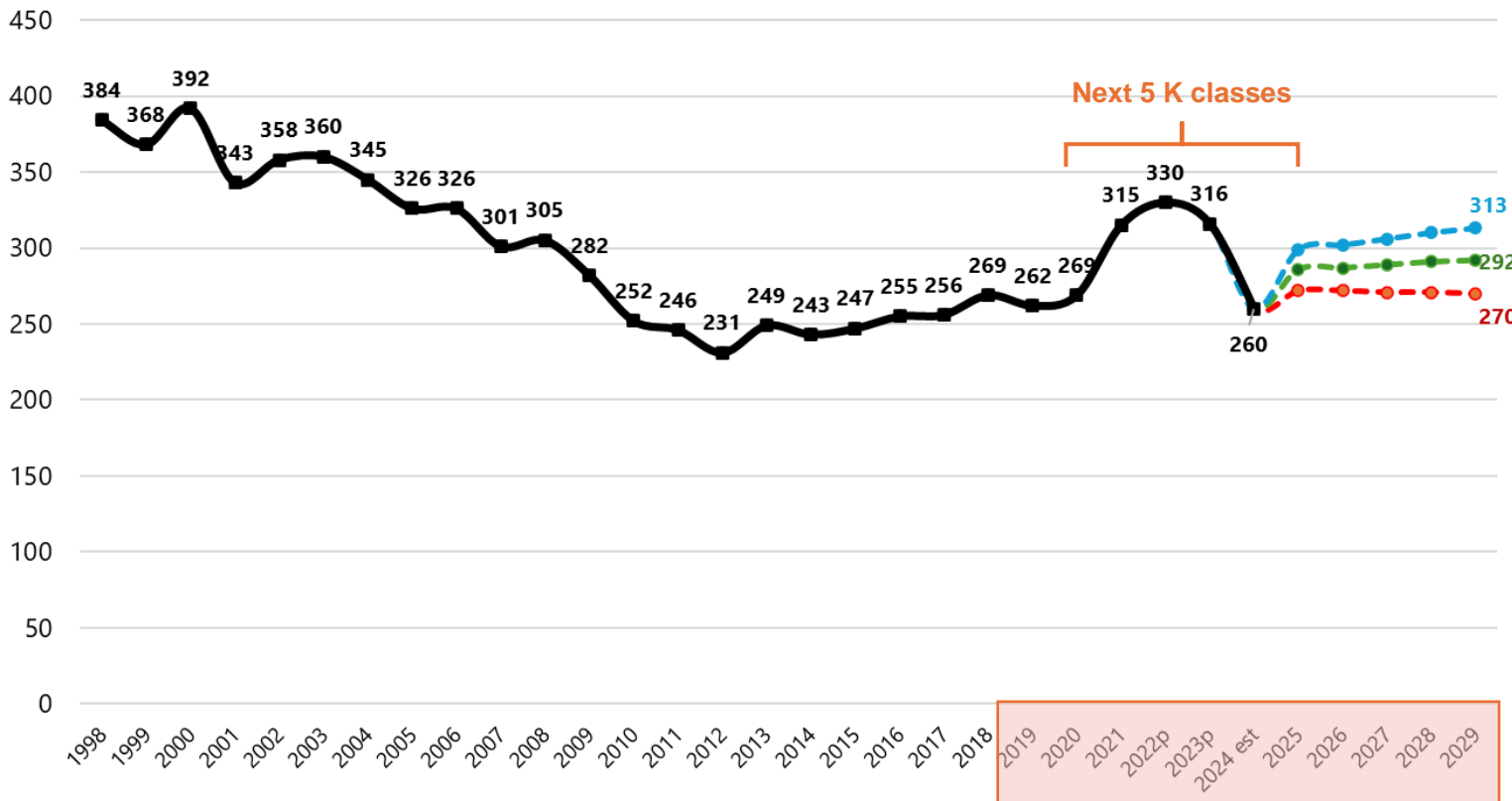


Demographics Summary: Births

Birth "bubbles" from 2021 to 2023 will enter kindergarten starting in 2026.

- Births last peaked in 2000 at 392 births and consistently decreased reaching a low of 231 births in 2012.
- Births slowly increased between 2012 and 2020, followed by three years of elevated births between 2021 and 2023 (average of 320).
- Data for 2024 is trending in line with pre-pandemic levels.
- Three birth projection models prepared through 2029 to align with the high, medium, and low enrollment projection models.
 - Low model: avg. 271
 - Medium model: avg. 289
 - High model: avg. 306

Glastonbury Actual and Projected Births: 2000 to 2029



Source: Connecticut Department of Public Health (2000-2024); 2024 YTD data through October provided by Glastonbury Town Clerk

Low Med High Historic

Note change from calendar year to Sept-Aug births starting in 2019 to align with new state entry age requirements



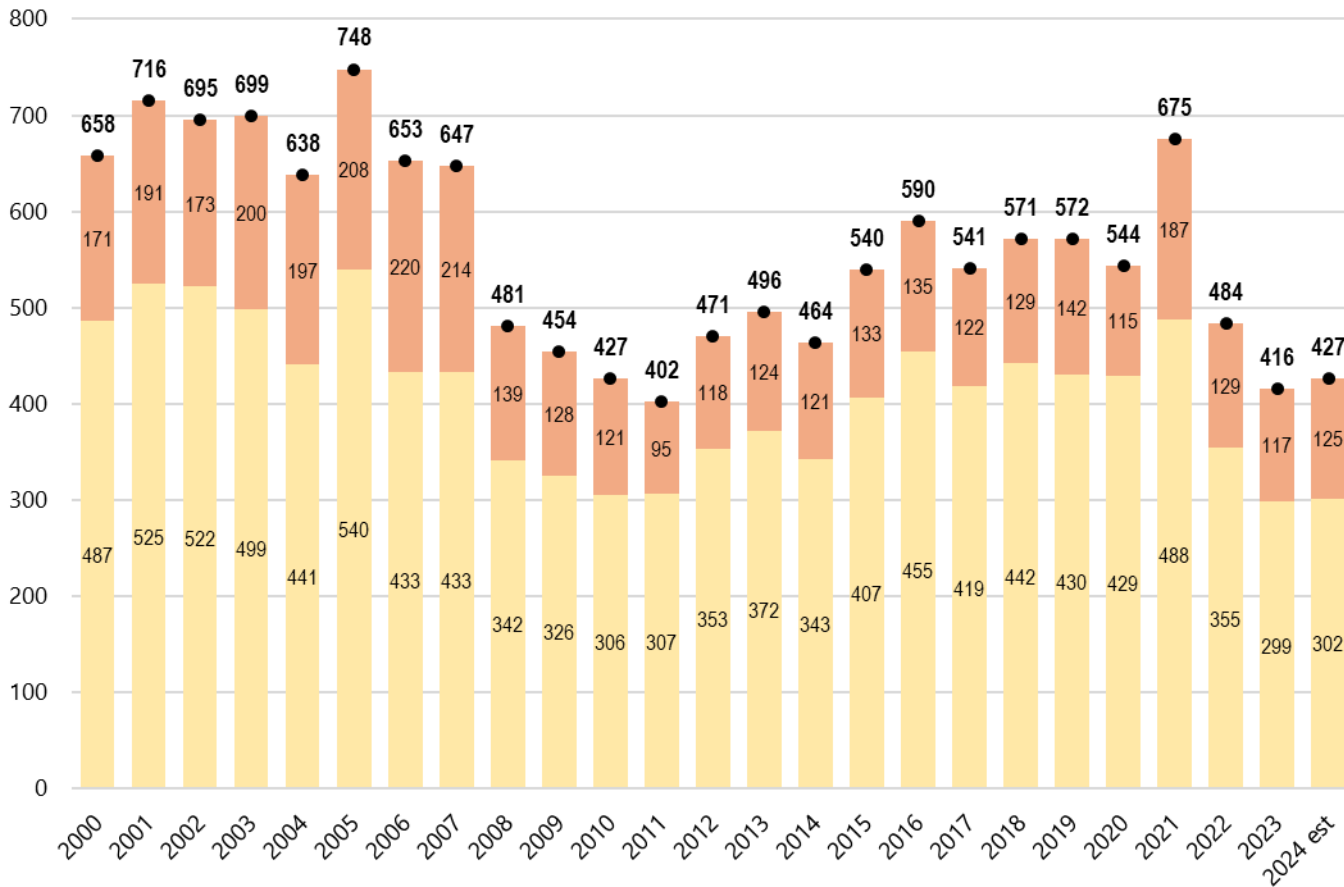


Housing Summary

After a recent peak in 2021, housing turnover has slowed.

- Spike in home sales in 2021, reaching the highest levels since 2005, corresponding to increased migration during the pandemic.
- Sales decreased below pre-pandemic levels in 2022 and 2023. YTD sales for 2024 are on par with those of 2023.
- Single-family sales in 2023 and 2024 YTD are the lowest in recent memory, while condo sale activity has returned to pre-pandemic levels.
- Median single-family sale prices increased by 53% from \$360,000 in 2019 to \$550,000 for 2024 YTD. Median sale price for condos has increased at an even greater rate.
- High interest rates, high prices, and low inventory contributing to decrease in total sales.

Glastonbury Home Sale Trends: 2000 to 2024 YTD



Source: The Warren Group
 YTD data for 2024 is through August

■ 1-Fam ■ Condo ● Total



Housing Summary

Glastonbury has seen a modest level of new construction over the last decade, with additional housing units planned.

- Since 2008, Glastonbury has averaged about 35 single-family housing permits annually.
- Several large multi-family projects completed in recent years including One Glastonbury Place and the Tannery.
 - New market rate multi-family housing tends to produce very few students, with just 16 students across the 395 units at these two projects.
- Currently two single-family subdivisions are under construction with an additional 178 apartment or townhome units that have been approved but not yet built.
- Several hundred additional units are in preliminary planning stages but have not yet begun the land use application process.

Glastonbury Recently Built Housing Developments

Name	Type	Number of Units	Number of BRs	Year Completed	K-5 Enroll (2024-25)	K-12 Enroll (2024-25)	K-12 Students per Unit
One Glastonbury Place	Apartment/Townhomes	145	256	2018	3	9	0.06
The Tannery	Apartments	250	352	2017	2	7	0.03
Center Village	Apartments - Age Restricted	72	-	2020	-	-	-
Townhomes @ Colonial Village	Townhomes	17	34	2023	1	4	0.24
Glastonbury Estates	Single-Family Subdivision	58	-	2023	32	74	1.28
Stallion Ridge	Single-Family Subdivision	29	-	2024	18	23	0.79
Abbey Road	Single-Family Subdivision	21	-	2023	8	18	0.86
Wendell's Woods	Single-Family Subdivision	12	-	2021	9	14	1.17
Carson Way	Single-Family Subdivision	7	-	2024	3	6	0.86

Under Construction, Planned, and Approved Housing Developments

Name	Type	Units	Status	Studio/1BR	2BR	3BR
Crosby II	Single-Family Subdivision	6	Under Construction			
Stallion Ridge	Single-Family Subdivision	29	Under Construction			
55 Nye Road	Apartments - Affordable	64	Approved	24	28	12
1199 Manchester Rd.	Apartments - Mixed Income	74	Approved	61	13	-
2610 Main Street	Townhomes	10	Approved	-	5	5
38 Hubbard	Apartments	30	Approved	10	20	-
Kreiger Lane	Apartments - Mixed Income	48	Under Appeal	48	-	-
36 Hopewell	Apartments	48	Proposed	23	23	2

Source: Town of Glastonbury Community Development Department - data as of September 2024



Summary

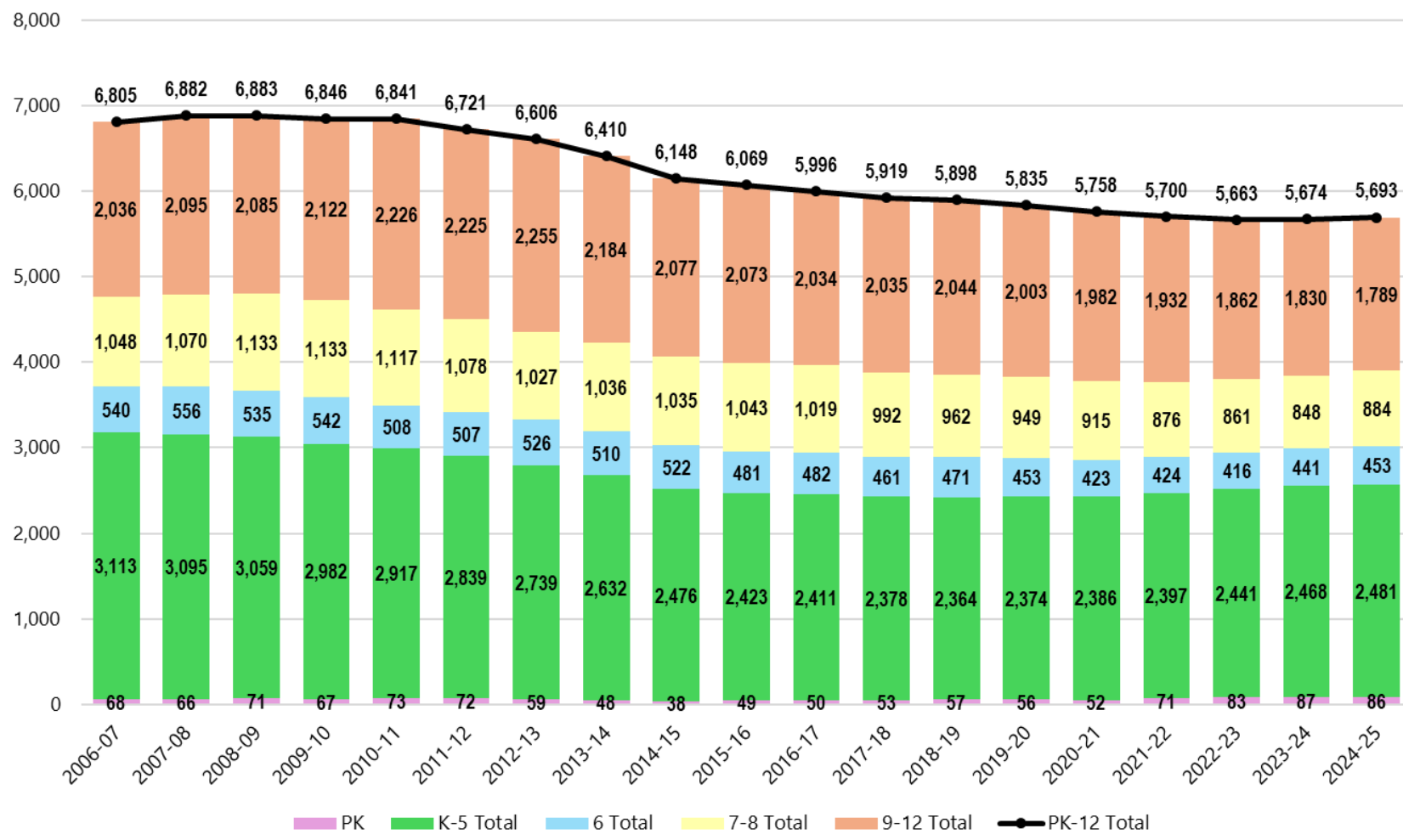
Enrollment Trends



Historic Enrollment Trends

- Districtwide PK-12 enrollment peaked in 2008-09 at 6,883 students.
- PK-12 enrollment decreased each year through 2022-23, reaching a low of 5,663 students.
- Over the last two years, enrollment has increased slightly, marking the first period of PK-12 enrollment growth since the late 2000s.
- Over the last five years:
 - Elementary (K-5) enrollment increased by 4.5%.
 - Intermediate School (6th) was flat.
 - Middle School (7th-8th) enrollment decreased by 6.8%.
 - High School (9th-12th) decreased by 10.7%.

**Glastonbury Public Schools
Enrollment Trends, by Grade Grouping: 2006-07 to 2024-25**



Glastonbury Public Schools

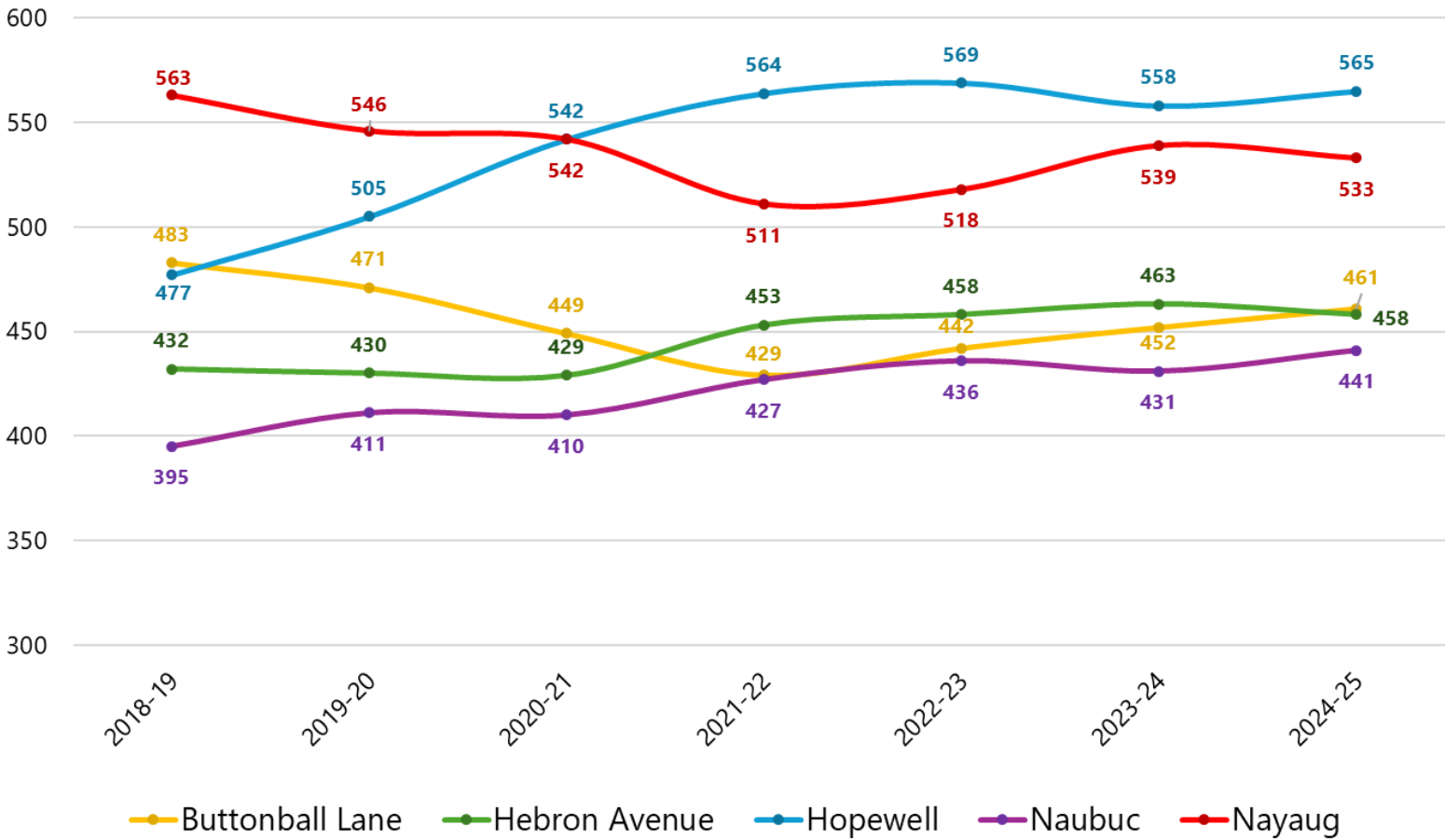
Source: CT State Department of Education: 2006-07 to 2023-24.
Glastonbury Public Schools 2024-25



Elementary Enrollment Trends

- Since the new elementary attendance zones went into effect for the 2018-19 school year, overall elementary (K-5) enrollment has increased by 117 students, or 4.9%.
- However, trends vary by elementary school. Since 2018-19:
 - Hopewell has seen the greatest enrollment growth of 18.4%.
 - Naubuc (+11.6%) and Hebron Avenue (+6%) also experienced moderate growth.
 - Nayaug (-5.3%) and Buttonball Lane (-4.6%) saw declining enrollment, although both schools have increased since 2021-22.

Historic Elementary (K-5) Enrollment by School Glastonbury Public Schools, 2018-19 to 2024-25



Note that 5th graders attending Gideon Welles School have been included in their zoned elementary school enrollment

Glastonbury Public Schools



Summary

Enrollment Projections



Review of 2016 Projections

- 10-year enrollment projections last prepared in 2016 based on fall 2016 enrollment.
- Projections showed a gradual decline in elementary enrollment before enrollment began to rebound starting in 2021-22.
- Actual elementary enrollment is trending 145 students higher than the projections as of 2024-25.
 - Largely due to elevated in-migration.
- Important to remember that projections are a planning tool that are most effective at capturing larger "trends."
 - Projections are most accurate in the near-term with accuracy decreasing over time as they are based on more assumptions.
 - A typical benchmark is to be within 1% accuracy per year (within 1% for year 1 and within 10% for year 10).
- In addition, programmatic needs have evolved over the last decade, which has changed space usage in the elementary buildings.
- For planning efforts, it is important to maintain a "buffer" to account for potential shifts in enrollment.

Comparison of Projected and Actual Elementary (K-5) Enrollment

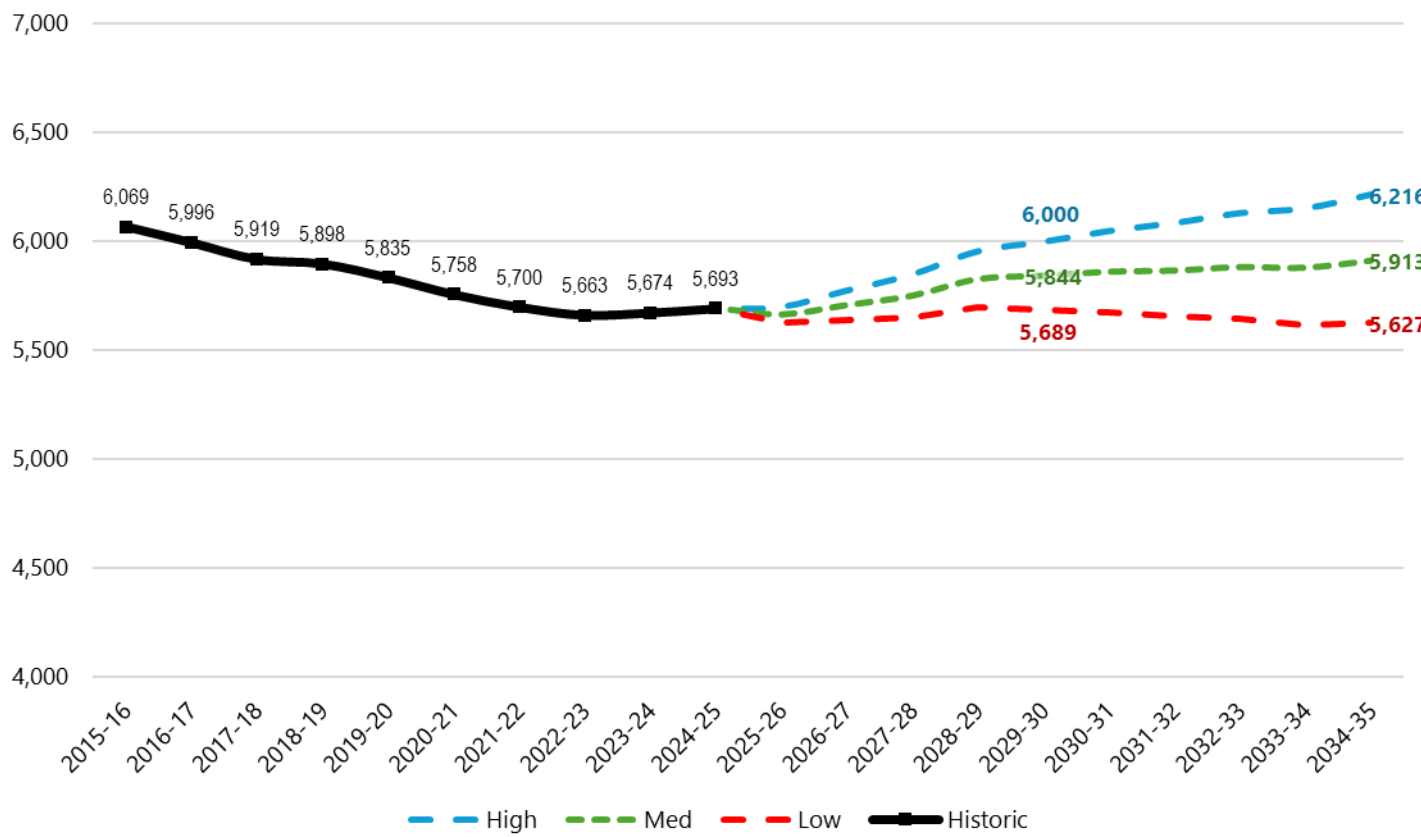
Year	Actual	Proj. (2016)	Delta
2017-18	2,378	2,365	13
2018-19	2,364	2,324	40
2019-20	2,374	2,292	82
2020-21	2,386	2,275	111
2021-22	2,397	2,305	92
2022-23	2,441	2,298	143
2023-24	2,468	2,320	148
2024-25	2,481	2,336	145



Districtwide Projections

- High, medium, and low models prepared. Medium model best aligns with community and enrollment trends, but high (optimistic) and low (pessimistic) models prepared to reflect the range of possible outcomes.
- Both the High and Medium Models agree, showing growth albeit at different levels, while the low model is projecting flatter enrollment.
- By 2029-30, all three models have a range of ~310 students.
- Under the medium model, PK-12 averages 5,821 over the next decade with a peak of 5,913 students in 2034-35.
- **Recent housing conditions, demographics and enrollment in-migration align best with Medium Model and represents the most likely direction. However, housing conditions and demographic shifts should be monitored.**

Glastonbury Public Schools Historic and Projected PK-12 Enrollment Model Comparison: 2015-16 to 2034-35





Districtwide Projections

- Overall PK-12 enrollment is projected to grow slowly over the next decade, reaching 5,913 students by 2034-25. However, trends differ by grade grouping.
- Elementary (K-5) enrollment is projected to grow by 2.8% over the first five years before stabilizing and declining slightly over the final five years.
- Enrollment at Gideon Welles School is projected to fluctuate depending on cohort size. Enrollment is projected to peak in 2028-29 at 497 students as the large cohort currently in 2nd grade moves up to 6th grade.
- Middle School enrolment is projected to increase by 6.1% over the next five years and an additional 5.8% over the last five years as larger elementary cohorts matriculate up.
- High school enrollment is projected to grow slowly by 2.3% over the next five years before stabilizing at just over 1,850 students.

Historic and Projected PK-12 Enrollment: 2024-25 to 2034-35 (Medium Projections Model)





Elementary School Projections (Medium)

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	First 5-Yr Δ	Second 5-Yr Δ
Buttonball Lane	461	467	473	484	476	473	461	463	460	455	450	2.6%	-4.9%
Hebron Avenue	458	460	468	468	460	467	472	476	470	465	461	2.0%	-1.3%
Hopewell	565	562	558	584	596	602	601	608	601	589	583	6.5%	-3.2%
Naubuc	441	431	433	433	440	438	442	446	442	438	433	-0.7%	-1.1%
Nayaug	533	536	541	561	546	548	554	556	549	543	536	2.8%	-2.2%
Special Programs	23	23	23	23	23	23	23	23	23	23	23	0.0%	0.0%
Total	2,481	2,479	2,496	2,553	2,541	2,551	2,553	2,572	2,545	2,513	2,486	2.8%	-2.5%

Medium Model projections vary by school. Over the next five years:

- Hopewell is projected to see the greatest growth over the next five years (+6.5%), growing to just over 600 students by 2029-30
- Nayaug (+2.8%) and Buttonball Lane (+2.6%) are also projected to see modest growth, peaking at 561 and 484 students, respectively.
- Slower growth of 2.0% is projected at Hebron Avenue, averaging about 465 students over the next five years, while Naubuc is projected to stay relatively stable, averaging 435 students.
- Overall elementary enrollment is projected to decrease over the final five years of the projections, with each school projected to experience either stable or slightly declining enrollment.



Elementary School Projections (2025-26)

- When using the enrollment projections for section/staff planning, we recommend taking a conservative approach.
- Less precision with kindergarten projections especially at individual schools compared to the other grades.
- Kindergarteners are calculated based on known births five years prior, and there is no 100% count of 4-year-olds within the community.
 - Significant year-to-year variation in kindergarten cohort size, particularly at Buttonball, Hopewell, and Nayaug.
 - In addition, the change in entry age adds greater uncertainty to the kindergarten projections for next year.
- Important to consider “tipping points.” If projections are within a few students of a tipping point, we recommend planning for an additional staff/section.

Glastonbury Public Schools Elementary School Enrollment Projections 2025-26							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	69	85	75	86	74	78	467
Hebron Avenue	66	68	66	90	90	80	460
Hopewell	85	97	89	94	86	111	562
Naubuc	65	63	69	72	80	82	431
Nayaug	82	85	88	114	75	92	536
Special Programs	0	1	6	6	4	6	23
TOTAL	367	399	393	462	409	449	2479

Kindergarten Cohort Size: 2019-20 to 2024-25

Year	Buttonball Lane	Hebron Avenue	Hopewell	Naubuc	Nayaug
2019-20	62	73	84	67	82
2020-21	71	65	100	65	79
2021-22	62	73	79	75	70
2022-23	85	72	84	64	108
2023-24	67	62	86	69	89
2024-25	82	63	91	63	81
5-Year Avg	72	68	87	67	85
Minimum	62	62	79	63	70
Maximum	85	73	100	75	108
Range	23	11	21	12	38



Other School Projections (Medium)

Special Program and Out of District Enrollment

6 Total	7-8 Total	9-12 Total
8	10	50

Based on 10/1/2024 levels

Gideon Welles School

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

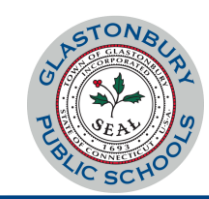
Smith Middle School

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

Glastonbury High School

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

- Individual school projections for Gideon Welles, Smith Middle School, and GHS adjusted to account for Special Program Enrollment and out of district placements, which was held constant at 2024-25 levels.



Summary

Capacity & Utilization Study



Capacity Process



Floor Plan Markups

PACE Math/SciTeacher:	Library	Occupational Therapist:	Rm. 11
Lisa Gozzo		Paula Zwick	33111
Bette Leisten		Physical Therapist:	Rm. 11
Lindsay Archer		Amy Rodgers	33268
		School Psychologist:	
Leigh Petras		Dayna Hennings	33210
		- Intern	
Instrumental Music Teachers:	33137	F/T Special Ed Paras:	
Anthony Conaway	Strings	Diane Chaniewski	
Andrew Studenski	Band	Michele Conran	
Library Media Specialist:	33215	Trisha Deb	
Julie Veschi	33212	Kaylin Freckleton	
Library Media Para:		Christine Lentocha	
Sadie Marek		Kristine Nathan	
Art Teacher:	Rm. 23	Jennifer Nicol	
Lynn Lettieri	33123	Patricia Zimmerli	
Music Teacher:	Rm. 24	Leeza Guff	Para/Sub
Christine Macaluso	33124		

CR Schedules

Full-Size Classroom Inventory	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1

Inventory

- Capacities were developed for the elementary schools, Gideon Welles School, and Eastbury.
- Inventory of standard classrooms, special purpose rooms, and core facilities at each school facility was developed from floor plans, schedules, placement of districtwide programming, and walkthroughs of each facility.
- GPS classroom loading levels were applied to the various types of teaching spaces
- Capacity inventory was developed in the fall of 2024 and reflects the 2024-25 use of space.



Elementary Educational Program

Grade Level Instruction

- Kindergarten** *(with in room toilets)*
- 1st Grade**
- 2nd Grade**
- 3rd Grade**
- 4th Grade**
- 5th Grade**

Special Education

- Special Education Resource
- OT/PT
- Self-Contained Special Education
- PRIDE** *(districtwide program - 2 rooms at Nayaug)*

Administrative

- Main Office Suite
- Health Suite
- Conference Room
- Teacher Workroom
- Faculty Lounge
- Technology Office

Support Services

- ELL
- PACE + Tutors
- LART
- Coaches
- Paraprofessionals
- Speech Language Pathologist
- Social Worker
- School Psychologist

Core Spaces

- Cafeteria
- Gymnasium

Core spaces should be sized appropriately based on enrollment

Specials

- Art**
- Music**
- Instrumental Music** *(can use stage)*
- Spanish – *(use full-sized room if available, but not required)*
- Library/Media Center *(dedicated space)*
- STEAM *(if space available)*

Special education and support services may be located in shared full-sized classrooms if smaller spaces are not available.

Adding a STEAM room is desirable, if classroom space is available

Uses that need full-sized classrooms

Glastonbury Public Schools



Capacity Methodology

- **“Maximum Capacity”** is not achievable in districts that group by neighborhood since students don’t come evenly distributed across all grades. Typically, these schools can achieve 85% to 90% of the maximum capacity. In addition, it is important to factor in headroom in each classroom to accommodate enrollment bubbles and enrollment growth that may occur throughout the school year.
- For GPS, we recommend using 21 students per classroom (average of class size targets) and a 90% efficiency factor, recognizing that the district’s class size targets are well below the contract maximums.
- In our experience the **“Planning Capacity”** should reflect operational best practices as opposed to the “maximum” number of students that can fit in a building. Note that a school that operates at 100% of the Planning Capacity is **NOT** overcrowded but rather operating efficiently from a class-size and staffing standpoint. The Planning Capacity also accounts for the placement of districtwide self-contained programs as well as “flex” classrooms that could support grade level instruction.
- **100% to 110% Utilization:** Potential for some operational impacts (larger class sizes, less resilience to “bubbles,” programs temporarily moved to carts, etc.).
- **Greater than 110% Utilization:** Overcrowded conditions resulting in operational impacts. School will be challenged to meet space needs of district’s educational program requirements



Full-Size Classroom Inventory

School	Grade Level Instruction						Districtwide			K-5 Instruction			
	K	1	2	3	4	5	Music	Art	Resource	Programs	Other	Total	Total CRs
Buttonball Lane	5	4	5	4	4	3	1	1	1	0	1	25	29
Hebron Avenue	4	4	4	4	4	4	1	1	1	0	1	24	28
Hopewell	5	4	5	5	5	0	1	1	1	0	1	24	28
Naubuc	4	4	4	4	4	4	1	1	2	0	3	24	31
Nayaug	5	5	6	4	4	4	1	1	2	2	4	28	38
Total	23	21	24	21	21	15	5	5	7	2	10	125	154

Hopewell 5th Graders (108 students in 5 classrooms) currently at GWS.

Based on usage as of November 2024

“Other” classrooms are used for PACE, LART, OT/PT, Reset Rooms, and Spanish. Includes “Flex” rooms that could be used for K-5 instruction.

- All schools except for Nayaug have 24 or 25 K-5 classrooms in use, generally aligning with the “4-section per grade” model.
- Nayaug is the largest school with 28 classrooms along with two PRIDE classrooms.
- All elementary schools have one art room, one music room, and at least one full-sized resource room.
- “Other” full-sized classrooms include PACE, LART, OT/PT, Reset room, Spanish, and STEAM (including “Flex” classrooms).



Elementary Capacity

School	Total CRs	Existing K-5 CRs (2024-25)	Flex CRs (could be used for K-5 instruction)	Existing CRs + Flex CRs (used to calculate capacity)	Districtwide Special Programs	Other Full-Size CRs ¹ (Does not count towards capacity)	Planning Capacity (90% Efficiency)	Enrollment (2024-25)	Utilization (2024-25)
Buttonball Lane	29	25	0	25	0	4	473	461	97%
Hebron Avenue	28	24	0	24	0	4	454	458	101%
Hopewell	28	24	0	24	0	4	454	565	124%
Naubuc	31	24	1	25	0	6	473	441	93%
Nayaug	38	28	2	30	2	6	583	533	91%
Total	154	125	3	128	2	24	2,437	2,458	101%

1. Includes art, music, resource, support services, STEM, and other full-sized spaces

Enrollment for Hopewell School includes 5th graders currently placed at GWS

- Overall elementary enrollment at 101% of the Planning Capacity as of 2024-25.
- Buttonball Lane (97%) and Hebron Avenue (101%) operating at or near 100% of the Planning Capacity.
- Enrollment at Hopewell (including 5th graders) exceeds the Planning Capacity at 124%. Shifting 5th graders from Hopewell to GWS reduced the Hopewell enrollment to 459 K-4 students, which is 101% of the Planning Capacity.
- Naubuc (93%) and Nayaug (91%) are operating slightly below the Planning Capacity.



Elementary Utilization

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	1st Five Year Avg	Planning Capacity
Buttonball Lane	97%	99%	100%	102%	101%	100%	97%	98%	97%	96%	95%	100%	473
Hebron Avenue	101%	101%	103%	103%	101%	103%	104%	105%	104%	102%	102%	102%	454
Hopewell	124%	124%	123%	129%	131%	133%	132%	134%	132%	130%	128%	128%	454
Naubuc	93%	91%	92%	92%	93%	93%	93%	94%	93%	93%	92%	92%	473
Nayaug	91%	92%	93%	96%	94%	94%	95%	95%	94%	93%	92%	94%	583
Total	101%	101%	101%	104%	103%	104%	104%	105%	103%	102%	101%	103%	2437

100% to 110% Utilization:

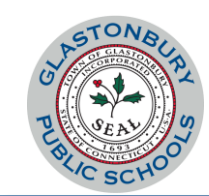
Potential for some operational impacts (larger class sizes, less resilience to “bubbles,” programs moved to carts, etc.)

Greater than 110% Utilization:

Overcrowded conditions resulting in operational impacts. School will be challenged to meet space needs of district’s educational program requirements

- **Overall elementary utilization is projected to increase slightly, peaking at 105% in the 2031-32 school year.**
- Over the next five years:
 - Buttonball Lane is projected to operate at 100% utilization while Hebron Avenue is projected to operate at 102% utilization.
 - Hopewell (including 5th grade enrollment) will average 128% utilization
 - Naubuc and Nayaug are projected to operate efficiently at 92% and 94% utilization, respectively.

Glastonbury Public Schools



Elementary Utilization

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	1st Five Year Avg	Planning Capacity
Buttonball Lane	12	6	0	(11)	(3)	0	12	10	13	18	23	(2)	473
Hebron Avenue	(4)	(6)	(14)	(14)	(6)	(13)	(18)	(22)	(16)	(11)	(7)	(11)	454
Hopewell	(111)	(108)	(104)	(130)	(142)	(148)	(147)	(154)	(147)	(135)	(129)	(126)	454
Naubuc	32	42	40	40	33	35	31	27	31	35	40	38	473
Nayaug	50	47	42	22	37	35	29	27	34	40	47	37	583
Total	-21	-19	-36	-93	-81	-91	-93	-112	-85	-53	-26	-64	2437

- Overall, the district is anticipated to operate at a modest seat deficit compared to ideal operating conditions, averaging -64 seats over the next five years.
- Most of the seat deficit is at Hopewell, which averages a deficit of -126 annually over the next five years and deficit is anticipated to grow to over -150 seats by 2031-32.
- Buttonball Lane (-2) and Hebron Avenue (-11) are anticipated to see modest seat deficits over the next five years.
- Naubuc and Nayaug are projected to experience modest seat surpluses of +38 and +37 students, respectively.



Takeaways: Elementary Schools

- Overall elementary utilization is projected to remain slightly above the Planning Capacity, averaging 103% over the next five years.
- Hopewell is projected to operate at 128% of the Planning Capacity over the next five years – it is anticipated that 5th grade will need to remain at Gideon Welles under the Status Quo scenario.
- Buttonball Lane is projected to operate at 100% utilization while Hebron Avenue is projected to operate at 102% utilization. While these schools are efficiently utilized, there is the potential for some operational impacts such as larger class sizes, and the potential need to move programs to carts if an enrollment bubble enters.
- Naubuc and Nayaug are projected to be efficiently utilized at 92% and 94%, respectively over the next five years.
- Future Planning Phase should address elementary capacity concerns (particularly at Hopewell) while also providing flexibility for future programming and educational opportunities at the other schools.



Full-Size Classroom Inventory

Gideon Welles School

- Currently operates under a 4-team per grade model, with teams consisting of English, Language Arts, Science, Math, Social Studies, and World Language, totaling 25 classrooms.
- Specials include art, music, and the language lab.
- Eight full-sized classrooms currently used to support 5th grade (5 instructional, 3 support).
- Two open classrooms not currently used for instruction.
- Five additional classrooms used for 6th grade resource and support services. These rooms could be further consolidated if warranted.

Full-Size Classroom Inventory	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1
Flex Classrooms (Includes 5th Grade)	
Open Classrooms	2
5th Grade Instruction	5
5th Grade Support	3
Special Education and Support	
Resource	2
Reading	1
CHIME	1
Tutors	1
Total Full-Size Classrooms	45



GWS Capacity

- **Capacity for Gideon Welles School is 653 students.**
- Loads all core subjects, specials, and “flex” classrooms at 23 students per classroom and applies a scheduling factor (assumes rooms are used for 5 periods per day).
- Current 6th grade enrollment of 445 students, resulting in an overall utilization of 68%, with a seat surplus of 208 seats.
- Addition of 5th graders from Hopewell for 2024-25 increases overall enrollment by 107 students and utilizes just over half of available seat surplus.

GWS School Capacity	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1
Flex Classrooms (Includes 5th Grade)	
Open Classrooms	2
5th Grade Instruction	5
5th Grade Support	3
Planning Capacity	653
6th Grade Enrollment (2024-25) ¹	445
Utilization (2024-25) ¹	68%

1. Excludes 5th graders from Hopewell



GWS Utilization

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

Projected Seat Surplus with 5th Grade Swing Space			
with Hopewell 5th Grade		w/ Hopewell & Buttonball 5th Grade	
School Year	Seat Surplus	School Year	Seat Surplus
2024-25	101	2024-25	32
2025-26	102	2025-26	24
2026-27	111	2026-27	36
2027-28	131	2027-28	40
2028-29	66	2028-29	(13)
2029-30	113	2029-30	23
2030-31	102	2030-31	27
2031-32	107	2031-32	24
2032-33	59	2032-33	(25)
2033-34	54	2033-34	(30)
2034-35	70	2034-35	(6)

- Utilization is projected to average 69% over the next five years. Some variability year-to-year depending on size of cohort. Peak of 75% utilization projected in 2028-29, corresponding with large cohort currently in 2nd grade.
- GPS has indicated that a 5th team would be needed if enrollment were to reach 460 to 480 students. Enrollment projections indicate that GWS will remain below this level for each of the next five years, except for the “bubble” class entering in 2028-29. After decreasing from 2029-30 to 2031-32, enrollment will again increase to 480 students or greater beginning in 2032-33.
- GWS is anticipated to maintain a seat surplus of at least +160 seats over the next decade. GWS could serve as 5th grade swing space for up to two elementary schools through 2027-28. Should a 5th team be needed, GWS would likely only be able to serve as swing space for one elementary school.



Takeaways: Gideon Welles School

- Based on projected 6th grade enrollment, overall utilization is projected to average 69% over the next five years, peaking at 75% in 2028-29.
- In 2028-29, GWS enrollment is projected to grow to 489 students, which may require an additional team. Although enrollment will drop below the threshold for the next three years, it will once again exceed 460 students beginning in 2032-33.
- Seat surplus is projected to average +205 seats over the next five years. This seat surplus can be used to provide “swing space” for the elementary schools.
 - It is anticipated that up to two elementary schools could use this swing space through 2027-28.
 - Beginning in 2028-29, enrollment increases, and a fifth team may be needed. This limits the ability of the building to serve as swing space for more than one elementary school.



Full-Size Classroom Inventory

Programs at Eastbury

- Building contains a range of specialized programs.
- LINKS (11 CRs) provides alternative special education programs for students in grades K-12. Currently 5 elementary, 1 middle school, 3 high school, and 2 intensive classrooms with a program enrollment of about 75 students. Enrollment is fluid and typically grows throughout the year.
- Early Learning Center (5 CRs) provides childcare for children ages 6 weeks to 4 years old, primarily of GPS employees.
- Pre-K (4 CRs) for the state-mandated integrated pre-school program with current enrollment of 86 students.
- 1 Glastonbury Transition Academy CR serving students ages 18 to 22, with 17 students currently enrolled.
- Pupil Services Department (districtwide office) occupies office suite in the building.

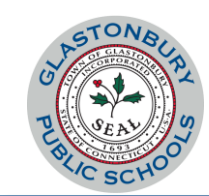
Full-Size Classroom Inventory	Number
LINKS	11
Early Learning Center (ELC)	5
Pre-K	4
Glastonbury Transition Academy (GTA)	1
Support Services	1
Future Modulars	4
Total (without Modulars)	22
Total (with Modulars)	26

Note: Four modulars plan to be added which will facilitate the expansion of LINKS, relocation of a second GTA classroom out of the BOE administrative offices, and provide additional space for support services.



Takeaways: Programs at Eastbury

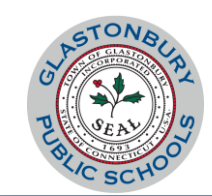
- Addition of four modulars classrooms in 2025 will address immediate space needs, particularly for the LINKS program.
- Lack of space to grow state-mandated Pre-K program without displacing other programs.
 - Enrollment in this program has grown from 38 students in 2014-15 to 86 students in 2024-25.
- As part of future Planning Phase, district should evaluate potential relocation of some programs out of Eastbury.
 - Pupil Services Offices (Districtwide office)
 - Pre-K (need space for future program expansion)
 - ELC



Glastonbury Public Schools

Enrollment Projections, Capacity & Utilization Study

December 2024

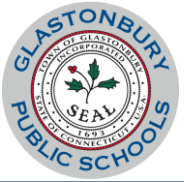


Contents

- Enrollment Drivers
- Enrollment Trends
- Enrollment Projections
- Capacity & Utilization Study
- Appendices



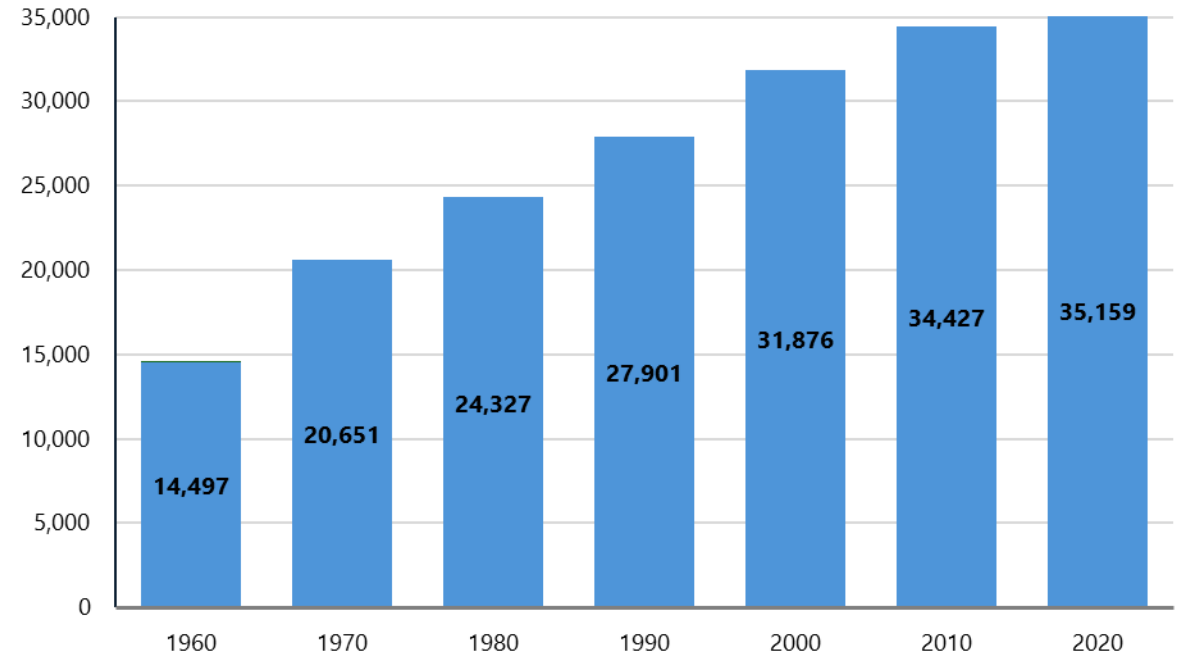
Enrollment Drivers



Population Trends

- Glastonbury has experienced population growth each decade since 1960.
- Between the 2010 and 2020 census, Glastonbury's population grew by 732 residents, or 2.1%, reaching 35,159 residents.
- Population growth rate between 2010 and 2020 was the slowest in recent memory.
- Population estimates from the CT Department of Public Health estimate a population of 35,204 residents as of 2023, showing slow growth since 2020.

Town of Glastonbury Total Population: 1920 to 2020



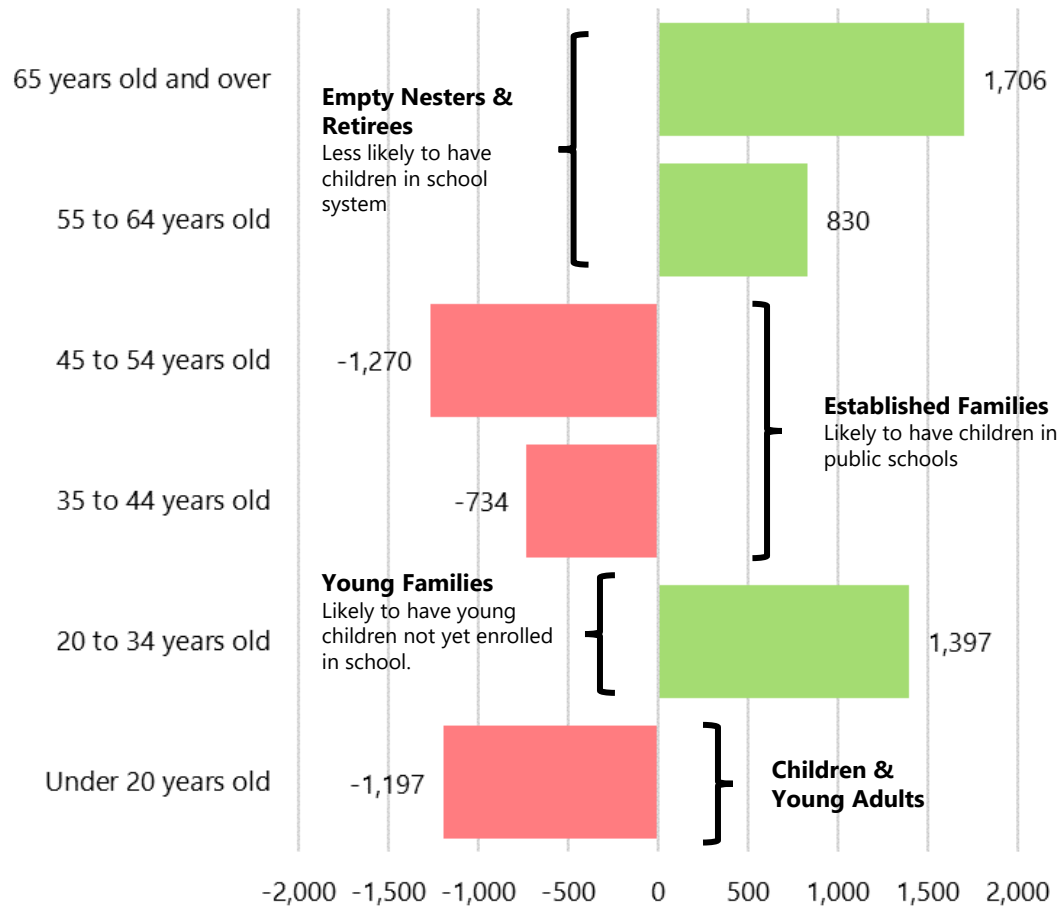
Source: Decennial Census 1920-2020.



Population Trends

- While overall population increased modestly between 2010 and 2020, trends varied age group.
- The 20- to 34-year-old age group (+37.4%) and 65-year-old and over (34.5%) age groups experienced the fastest growth between 2010 and 2020.
 - The 20- to 34-year-old age group is most likely to have young children not yet in school.
- The population between the ages of 35 and 54 saw the greatest decline in population, decreasing by about 2,000 residents between 2010 and 2020.
 - This group is most likely to have school-aged children.
 - Corresponds with a decreasing population under age 20.

Glastonbury Population Change by Age Group: 2010 to 2020

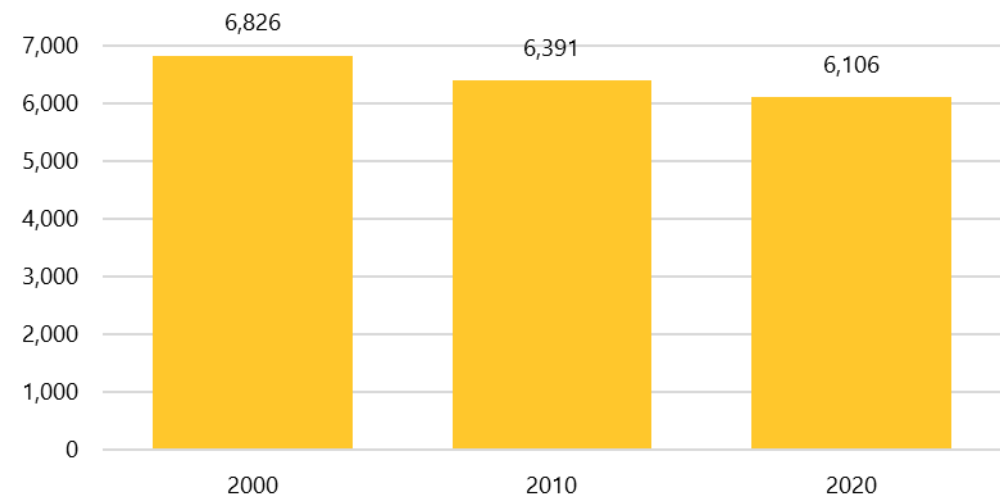




Females of Childbearing Age

- Females of childbearing age (FOCBA) typically strongly correlates with births.
 - Connecticut's highest fertility rates are in the 30- to 39-year-old age cohorts.
- Decrease in FOCBA between 2000 and 2010 (including age groups with highest fertility rates) corresponds to a period of decreasing births.
- FOCBA decreased between 2010 and 2020 to about 6,100 people. However, there was growth in the 30- to 39-year-old cohorts, who have the highest birth rates.
 - Corresponds with a modest increase in births between 2010 and 2020.
- In addition, there was sizable growth in the female population in their 20s between 2010 and 2020.

Females of Childbearing Age: 2000 to 2020



Source US Census Bureau. Females of childbearing age 20-49

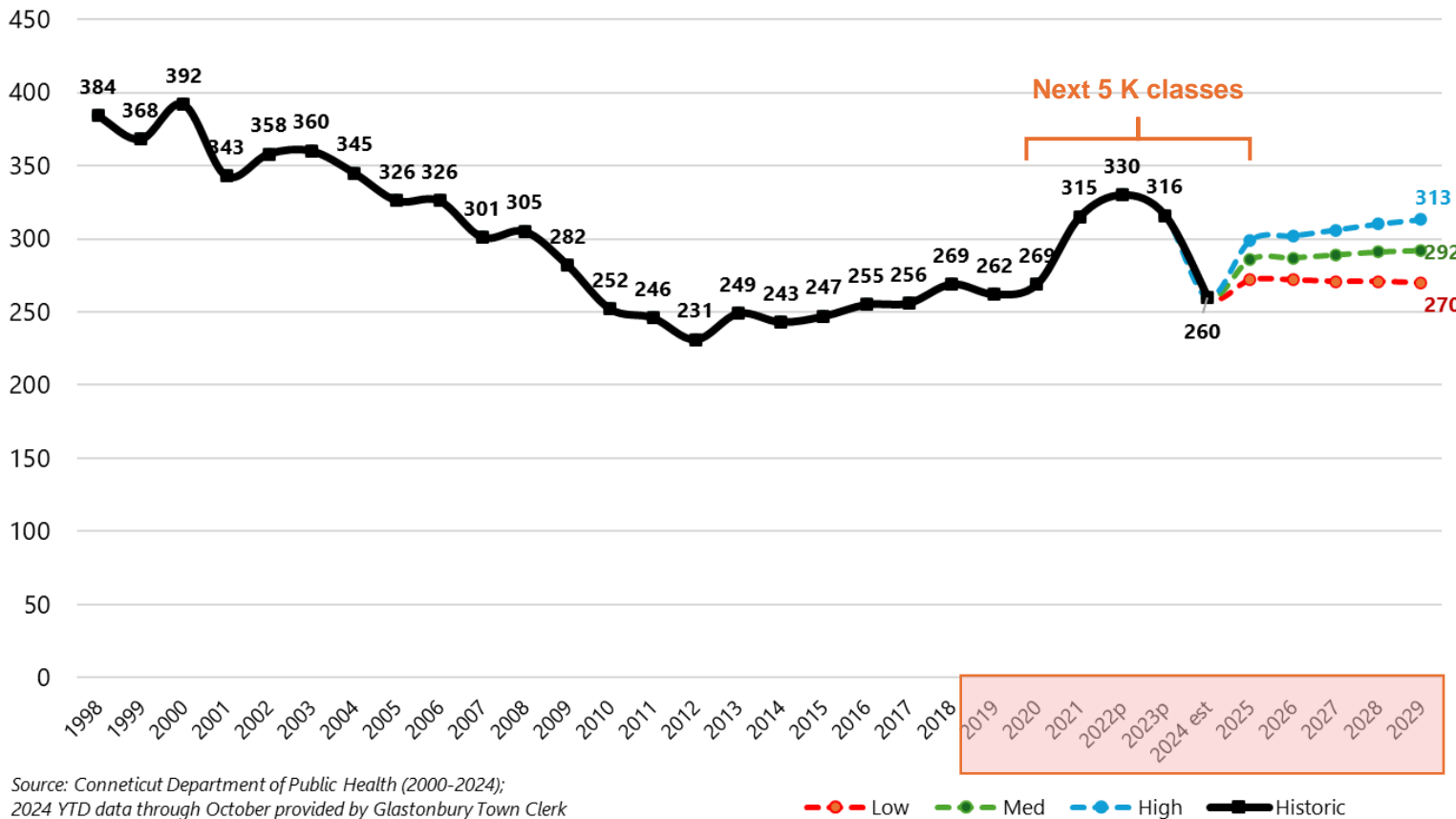
Age	2000	2010	2020	2010-2020
15 to 19 years	811	1,113	1,201	7.9%
20 to 24 years	447	600	835	39.2%
25 to 29 years	638	625	808	29.3%
30 to 34 years	1144	723	940	30.0%
35 to 39 years	1550	1,134	1,158	2.1%
40 to 44 years	1588	1,555	1,122	-27.8%
45 to 49 years	1459	1,754	1,243	-29.1%
Total	6,826	6,391	6,106	-4.5%



Birth Trends and Projections

- Note that beginning in 2019, birth tabulations and projections switch from calendar year to September-August to align with new kindergarten entry age requirements for 2024-25 year.
- Births last peaked in 2000 at 392 births and consistently decreased reaching a low of 231 births in 2012.
- Births slowly increased between 2012 and 2020, followed by three years of elevated births between 2021 and 2023 (average of 320).
- Data for 2024 is trending in line with pre-pandemic levels
- Three birth projection models prepared through 2029 to align with the high, medium, and low enrollment projection models.
 - Low model: avg. 271
 - Medium model: avg. 289
 - High model: avg. 306

Glastonbury Actual and Projected Births: 2000 to 2029



Source: Connecticut Department of Public Health (2000-2024); 2024 YTD data through October provided by Glastonbury Town Clerk

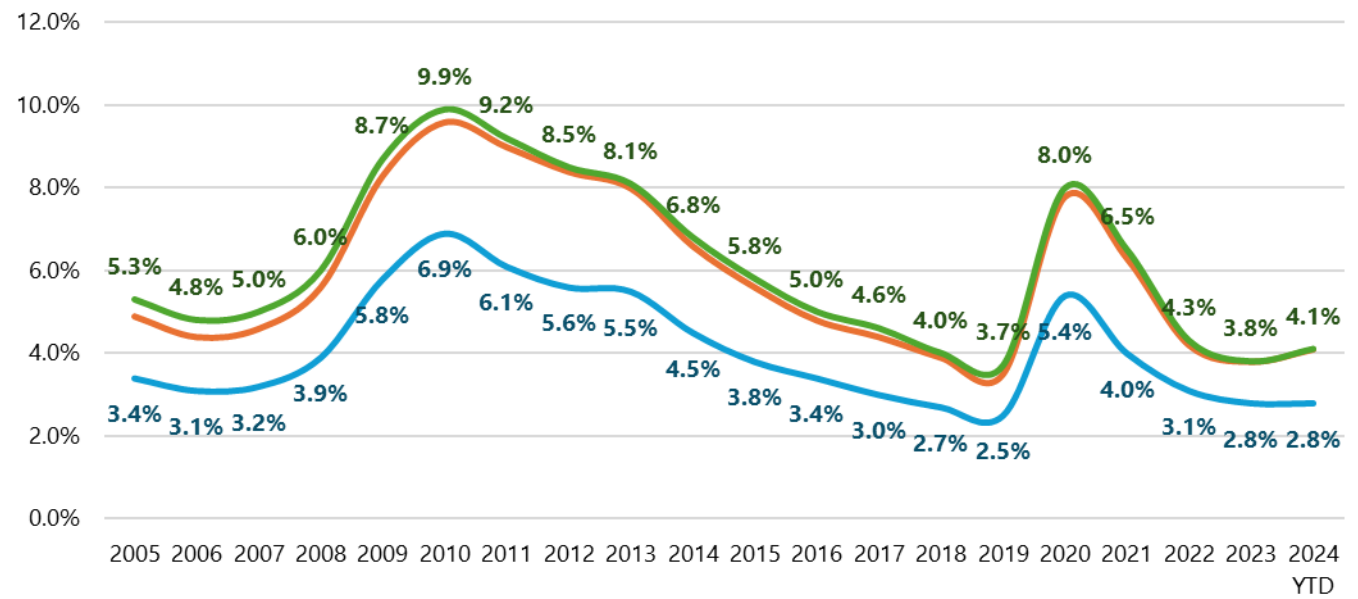
Note change from calendar year to Sept-Aug births starting in 2019 to align with new state entry age requirements



Unemployment

- Glastonbury's unemployment trends closely mirror both the state and Hartford County, albeit at lower levels.
- For 2024 YTD, local unemployment has fell to under 3%, a return to pre-pandemic levels.

Local, County & State Unemployment Rates, 2005 - 2024 YTD



Source: CT Department of Labor, LAUS
YTD data for 2024 is through July

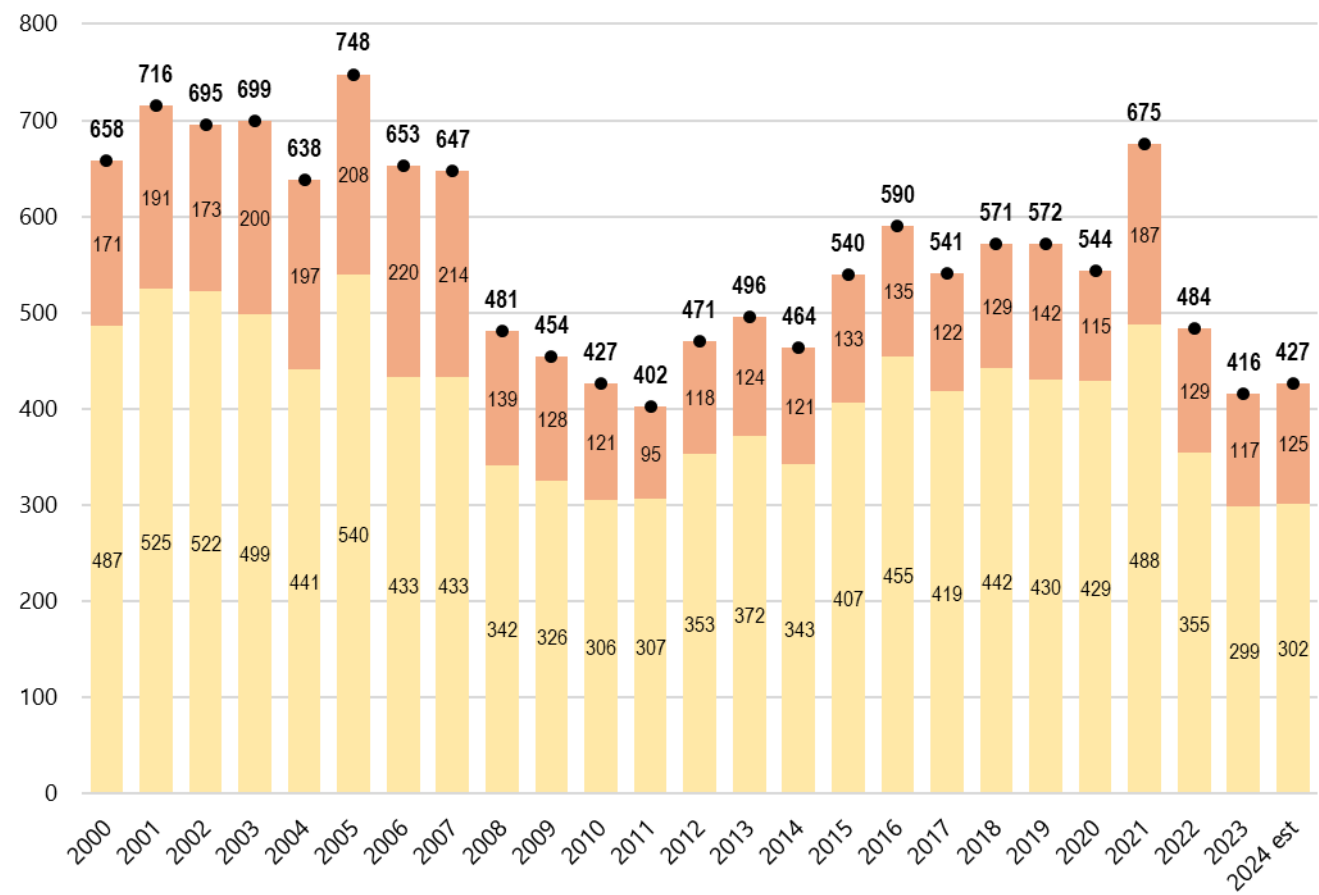
— Glastonbury — Connecticut — Hartford County



Home Sale Trends

- Home sales peaked in the early and mid 2000s at nearly 750 total sales.
- Sharp drop in sales between 2007 and 2011, reaching a low of 402 sales in 2011.
- Sales steadily increased between 2011 and 2020 and averaged about 560 annually between 2015 and 2020.
- Spike in home sales in 2021, reaching the highest levels since 2005, corresponding to increased migration during the pandemic.
- Sales decreased below pre-pandemic levels in 2022 and 2023. YTD sales for 2024 are on par with those of 2023.
- Single-family sales in 2023 and 2024 YTD are the lowest in recent memory, while condo sale activity has returned to pre-pandemic levels.
- High interest rates, high prices, and low inventory contributing to decrease in total sales.

Glastonbury Home Sale Trends: 2000 to 2024 YTD



Source: The Warren Group
 YTD data for 2024 is through August

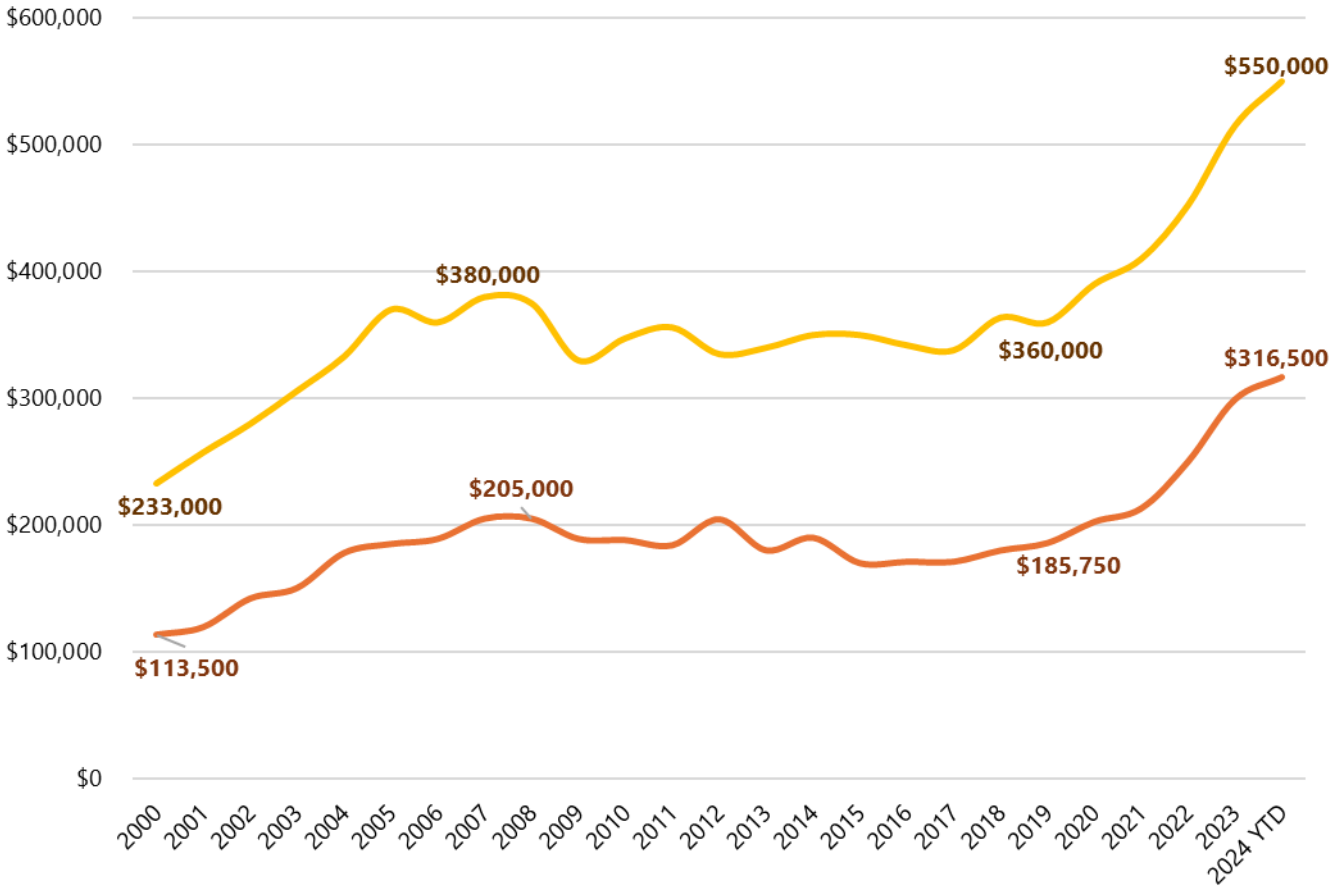
■ 1-Fam ■ Condo ● Total



Median Home Sale Price

- Like communities across the state and nation, Glastonbury has seen a sharp increase in home sale prices since 2019.
- Median single-family sale prices increased by 53% from \$360,000 in 2019 to \$550,000 for 2024 YTD.
- Median condo sale prices have increased at an even greater rate (70%), rising from \$185,750 in 2019 to \$316,500 for 2024 YTD.

Glastonbury Median Sale Price: 2000 to 2024 YTD



Source: The Warren Group
YTD data for 2024 is through August

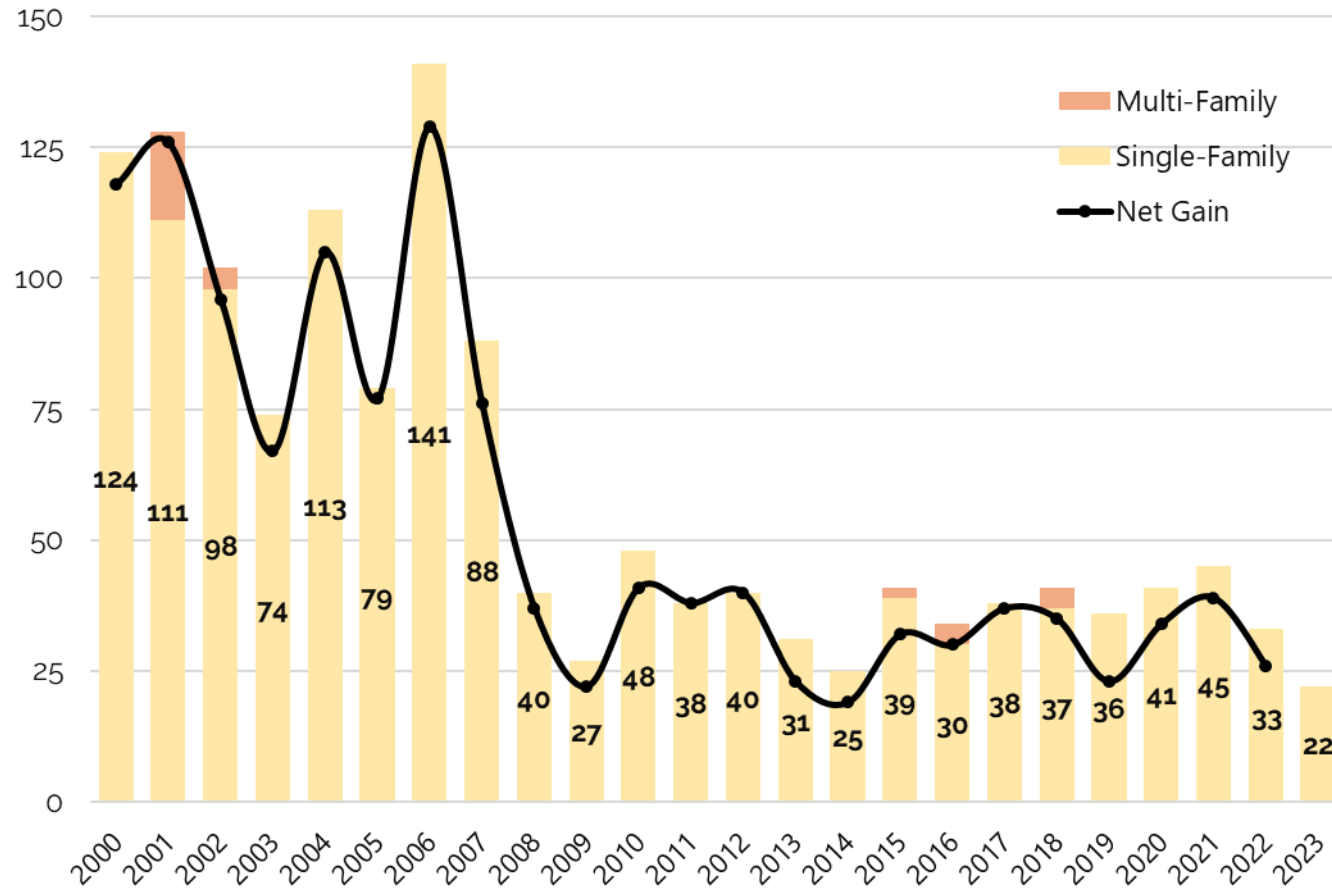
— 1-Fam — Condo



Housing Permit Activity

- Single-family permit activity peaked in the early and mid 2000s, when Glastonbury averaged over 100 new single-family permits annually.
- Single-family permits decreased during the Great Recession and have stayed relatively stable since 2008, averaging about 35 single-family permits annually. This is offset slightly by demolitions (5 annually), resulting in a net gain of about 30 single-family units annually since 2008.
- Note that several recent multi-family projects such as The Tannery (250 units), One Glastonbury Place (145 units), and Center Village (72 units) are not captured in the DECD permit data.

Glastonbury Housing Permits 2000-2023



Source: DECD, Unit type and demolition data not available for 2023



Recently Built Housing

Glastonbury Recently Built Housing Developments

Name	Type	Number of Units	Number of BRs	Year Completed	K-5 Enroll (2024-25)	K-12 Enroll (2024-25)	K-12 Students per Unit
One Glastonbury Place	Apartment/Townhomes	145	256	2018	3	9	0.06
The Tannery	Apartments	250	352	2017	2	7	0.03
Center Village	Apartments - Age Restricted	72	-	2020	-	-	-
Townhomes @ Colonial Village	Townhomes	17	34	2023	1	4	0.24
Glastonbury Estates	Single-Family Subdivision	58	-	2023	32	74	1.28
Stallion Ridge	Single-Family Subdivision	29	-	2024	18	23	0.79
Abbey Road	Single-Family Subdivision	21	-	2023	8	18	0.86
Wendell's Woods	Single-Family Subdivision	12	-	2021	9	14	1.17
Carson Way	Single-Family Subdivision	7	-	2024	3	6	0.86

Source: Town Glastonbury Community Development Department. Enrollment information based off the 2024-25 PSIS from GPS. Only includes larger development projects.

- Over the last decade, Glastonbury has added nearly 500 apartment and townhome housing units.
- New market rate multi-family housing tends to produce very few students, with just 16 students across the 395 units at The Tannery and One Glastonbury Place.
- Single-family subdivisions have much higher student generation rates, averaging about 1.1 students per unit across five recently built developments.



Future Housing

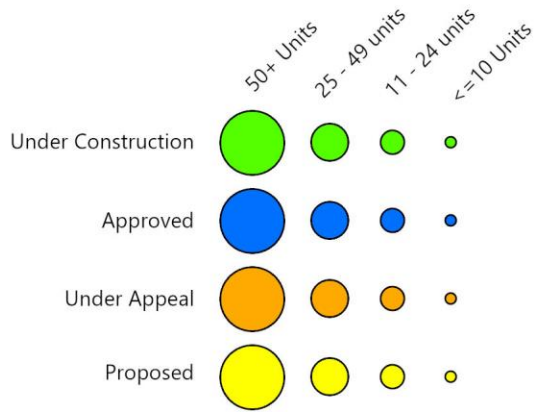
Under Construction, Planned, and Approved Housing Developments

Name	Type	Units	Status	Studio/1BR	2BR	3BR
Crosby II	Single-Family Subdivision	6	Under Construction			
Stallion Ridge	Single-Family Subdivision	29	Under Construction			
55 Nye Road	Apartments - Affordable	64	Approved	24	28	12
1199 Manchester Rd.	Apartments - Mixed Income	74	Approved	61	13	-
2610 Main Street	Townhomes	10	Approved	-	5	5
38 Hubbard	Apartments	30	Approved	10	20	-
Kreiger Lane	Apartments - Mixed Income	48	Under Appeal	48	-	-
36 Hopewell	Apartments	48	Proposed	23	23	2

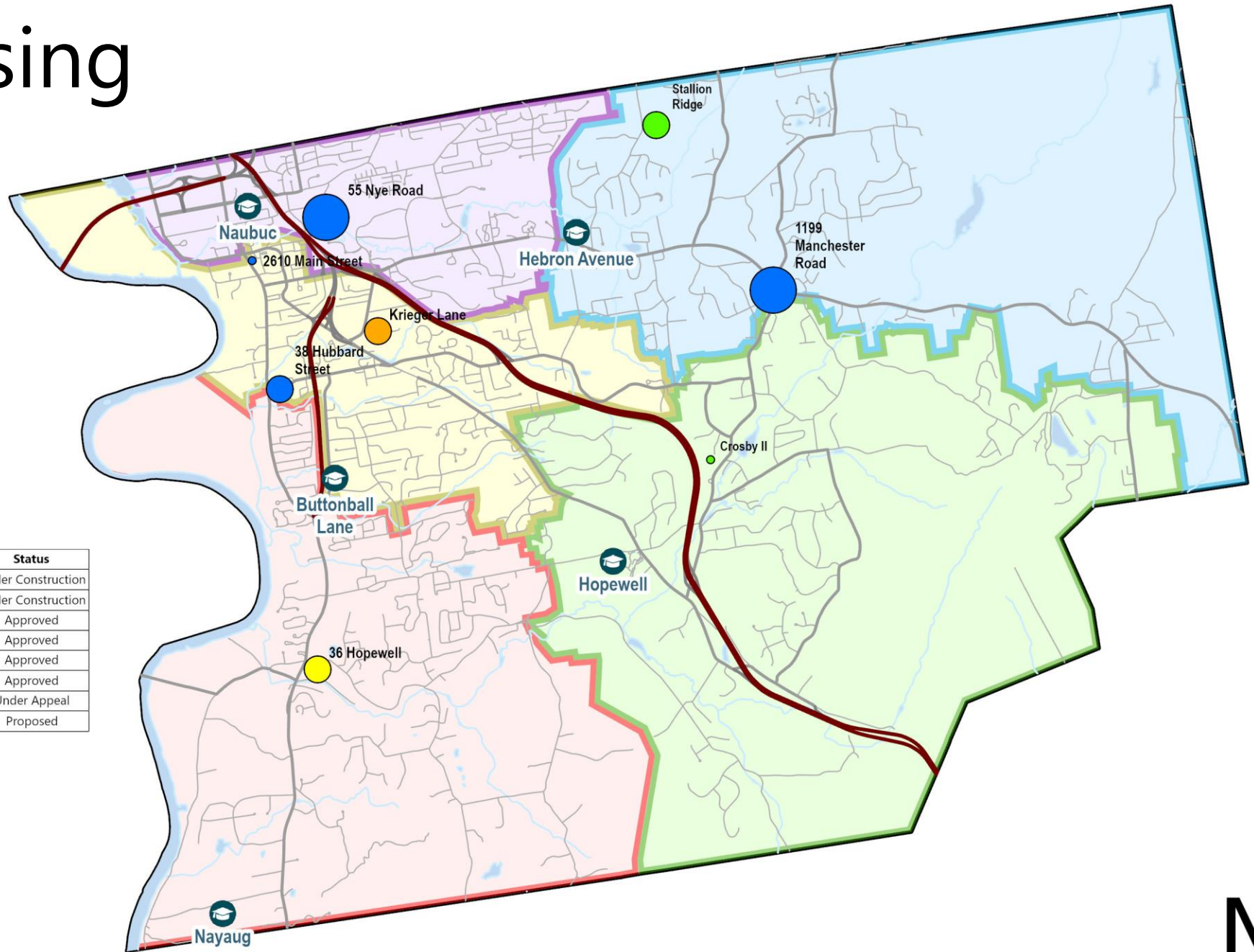
Source: Town of Glastonbury Community Development Department - data as of September 2024

- Currently two single-family subdivisions under construction with Stallion Ridge partially occupied and generating students as of the fall of 2024.
- 178 apartment or townhome units have been approved but not yet built.
 - 55 Nye Road is a fully affordable housing development with a mix of 1BR, 2BR, and 3BR units
 - 1199 Manchester Road will contain a mix of affordable and market rate units.
- Krieger Lane project currently undergoing the appeals process.
- 36 Hopewell project has been proposed but not yet approved by land use boards.
- In addition to the above projects, there are about 800 units in the preliminary planning phases that have not begun the land use approval process. These are not accounted for in the projections because they are not imminent, and it is uncertain if and when these projects will be approved. Should any of these projects be approved, they should be accounted for in future projection updates.

Future Housing



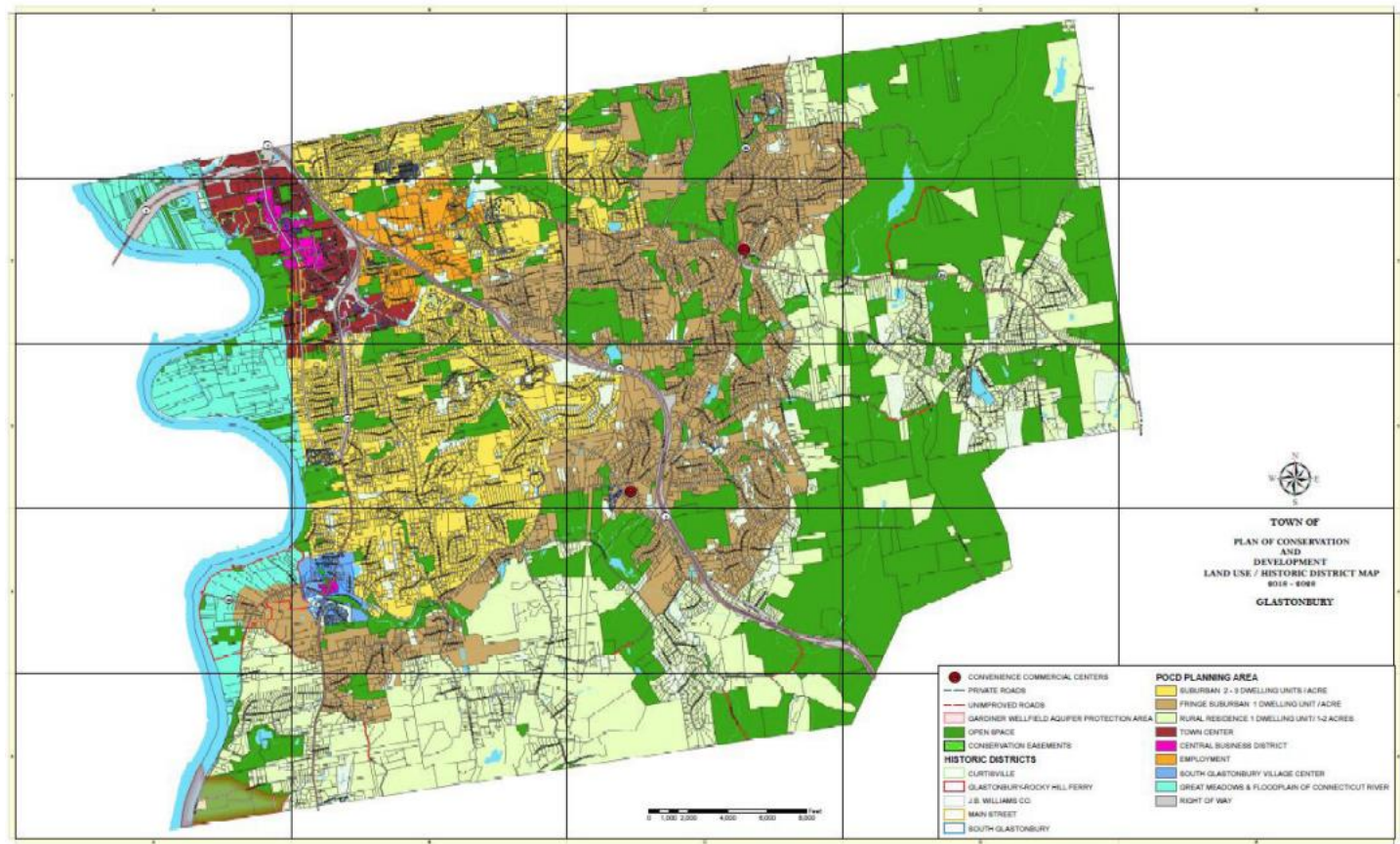
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36 Hopewell	Apartments	48	Proposed





Town Plan Review

- Plan of Conservation and Development (POCD) updated in 2018.
 - POCD envisions continuation of longstanding development patterns, with highest intensity uses and greatest housing diversity within and surrounding the Town Center (Naubuc and Buttonball attendance zones) and lower intensity single-family development in the southern and eastern areas of Town.
- Town’s Affordable Housing Plan (2022) has a goal of creating an additional 105 affordable housing units by 2027, although specific projects and locations are not identified.





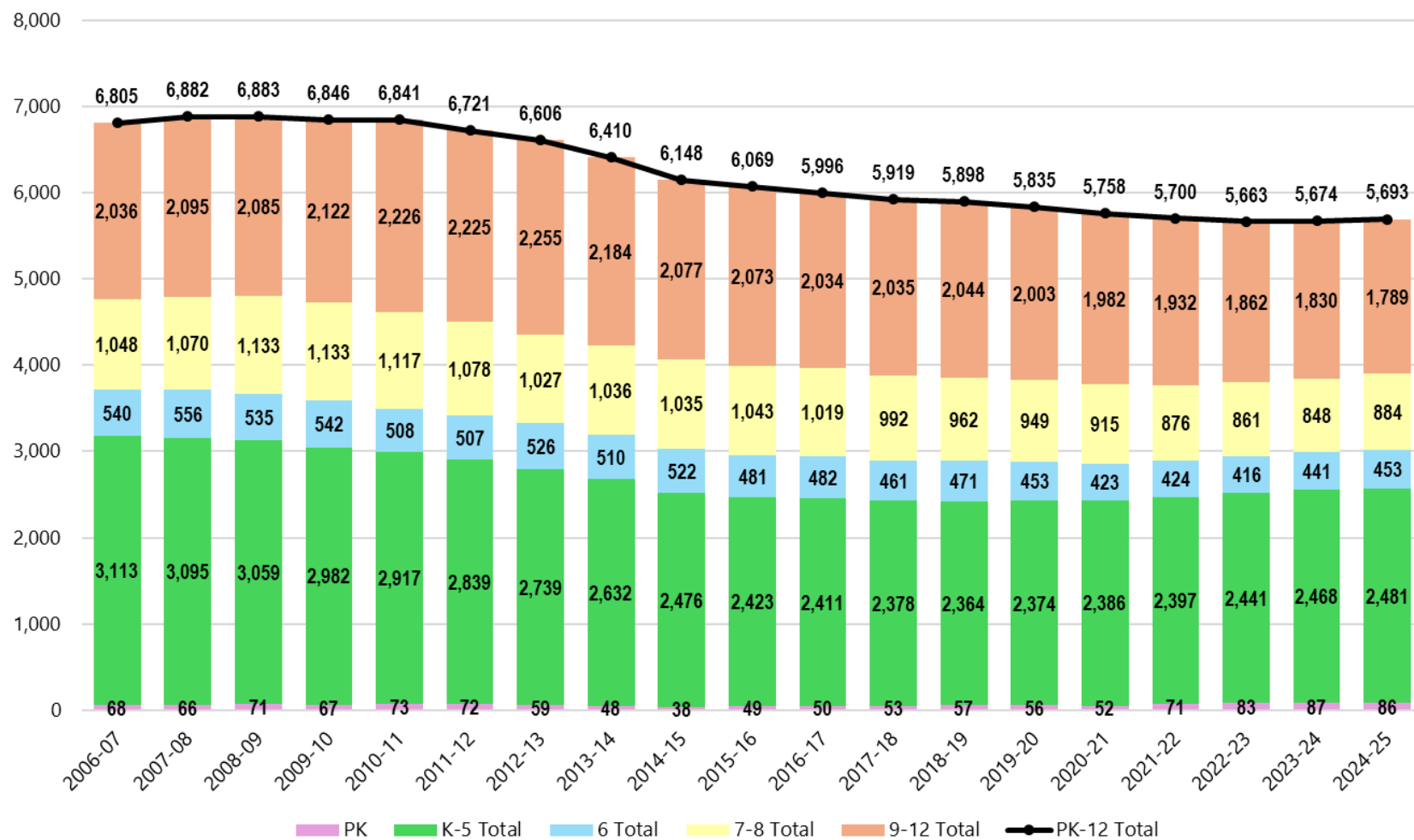
Enrollment Trends



Historic Enrollment Trends

- Districtwide PK-12 enrollment peaked in 2008-09 at 6,883 students.
- PK-12 enrollment decreased each year through 2022-23, reaching a low of 5,663 students.
- Over the last two years, enrollment has increased slightly, marking the first period of PK-12 enrollment growth since the late 2000s.
- Over the last five years:
 - Elementary (K-5) enrollment increased by 4.5%.
 - Intermediate School (6th) was flat
 - Middle School (7th-8th) enrollment decreased by 6.8%.
 - High School (9th-12th) decreased by 10.7%.

**Glastonbury Public Schools
Enrollment Trends, by Grade Grouping: 2006-07 to 2024-25**



Glastonbury Public Schools

Source: CT State Department of Education: 2006-07 to 2023-24.
Glastonbury Public Schools 2024-25



Historic Enrollment Trends

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2006-07	477	505	488	533	542	568	540	493	555	500	525	516	495
2007-08	487	518	508	492	542	548	556	552	518	555	489	523	528
2008-09	458	522	522	512	497	548	535	575	558	523	545	482	535
2009-10	428	492	521	527	509	505	542	552	581	565	521	547	489
2010-11	405	461	478	526	530	517	508	559	558	588	566	508	564
2011-12	382	440	460	500	523	534	507	521	557	551	591	564	519
2012-13	396	410	440	458	519	516	526	513	514	554	546	586	569
2013-14	380	404	423	438	460	527	510	526	510	506	546	534	598
2014-15	343	386	407	430	444	466	522	510	525	497	483	543	554
2015-16	338	372	398	427	437	451	481	527	516	531	492	491	559
2016-17	355	363	386	418	441	448	482	495	524	502	521	500	511
2017-18	358	369	373	399	430	449	461	493	499	507	498	515	515
2018-19	356	377	396	391	409	435	471	469	493	500	512	497	535
2019-20	369	392	395	403	403	412	453	479	470	489	495	502	517
2020-21	380	379	396	421	401	409	423	434	481	466	493	502	521
2021-22	359	405	394	403	425	411	424	436	440	474	461	477	520
2022-23	413	370	410	407	417	424	416	424	437	435	474	453	500
2023-24	373	433	384	426	419	433	441	425	423	451	444	471	464
2024-25	380	382	446	400	440	433	453	445	439	414	450	438	487

Source: CT State Department of Education: 2006-07 to 2023-24. Glastonbury Public Schools 2024-25

- Large kindergarten cohort that entered in 2022-23 now in 2nd grade.
- Smaller kindergarten cohorts that entered between 2014-15 and 2018-19 are now in middle and high school

K-12 Enrollment Change by Neighborhood

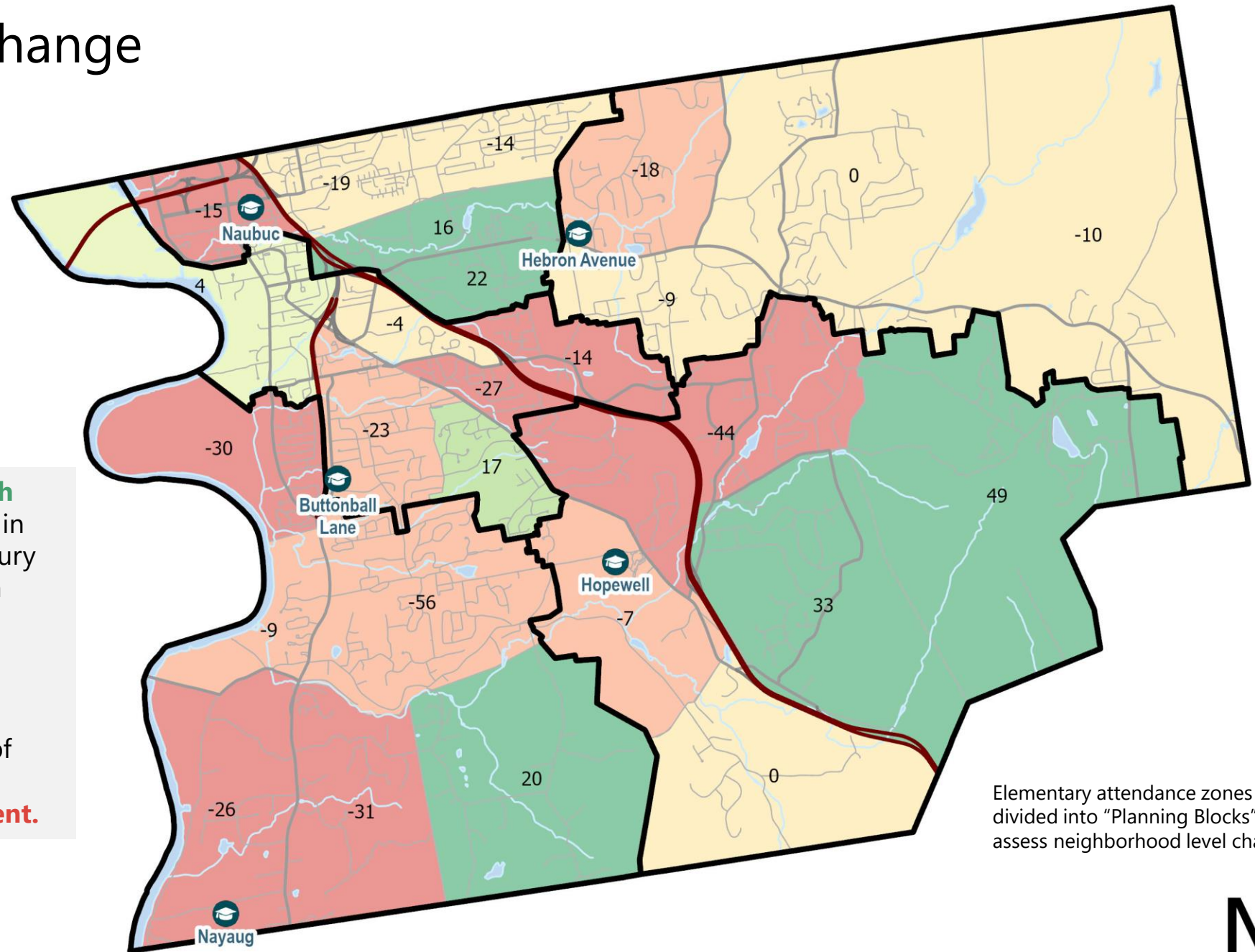
K-12 Enrollment Change:
2019-20 to 2024-25

- 10% or Greater Decrease
- 5% to 10% Decrease
- 0% to 5% Decrease
- 0% to 5% Increase
- 5% to 10% Increase
- 10% or Greater Increase

Elementary Attendance Zone

The **fastest K-12 enrollment growth** occurred in the rural neighborhoods in southern and southeastern Glastonbury and in the neighborhoods of Hebron Avenue corridor within the Naubuc elementary attendance zone.

Neighborhoods in southwestern Glastonbury and in the central part of Glastonbury along Route 2 **saw the greatest decrease in K-12 enrollment.**



Elementary attendance zones were divided into "Planning Blocks" to assess neighborhood level changes.

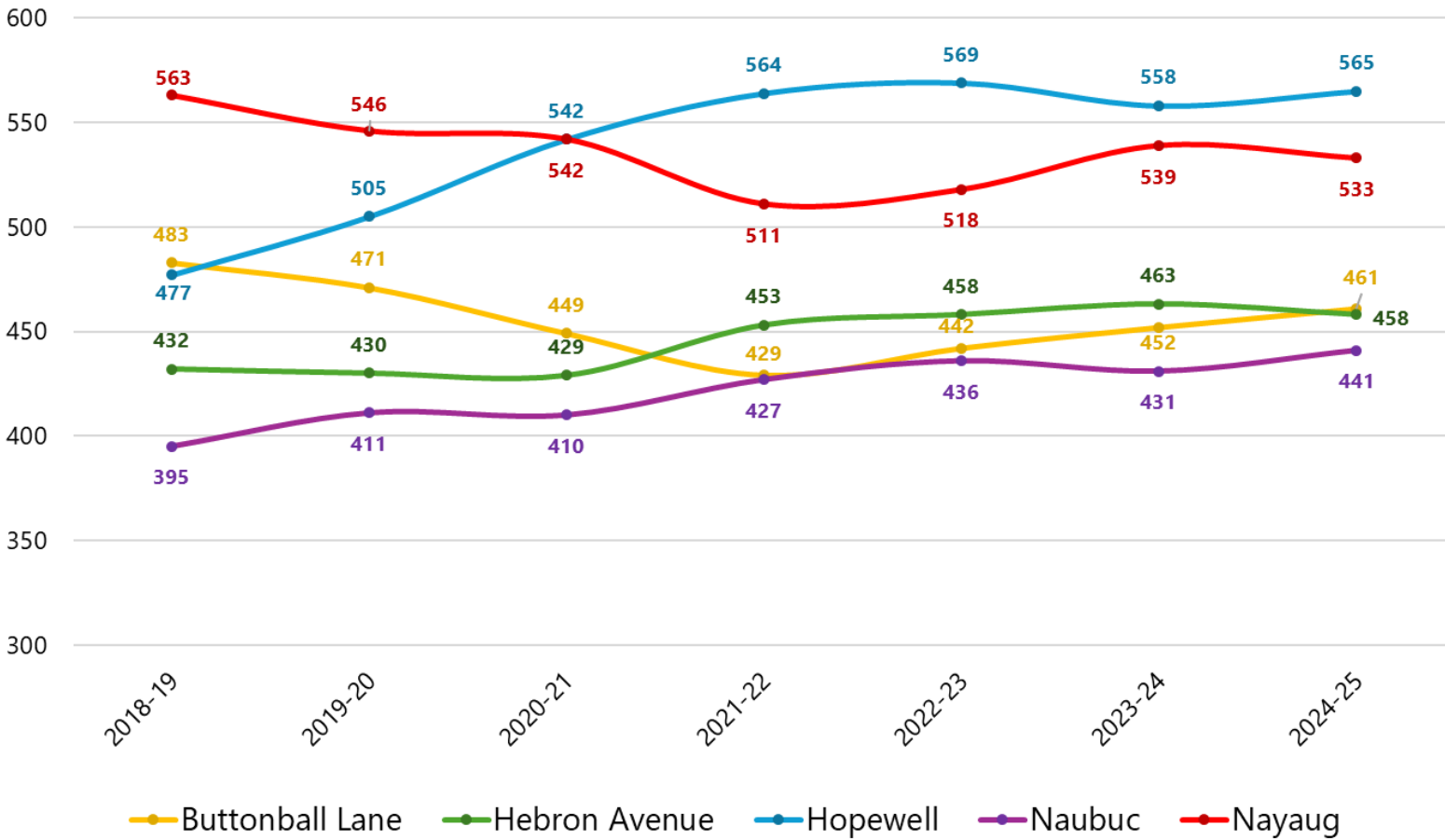




Elementary Enrollment Trends

- Since the new elementary attendance zones went into effect for the 2018-19 school year, overall elementary (K-5) enrollment has increased by 117 students, or 4.9%.
- However, trends vary by elementary school. Since 2018-19:
 - Hopewell has seen the greatest enrollment growth of 18.4%.
 - Naubuc (+11.6%) and Hebron Avenue (+6%) also experienced moderate growth.
 - Nayaug (-5.3%) and Buttonball Lane (-4.6%) saw declining enrollment, although both schools have increased since 2021-22.

Historic Elementary (K-5) Enrollment by School Glastonbury Public Schools, 2018-19 to 2024-25



Note that 5th graders attending Gideon Welles School have been included in their zoned elementary school enrollment

Glastonbury Public Schools

K-5 Enrollment Change by Neighborhood

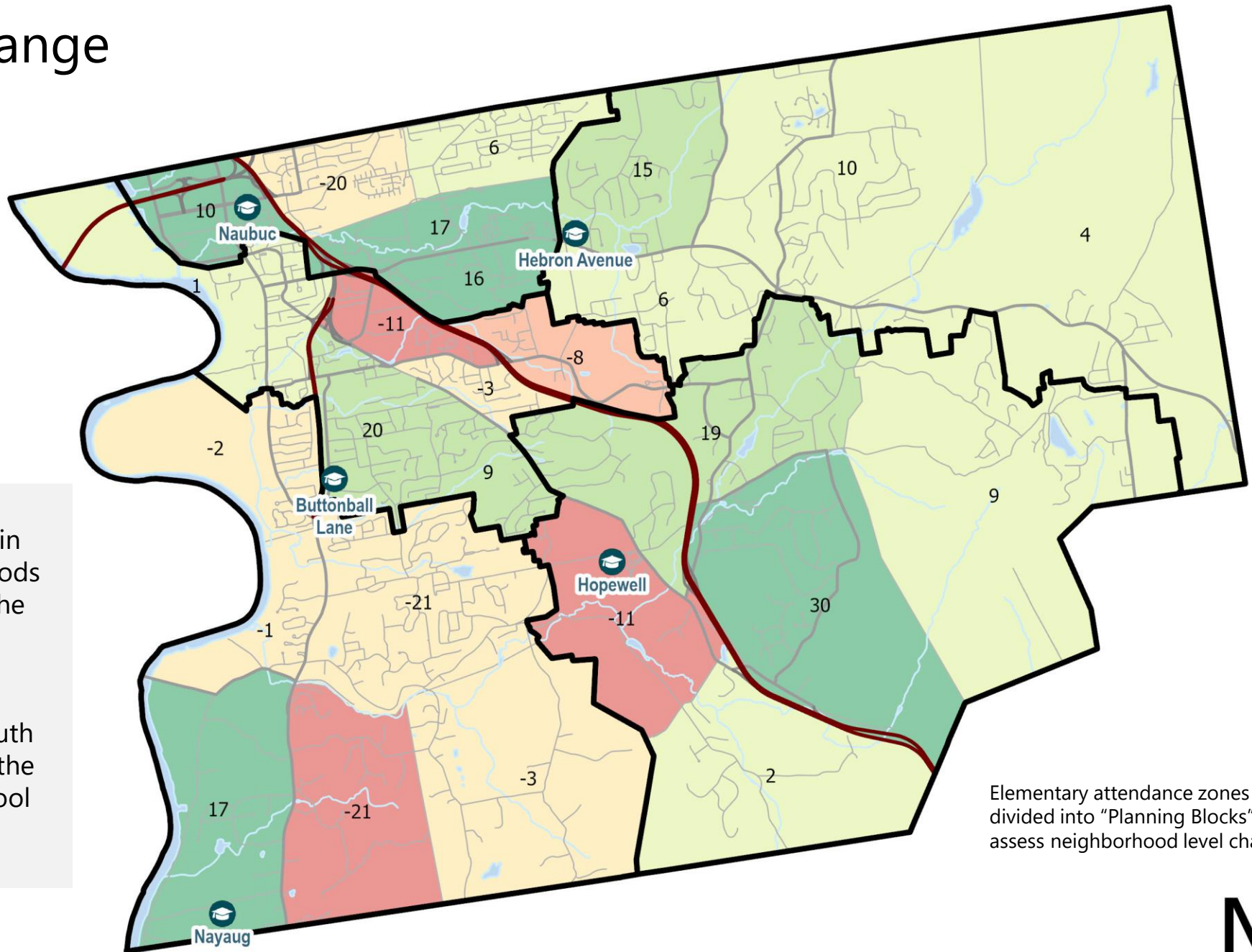
K-5 Enrollment Change:
2019-20 to 2024-25

- 20% or Greater Decrease
- 10% to 20% Decrease
- 0% to 10% Decrease
- 0% to 10% Increase
- 10% to 20% Increase
- 20% or Greater Increase

Elementary Attendance Zone

The **fastest K-5 enrollment growth** occurred in the rural neighborhoods in eastern Glastonbury, the neighborhoods in the Hebron Avenue corridor, and the neighborhoods around Naubuc and Nayaug Schools.

Neighborhoods along Route 2, in South Glastonbury east of Main Street and the neighborhood around Hopewell School **saw the greatest decrease in K-5 enrollment.**



Elementary attendance zones were divided into "Planning Blocks" to assess neighborhood level changes.





Elementary Enrollment Trends

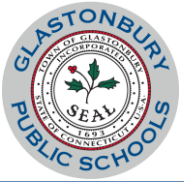
- For 2024-25, Buttonball Lane and Hopewell had kindergarten classes that were larger than the recent historic average, while Hebron Avenue, Naubuc, and Nayaug had kindergarten classes that were smaller than the recent historic average.
- On average, Hopewell (+17) and Hebron Avenue (+15) see the greatest levels of net in-migration annually while Buttonball Lane (+7) and Nayaug (+6) see the lowest levels.
- All elementary schools have average net in-migration over the last five years. For 2024-25, net in-migration was above average at Buttonball Lane and Naubuc, while migration was lower than average at Hopewell and Nayaug. Migration at Hebron Avenue was in line with the recent historic average.

Kindergarten Cohort Size: 2019-20 to 2024-25

Year	Buttonball Lane	Hebron Avenue	Hopewell	Naubuc	Nayaug
2019-20	62	73	84	67	82
2020-21	71	65	100	65	79
2021-22	62	73	79	75	70
2022-23	85	72	84	64	108
2023-24	67	62	86	69	89
2024-25	82	63	91	63	81
5-Year Avg	72	68	87	67	85

Net Migration: 2019-20 to 2024-25

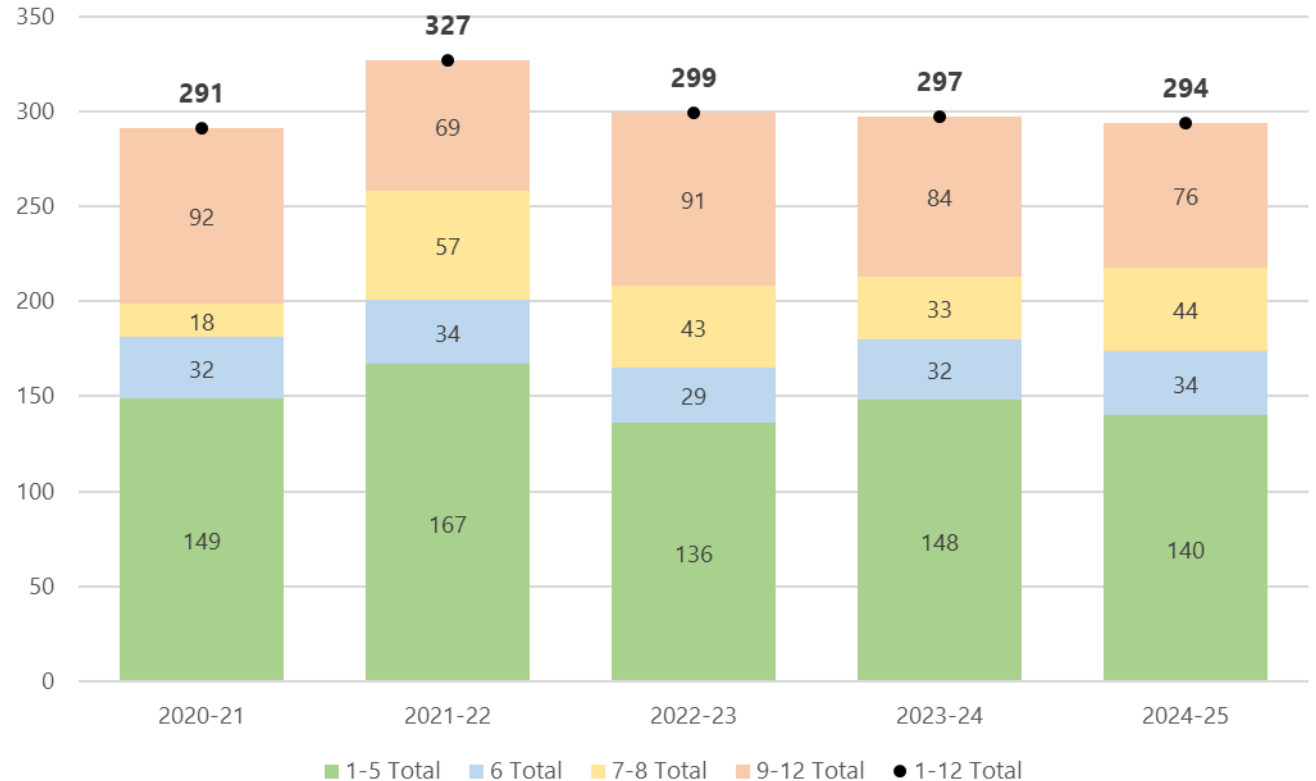
Year	Buttonball Lane	Hebron Avenue	Hopewell	Naubuc	Nayaug
2019-20	12	10	33	15	7
2020-21	(5)	8	20	3	13
2021-22	(4)	28	29	9	(2)
2022-23	(1)	9	13	15	(2)
2023-24	24	22	2	(2)	20
2024-25	15	15	3	29	(1)
5-Year Avg	7	15	17	12	6



New-to-District Student Analysis

- New-to-District (NTD) students are identified by student ID (SASIDs) that were not in the prior year's enrollment database.
- NTD trends have been relatively consistent between 290 and 300 annually since 2020-21, except for a spike to 327 in 2021-22 (corresponding to the peak in home sales).
- The lower elementary grades (1st and 2nd grade) typically see the greatest number of NTD students.
- For the intermediate, middle and high schools, the greatest number of NTD students are seen during transition grades (6th and 9th grades).

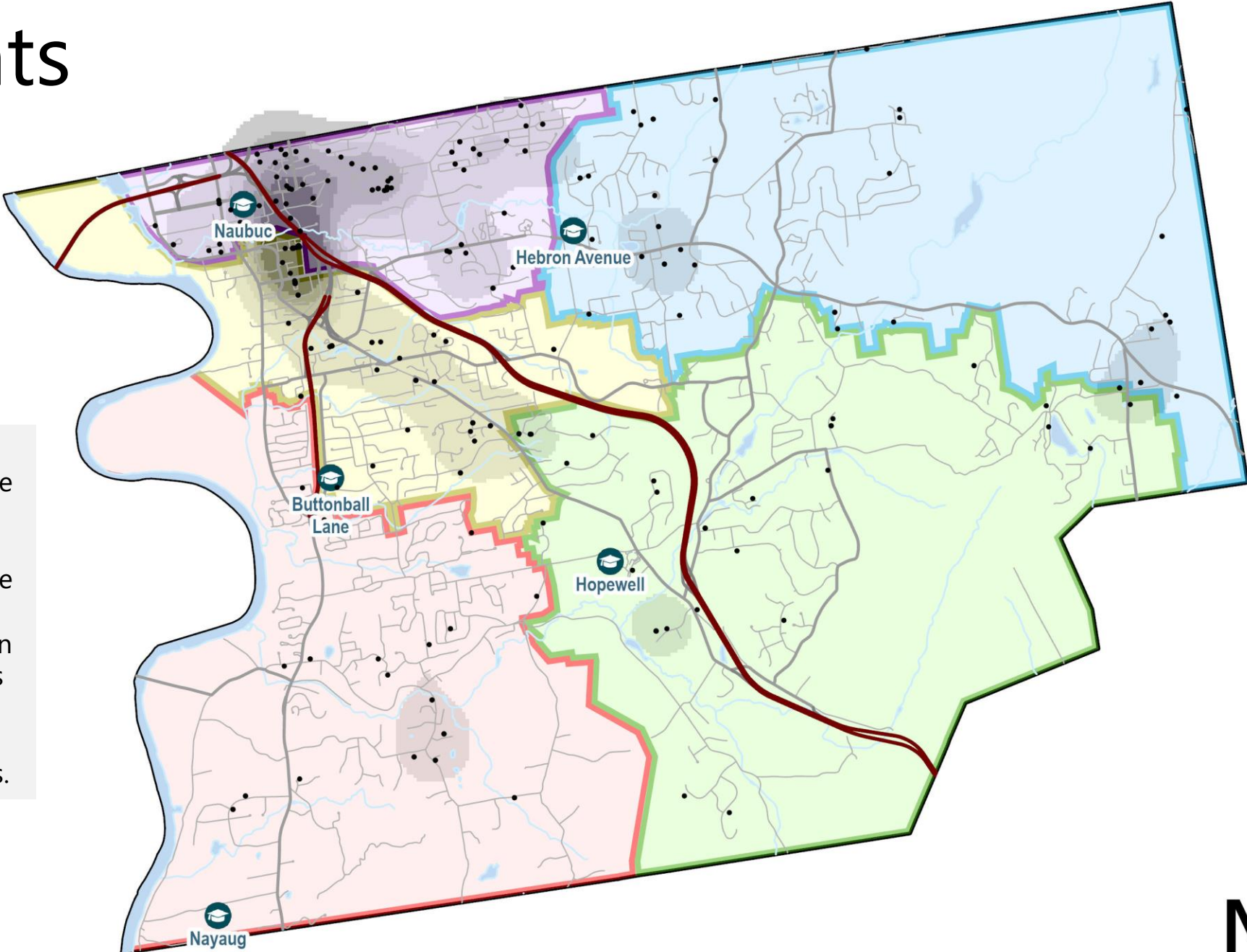
**Glastonbury Public Schools New-to-District Students (1-12):
2020-21 to 2024-25**



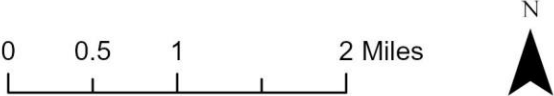
NTD Students

• New-to-District Students (1-12)

New-to-District Density



NTD student patterns largely reflect the density of the community, with the greatest concentration of NTD students in the neighborhoods surrounding Glastonbury Center in the Naubuc and Buttonball Lane attendance zones. These areas contain the highest density housing as well as most of the community's multi-family units, which have more mobile populations than single-family homes.

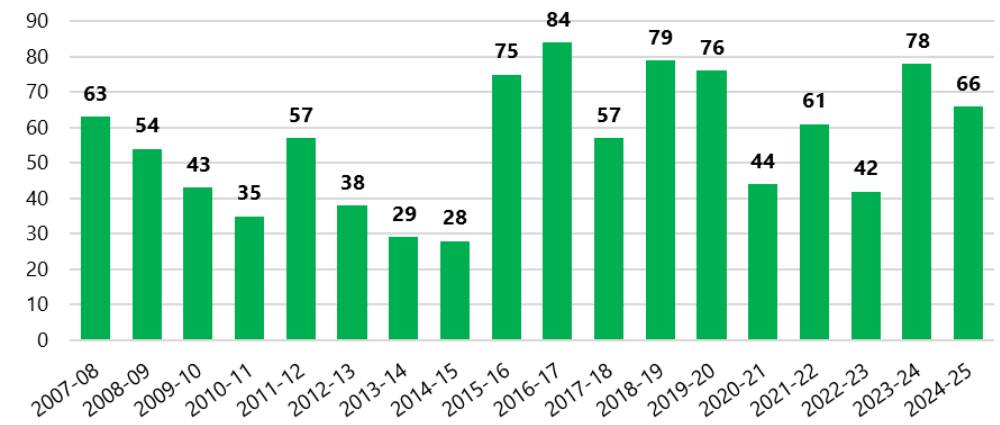




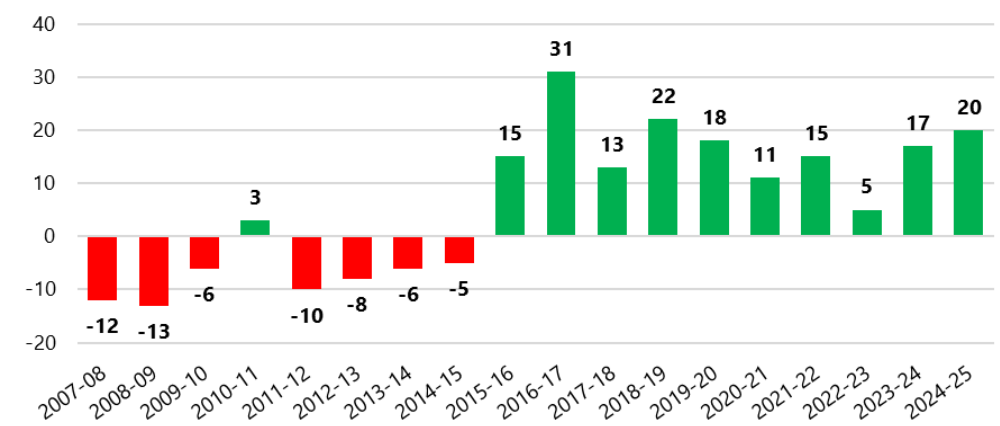
Net Migration

- Net migration accounts for both NTD students as well as student withdrawals.
- Over the last decade, the elementary schools have seen net in-migration averaging +66 students annually. In-migration for 2024-25 is in line with the recent historic average.
- Gideon Welles School (6th grade) has seen net in-migration each year since 2015-16, averaging +17 students over the last decade. This year, net in-migration has slightly exceeded the recent historic average.

Historic Elementary Net Migration



Historic 6th Grade Net Migration

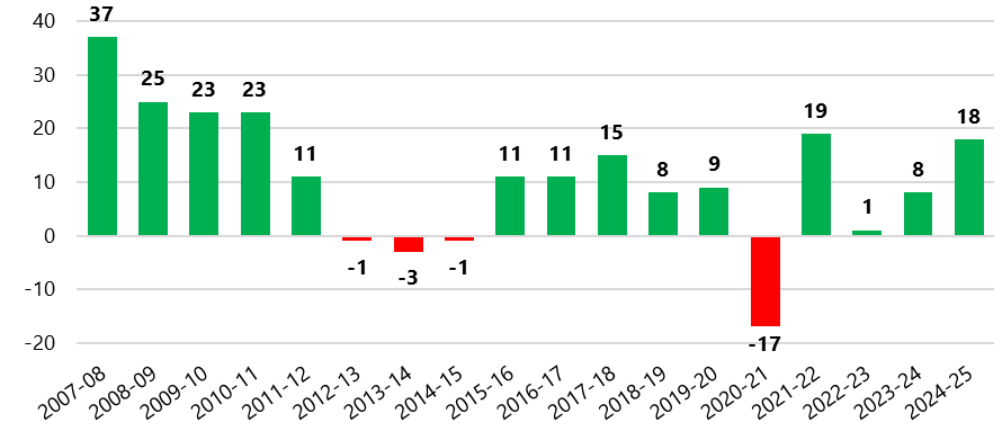




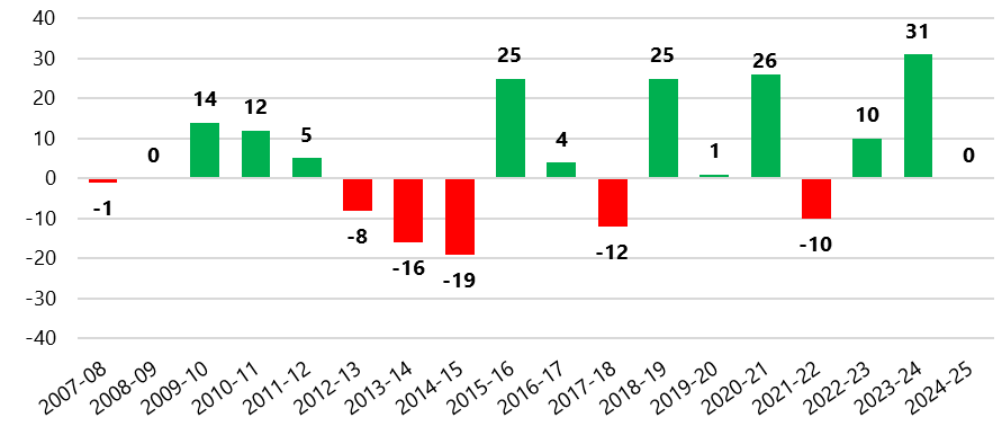
Net Migration

- Net migration accounts for both NTD students and student withdrawals.
- The Middle School (7th-8th) has seen net in-migration for 9 out of the last 10 years and has averaged +8 annually over the last decade. Net in-migration for 2024-25 was +18.
- High School (9th-12th) has averaged net in-migration of +10 students annually over the last decade, although there is significant variability year-over-year. 2024-25 saw no net-migration.

Historic Middle School Net Migration



Historic High School Net Migration





Other Public & Private School Trends

- The number of Glastonbury resident students enrolled in regional magnet schools has been trending down from 2020-21 to 2023-24.
 - Elementary enrollment decreased by 16 students or 19%.
 - Middle school enrollment decreased by 5 students, or 33%.
 - High school enrollment stayed stable, although there were year-to year fluctuations.
- GPS tracks students who withdraw to attend private or parochial schools.
 - Overall, GPS has seen a reduction in the number of students withdrawing, with each grade grouping seeing declines.
 - Historically, the greatest number of withdrawals are for 8th graders, who enroll in private high schools.

Glastonbury Residents Enrolled in Regional Magnet Schools: 2020-21 to 2023-24

School Year	K-5 Total	6-8 Total	9-12 Total	K-12 Total
2020-21	86	15	24	125
2021-22	84	9	28	121
2022-23	66	13	31	110
2023-24	70	10	24	104
Change	-16	-5	0	-21
% Change	-19%	-33%	0%	-17%

Note that magnet school data for 2024-25 is not yet available.

GPS Student Withdrawals for Private/Parochial Schools

Year of Withdrawal	Grade of Withdrawal			
	K-5 Total	6-8 Total	9-12 Total	K-12 Total
2020	11	29	18	58
2021	11	29	17	57
2022	25	31	23	79
2023	9	29	14	52
2024	5	26	6	37
Change	-6	-3	-12	-21
% Change	-55%	-10%	-67%	-36%



Enrollment Projections



Projections Primer

- Based on Cohort Survival Methodology – Standard method accepted by OGA (formerly OSCG&R) for school construction projects
- The cohort survival methodology **relies on observed data from the recent past in order to project the near future**
- Persistency Ratios calculated from historic enrollment data to determine growth or loss in a class as it progresses through the school system
- Persistency Ratio of 1.0 means cohort size remains the same; 1.05 means the cohort size increases by 5%, or a cohort of 100 grows to 105 the following year
- Persistency Ratios account for the various external factors affecting enrollments: housing characteristics, residential development, economic conditions, student transfers in and out of system, and student mobility
- Changes in population, housing stock and tenure, and economic conditions help explain persistency ratios
- Changes in programming affect persistency ratios of individual schools
- Recent changes to Kindergarten entry age adds uncertainty to Kindergarten enrollment until trends are established.



Persistency Ratios

Kindergarten through 12th Grade Persistency Ratios by School Year
2007-2008 to 2024-25

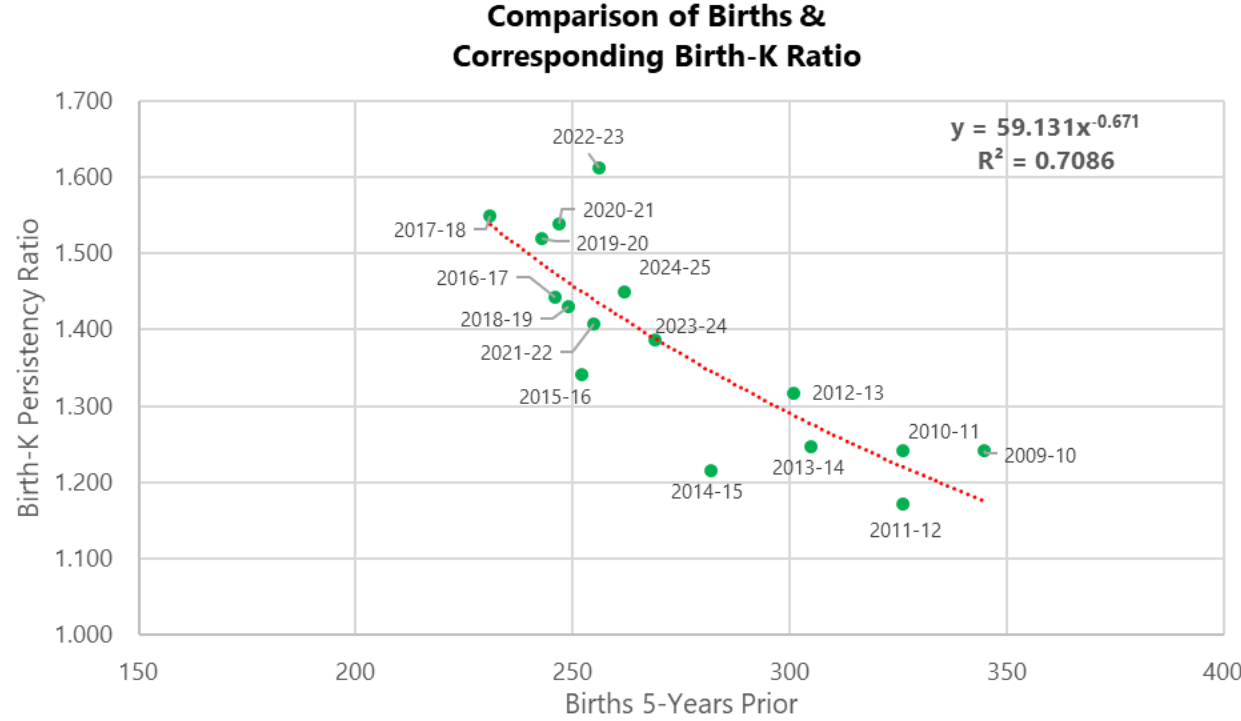
Year	Birth-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Est of Migration
2007-08	1.3603	1.0860	1.0059	1.0082	1.0169	1.0111	0.9789	1.0222	1.0507	1.0000	0.9780	0.9962	1.0233	1.28%
2008-09	1.2722	1.0719	1.0077	1.0079	1.0102	1.0111	0.9763	1.0342	1.0109	1.0097	0.9820	0.9857	1.0229	0.83%
2009-10	1.2406	1.0742	0.9981	1.0096	0.9941	1.0161	0.9891	1.0318	1.0104	1.0125	0.9962	1.0037	1.0145	0.70%
2010-11	1.2423	1.0771	0.9715	1.0096	1.0057	1.0157	1.0059	1.0314	1.0109	1.0120	1.0018	0.9750	1.0311	0.77%
2011-12	1.1718	1.0864	0.9978	1.0460	0.9943	1.0075	0.9807	1.0256	0.9964	0.9875	1.0051	0.9965	1.0217	0.64%
2012-13	1.3156	1.0733	1.0000	0.9957	1.0380	0.9866	0.9850	1.0118	0.9866	0.9946	0.9909	0.9915	1.0089	0.03%
2013-14	1.2459	1.0202	1.0317	0.9955	1.0044	1.0154	0.9884	1.0000	0.9942	0.9844	0.9856	0.9780	1.0205	0.35%
2014-15	1.2163	1.0158	1.0074	1.0165	1.0137	1.0130	0.9905	1.0000	0.9981	0.9745	0.9545	0.9945	1.0375	0.49%
2015-16	1.3413	1.0845	1.0311	1.0491	1.0163	1.0158	1.0322	1.0096	1.0118	1.0114	0.9899	1.0166	1.0295	2.27%
2016-17	1.4431	1.0740	1.0376	1.0503	1.0328	1.0252	1.0687	1.0291	0.9943	0.9729	0.9812	1.0163	1.0407	3.27%
2017-18	1.5498	1.0394	1.0275	1.0337	1.0287	1.0181	1.0290	1.0228	1.0081	0.9676	0.9920	0.9885	1.0300	2.34%
2018-19	1.4297	1.0531	1.0732	1.0483	1.0251	1.0116	1.0490	1.0174	1.0000	1.0020	1.0099	0.9980	1.0388	3.03%
2019-20	1.5185	1.1011	1.0477	1.0177	1.0307	1.0073	1.0414	1.0170	1.0021	0.9919	0.9900	0.9805	1.0402	2.27%
2020-21	1.5385	1.0271	1.0102	1.0658	0.9950	1.0149	1.0267	0.9581	1.0042	0.9915	1.0082	1.0141	1.0378	0.95%
2021-22	1.4078	1.0658	1.0396	1.0177	1.0095	1.0249	1.0367	1.0307	1.0138	0.9854	0.9893	0.9675	1.0359	2.44%
2022-23	1.6133	1.0306	1.0123	1.0330	1.0347	0.9976	1.0122	1.0000	1.0023	0.9886	1.0000	0.9826	1.0482	1.28%
2023-24	1.3866	1.0484	1.0378	1.0390	1.0295	1.0384	1.0401	1.0216	0.9976	1.0320	1.0207	0.9937	1.0243	2.89%
2024-25	1.4504	1.0241	1.0300	1.0417	1.0329	1.0334	1.0462	1.0091	1.0329	0.9787	0.9978	0.9865	1.0340	3.21%

- As births have decreased, the Birth-K ratio has increased, averaging 1.48 annually since 2016-17.
- Estimate of migration compares students in grades 1 through 7 with grades 2 through 8 the year prior. Over the last ten years, Glastonbury’s estimate of migration has averaged +2.4%, with the last two years slightly higher than average.



Kindergarten Projection Methodology

- Traditionally projections use a "Birth-K ratio" which divides the size of a kindergarten class with its corresponding birth cohort 5-years prior.
- As births increase, Birth-K ratios tend to decrease and vice versa. The Birth-K ratio approach works well when births are stable.
- However, a birth "bubble" from 2021 to 2023 will be entering kindergarten starting in 2026-27. Using historic Birth-K ratios from smaller birth cohorts to these kindergarten classes will likely over-project kindergarten enrollment.
- Recommend using the "variable Birth-K" approach based on a historic "best fit line." Modifies the Birth-K ratio based on the size of the birth cohort.
- MP Planning has utilized this methodology successfully in other DRG A and B communities for several years.



Period	Average Kindergarten Class	Average Births Five Years Prior	Average Birth-K
2006-07 to 2015-16	409	320	1.278
2016-17 to 2024-25	371	251	1.478



Kindergarten Caveats & Assumptions

- New Kindergarten entry date became effective for 2024-25 school year per state law.
 - Cutoff date shifted from January 1st to September 1st.
 - GPS allowed students who turned 5 in September and October to enter Kindergarten for the 2024-25 school year (46 total students). This was somewhat offset by an abnormally large 5-year-old cohort this year.
- GPS anticipates fully shifting to the new cutoff date for the 2025-26 school year.
 - The kindergarten projection was revised downward for 2025-26 to account for this change in policy.
- Going forward, students who turn 5 after September 1st can apply to enter kindergarten early via a waiver process, consisting of parental request and a readiness assessment.
- Recent changes to Kindergarten entry age adds uncertainty to the projections until trends are established.

Age as of September 1st of Kindergarten Year

School Year	4 Years Old	5 Years Old	6 Years Old	Total Kindergarten Enrollment	Share of 4 Year Olds
2020-21	80	293	7	380	21.1%
2021-22	62	283	14	359	17.3%
2022-23	72	329	12	413	17.4%
2023-24	72	295	6	373	19.3%
2024-25	46	324	10	380	12.1%
5-Year Avg	66	305	10	381	17.4%

Per Public Act 23-208, Section 1(a) , beginning with the 2024-2025 school year, children need to turn 5 years old on or before September 1 in order to be automatically eligible for kindergarten.



Projections Assumptions

These projections are predicated on the following assumptions:

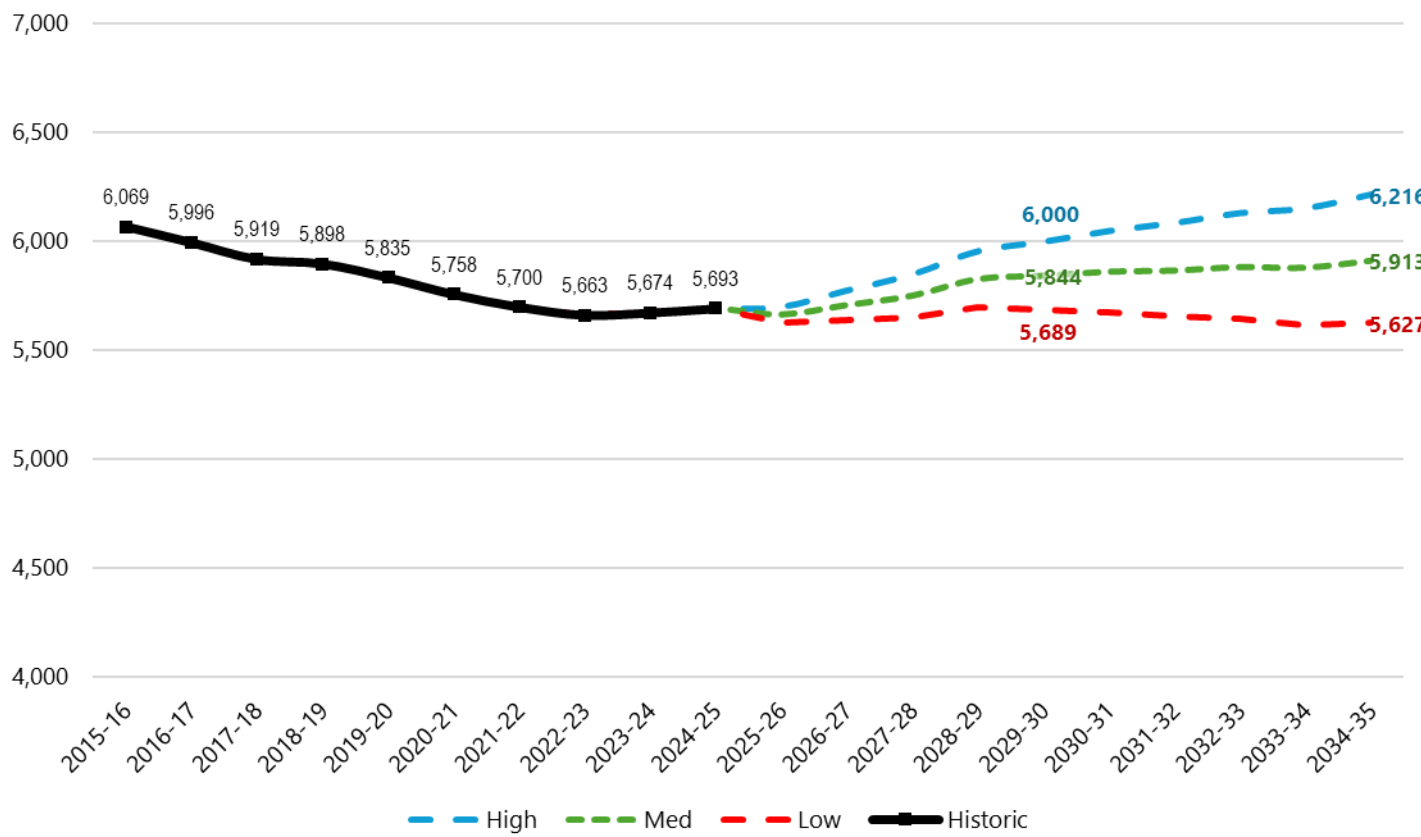
- Pre-K enrollment will remain at current levels at 86 students per year
- Housing, in-migration, and future birth assumptions at the districtwide level will prove accurate.
- Kindergarten will return to a 12-month birth window, although for next year, it is anticipated there maybe a deviation from the variable Birth-K model due to the multi-year roll out of the new kindergarten entry age.
- **High projections:** Assume high birth projections (average 306 annually) and housing sales will have a quicker return to pre-pandemic levels over the next 2-3 years. Student in-migration averages 3.1%, which is slightly above the 10-year average (2.4%).
- **Medium projections:** Assume medium birth projections (average 289 annually), housing market slowly returns to pre-pandemic levels over the next 3-5 years. Student in-migration averages 2.5%, which aligns with 10-year historic average.
- **Low projections:** Assume low birth projections (average 271 annually) and housing activity remains at current level and in-migration averages 1.9%, which is below historic average.



Districtwide Projections

- Both the High and Medium Models agree, showing growth albeit at different levels, while the low model is projecting flatter enrollment.
- By 2029-30, all three models have a range of ~310 students.
- Under the medium model, PK-12 averages 5,821 over the next decade with a peak of 5,913 students in 2034-35.
- **Recent housing conditions, demographics and enrollment in-migration align best with Medium Model and represents the most likely direction. However, housing conditions and demographic shifts should be monitored.**

Glastonbury Public Schools Historic and Projected PK-12 Enrollment Model Comparison: 2015-16 to 2034-35





Districtwide Projections

- Overall PK-12 enrollment is projected to grow slowly over the next decade, reaching 5,913 students by 2034-25. However, trends differ by grade grouping.
- Elementary (K-5) enrollment is projected to grow by 2.8% over the first five years before stabilizing and declining slightly over the final five years.
- Enrollment at Gideon Welles School is projected to fluctuate depending on cohort size. Enrollment is projected to peak in 2028-29 at 497 students as the large cohort currently in 2nd grade moves up to 6th grade.
- Middle School enrolment is projected to increase by 6.1% over the next five years and an additional 5.8% over the last five years as larger elementary cohorts matriculate up.
- High school enrollment is projected to grow slowly by 2.3% over the next five years before stabilizing at just over 1,850 students.

Historic and Projected PK-12 Enrollment: 2024-25 to 2034-35 (Medium Projections Model)





Elementary School Projections (Medium)

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	First 5-Yr Δ	Second 5-Yr Δ
Buttonball Lane	461	467	473	484	476	473	461	463	460	455	450	2.6%	-4.9%
Hebron Avenue	458	460	468	468	460	467	472	476	470	465	461	2.0%	-1.3%
Hopewell	565	562	558	584	596	602	601	608	601	589	583	6.5%	-3.2%
Naubuc	441	431	433	433	440	438	442	446	442	438	433	-0.7%	-1.1%
Nayaug	533	536	541	561	546	548	554	556	549	543	536	2.8%	-2.2%
Special Programs	23	23	23	23	23	23	23	23	23	23	23	0.0%	0.0%
Total	2,481	2,479	2,496	2,553	2,541	2,551	2,553	2,572	2,545	2,513	2,486	2.8%	-2.5%

Medium Model projections vary by school. Over the next five years:

- Hopewell is projected to see the greatest growth over the next five years (+6.5%), growing to just over 600 students by 2029-30
- Nayaug (+2.8%) and Buttonball Lane (+2.6%) are also projected to see modest growth, peaking at 561 and 484 students, respectively.
- Slower growth of 2.0% is projected at Hebron Avenue, averaging about 465 students over the next five years, while Naubuc is projected to stay relatively stable, averaging 435 students.
- Overall elementary enrollment is projected to decrease over the final five years of the projections, with each school projected to experience either stable or slightly declining enrollment.



Other School Projections (Medium)

Special Program and Out of District Enrollment

6 Total	7-8 Total	9-12 Total
8	10	50

Based on 10/1/2024 levels

Gideon Welles School

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

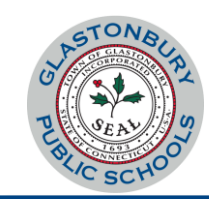
Smith Middle School

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

Glastonbury High School

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

- Individual school projections for Gideon Welles, Smith Middle School, and GHS adjusted to account for Special Program Enrollment and out of district placements, which was held constant at 2024-25 levels.



Capacity & Utilization Study



Capacity Process



Floor Plan Markups

PACE Math/SciTeacher:	Library	Occupational Therapist:	Rm. 11
Lisa Gozzo		Paula Zwick	33111
Bette Leisten		Physical Therapist:	Rm. 11
Lindsay Archer		Amy Rodgers	33268
		School Psychologist:	
Leigh Petras		Dayna Hennings	33210
		- Intern	
Instrumental Music Teachers:	33137	F/T Special Ed Paras:	
Anthony Conaway	Strings	Diane Chaniewski	
Andrew Studenski	Band	Michele Conran	
Library Media Specialist:	33215	Trisha Deb	
Julie Veschi	33212	Kaylin Freckleton	
Library Media Para:		Christine Lentocha	
Sadie Marek		Kristine Nathan	
Art Teacher:	Rm. 23	Jennifer Nicol	
Lynn Lettieri	33123	Patricia Zimmerli	
Music Teacher:	Rm. 24	Leeza Guff	Para/Sub
Christine Macaluso	33124		

CR Schedules

Full-Size Classroom Inventory	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1

Inventory

- Capacities were developed for the elementary schools, Gideon Welles School, and Eastbury.
- Inventory of standard classrooms, special purpose rooms, and core facilities at each school facility was developed from floor plans, schedules, placement of districtwide programming, and walkthroughs of each facility.
- GPS classroom loading levels were applied to the various types of teaching spaces
- Capacity inventory was developed in the fall of 2024 and reflects the 2024-25 use of space.



Elementary Educational Program

Grade Level Instruction

Kindergarten *(with in room toilets)*

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

Special Education

Special Education Resource

OT/PT

Self-Contained Special Education

PRIDE *(districtwide program - 2 rooms at Nayaug)*

Administrative

Main Office Suite

Health Suite

Conference Room

Teacher Workroom

Faculty Lounge

Technology Office

Specials

Art

Music

Instrumental Music *(can use stage)*

Spanish – *(use full-sized room if available, but not required)*

Library/Media Center *(dedicated space)*

STEAM *(if space available)*

Support Services

ELL

PACE + Tutors

LART

Coaches

Paraprofessionals

Speech Language Pathologist

Social Worker

School Psychologist

School Counselor

Core Spaces

Cafeteria

Gymnasium

Core spaces should be sized appropriately based on enrollment

Uses that need full-sized classrooms

Special education and support services may be located in shared full-sized classrooms if smaller spaces are not available.

Adding a STEAM room is desirable, if classroom space is available

Glastonbury Public Schools



Full-Size Classroom Inventory

School	Grade Level Instruction						Districtwide			K-5 Instruction			
	K	1	2	3	4	5	Music	Art	Resource	Programs	Other	Total	Total CRs
Buttonball Lane	5	4	5	4	4	3	1	1	1	0	1	25	29
Hebron Avenue	4	4	4	4	4	4	1	1	1	0	1	24	28
Hopewell	5	4	5	5	5	0	1	1	1	0	1	24	28
Naubuc	4	4	4	4	4	4	1	1	2	0	3	24	31
Nayaug	5	5	6	4	4	4	1	1	2	2	4	28	38
Total	23	21	24	21	21	15	5	5	7	2	10	125	154

Hopewell 5th Graders (108 students in 5 classrooms) currently at GWS.

Based on usage as of November 2024

“Other” classrooms are used for PACE, LART, OT/PT, Reset Rooms, and Spanish. Includes “Flex” rooms that could be used for K-5 instruction.

- All schools except for Nayaug have 24 or 25 K-5 classrooms in use, generally aligning with the “4-section per grade” model.
- Nayaug is the largest school with 28 classrooms along with two PRIDE classrooms.
- All elementary schools have one art room, one music room, and at least one full-sized resource room.
- “Other” full-sized classrooms include PACE, LART, OT/PT, Reset room, Spanish, and STEAM (including “Flex” classrooms).



Capacity Methodology: Loading Levels

Elementary Schools

- To calculate elementary school capacity, loading levels are applied to existing and potential grade level classrooms.
- GPS uses the following class sizes when determining staffing:
 - Kindergarten: **Up to 18 per CR ***
 - Grades 1 & 2: **Up to 20 per CR**
 - Grades 3, 4, & 5: **Up to 23 per CR**
- Districtwide PRIDE program at Nayaug: **8 students per CR.**

** Can go up to 20, but will push paraprofessionals into these classrooms.*



Capacity Methodology

Elementary Schools

- Capacity of the buildings should reflect the district's educational programs, operations, and staffing policies.
- Capacity changes over time as educational programs and policies evolve.
- Based on the district's staffing policies, a loading level of 21 students per classroom was used, which aligns with the average of the class size targets for all grades.
- Loading levels were applied to existing K-5 classrooms as well as "flex" classrooms that could be used for grade level instruction, should enrollment warrant.
 - 2 flex classrooms identified at Nayaug and 1 flex classroom identified at Naubuc. These rooms could be utilized for K-5 instruction while still meeting the desired elementary educational program.
 - "Flex" rooms rarely, if ever, goes unutilized, and are often used for support services when not needed for K-5 instruction.



Capacity Methodology

- **“Maximum Capacity”** is not achievable in districts that group by neighborhood since students don’t come evenly distributed across all grades. Typically, these schools can achieve 85% to 90% of the maximum capacity. In addition, it is important to factor in headroom in each classroom to accommodate enrollment bubbles and enrollment growth that may occur throughout the school year.
- For GPS, we recommend using a 90% efficiency factor, recognizing that the district’s class size targets are well below the contract maximums.
- In our experience the **“Planning Capacity”** should reflect **operational best practices** as opposed to the “maximum” number of students that can fit in a building. Note that a school that operates at 100% of the Planning Capacity is **NOT** overcrowded but rather operating efficiently from a class-size and staffing standpoint. The Planning Capacity also accounts for the placement of districtwide self-contained programs.
- **100% to 110% Utilization:** Potential for some operational impacts (larger class sizes, less resilience to “bubbles,” programs temporarily moved to carts, etc.).
- **Greater than 110% Utilization:** Overcrowded conditions resulting in operational impacts. School will be challenged to meet space needs of district’s educational program requirements



Elementary Capacity

School	Total CRs	Existing K-5 CRs (2024-25)	Flex CRs (could be used for K-5 instruction)	Existing CRs + Flex CRs (used to calculate capacity)	Districtwide Special Programs	Other Full-Size CRs ¹ (Does not count towards capacity)	Planning Capacity (90% Efficiency)	Enrollment (2024-25)	Utilization (2024-25)
Buttonball Lane	29	25	0	25	0	4	473	461	97%
Hebron Avenue	28	24	0	24	0	4	454	458	101%
Hopewell	28	24	0	24	0	4	454	565	124%
Naubuc	31	24	1	25	0	6	473	441	93%
Nayaug	38	28	2	30	2	6	583	533	91%
Total	154	125	3	128	2	24	2,437	2,458	101%

1. Includes art, music, resource, support services, STEM, and other full-sized spaces

Enrollment for Hopewell School includes 5th graders currently placed at GWS

- Overall elementary enrollment at 101% of the Planning Capacity as of 2024-25.
- Buttonball Lane (97%) and Hebron Avenue (101%) operating at or near 100% of the Planning Capacity.
- Enrollment at Hopewell (including 5th graders) exceeds the Planning Capacity at 124%. Shifting 5th graders from Hopewell to GWS reduced the Hopewell enrollment to 459 K-4 students, which is 101% of the Planning Capacity.
- Naubuc (93%) and Nayaug (91%) are operating slightly below the Planning Capacity.



Elementary Utilization

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	1st Five Year Avg	Planning Capacity
Buttonball Lane	97%	99%	100%	102%	101%	100%	97%	98%	97%	96%	95%	100%	473
Hebron Avenue	101%	101%	103%	103%	101%	103%	104%	105%	104%	102%	102%	102%	454
Hopewell	124%	124%	123%	129%	131%	133%	132%	134%	132%	130%	128%	128%	454
Naubuc	93%	91%	92%	92%	93%	93%	93%	94%	93%	93%	92%	92%	473
Nayaug	91%	92%	93%	96%	94%	94%	95%	95%	94%	93%	92%	94%	583
Total	101%	101%	101%	104%	103%	104%	104%	105%	103%	102%	101%	103%	2437

100% to 110% Utilization:
 Potential for some operational impacts (larger class sizes, less resilience to “bubbles,” programs moved to carts, etc.)

Greater than 110% Utilization:
 Overcrowded conditions resulting in operational impacts. School will be challenged to meet space needs of district’s educational program requirements

- **Overall elementary utilization is projected to increase slightly, peaking at 105% in the 2031-32 school year.**
- Over the next five years:
 - Buttonball Lane is projected to operate at 100% utilization while Hebron Avenue is projected to operate at 102% utilization.
 - Hopewell (including 5th grade enrollment) will average 128% utilization
 - Naubuc and Nayaug are projected to operate efficiently at 92% and 94% utilization, respectively.

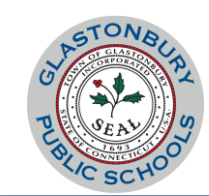
Glastonbury Public Schools



Elementary Utilization

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	1st Five Year Avg	Planning Capacity
Buttonball Lane	12	6	0	(11)	(3)	0	12	10	13	18	23	(2)	473
Hebron Avenue	(4)	(6)	(14)	(14)	(6)	(13)	(18)	(22)	(16)	(11)	(7)	(11)	454
Hopewell	(111)	(108)	(104)	(130)	(142)	(148)	(147)	(154)	(147)	(135)	(129)	(126)	454
Naubuc	32	42	40	40	33	35	31	27	31	35	40	38	473
Nayaug	50	47	42	22	37	35	29	27	34	40	47	37	583
Total	-21	-19	-36	-93	-81	-91	-93	-112	-85	-53	-26	-64	2437

- Overall, the district is anticipated to operate at a modest seat deficit compared to ideal operating conditions, averaging -64 seats over the next five years.
- Most of the seat deficit is at Hopewell, which averages a deficit of -126 annually over the next five years and is anticipated to grow to over -150 seats by 2031-32.
- Buttonball Lane (-2) and Hebron Avenue (-11) are anticipated to see modest seat deficits over the next five years.
- Naubuc and Nayaug are projected to experience modest seat surpluses of +38 and +37 students, respectively.



Takeaways: Elementary Schools

- Overall elementary utilization is projected remain slightly above the Planning Capacity, averaging 103% over the next five years.
- Hopewell is projected to operate at 128% of the Planning Capacity over the next five years – it is anticipated that 5th grade will need to remain at Gideon Welles under the Status Quo scenario.
- Buttonball Lane is projected to operate at 100% utilization while Hebron Avenue is projected to operate at 102% utilization. While these schools are efficiently utilized, there is the potential for some operational impacts such as larger class sizes, and the potential need to move programs to carts if an enrollment bubble enters.
- Naubuc and Nayaug are projected to be efficiently utilized at 92% and 94%, respectively over the next five years.
- Future Planning Phase should address elementary capacity concerns (particularly at Hopewell) while also providing flexibility for future programming and educational opportunities at the other schools.

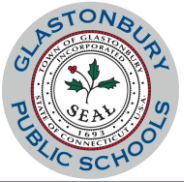


Full-Size Classroom Inventory

Gideon Welles School

- Currently operates under a 4-team per grade model, with teams consisting of English, Language Arts, Science, Math, Social Studies, and World Language, totaling 25 classrooms.
- Specials include art, music, and the language lab.
- Eight full-sized classrooms currently used to support 5th grade (5 instructional, 3 support).
- Two open classrooms not currently used for instruction.
- Five additional classrooms used for 6th grade resource and support services. These rooms could be further consolidated if warranted.

Full-Size Classroom Inventory	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1
Flex Classrooms (Includes 5th Grade)	
Open Classrooms	2
5th Grade Instruction	5
5th Grade Support	3
Special Education and Support	
Resource	2
Reading	1
CHIME	1
Tutors	1
Total Full-Size Classrooms	45



Capacity Methodology

Gideon Welles School

- Unlike elementary schools, middle school capacity driven by both the number of classrooms and by schedule.
- Used a class-size target of 23 students per classroom.
- Applied an efficiency/scheduling factor of 71% to account for rooms being used 5 out of 7 periods per day.
- Capacity was based on grade level subject classrooms, specials (art, music, labs), "flex" classrooms, and full-sized classrooms currently being used for 5th grade. These classrooms were multiplied by a loading level of 23 students per classroom and the 71% efficiency/scheduling factor.



GWS Capacity

- **Capacity for Gideon Welles School is 653 students.**
- Current 6th grade enrollment of 445 students, resulting in an overall utilization of 68%, with a seat surplus of 208 seats.
- Addition of 5th graders from Hopewell for 2024-25 increases overall enrollment by 107 students and utilizes just over half of available seat surplus.

GWS School Capacity	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1
Flex Classrooms (Includes 5th Grade)	
Open Classrooms	2
5th Grade Instruction	5
5th Grade Support	3
Planning Capacity	653
6th Grade Enrollment (2024-25) ¹	445
Utilization (2024-25) ¹	68%

1. Excludes 5th graders from Hopewell



GWS Utilization

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

Projected Seat Surplus with 5th Grade Swing Space			
with Hopewell 5th Grade		w/ Hopewell & Buttonball 5th Grade	
School Year	Seat Surplus	School Year	Seat Surplus
2024-25	101	2024-25	32
2025-26	102	2025-26	24
2026-27	111	2026-27	36
2027-28	131	2027-28	40
2028-29	66	2028-29	(13)
2029-30	113	2029-30	23
2030-31	102	2030-31	27
2031-32	107	2031-32	24
2032-33	59	2032-33	(25)
2033-34	54	2033-34	(30)
2034-35	70	2034-35	(6)

- Utilization is projected to average 69% over the next five years. Some variability year-to-year depending on size of cohort. Peak of 75% utilization projected in 2028-29, corresponding with large cohort currently in 2nd grade.
- GPS has indicated that a 5th team would be needed if enrollment were to reach 460 to 480 students. Enrollment projections indicate that GWS will remain below this level for each of the next five years, except for the “bubble” class entering in 2028-29. After decreasing from 2029-30 to 2031-32, enrollment will increase to 480 students or greater beginning in 2032-33.
- GWS is anticipated to maintain a seat surplus of at least +160 seats over the next decade. GWS could serve as swing space for up to two elementary schools through 2027-28. Should a 5th team be needed, GWS would likely only be able to serve as swing space for one elementary school.



Takeaways: Gideon Welles School

- Based on projected 6th grade enrollment, overall utilization is projected to average 69% over the next five years, peaking at 75% in 2028-29.
- In 2028-29, GWS enrollment is projected to grow to 489 students, which may require an additional team. Although enrollment will drop below the threshold for the next three years, it will once again exceed 460 students beginning in 2032-33.
- Seat surplus is projected to average +205 seats over the next five years. This seat surplus can be used to provide “swing space” for the elementary schools.
 - It is anticipated that up to two elementary schools could use this swing space through 2027-28.
 - Beginning in 2028-29, enrollment increases and a fifth team may be needed. This limits the ability of the building to serve as swing space for more than one elementary school.



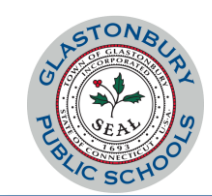
Full-Size Classroom Inventory

Programs at Eastbury

- Building contains a range of specialized programs.
- LINKS (11 CRs) provides alternative special education programs for students in grades K-12. Currently 5 elementary, 1 middle school, 3 high school, and 2 intensive classrooms with a program enrollment of about 75 students. Enrollment is fluid and typically grows throughout the year.
- Early Learning Center (5 CRs) provides childcare for children ages 6 weeks to 4 years old, primarily to GPS employees.
- Pre-K (4 CRs) for the state-mandated integrated pre-school program with current enrollment of 86 students.
- 1 Glastonbury Transition Academy CR serving students ages 18 to 22, with 17 students currently enrolled.
- Pupil Services Department (districtwide office) occupies office suite in the building.

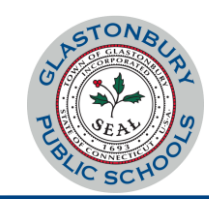
Full-Size Classroom Inventory	Number
LINKS	11
Early Learning Center (ELC)	5
Pre-K	4
Glastonbury Transition Academy (GTA)	1
Support Services	1
Future Modulars	4
Total (without Modulars)	22
Total (with Modulars)	26

Note: Four modulars plan to be added which will facilitate the expansion of LINKS, relocation of a second GTA classroom out of the BOE administrative offices, and provide additional space for support services.



Takeaways: Programs at Eastbury

- Addition of four modulars classrooms in 2025 will address immediate space needs, particularly for the LINKS program.
- Lack of space to grow state-mandated Pre-K program without displacing other programs.
 - Enrollment in this program has grown from 38 students in 2014-15 to 86 students in 2024-25.
- As part of future Planning Phase, district should evaluate potential relocation of some programs out of Eastbury.
 - Pupil Services Offices (Districtwide office)
 - Pre-K (need space for future program expansion)
 - ELC



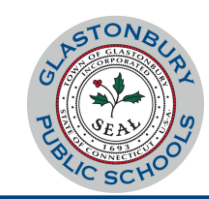
Appendix A

Low, Medium & High Districtwide Projections



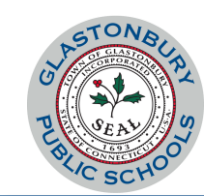
Appendix: Districtwide Projections Low

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12 Total	K-12 Total	K-5 Total	6th Total	7-8 Total	9-12 Total
2024-25	2019	262	380	382	446	400	440	433	453	445	439	414	450	438	487	86	5,693	5,607	2,481	453	884	1,789
2025-26	2020	269	364	396	391	459	406	446	445	453	446	434	412	442	451	86	5,631	5,545	2,462	445	899	1,739
2026-27	2021	315	400	380	405	403	466	411	458	445	454	441	432	404	455	86	5,640	5,554	2,465	458	899	1,732
2027-28	2022	330	406	417	389	417	409	472	422	458	446	449	439	424	416	86	5,650	5,564	2,510	422	904	1,728
2028-29	2023	316	401	424	427	401	424	414	485	422	459	441	447	431	437	86	5,699	5,613	2,491	485	881	1,756
2029-30	2024	260	365	418	434	440	407	430	425	485	423	454	439	439	444	86	5,689	5,603	2,494	425	908	1,776
2030-31	2025	272	370	381	428	447	447	412	442	425	486	418	452	431	452	86	5,677	5,591	2,485	442	911	1,753
2031-32	2026	272	370	386	390	441	454	453	423	442	426	481	416	444	444	86	5,656	5,570	2,494	423	868	1,785
2032-33	2027	271	370	386	395	402	448	460	466	423	443	421	479	408	458	86	5,645	5,559	2,461	466	866	1,766
2033-34	2028	271	370	386	395	407	408	454	473	466	424	438	419	470	420	86	5,616	5,530	2,420	473	890	1,747
2034-35	2029	270	369	386	395	407	414	413	467	473	467	419	436	411	484	86	5,627	5,541	2,384	467	940	1,750



Appendix: Districtwide Projections Medium

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12 Total	K-12 Total	K-5 Total	6th Total	7-8 Total	9-12 Total
2024-25	2019	262	380	382	446	400	440	433	453	445	439	414	450	438	487	86	5,693	5,607	2,481	453	884	1,789
2025-26	2020	269	367	399	393	462	409	449	448	456	449	437	414	444	454	86	5,667	5,581	2,479	448	905	1,749
2026-27	2021	315	404	385	411	407	472	417	464	451	460	447	437	409	460	86	5,710	5,624	2,496	464	911	1,753
2027-28	2022	330	410	424	396	426	416	481	431	467	455	458	447	432	424	86	5,753	5,667	2,553	431	922	1,761
2028-29	2023	316	405	430	437	410	435	424	497	434	471	453	458	441	448	86	5,829	5,743	2,541	497	905	1,800
2029-30	2024	260	368	425	443	453	419	443	438	500	438	469	453	452	457	86	5,844	5,758	2,551	438	938	1,831
2030-31	2025	286	380	386	438	459	463	427	458	441	504	436	469	447	469	86	5,863	5,777	2,553	458	945	1,821
2031-32	2026	287	381	399	397	454	469	472	441	461	445	501	436	463	463	86	5,868	5,782	2,572	441	906	1,863
2032-33	2027	289	381	400	411	411	464	478	488	444	465	443	502	431	480	86	5,884	5,798	2,545	488	909	1,856
2033-34	2028	291	382	400	412	426	420	473	494	491	448	463	443	496	447	86	5,881	5,795	2,513	494	939	1,849
2034-35	2029	292	383	401	412	427	435	428	489	497	495	446	463	437	514	86	5,913	5,827	2,486	489	992	1,860



Appendix: Districtwide Projections High

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12 Total	K-12 Total	K-5 Total	6th Total	7-8 Total	9-12 Total
2024-25	2019	262	380	382	446	400	440	433	453	445	439	414	450	438	487	86	5,693	5,607	2,481	453	884	1,789
2025-26	2020	269	371	401	396	465	411	451	450	458	452	439	417	447	457	86	5,701	5,615	2,495	450	910	1,760
2026-27	2021	315	408	392	415	413	478	421	469	455	465	452	442	414	466	86	5,776	5,690	2,527	469	920	1,774
2027-28	2022	330	414	431	406	432	425	490	438	475	462	465	455	439	432	86	5,850	5,764	2,598	438	937	1,791
2028-29	2023	316	409	437	446	423	444	436	510	443	482	462	468	452	458	86	5,956	5,870	2,595	510	925	1,840
2029-30	2024	260	372	432	453	465	435	455	453	516	450	482	465	465	471	86	6,000	5,914	2,612	453	966	1,883
2030-31	2025	299	390	393	447	472	478	446	473	458	524	450	485	462	485	86	6,049	5,963	2,626	473	982	1,882
2031-32	2026	302	391	412	407	466	485	490	464	479	465	524	453	482	482	86	6,086	6,000	2,651	464	944	1,941
2032-33	2027	306	393	413	427	424	479	497	510	470	486	465	528	450	503	86	6,131	6,045	2,633	510	956	1,946
2033-34	2028	310	394	415	428	445	436	491	517	516	477	486	468	525	469	86	6,153	6,067	2,609	517	993	1,948
2034-35	2029	313	396	416	430	446	458	447	511	523	524	477	489	465	548	86	6,216	6,130	2,593	511	1,047	1,979



Appendix B: Individual ES Projections



Appendix: Individual ES Projections (Medium)

Glastonbury Public Schools Elementary School Enrollment Projections 2025-26							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	69	85	75	86	74	78	467
Hebron Avenue	66	68	66	90	90	80	460
Hopewell	85	97	89	94	86	111	562
Naubuc	65	63	69	72	80	82	431
Nayaug	82	85	88	114	75	92	536
Special Programs	0	1	6	6	4	6	23
TOTAL	367	399	393	462	409	449	2479

Glastonbury Public Schools Elementary School Enrollment Projections 2028-29							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	76	80	79	72	90	79	476
Hebron Avenue	73	80	79	77	76	75	460
Hopewell	93	99	102	96	108	98	596
Naubuc	72	73	75	71	71	78	440
Nayaug	91	97	96	88	86	88	546
Special Programs	0	1	6	6	4	6	23
TOTAL	405	430	437	410	435	424	2541

Glastonbury Public Schools Elementary School Enrollment Projections 2031-32							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	72	74	72	79	83	83	463
Hebron Avenue	69	74	72	84	88	89	476
Hopewell	87	93	94	108	113	113	608
Naubuc	68	67	67	79	82	83	446
Nayaug	85	90	86	98	99	98	556
Special Programs	0	1	6	6	4	6	23
TOTAL	381	399	397	454	469	472	2572

Glastonbury Public Schools Elementary School Enrollment Projections 2034-35							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	72	74	75	75	78	76	450
Hebron Avenue	69	74	75	80	83	80	461
Hopewell	88	94	95	100	104	102	583
Naubuc	68	68	71	75	75	76	433
Nayaug	86	90	90	91	91	88	536
Special Programs	0	1	6	6	4	6	23
TOTAL	383	401	412	427	435	428	2486

Glastonbury Public Schools Elementary School Enrollment Projections 2026-27							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	76	72	85	75	90	75	473
Hebron Avenue	73	72	69	70	94	90	468
Hopewell	92	89	100	94	97	86	558
Naubuc	72	65	66	73	73	84	433
Nayaug	91	86	85	89	114	76	541
Special Programs	0	1	6	6	4	6	23
TOTAL	404	385	411	407	472	417	2496

Glastonbury Public Schools Elementary School Enrollment Projections 2029-30							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	70	79	80	79	75	90	473
Hebron Avenue	66	78	81	84	81	77	467
Hopewell	85	99	102	107	99	110	602
Naubuc	65	72	76	79	72	74	438
Nayaug	82	96	98	98	88	86	548
Special Programs	0	1	6	6	4	6	23
TOTAL	368	425	443	453	419	443	2551

Glastonbury Public Schools Elementary School Enrollment Projections 2032-33							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	72	74	75	72	83	84	460
Hebron Avenue	68	74	75	76	87	90	470
Hopewell	89	94	95	98	111	114	601
Naubuc	67	68	70	71	81	85	442
Nayaug	85	89	90	88	98	99	549
Special Programs	0	1	6	6	4	6	23
TOTAL	381	400	411	411	464	478	2545

Glastonbury Public Schools Elementary School Enrollment Projections 2027-28							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	77	79	72	86	79	91	484
Hebron Avenue	74	78	73	73	74	96	468
Hopewell	94	99	92	104	96	99	584
Naubuc	73	72	67	70	75	76	433
Nayaug	92	95	86	87	88	113	561
Special Programs	0	1	6	6	4	6	23
TOTAL	410	424	396	426	416	481	2553

Glastonbury Public Schools Elementary School Enrollment Projections 2030-31							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	72	72	79	80	83	75	461
Hebron Avenue	68	71	79	85	87	82	472
Hopewell	88	91	102	108	111	101	601
Naubuc	67	65	75	80	80	75	442
Nayaug	85	86	97	100	98	88	554
Special Programs	0	1	6	6	4	6	23
TOTAL	380	386	438	459	463	427	2553

Glastonbury Public Schools Elementary School Enrollment Projections 2033-34							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	71	75	75	75	75	84	455
Hebron Avenue	69	74	75	79	79	89	465
Hopewell	88	92	95	100	101	113	589
Naubuc	68	68	71	74	73	84	438
Nayaug	86	90	90	92	88	97	543
Special Programs	0	1	6	6	4	6	23
TOTAL	382	400	412	426	420	473	2513

Special program enrollment includes out of district placements and was held constant at 2024-25 levels.



Appendix C: Floorplan Markups



Buttonball Lane

- K-5 Instruction
- Support Services
- Special Education
- Library / Media Center
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic





Hebron Avenue

- K-5 Instruction
- Support Services
- Special Education
- Library / Media Center
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic





Hopewell

- K-5 Instruction
- Support Services
- Special Education
- Library / Media Center
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic

Note room 16 is a full-sized classroom that has been subdivided into two smaller spaces with a partition wall



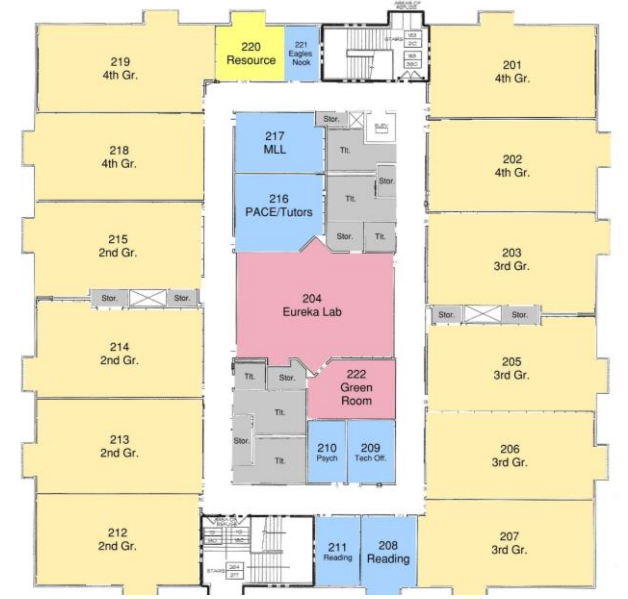


Naubuc

- K-5 Instruction
- Support Services
- Special Education
- Library / Media Center / STEAM
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic



First Floor



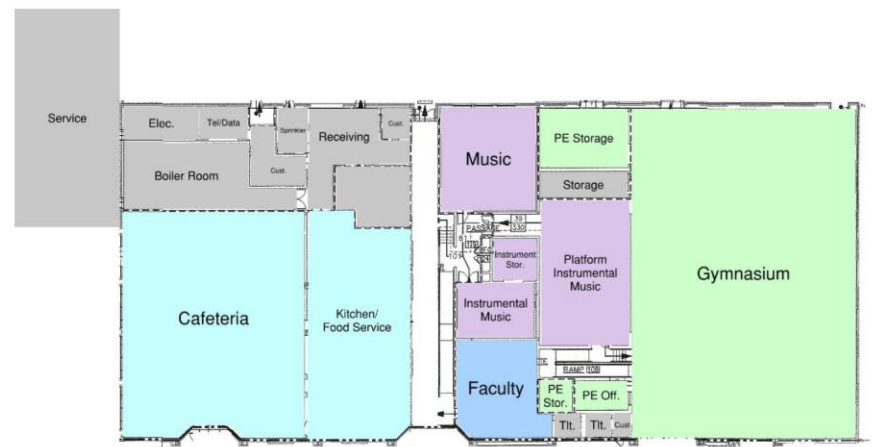
Second Floor



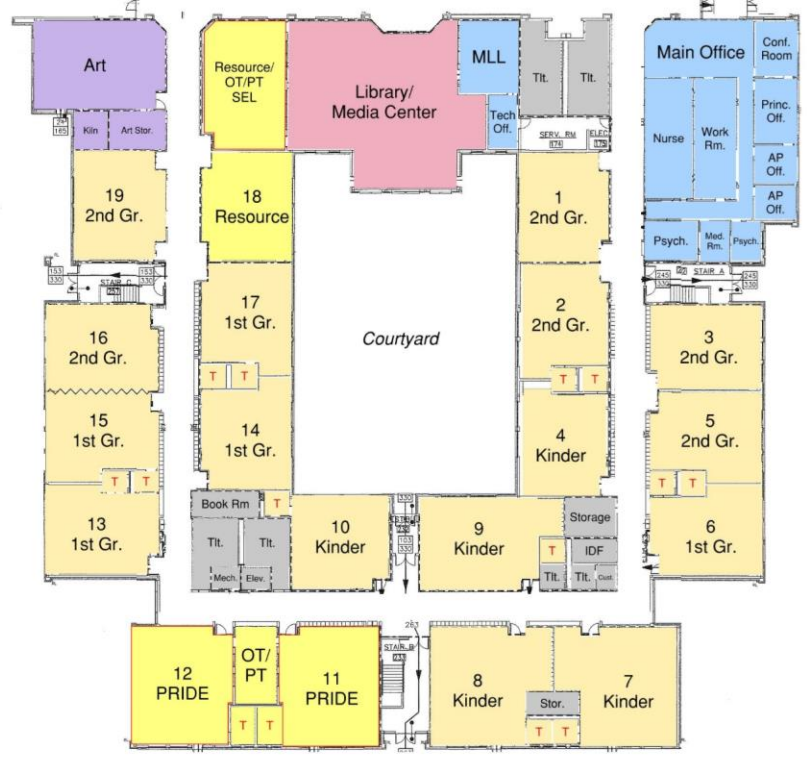
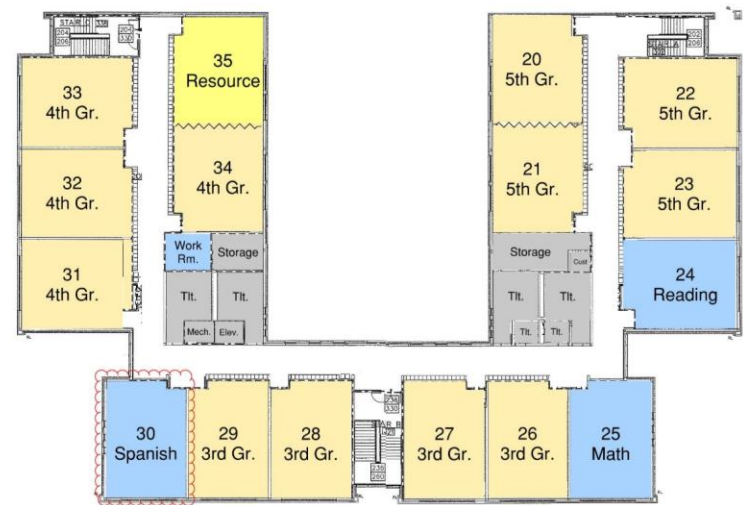
Nayaug

- K-5 Instruction
- Support Services
- Special Education
- Library / Media Center
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic

First Floor



Second Floor





Gideon Welles First Floor

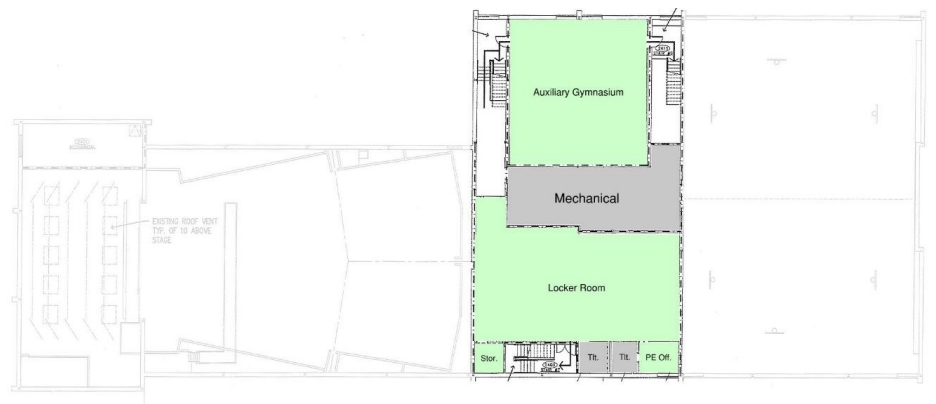
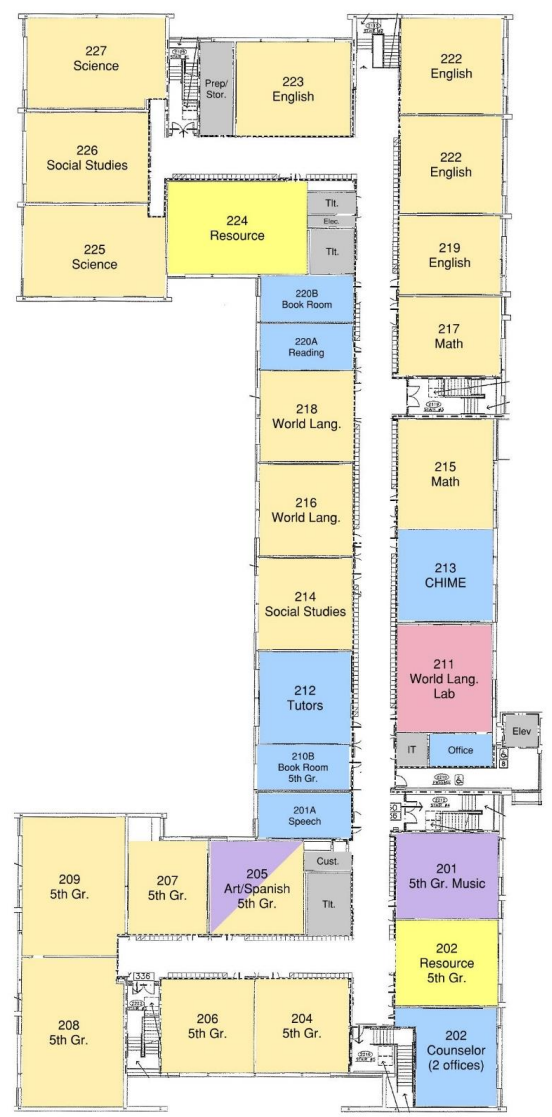
- Core Subject Instruction
- Support Services
- Special Education
- Library / Media Center / Labs
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic





Gideon Welles Second Floor

- Core Subject Instruction
- Support Services
- Special Education
- Library / Media Center / Labs
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic

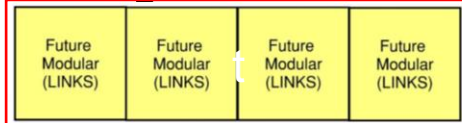


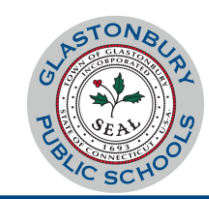


Programs at Eastbury

Four future modular classrooms are anticipated to be added in 2025

- LINKS
- Early Learning Center (ELC)
- Pre-K
- Glastonbury Transition Academy (GTA)
- Support Services
- Cafeteria / Food Service
- Gymnasium
- Non-Academic





Glastonbury Public Schools

Elementary Facilities Plan

Phase 2 Kickoff Meeting

February 28, 2025



Project Team



with assistance from:



Project
Leaders

Purpose of Phase 2:

Identify a preferred scenario(s) for more focused study

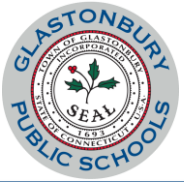


Review of Phase 2 Scope of Work

School Site Analysis

Goal: Identify any Town-owned land that could support new construction. Assess ability of existing school sites to accommodate building additions.

- Townwide parcel assessment relative to state school site guidelines (new sites).
- Desktop analysis of existing Elementary schools, Eastbury, Gideon Welles School, and GEHMS sites.
 - Wetlands, flood zones, topography, zoning, utility availability, etc.
- Core space analysis (gym, cafeteria) – can existing facilities support more students?



Review of Phase 2 Scope of Work

Master Planning

Goal: Assess the pros and cons of different scenarios. Identify a preferred long-term plan and short-term strategies that align with long-term vision.

- Potential options include status quo, temporary solutions (modulars, 5th grade relocation), additions, new construction, acquisition of facilities, and grade configurations.
- Initial high-level assessment to narrow range of options
- More detailed assessment once options are narrowed
 - Enrollment projections, redistricting considerations, etc.
 - High level budgeting, constructability, and timeline assessment.



Discussion of Potential Goals/Criteria

- Address capacity issues at the elementary schools.
 - Explore short-term (0-4 years) and longer-term (5+ year) solutions.
- Provide adequate space in the elementary schools to support educational program, desired loading levels, and provide flexibility for future educational programs.
 - Consider programmatic modernization options
- Maintain a consistent grade configuration across all elementary schools.
- Provide space for program expansion and assess program relocation opportunities (ELC, Pre-K, LINKS, etc.).
- Consider racial and socioeconomic balance
- Consider capital costs

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



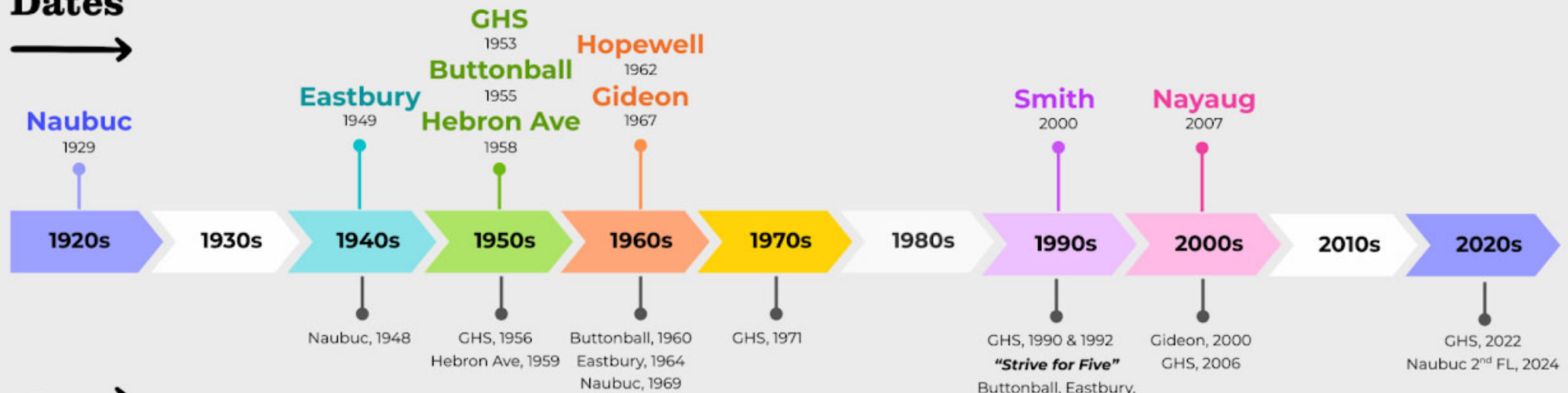
The Facilities Committee has been meeting throughout the year to address short and long-term needs for Glastonbury Public Schools with the eventual goal to create a successor 10-Year Facilities Plan when our current plan expires in 2027



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



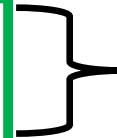
Adds temporary space

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 Elementary Facilities Planning

Comparison of 3 Long-Term Solution Scenarios

Make GEHMS a GPS Elementary School

- Fall 2032 Opening—no grant application or referendum required. Provides flexibility for possible enrollment fluctuation.
- Maintains K-5 grade configuration.
- Flexibility for short-term decision making.
- Balanced use across all K-5 schools.
- No major capital costs anticipated.
- Increased operating costs for an additional elementary school.
- Greatest redistricting impact.

Add on to Buttonball and Hebron Avenue

- Fall 2032 Opening is dependent on successful grant application (*due June 2029*) and referendum (*November 2029*).
- Maintains K-5 grade configuration.
- May need to pair with short-term GWS modulars.
- Some K-5 school use will approach 100%.
- Significant capital costs.
Total: \$22.4M to \$29.6M.
District Share: \$15M to \$19.5M.
- Potential for limited increase to operating costs.
- Moderate redistricting impact.

Add on to GWS to make it a grade 5-6 school

- Fall 2032 Opening is dependent on successful grant application (*due June 2028*) and referendum (*November 2028*).
- Switch to a K-4 / 5-6 grade configuration.
- If adding GWS modulars, they cannot interfere with construction.
- Balanced use across all K-5 schools.
- Most expensive capital costs.
Total: \$28.1M to \$45.3M.
District Share: \$19.3M to \$31.2M. Cost does not include renovations to existing GWS spaces.
- Potential for limited increase to operating costs.
- Lowest redistricting impact.

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

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Title of Report: FY2025-2026 Education Budget Fall Revisions

Board Meeting Date: November 10, 2025

Action: X Report: Information: Discussion:

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Overview of Budget Revisions: As we do each year, below you will find the FY2025-2026 Fall Revisions for the Educational Budget for your review and approval. The budget revisions focused on salary accounts as they were adjusted to reflect salaries of staff members. Liability Insurance accounts were also adjusted after the bills were paid to reflect actual costs.

Some of the line items that have been impacted in addition to the salary accounts include reductions and increases to the following accounts:

- Program 2200 Utilities – Power increased to reflect projected costs. Telecom Repair/Maintenance was increased to fund an essential update to the phone system
- Program 3400 Fringe Benefits/Substitutes – Classified Retirement was decreased due to a lump sum contribution made by the town. Workers Compensation adjusted for the unfunded amount by the town for savings to the BOE budget for liability insurances.
- Program 3600 – Technology Support – Using fewer outside consultants

Submitted By: Karen Bonfiglio

Reviewed By: Alan B. Bookman

2025 – 2026

***BOARD OF EDUCATION
APPROVED BUDGET***

Fall Revised

November 10, 2025

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

PROGRAM 0200: ART

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	0.80 *	0.80 *	0.80 *	0.80 *
TEACHERS	14.20	13.20	13.20	11.60
SALARIES				
ADMINISTRATIVE	117,123	122,944	128,951	128,951
TEACHERS	1,329,115	1,277,203	1,366,182	1,186,208
FIELD TRIPS	326	101	500	500
SUBTOTAL	1,446,564	1,400,248	1,495,633	1,315,659
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	47,320	30,726	50,000	50,000
OTHER				
DUES/FEES	1,895	565	2,000	2,000
TOTAL	1,495,779	1,431,539	1,547,633	1,367,659

* DIRECTOR TEACHES .20

PROGRAM 0300: ELEMENTARY EDUCATION K - 6

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	1.80	1.80	0.00 *	0.00 *
TEACHERS	151.00	155.00	157.00	157.00

SALARIES

ADMINISTRATIVE	299,803	307,537	0 *	0 *
TEACHERS	15,019,261	15,623,857	16,596,117	16,267,353
PARAEDUCATORS, P-T, SCIENCE	24,736	26,347	26,330	27,116
IN-CLASS TUTORS/PARAS	90,234	91,946	120,226	120,226
SUMMER SCHOOL (AE)	18,821	28,088	20,000	23,616
LANG.ARTS/MATH -TUTORS/PARAS	699,037	671,540	785,764	785,764
DRIVERS/EARLY LITERACY PROGRAM (NA)	799	0	3,000	251
FIELD TRIPS	13,482	18,440	15,000	15,000
SUBTOTAL	16,166,173	16,767,755	17,566,437	17,239,326

PURCHASED SERVICES

EXPLORING THE ARTS (GW)	9,445	9,428	9,500	9,500
MAGNET SCHOOL	0	(128,065)	(125,000)	(125,000)
SUBTOTAL	9,445	(118,638)	(115,500)	(115,500)

SUPPLIES/MATERIALS

INSTRUCTIONAL MATERIALS	384,109	416,354	333,106	333,106
TECHNOLOGY - SOFTWARE	14,317	10,625	15,000	15,000
SUBTOTAL	398,426	426,979	348,106	348,106

OTHER

DUES/FEES	9,713	11,290	10,000	10,000
TOTAL	16,583,757	17,087,386	17,809,043	17,481,932

* POSITION/FUNDING REALLOCATED TO SUBJECT-AREA PROGRAMS

PROGRAM 0400: ENGLISH 7-12/LANGUAGE ARTS K-12

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	1.50	1.50	2.00 *	2.00 *
TEACHERS (ENGLISH)	26.00	25.00	25.00	25.00
TEACHERS (READING)	13.00	12.00	12.00	12.00
SALARIES				
ADMINISTRATIVE	233,067	263,642	358,552 *	358,552 *
TEACHERS (ENGLISH)	2,833,901	2,742,314	2,846,870	2,797,088
TEACHER (READING)	1,438,970	1,351,196	1,394,300	1,385,074
TUTORS	15,247	25,107	33,696	33,696
FIELD TRIPS (ENGLISH)	23	321	300	300
SUBTOTAL	4,521,209	4,382,580	4,633,718	4,574,710
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS (ENGLISH)	5,117	3,766	4,000	4,000
INSTRUCTIONAL MATERIALS (READING)	1,738	1,056	1,500	1,500
TESTING MATERIALS (READING)	2,120	2,145	4,000	4,000
TECHNOLOGY SOFTWARE (ENGLISH)	7,774	19,989	21,170	21,170
SUBTOTAL	16,749	26,956	30,670	30,670
OTHER				
DUES & FEES	277	548	500	500
TOTAL	4,538,235	4,410,084	4,664,888	4,605,880

* POSITION/FUNDING REALLOCATED FROM ELEMENTARY EDUCATION

PROGRAM 0500: MATHEMATICS 7-12

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	0.60	0.60	1.00 *	1.00 *
TEACHERS	27.20	27.20	28.20	28.20
SALARIES				
ADMINISTRATIVE	103,389	105,457	179,276 *	179,276 *
TEACHERS	2,795,461	2,870,811	3,092,671	3,071,652
TUTORS	53,636	52,166	33,696	33,696
MATH LAB SUPV.	4,500	4,500	4,500	4,500
FIELD TRIPS	154	191	200	200
SUBTOTAL	2,957,141	3,033,124	3,310,343	3,289,324
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	8,766	5,027	8,000	8,000
TECHNOLOGY - SOFTWARE	11,044	7,501	13,000	13,000
SUBTOTAL	19,810	12,528	21,000	21,000
OTHER				
DUES/FEES	2,449	2,465	3,000	3,000
TOTAL	2,979,399	3,048,117	3,334,343	3,313,324

* POSITION/FUNDING REALLOCATED FROM ELEMENTARY EDUCATION

PROGRAM 0600: SCIENCE 7-12

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	0.50	0.50	1.00 *	1.00 *
TEACHERS	31.00	31.00	31.00	31.00
PARAEDUCATORS	3.00	3.00	3.00	3.00
SALARIES				
ADMINISTRATIVE	86,157	87,881	179,276 *	179,276 *
TEACHERS	3,424,133	3,409,160	3,568,019	3,534,762
PARAEDUCATORS	93,876	81,231	86,894	89,641
FIELD TRIPS	2,314	2,535	3,000	3,000
TUTOR CREST LAB	24,856	22,541	33,696	33,696
SUBTOTAL	3,631,335	3,603,348	3,870,885	3,840,375
PURCHASED SERVICES				
TRANSPORTATION/MENTOR PROGRAM	7,960	13,532	20,000	20,000
PRINTING	1,586	1,425	2,000	2,000
SUBTOTAL	9,546	14,957	22,000	22,000
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	54,603	64,517	70,000	70,000
TECHNOLOGY SOFTWARE	6,736	6,136	12,000	12,000
SUBTOTAL	61,338	70,653	82,000	82,000
OTHER				
DUES/FEES	2,200	1,858	3,000	3,000
TOTAL	3,704,420	3,690,816	3,977,885	3,947,375

* POSITION/FUNDING REALLOCATED FROM ELEMENTARY EDUCATION

PROGRAM 0700: HISTORY & SOCIAL SCIENCE 7-12

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	0.60	0.60	1.00 *	1.00 *
TEACHERS	22.00	22.00	22.00	22.00

SALARIES

ADMINISTRATIVE	87,842	92,208	161,189 *	161,189 *
TEACHERS	2,409,041	2,296,509	2,443,424	2,462,352
FIELD TRIPS	361	0	2,000	2,000
SUBTOTAL	2,497,244	2,388,717	2,606,613	2,625,541

PURCHASED SERVICES

RESOURCE SPEAKERS	775	900	1,500	1,500
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SUPPLIES/MATERIALS

INSTRUCTIONAL MATERIALS	7,891	6,626	8,000	8,000
TECHNOLOGY SOFTWARE	13,476	13,929	14,000	14,000
SUBTOTAL	21,367	20,554	22,000	22,000

OTHER

DUES/FEES	0	82	2,000	2,000
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TOTAL	2,519,387	2,410,253	2,632,113	2,651,041
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* POSITION/FUNDING REALLOCATED FROM ELEMENTARY EDUCATION

PROGRAM 0900: CAREER & TECHNICAL EDUCATION

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	0.90	0.90	0.90	0.90
TEACHERS	17.00	17.00	17.00	17.00
SALARIES				
ADMINISTRATIVE	155,084	158,185	161,348	161,348
TEACHERS	1,619,615	1,714,915	1,798,519	1,802,460
TRANSPORT/TECHNICAL SCHOOLS	30,328	25,673	35,823	35,823
FIELD TRIPS	542	79	1,000	1,000
SUBTOTAL	1,805,569	1,898,852	1,996,690	2,000,631
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	130,208	143,044	147,597	147,597
TECHNOLOGY SOFTWARE	13,583	11,101	16,158	16,158
SUBTOTAL	143,791	154,145	163,755	163,755
OTHER				
DUES/FEES	100	915	1,000	1,000
TOTAL	1,949,460	2,053,912	2,161,445	2,165,386

PROGRAM 1000: COMMUNITY SERVICES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
CUSTODIANS	2.50	2.50	2.50	2.50
SECRETARIAL	0.75	0.75	0.75	0.75

SALARIES

CUSTODIAL, HIGH SCHOOL	147,650	152,000	153,950	152,900
SECRETARIAL	42,667	32,480	43,836	42,806
PART-TIME/OVER-TIME, SYSTEMWIDE	141,817	156,938	188,069	188,069
AUDIO-VISUAL SERVICES	28,867	31,911	31,232	31,232
SUBTOTAL	361,001	373,328	417,087	415,007

SUPPLIES/MATERIALS

SUPPLIES	12,664	31,050	16,000	16,000
TOTAL	373,665	404,378	433,087	431,007
CUSTODIAL FEE OFFSET	0	0	(30,000)	(30,000)
BUDGET TOTAL	373,665	404,378	403,087	401,007

PROGRAM 1100: PACE: MATH/SCIENCE RESOURCE

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
TEACHERS	6.00	6.00	6.00	6.00
SALARIES				
TEACHERS	649,984	662,930	682,998	682,998
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	1,757	2,004	2,000	2,000
OTHER				
DUES/FEES	1,685	1,915	2,000	2,000
TOTAL	653,426	666,849	686,998	686,998

PROGRAM 1300: WORLD LANGUAGE & ML

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	1.00	1.00	1.00	1.00
TEACHERS	40.90	40.90	40.90	39.90
TEACHERS (ML)	1.20	1.20	1.20	1.20
SALARIES				
ADMINISTRATIVE	146,404	153,680	161,189	161,189
TEACHERS	4,261,146	4,345,418	4,517,566	4,412,345
TEACHERS (ML)	140,492	143,516	147,761	147,761
FOREIGN LANGUAGE SUPV.	3,726	4,303	4,736	4,736
TUTORS (ML)	160,574	176,350	206,064	206,064
FIELD TRIPS	1,959	2,324	3,000	3,000
FIELD TRIPS (ML)	0	0	1,000	1,000
SUBTOTAL	4,714,301	4,825,590	5,041,316	4,936,095
PURCHASED SERVICES				
NATIONAL COMPETITION	5,304	5,295	5,500	5,500
RESOURCE SPEAKERS/ARTISTS	0	3,550	5,250	5,250
INTERPRETER SERVICES	19,750	23,123	30,000	30,000
SUBTOTAL	25,053	31,968	40,750	40,750
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	14,396	19,107	24,000	24,000
INSTRUCTIONAL MATERIALS/ML	17,558	20,555	31,000	31,000
TECHNOLOGY SOFTWARE	7,790	11,956	12,000	12,000
SUBTOTAL	39,744	51,619	67,000	67,000
OTHER				
DUES/FEES	33,872	35,415	41,625	41,625
TOTAL	4,812,970	4,944,591	5,190,691	5,085,470

PROGRAM 1400: SCHOOL COUNSELING

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	1.00	1.00	1.00	1.00
COUNSELORS	21.00	21.00	21.00	21.00
PSYCHOLOGISTS	17.00	17.00	17.00	17.00
SECRETARIAL	5.00	5.00	5.00	5.00
PARAEDUCATORS	3.00	3.00	3.00	3.00
SALARIES				
ADMINISTRATIVE	172,315	175,761	179,276	179,276
COUNSELORS	2,024,539	2,148,826	2,251,771	2,234,478
PSYCHOLOGISTS	1,648,438	1,689,108	1,806,270	1,755,655
SUMMER HELP, CERTIFIED	74,929	85,046	77,250	77,250
SECRETARIAL	275,312	273,145	269,065	267,274
PARAEDUCATORS	87,858	90,292	96,405	101,124
PARA, P-T/SMITH SCHOOL	12,256	12,892	13,658	15,492
SUBTOTAL	4,295,647	4,475,071	4,693,695	4,630,549
PURCHASED SERVICES				
SCHOLASTIC APTITUDE TEST	3,500	1,938	4,500	4,500
COLLEGE PLANNING PROGRAMS	3,653	6,057	6,000	6,000
SUBTOTAL	7,153	7,994	10,500	10,500
SUPPLIES/MATERIALS				
SUPPLIES	8,357	8,303	9,000	9,000
50-YEAR REUNION	1,760	1,317	1,800	1,800
TECHNOLOGY - SOFTWARE	28,407	25,914	28,500	28,500
SUBTOTAL	38,524	35,534	39,300	39,300
OTHER				
DUES/FEES	0	0	500	500
TOTAL	4,341,325	4,518,599	4,743,995	4,680,849

PROGRAM 1500: HEALTH EDUCATION & PHYSICAL EDUCATION

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	0.80 *	0.80 *	0.80 *	0.80 *
TEACHERS	21.20	21.20	21.20	21.20
SALARIES				
ADMINISTRATIVE	134,420	136,059	143,241	143,421
TEACHERS	2,153,612	2,245,197	2,319,084	2,355,415
LIFEGUARD	7,257	1,768	6,403	6,403
FIELD TRIPS	0	0	700	700
SUBTOTAL	2,295,289	2,383,024	2,469,428	2,505,939
PURCHASED SERVICES				
HUMAN GROWTH SEMINAR	3,554	2,962	4,150	4,150
RESOURCE SPEAKERS	0	800	1,000	1,000
PRINTING	0	324	500	500
SUBTOTAL	3,554	4,086	5,650	5,650
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	12,740	10,685	14,000	14,000
TECHNOLOGY - SOFTWARE	398	398	1,297	1,297
SUBTOTAL	13,137	11,082	15,297	15,297
OTHER				
DUES/FEES	3,891	2,842	4,000	4,000
TOTAL	2,315,871	2,401,034	2,494,375	2,530,886

* DIRECTOR TEACHES .20

PROGRAM 1600: HEALTH SERVICES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
NURSES	14.50	15.00	15.00	15.00
SALARIES				
NURSES	910,086	934,920	993,789	1,023,789
PARAEDUCATORS	8,949	10,666	9,885	9,885
NURSES, P-T	56,706	38,273	65,187	65,187
SUMMER HELP	1,259	13,854	10,000	10,000
SUBTOTAL	976,999	997,713	1,078,861	1,108,861
PURCHASED SERVICES				
MEDICAL ADVISOR	2,000	2,000	2,000	2,000
LIABILITY INSURANCE	903	1,034	1,158	1,158
SUBTOTAL	2,903	3,034	3,158	3,158
SUPPLIES/MATERIALS				
SUPPLIES	5,599	7,335	9,500	9,500
PUBLICATIONS	0	0	225	225
SUBTOTAL	5,599	7,335	9,725	9,725
OTHER				
TRAVEL	0	0	900	900
TOTAL	985,501	1,008,082	1,092,644	1,122,644

PROGRAM 1900: LIBRARY MEDIA

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
MEDIA SPECIALISTS	9.00	9.00	9.00	9.00
PARAEDUCATORS	11.00	11.00	11.00	11.00
SALARIES				
LIBRARIANS/MEDIA SPECIALISTS	945,434	997,409	1,025,435	1,025,435
PARAEDUCATORS	347,806	364,160	360,198	371,583
SUMMER, CERTIFIED/CLASSIFIED	9,783	9,705	13,356	13,356
SUBTOTAL	1,303,022	1,371,273	1,398,989	1,410,374
SUPPLIES/MATERIALS				
INSTRUCTIONAL MATERIALS	49,314	62,554	60,000	60,000
TECHNOLOGY - SOFTWARE	41,404	44,711	45,000	45,000
SUBTOTAL	90,718	107,265	105,000	105,000
OTHER				
DUES/FEES	693	693	1,000	1,000
	1,394,434	1,479,231	1,504,989	1,516,374

PROGRAM 2000: MUSIC

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	0.80 *	0.80 *	0.80 *	0.80 *
TEACHERS	17.50	17.50	17.60	17.60

SALARIES

ADMINISTRATIVE	137,852	140,609	143,241	143,421
TEACHERS	1,797,220	1,836,913	1,954,452	1,957,087
FIELD TRIPS	3,291	3,499	3,600	3,600
SUBTOTAL	1,938,364	1,981,021	2,101,293	2,104,108

PURCHASED SERVICES

GUEST CONDUCTORS	1,814	1,950	2,800	2,800
ARTIST IN RESIDENCE	3,750	3,900	5,000	5,000
SUBTOTAL	5,564	5,850	7,800	7,800

SUPPLIES/MATERIALS

INSTRUCTIONAL MATERIALS	18,702	16,757	20,475	20,475
TECHNOLOGY SOFTWARE	3,030	2,392	2,380	2,380
SUBTOTAL	21,733	19,149	22,855	22,855

OTHER

ENTRANCE FEES/DUES	647	946	1,710	1,710
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EQUIPMENT

NEW	11,535	13,584	12,121	12,121
REPLACEMENT	15,590	16,077	13,299	13,299
SUBTOTAL	27,125	29,661	25,420	25,420

TOTAL	1,993,432	2,036,628	2,159,078	2,161,893
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* DIRECTOR TEACHES .20

PROGRAM 2100: OPERATIONS & MAINTENANCE

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
SUPERVISION	3.00	3.00	3.00	3.00
SECRETARIAL	1.00	1.00	1.00	1.00
CUSTODIANS	58.50	59.50	59.50	59.50
MAINTAINERS	12.00	13.00	13.00	13.00

SALARIES

SUPERVISION	349,668	333,299	343,271	349,451
SECRETARIAL	49,231	57,470	58,448	60,204
CUSTODIAL	3,109,548	3,435,767	3,746,875	3,740,575
MAINTENANCE	948,642	946,159	1,015,972	1,011,772
SUMMER/ PART-TIME	178,593	163,502	80,000	80,000
COVERAGE	306,824	343,760	255,000	255,000
SUBTOTAL	4,942,506	5,279,958	5,499,566	5,497,002

PURCHASED SERVICES

TESTING/INSPECTION/MONITOR	123,214	195,641	139,560	139,560
CONTRACTED SVCS.-BY BUILDING	625,961	564,676	522,800	522,800
CONTRACTED SVCS.-SYSTEMWIDE	268,205	322,564	260,600	260,600
MAINTENANCE PROJECTS, CONTR.	81,478	104,803	130,000	130,000
INSURANCE-PROPERTY/BOILER	226,838	182,575	199,377	254,541
VEHICLE MAINTENANCE	13,438	3,387	11,000	11,000
LEASED OFFICE SPACE	268,471	284,003	276,120	276,120
SUBTOTAL	1,607,605	1,657,649	1,539,457	1,594,621

SUPPLIES/MATERIALS

CUSTODIAL SUPPLIES	278,542	501,920	285,200	285,200
MAINTENANCE SUPPLIES	154,306	202,730	150,000	150,000
MAINTENANCE PROJECTS, SUPL.	112,566	111,371	100,000	100,000
TECHNOLOGY - SOFTWARE	17,370	14,211	18,500	18,500
SUBTOTAL	562,784	830,232	553,700	553,700

OTHER

TRAVEL REIMBURSEMENT	7,200	7,200	7,200	7,200
SPECIAL PROJECTS	1,484,584	2,464,830	290,000	290,000
DUES/FEES	1,248	1,570	2,000	2,000
SUBTOTAL	1,493,032	2,473,600	299,200	299,200

EQUIPMENT

NEW	6,354	3,941	40,436	40,436
REPLACEMENT	82,501	72,156	23,053	23,053
SUBTOTAL	88,855	76,097	63,489	63,489

TOTAL	8,694,782	10,317,536	7,955,412	8,008,012
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PROGRAM 2200: UTILITIES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
WATER	165,386	193,694	183,416	183,416
SEWER	31,368	35,177	32,726	32,726
POWER	1,433,497	1,898,402	1,530,339	1,835,100
GAS, MISC.	16,769	16,844	24,188	24,188
HEAT (OIL/GAS)	435,472	466,177	557,658	557,658
ENERGY CONSERVATION INITIATIVES	10,740	56,752	65,800	65,800
TELEPHONE	154,793	145,954	155,000	155,000
TELECOMMUNICATIONS	33,228	33,228	45,000	45,000
TELECOM REPAIR/MNTC	22,824	10,293	25,000	53,415
TELECOMMUNICATIONS/NEW EQUIPMENT	1,260	2,332	2,000	2,000
TOTAL	2,305,335	2,858,853	2,621,127	2,954,303

PROGRAM 2300: PROGRAM & STAFF DEVELOPMENT

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL APPROVED 2025-2026
PROGRAM DEVELOPMENT				
CURRICULUM DEVELOPMENT	94,180	123,929	125,000	125,000
TEST SCORING	2,800	0	2,800	2,800
TESTING SUPPLIES	0	0	3,500	3,500
SUPPLIES	0	0	5,000	5,000
RECRUITMENT	803	1,014	1,000	1,000
SUBTOTAL	97,783	124,943	137,300	137,300
STAFF DEVELOPMENT				
PROF.MTGS., ADMINISTRATORS	7,019	3,428	6,000	6,000
PROF.MTGS., CERTIFIED	83,963	128,514	130,000	130,000
PROF.MTGS., CLASSIFIED	9,560	9,785	9,000	9,000
PROFESSIONAL DUES	17,771	17,151	18,000	18,000
TUITION REIM.-TEACHERS	121,704	161,262	187,500	187,500
TUITION REIM.-ADMINS.	0	5,160	15,000	15,000
TUITION REIM.-SECY/PARA/NON-CONTRACT	7,599	1,375	7,000	7,000
SUBTOTAL	247,616	326,674	372,500	372,500
OTHER				
PUBLICATIONS	1,909	8,017	2,500	2,500
TOTAL	347,308	459,634	512,300	512,300

PROGRAM 2400: TRANSPORTATION

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
SUPERVISION	2.00	2.00	2.00	2.00
SECRETARIAL	1.00	1.00	1.00	1.00
BUS YARD PERSONNEL	5.00	5.00	5.00	5.00
SALARIES				
SUPERVISION	172,485	193,751	199,503	199,503
SECRETARIAL	59,030	57,495	56,784	58,490
DAY RATE DRIVERS	1,869,088	1,921,869	2,051,394	2,008,394
MISC. DRIVER ACTIVITIES	56,818	53,489	69,250	69,250
OVERTIME	44,651	43,586	38,585	38,585
SCHOOL CROSSING GUARDS	130,477	144,581	142,563	142,563
IN-SERVICE TRAINING	19,879	33,282	26,387	26,387
BUS YARD PERSONNEL	324,610	247,806	328,875	328,875
MAGNET SCHOOL DRIVERS	8,759	9,470	17,070	17,070
SUBTOTAL	2,685,797	2,705,329	2,930,411	2,889,117
PURCHASED SERVICES:				
VEHICLE RENTAL	25,636	55,020	55,260	55,260
MEDICAL ADVISOR	15,875	14,736	15,000	15,000
PUPIL/BUS SAFETY EDUC.	12,837	9,599	8,500	8,500
REPAIRS/PARTS	271,661	188,637	320,000	320,000
MAGNET SCHOOL VEH. RENTAL	19,740	26,640	26,640	26,640
INSURANCE/VEHICLE	147,486	112,781	126,314	168,643
CONTRACTED TRAINING	3,735	4,053	4,500	4,500
SUBTOTAL	496,970	411,466	556,214	598,543
SUPPLIES/MATERIALS				
FUEL	418,069	394,530	441,457	441,457
MAGNET SCHOOL FUEL	5,906	5,139	13,100	13,100
LUBRICANTS	23,086	23,290	29,800	29,800
TIRES/TUBES	57,584	47,001	51,000	51,000
SUPPLIES/UNIFORMS	12,550	12,460	16,000	16,000
PUBLICATIONS	0	0	200	200
TECHNOLOGY - SOFTWARE	58,122	84,064	64,724	64,724
SUBTOTAL	575,317	566,483	616,281	616,281
OTHER				
TRAVEL	6,811	6,969	7,150	7,150
DUES/FEES	5,210	4,992	5,000	5,000
SUBTOTAL	12,021	11,961	12,150	12,150
EQUIPMENT				
NEW	1,111	0	550	550
REPLACEMENT	466,012	647,080	719,885	719,885
SUBTOTAL	467,123	647,080	720,435	720,435
TOTAL	4,237,229	4,342,320	4,835,491	4,836,526
MAGNET SCHOOL OFFSET			(6,500)	(6,500)
BUDGET TOTAL	4,237,229	4,342,320	4,828,991	4,830,026

PROGRAM 2700: SPECIAL EDUCATION

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	9.00	9.00	9.00	14.00
SPECIAL ED TEACHERS	58.00	58.00	61.00	54.00
SPEECH TEACHERS	11.80	11.80	11.80	11.80
SOCIAL WORKER / BCBA	4.00	4.00	5.00	5.00
SECRETARIAL	5.00	5.00	5.00	5.00
PARAEDUCATORS	81.00	84.00	84.00	84.00
GENERAL SERVICES DRIVERS	2.00	2.00	2.00	2.00
CERTIFIED - IDEA B GRANT	5.00	5.00	5.00	12.60
CLASSIFIED - IDEA B GRANT	9.50	9.50	9.50	17.00
TEACHER - PRE-SCHOOL GRANT	0.50	0.50	0.50	0.50
SALARIES				
ADMINISTRATIVE	1,316,210	1,377,607	1,438,625	2,225,095
TEACHERS (SPECIAL ED)	5,408,877	5,543,344	6,158,055	5,482,694
TEACHERS (SPEECH)	1,171,665	1,217,892	1,263,761	1,250,611
SOCIAL WORKER / BCBA	277,223	345,177	481,347	431,011
SECRETARIAL	247,063	242,648	288,100	315,527
PARAEDUCATORS	2,160,299	2,428,765	2,654,161	2,646,952
TUTORS	546,970	608,689	601,473	633,036
PARAEDUCATORS, P-T	584,372	547,206	692,601	692,601
OCCUP./PHYS. THERAPY	603,791	730,306	756,008	764,600
VAN DRIVERS/MONITORS	776,864	829,321	797,052	797,052
DRIVERS(GENERAL SERVICES)	108,276	122,180	120,734	119,684
ALT. AFTER-SCHOOL PROGRAMS	69,565	99,767	70,000	70,000
SUMMER PROGRAMS	285,538	344,055	275,000	354,779
FIELD TRIPS	12,336	14,938	15,000	15,000
SUBTOTAL	13,569,047	14,451,895	15,611,917	15,798,642
PURCHASED SERVICES				
VEHICLE RENTAL	187,044	222,060	222,060	222,060
TUITION	3,202,805 ¹	2,986,977 ²	2,709,887 ³	2,709,887 ⁴
MODULAR CLASSROOM LINKS	0	150,820	226,230	226,230
AUDIOLOGICAL MNTC.	54,877	13,910	15,000	15,000
COCHLEAR IMPLANT SUPPORT	8,023	8,266	8,500	8,500
INTERPRETER SERVICES	5,504	4,118	4,500	4,500
HEARING IMPAIRED	4,986	47,695	55,000	55,000
EVALUATIONS	66,714	25,198	70,000	70,000
LEGAL FEES	75,683	98,548	150,000	150,000
SUBTOTAL	3,605,635	3,557,590	3,461,177	3,461,177
SUPPLIES/MATERIALS				
SUPPLIES	84,613	101,019	105,000	105,000
OTHER				
DUES & FEES	0	594	1,500	1,500
EXCESS COST OFFSET	0	0	(1,400,000)	(1,400,000)
BUDGET TOTAL	17,259,295	18,111,099	17,779,594	17,966,319

Links Revenue Offset:

1. **\$1,835,017**
2. **\$2,341,238**
3. **\$2,000,000 Projected (used in addition to tuition)**
4. **\$2,000,000 Projected (used in addition to tuition)**

PROGRAM 2800: ATHLETICS & CLUBS

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ATHLETIC DIRECTOR	1.00	1.00	1.00	1.00
ASSISTANT ATHLETIC DIRECTOR	1.00	1.00	1.00	1.00
SECRETARIAL	1.50	1.50	1.50	1.50
ATHLETIC TRAINERS	0.00	2.00	2.00	2.00
SALARIES				
ATHLETIC DIRECTOR	172,315	175,761	179,276	179,276
ASSISTANT ATHLETIC DIRECTOR	84,907	87,427	90,023	90,023
SECRETARIAL	66,734	74,355	78,351	83,005
ATHLETIC TRAINERS	0	74,498	154,038	152,250
COACHES	715,210	756,549	788,217	788,217
SUMMER COACHES	0	39,393	56,673	56,673
LIFEGUARDS	7,218	14,457	8,240	8,240
INTRAMURALS	26,064	9,555	16,000	16,000
STUDY HALL MONITORS	0	12,253	12,360	12,360
ACTIVITY ADVISORS	367,349	376,280	390,000	390,000
TRANSPORTATION/ATHLETIC	68,595	73,710	70,653	70,653
TRANSPORTATION/ACTIVITY	19,844	22,524	31,720	31,720
TRANSPORTATION/CLUBS	97	101	2,000	2,000
SUBTOTAL	1,528,333	1,716,862	1,877,551	1,880,417
PURCHASED SERVICES				
PHYSICIAN	1,538	0	500	500
GAME/PRACTICE EXPENSES	220,278	226,606	221,942	221,942
RECONDITIONING/REPAIRS	12,558	0	23,500	23,500
OFFICIALS	53,662	58,205	56,125	56,125
G.H.S. NEWSPAPER	1,290	645	2,500	2,500
LITERARY MAGAZINE	3,300	3,300	3,300	3,300
ATHLETIC TRAINING SERVICES	43,500	11,327	0	0
MATH LEAGUE	0	0	1,200	1,200
VEHICLE RENTAL	87,685	94,685	105,343	105,343
INSURANCE	21,999	21,450	24,000	21,450
LEASED SPACE	44,000	48,000	0	0
SUBTOTAL	489,810	464,218	438,410	435,860
SUPPLIES/MATERIALS				
SUPPLIES/UNIFORMS	77,969	118,813	78,482	78,482
TECHNOLOGY - SOFTWARE	26,000	30,265	33,000	33,000
ELEMENTARY ACTIVITY CLUB	629	689	1,500	1,500
SMITH MIDDLE ACTIVITY CLUB	3,104	5,362	4,000	4,000
HIGH SCHOOL ACTIVITY CLUB	2,926	3,702	6,000	6,000
SUBTOTAL	110,628	158,831	122,982	122,982
OTHER				
LEAGUE DUES/EXPENSES	6,617	6,587	6,500	6,500
TOTAL	2,135,389	2,346,498	2,445,443	2,445,759

PROGRAM 3100: ELEMENTARY OPERATIONS K-6

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	6.00	6.00	6.00	6.00
SECRETARIAL	6.00	6.00	6.00	6.00
PARAEDUCATORS	12.00	12.00	12.00	12.00
SALARIES				
ADMINISTRATIVE	1,069,232	1,090,454	1,112,102	1,112,102
SECRETARIAL	381,052	384,138	388,196	380,117
CLERICAL, P-T	7,053	9,839	8,000	8,000
PARAEDUCATORS	333,126	362,091	347,405	329,829
GREETERS	123,272	141,360	154,549	154,549
TEAM LEADERS STIPENDS (GW)	15,134	15,965	16,445	16,445
PARAEDUCATORS, P-T	379,934	335,804	373,532	373,532
SUBTOTAL	2,308,803	2,339,651	2,400,229	2,374,574
PURCHASED SERVICES				
PRINTING	163	456	750	750
COPIERS	131,518	161,838	145,000	145,000
SUBTOTAL	131,681	162,294	145,750	145,750
SUPPLIES/MATERIALS				
PUBLICATIONS	293	164	500	500
SUPER STAR PROGRAM (GW)	0	0	500	500
SCHOOL FUNCTION COSTS	3,418	4,239	17,500	17,500
WELCOME DAY/COMM CONNECTORS	0	2,424	5,000	5,000
SUBTOTAL	3,712	6,827	23,500	23,500
OTHER				
TRAVEL REIMBURSEMENT	17,459	15,282	18,000	18,000
DUES/FEES	0	0	500	500
SUBTOTAL	17,459	15,282	18,500	18,500
TOTAL	2,461,655	2,524,053	2,587,979	2,562,324

PROGRAM 3200: SECONDARY OPERATIONS 7-12

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	8.00	8.00	8.00	8.00
SECRETARIAL	13.50	13.50	13.50	13.50
PARAEDUCATORS	7.00	7.00	7.00	7.00
IN-SCHOOL SUSPENSION MONITOR	1.00	1.00	1.00	1.00
SECONDARY STAFFING	0.00	0.00	(2.00)	0.00
SALARIES				
ADMINISTRATIVE	1,395,272	1,402,065	1,443,598	1,415,902
SECRETARIAL	843,030	882,597	882,254	898,608
PARAEDUCATORS	200,516	202,883	220,290	227,177
IN-SCHOOL SUSPENSION MONITOR	39,718	39,114	43,479	43,479
SATURDAY PROGRAM (GHS)	8,900	9,260	10,000	10,000
SATURDAY SCHOOL SUPV. (SMITH)	4,143	3,512	4,500	4,500
TEAM LEADERS (SMITH)	28,179	28,737	29,601	29,601
SECONDARY STAFFING	0	0	(170,000)	0
SUBTOTAL	2,519,758	2,568,167	2,463,722	2,629,267
PURCHASED SERVICES				
PRINTING	806	2,848	1,500	1,500
MANDATED STUDENT TESTING	0	0	500	500
CULTURAL ARTS/GHS	1,148	0	5,000	5,000
SCHOOL CLIMATE/SMITH	1,051	2,161	2,000	2,000
NEASC EVALUATIONS	0	0	0	0
COPIERS	139,691	152,909	155,000	155,000
SECONDARY MAGNET	0	(136,022)	(125,000)	(125,000)
SUBTOTAL	142,696	21,896	39,000	39,000
SUPPLIES/MATERIALS				
SUPPLIES	54,539	80,708	32,000	32,000
PUBLICATIONS	70	216	1,275	1,275
GRADUATION EXPENSES	76,010	78,863	78,000	78,000
SCHOOL FUNCTION COSTS	14,224	15,052	15,500	15,500
SUBTOTAL	144,843	174,839	126,775	126,775
OTHER				
TRAVEL REIMBURSEMENT	16,718	16,836	18,000	18,000
NE & CT ASSOCIATION DUES	10,300	10,455	11,000	11,000
SUBTOTAL	27,018	27,291	29,000	29,000
TOTAL	2,834,316	2,792,193	2,658,497	2,824,042

PROGRAM 3300: SYSTEMWIDE SUPPORT SERVICES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
ADMINISTRATIVE	5.00	5.00	5.00	5.00
OSHA SAFETY OFFICER	0.32	0.32	0.32	0.32
COMMUNICATION STAFF	1.50	1.50	1.50	1.50
ADMIN/BUSINESS SUPPORT STAFF	9.00	9.00	10.00	10.00
SECURITY SERVICES	16.00	16.00	16.00	16.00
SALARIES				
ADMINISTRATIVE	1,154,609	1,146,810	1,198,854	1,193,306
ADMIN/BUSINESS SUPPORT STAFF	684,146	714,059	805,933	805,933
COMMUNICATION STAFF	139,921	153,900	160,279	160,279
SECURITY SERVICES	798,643	830,142	864,852	864,852
SECRETARIAL, PART-TIME	8,190	5,730	9,687	9,687
SECRETARIAL, OVER-TIME	7	0	4,000	4,000
TUTOR STEAM LAB	32,257	25,825	35,375	35,375
SUBTOTAL	2,817,774	2,876,467	3,078,980	3,073,432
PURCHASED SERVICES				
AUDIT	29,125	33,155	33,155	33,155
LEGAL FEES	12,944	29,192	30,000	30,000
EQUIPMENT MAINTENANCE	22,723	25,309	40,000	40,000
COPIERS	37,561	50,348	60,000	60,000
LIABILITY INSURANCE	223,960	290,541	323,288	217,341
FIDELITY BOND	3,722	3,240	3,630	5,152
INSURANCE DEDUCTIBLES	45,719	13,008	40,000	40,000
PUBLIC INFORMATION	18,289	19,933	18,500	18,500
RESEARCH	0	87,395	0	0
POSTAGE	45,780	49,939	50,000	50,000
ADVERTISING/RECRUITING	3,219	5,281	3,500	3,500
PRINTING	13,528	17,095	18,000	18,000
ADULT EDUCATION (MANDATED)	86,054	86,515	86,965	86,965
SUBTOTAL	542,625	710,950	707,038	602,613
SUPPLIES/MATERIALS				
PUBLICATIONS	0	0	1,000	1,000
SUPPLIES	66,672	36,134	40,000	40,000
SECURITY SUPPLIES	3,958	5,134	7,000	7,000
SUBTOTAL	70,630	41,268	48,000	48,000
OTHER				
BOARD OF EDUC. EXPENSES	24,390	16,734	25,000	25,000
SUPT. OFFICE EXPENSES	0	25	2,000	2,000
PROFESSIONAL MEMBERSHIP/SY	9,745	8,304	12,000	12,000
PROFESSIONAL EXPENSES	554	281	7,500	7,500
TRAVEL	19,099	20,742	20,000	20,000
CABE DUES	25,613	26,262	27,000	27,000
CREC DUES	1,133	1,135	1,750	1,750
SUBTOTAL	80,533	73,483	95,250	95,250
EQUIPMENT				
NEW/RPLC EQUIPMENT (SYSTEMWIDE)	20,039	336,412	141,195	141,195
STEAM	25,788	1,995	50,000	50,000
SUBTOTAL	45,827	338,407	191,195	191,195
TOTAL	3,557,389	4,040,575	4,120,463	4,010,490

PROGRAM 3400: FRINGE BENEFITS & SUBSTITUTES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
CLASSROOM/SUBS (FT PARAS)	15.00	15.00	16.00	17.00
SALARIES				
SUBSTITUTES (TEACHER)	593,016	591,260	669,250	669,250
SUBSTITUTES (NURSE)	33,661	34,935	40,000	40,000
CLASSROOM/SUBS (FT PARAS)	350,188	359,656	407,974	446,947
ILLNESS COVERAGE (CLASSIFIED STAFF)	0	0	10,000	10,000
CONTRACTUAL RETIREMENT/RESIGN	182,989	122,526	145,000	145,000
SABBATICAL	0	0	0	0
NEGOTIATIONS	0	0	223,126	0
NON-AFFILIATED ADJUSTMENTS	0	0	17,083	0
DEGREE CHANGES	0 ¹	0 ²	100,000	0 ³
PERSONNEL TURNOVER	0 ⁴	0 ⁵	(500,000)	0 ⁶
SUBTOTAL	1,159,854	1,108,377	1,112,433	1,311,197
EMPLOYEE BENEFITS				
DISABILITY INSURANCE	61,170	50,179	63,430	63,430
LIFE INSURANCE	251,690	227,597	256,335	256,335
HEALTH INSURANCE	14,675,620	14,825,046	16,715,198	16,715,198
RETIREMENT/CLASSIFIED	2,794,085	2,904,487	3,093,389	2,943,390
SOCIAL SECURITY/EMPLOYER SHARE	2,720,884	2,844,759	2,886,798	2,886,798
WORKERS COMPENSATION	312,627	401,935	482,322	503,792
UNEMPLOYMENT COMPENSATION	42,302	23,894	35,000	35,000
EMPL. MANDATED SCREENING	0	0	500	500
PROFESSIONAL TECHNICAL SERVICES	0	0	0	0
EMPLOYEE RELATIONS	42,340	41,135	28,000	28,000
SUBTOTAL	20,900,718	21,319,032	23,560,972	23,432,443
TOTAL	22,060,572	22,427,409	24,673,405	24,743,640

Footnotes:

Degree Changes

1. \$106,888
2. \$126,762
3. \$139,856

Personnel Turnover

4. (196,901)
5. (340,103)
6. (502,337)

PROGRAM 3600: TECHNOLOGY SUPPORT SERVICES

	ACTUAL 2023-2024	ACTUAL 2024-2025	BOARD APPROVED 2025-2026	FALL REVISED 2025-2026
POSITIONS (FTE)				
COORDINATORS	6.00	6.00	6.00	6.00
TECHNOLOGY SPECIALISTS	12.00	13.00	13.00	13.00
SECRETARIAL	2.00	1.00	1.00	1.00
SALARIES				
COORDINATORS	414,004	427,466	583,473	589,645
TECHNOLOGY SPECIALISTS	969,192	892,377	895,828	897,060
TECHNOLOGY MAINTENANCE, P-T	174,706	230,017	80,000	130,000
SECRETARIAL	69,725	71,613	71,263	73,964
SUBTOTAL	1,627,627	1,621,473	1,630,564	1,690,669
PURCHASED SERVICES				
TECHNOLOGY SUPPORT	136,857	146,484	200,000	150,000
EQUIPMENT MAINTENANCE/AV	36,460	40,255	40,000	40,000
COMPUTER MAINTENANCE	44,916	41,480	45,000	45,000
SUBTOTAL	218,233	228,220	285,000	235,000
SUPPLIES/MATERIALS				
SOFTWARE	785,117	810,121	852,000	852,000
SUPPLIES (SYSTEMWIDE)	65,236	69,894	63,000	63,000
SUBTOTAL	850,352	880,015	915,000	915,000
PROGRAM/STAFF DEVELOPMENT				
IN-SERVICE, CLASSIFIED	0	2,522	3,000	3,000
PROF. MTGS., CLASSIFIED	25	0	3,000	3,000
SUBTOTAL	25	2,522	6,000	6,000
OTHER				
DUES/FEES	1,130	1,160	2,500	2,500
SUBTOTAL	1,130	1,160	2,500	2,500
EQUIPMENT				
TECHNOLOGY REPLACEMENT PROGRAM	1,379,817	1,247,167	1,200,000	1,200,000
REPLACE/REPAIR	46,895	36,998	47,000	47,000
NEW/AV EQUIPMENT	56,873	56,894	57,000	57,000
NEW TECHNOLOGY RELATED EQUIPMENT	41,600	42,002	42,100	42,100
REPLACEMENT/AV EQUIPMENT	117,771	117,645	118,000	118,000
SUBTOTAL	1,642,955	1,500,706	1,464,100	1,464,100
TOTAL	4,340,323	4,234,096	4,303,164	4,313,269



Capital Improvement Plan

Fiscal Years

2027

2028

2029

2030

2031

BOE Approved:

Capital Improvement Projects (CIP) Form

November 10, 2025

Summary by Fiscal Year			
YR	Location	Description	Est. Cost
Projects for Fiscal Years 2027-2031			
2027	GHS	Replacement Turf – Stadium Field (TOG CIP Funding Chart Item B-2)	\$630,000
2027	GHS	Roof Replacement <i>** Funded by 2025 Referendum \$6M</i>	<i>Bond Notes</i>
2027	GHS	Replace (8) Tennis Court Surfaces – New with Post Tension Concrete	\$1,700,000
2027	Naubuc	Design - Boiler and Heating System Replacement	\$75,000
2027	GHS	Resurface/Reline Outdoor Track	\$325,000
2027	Buttonball	Repave Parking Surfaces	\$200,000
2027	Buttonball	Replace Kitchen Floor and Cafeteria Floor	\$200,000
2027	GHS	Replace Gym Divider Curtains	\$250,000
2027	Hebron Ave	Replacement of Playscape (Multiple Year Plan)	\$500,000
		Sub Total Year 2027:	\$3,880,000
2028	Naubuc	Roof Replacement <i>** Funded by 2025 Referendum \$1.2M</i>	<i>Bond Notes</i>
2028	Naubuc	Replacement - Boiler and Heating System	\$950,000
2028	Hebron Ave	Repave Parking Surfaces	\$290,000
2028	Various	Refurbish Rubber Gym Floors – HO, HE, BB, EA (\$60K ea.) GW \$75K	\$315,000
2028	Smith Middle	Design Roof Replacement	\$75,000
2028	Naubuc	Replacement of Playscape (Multiple Year Plan)	\$500,000
		Sub Total Year 2028:	\$2,130,000
2029	Smith Middle	Replacement Roof** (150,000 SF BUR) (28,000 SF Shingles)	\$3,925,000
2029	GHS	Restore Exterior Fascia Panels	\$600,000
2029	Eastbury	Replacement of Playscape (Multiple Year Plan)	\$500,000
		Sub Total Year 2029:	\$5,025,000
2030	Smith	Chiller Replacement (2)	\$760,000
2030	GHS	Chiller Replacement (2)	\$900,000
2030	GHS	Repave Parking Surfaces – Area 4 (Baldwin Rear, Hubbard Front)	\$200,000
2030	Eastbury	Carpet Removal/Replacement (VCT & VAT abatement)	\$500,000
2030	Hopewell	Replacement of Playscape (Multiple Year Plan)	\$500,000
		Sub Total Year 2030:	\$2,860,000
2031	GHS	Elevator Replacement (1973 section)	\$700,000
2031	GW	Carpet Removal/Replacement Entire School (VCT/VAT abatement)	\$1,000,000
2031	GHS	Kitchen Floor Replacement	\$100,000
2031	Naubuc	Cafeteria Floor Replacement	\$150,000
2031	Nayaug	Replacement of Playscape (Multiple Year Plan)	\$500,000
		Sub Total Year 2031:	\$2,450,000
**Roof Replacements >20 years are eligible for State School Construction Grant (Non-Priority category projects have no State DAS application deadlines)			

Estimated Costs:

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

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

Department:	Board of Education
Project Title:	High School Replace Existing Turf Field
Priority:	



Project Description and Status

The existing Multi-Purpose Field is near its useful life. This field is widely used by all school athletics teams, PE Classes and by town athletic programs throughout the year. The field has been maintained around activities but it is utilized daily and weekends except during snow events. The field remains safe to play on but plans to replace it are needed.

The plan is to bid and replace the field turf with companies that manufacture fields which do not use PFAS and crumb rubber made from recycled tires. Strict design specifications during bidding will require lab certifications from companies that can ensure these substances are not used through their engineering, material procurement, production process and from supplier controls. Only companies that meet this requirement will be considered.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
\$270,000	\$630,000	-	-	-	-	\$900,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

Department: Board of Education	
Project Title:	High School Roof Replacement
Priority:	



Project Description and Status

Roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Due to timelines with the grant process, design was funded in 2025 and construction is anticipated in 2027. This timeline factors in the local regulatory process for State Grant as well as the School Construction Grant review and plan approval process.

The entire roof surface is comprised of (26) roof areas totaling 137,206 square feet. In 1991, all roofs were replaced, except Building A (newest addition) and the Gym/Pool roof. These roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts (BUR). The physical appearance is in fair to poor condition. There are multiple signs of erosion of the ballast, alligatored surfaces, shrinkage and cracking of the felts, delamination of expansion joints and flashing components. Repairs have been performed over the years and continues as needed. However, a built up and stone ballasted roof system has a “limited-service life” due to thermal changes, given the fact that its primary component is hot asphalt. Included in the budget is an estimated \$250,000 for removal and reinstallation of the solar panels.

*****The Town is issuing a Bond Referendum in November 2025 to fund the project through the issuance of Bond Notes amounting to \$6,000,000.***

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	**Bond Note	-	-	-	-	

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

Department: Board of Education	
Project Title:	High School Replace (8) Outdoor Tennis Courts
Priority:	



Project Description and Status

The existing Tennis Courts were constructed during the 2005 renovations. The existing outdoor courts have been repaired over the past several years. However, winters have created significant expansion with large gaps to the concrete and finish surface. We have filled and made repairs but a long-term solution is needed such as reclamation and/or complete replacement with post tension concrete or other methods.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$1,700,000	-	-	-	-	\$1,700,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

Department:	Board of Education
Project Title:	Naubuc School Replace Boiler System
Priority:	



Project Description and Status

The design funding requested in 2027 will consist of engineering plans and specifications for the replacement of all heating systems including the boilers, piping and energy management controls.

The new heating system replacement proposed in 2028, will replace the original 1983 steam heating plant and conversion to a hydronic hot water pipe system. This will provide higher efficiency, reduced energy costs and the modern mechanical infrastructure for a long-term life cycle and optimal occupant comfort.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$75,000	\$950,000	-	-	-	\$1,025,000

Estimated Operating Budget Requirements

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

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

Department:	Board of Education
Project Title:	High School Re-Surface Outdoor Track
Priority:	



Project Description and Status

The existing outdoor track is approximately 5,000 SY of rubber track surface, six lanes wide. Resurfacing materials must be compatible with existing rubber surface and shall be applied in compliance to manufacturers recommendations. Track damage will be repaired followed by two layers of ultraviolet resistant pigmented EPDM granules. Track lines will be marked by a surveyor and then lines and markings will be painted back to original layouts and color.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$325,000	-	-	-	-	\$325,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

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



Project Description and Status

This property has approximately 80,000 square feet of parking and this request will consist of an overlay or reclamation and re-pave of areas of the parking lot and driveways that need repair for safety to pedestrians and vehicles.

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

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$200,000	-	-	-	-	\$200,000

Estimated Operating Budget Requirements

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

Capital Improvement Projects (CIP) Form

November 10, 2025

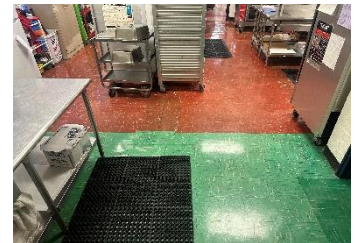
Overview

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



Project Description and Status

The Buttonball School Cafeteria and Kitchen floors are near their useful life and should be considered for replacement. Area is approximately 4,500 sf Vinyl tile.



Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$200,000	-	-	-	-	\$200,000

Estimated Operating Budget Requirements

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

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview



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

Project Description and Status

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

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

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

The current curtain motorized system consists of steel cables that are weaved through multiple grommets up vertically to a motor mounted on the steel roof beams and that coils the cable lifting the curtains. Each curtain is motorized independently to allow users the option to compartmentalize the floor space as desired for each event. The cable and grommet technology is old and the shear operation over the years has worn the cables and grommets. Motorized curtains are inspected annually for safety and operations. The age of the curtains is unknown but it is a recommended project that should be accomplished in the near future. The new technology that is designed today eliminates the cable and grommet system. It is a motorized lift system that operates similar to a roller shade with low maintenance for longer longevity and ease of operation. The cost of the new system includes removal of the old system and installation of the new curtain system.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$250,000	-	-	-	-	\$250,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

Department: Board of Education	
Project Title:	Elementary Schools Playscape Replacement
Priority:	



Project Description and Status

The existing playscapes in our schools are inspected and maintained by our Park Department. As a recent report by their Certified Playscape Safety Inspector (CPSI) and the Director of Parks, it is our recommendation to plan for a multi-year replacement plan. We recommend a budget of \$500,000 annually to include design and replacement as listed below. The proposal factors in the current conditions, the age of the units and the limited parts available for older structures. The average life span of a Playground is 20 to 25 years.

1. Hebron Ave School: The large playground was installed in 1996.
2. Naubuc Elementary School: The playground was installed in 2004.
3. Eastbury School: The Playscapes were built in 1997. Due to the different needs of the school replacement is recommended.
4. Hopewell School: The 5-12 Playscape was installed in 2002.
5. Nayaug School: The 2-5 Playscape was built in 2008. The 5-12 Playscape was Built in 2007.
6. Gideon Welles: The equipment was installed in 2010.
7. Buttonball School: The 5-12 Playscape was installed in 2020 along with the Exercise equipment after the tree fell on the old Playscape. The swings are from 1986 and need replacing as no parts are available.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$2,500,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

Department: Board of Education	
Project Title:	Naubuc School Roof Replacement
Priority:	



Project Description and Status

Roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Due to timelines with the grant process, design funding was set in 2026 and construction is anticipated for 2028. This timeline factors in local regulatory process for state grant as well as the School Construction Grant review and plan approval process.

The roof surface that is a built-up (BUR) is approximately 43,539. These roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts. The physical appearance is in poor condition as maintenance has been performed over the years. Additionally, the K-Wing is a “Hip-Roof” design and the pitched portion of the roof is asphalt shingle previously replaced in 1996. However, in keeping with the anticipated roof replacement schedule, we are recommending replacement of all the BUR areas (43K sf) and shingle section (18K sf) to be done in 2028.

The recommended system for the BUR areas is an EPDM (ethylene propylene diene monomer) a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, and it does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof specialist. This roof system provides the longest life cycle in the industry and is the recommended system by Silver Petrucelli + Associates who completed our roof survey back in November 2019. The areas of the existing asphalt shingles are recommended to be replaced with a 50-year architectural shingle.

*****The Town is issuing a Bond Referendum in November 2025 to fund the project through Bond Notes in the amount of \$1,200,000.***

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	**Bond Notes	-	-	-	

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

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



Project Description and Status

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

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

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	\$290,000	-	-	-	\$290,000

Estimated Operating Budget Requirements

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

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

Department: Board of Education	
Project Title:	Refurbish Rubber Gym Floor GHS, HO, HE, BB, EA and GW.
Priority:	



Project Description and Status

All Glastonbury Schools have rubberized gym floor surfaces which are widely used twelve months a year. Due to the use, it is important to perform professional gym floor resurfacing services every 10 years to help prolong the life of a gym floor. This is recommended over a complete replacement as it is a significant cost savings as well as environmentally prudent.

The work for GHS is funded in 2026.

The work in 2028 would be for HO, HE, BB, EA and GW.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	\$315,000	-	-	-	\$315,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

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



Project Description and Status

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

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

The recommended system for the BUR areas is an EPDM (ethylene propylene diene monomer) — a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof specialist. This roof system provides the longest life cycle in the industry and is the recommended system by Silver Petrucelli + Associates who completed our roof survey back in November 2019. The areas of the existing asphalt shingles are recommended to be replaced with a 50-year architectural shingle.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	\$75,000	\$3,925,000	-	-	\$4,000,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

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



Project Description and Status

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

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	\$600,000	-	-	\$600,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

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



Project Description and Status

This project will consist of engineering plans and specifications followed by the replacement of ground mounted and roof mounted chillers listed below. EUL¹ is 20 years with this type of major equipment. Service, maintenance and repairs have been performed over the years. Some of the major units may be eligible for energy grants through Eversource.

GHS

- (2) Pad Mounted Air-Cooled Chillers (2004) 180 Tons Ea. (\$380K Ea.) in 2030

Smith Middle

- (2) McQuay Rooftop Air-Cooled Chillers (2000) 300 Tons Ea. (\$450K Ea.) in 2030

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

¹ Estimated Useful Life

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	\$1,660,000	-	\$1,660,000

Estimated Operating Budget Requirements

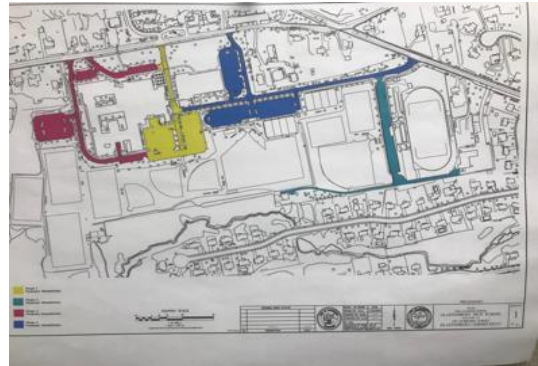
Annual operating costs (primarily electric utilities) will be quantified.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

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



Project Description and Status

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

At this time the following has been completed:

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

Finally, the Baldwin and Front Entrance parking lots as well as the driveways are the newest pavements during the addition of the science wing in 2006. Those areas are in good condition and the 2030 request is a placeholder in the event we anticipate the need to do them.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	\$200,000	-	\$200,000

Estimated Operating Budget Requirements

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

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

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



Project Description and Status

The programs at Eastbury School include Early Learning Center, Integrated Preschool, LINKS Academy and the Transition Academy. All classrooms are currently carpeted since the school was a K-5 program. Carpets are serviced daily and periodically shampooed but they should be replaced in the near future due to wear.

We propose to study each program closely with administration to determine what floor surface meets each individual program and to determine what floor surface would be best for each area. Additionally, we must inspect areas under existing carpeting to determine if there is existing vinyl tile that must be removed or restored. This survey and discussions will be done prior to 2030 to better understand possible costs or if phasing is possible to complete the work with the least amount of disruption to programs.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	\$500,000	-	\$500,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

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



Project Description and Status

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

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$700,000	\$700,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

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



Project Description and Status

The Gideon Welles School is mostly carpeted that was installed back when the school was an all 6th grade program. Carpets are serviced daily and periodically shampooed but they should be replaced in the near future due to wear. Additionally, we must inspect areas under existing carpeting to determine if there is existing vinyl tile that must be removed or restored. A survey and discussions will be done prior to 2031 to better understand possible costs or if phasing is possible to complete the work with the least amount of disruption.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$1,000,000	\$1,000,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

Department:	Board of Education
Project Title:	GHS Kitchen Floor Flooring Restoration Project
Priority:	



Project Description and Status

The High School Kitchen floor has signs of wear over the epoxy and we are exploring if the floor can be refinished or possibly consider a more durable surface for greater longevity.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$100,000	\$100,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 10, 2025

Overview

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



Project Description and Status

The Naubuc School Cafeteria and Kitchen floor is near its useful life. It should be considered for replacement. Area is approximately 4,000 sf of vinyl and ceramic tile.

Estimated Capital Costs

2026 Budget	2027	2028	2029	2030	2031	Total
	-	-	-	-	\$150,000	\$150,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Glastonbury Public Schools

TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL _____ US CT _____

DESTINATION: Harvard University Model UN Conference, Boston, Massachusetts

DEPARTURE DATE: January 29, 2026 RETURN DATE: February 1, 2026

SPONSORING TEACHER(S) A. de Koning, T. Leisten ESTIMATED # OF PARTICIPANTS: 20

COST PER STUDENT: \$550 WILL SCHOOL TIME BE USED: yes two days

ORGANIZATION MAKING ARRANGEMENTS: GHS- Model UN Club

STUDENT REQUIREMENTS FOR PARTICIPATION: current member of the GHS Model UN Club; in good academic and behavior standing per Board of Education policy.

PURPOSE OF TRIP: True to the spirit of the United Nations, Harvard Model UN (HMUN) strives to foster a constructive forum for open dialogue on a range of complex issues: delegates are asked to think critically about the world around them in new and ambitious ways. Students will participate in Model UN simulations and debates and will interact with many delegates from all over the world at the prestigious Model UN Conference.

ITINERARY: attached

ANTICIPATED STUDENT OUTCOMES: At the HMUN Conference, delegates gain insight to the workings of the United Nations and the dynamics of international relations by assuming the roles of world leaders and international decision makers. HMUN is an exciting opportunity for young leaders to debate the most pressing issues of the day and to draft innovative, creative solutions. Participants will develop several skills throughout this process, including, but not limited to, public speaking, negotiation, teamwork, leadership, and policy crafting.

APPROVAL:

DIRECTOR: _____ DATE: _____

PRINCIPAL of GHS: Nancy Bean DATE: 10/29/25

SUPERINTENDENT APPROVAL:  DATE: 10/30/25

BOARD OF EDUCATION APPROVAL DATE: _____

Boston – Model UN

January 29, 2026

- Depart GHS 8:00 a.m.
- 10:00-3:00 Registration
- 2:15-3:00 International Schools Faculty Advisor Reception
- 2:00-3:30 HMUN Academy (delegate training)
- 3:45-4:15 Mandatory Faculty Advisor/Head Delegate welcome
- 5:00-6:30 Opening ceremonies
- 7:30-11:15 Committee session I
- 8:30-9:00 Faculty advisor meet/greet with the Secretariat
- 12:30 Curfew

January 30, 2026

- 8:00-11:00 Harvard campus walking tours
- 12:00-2:00 College & summer opportunities fair
- 2:30-6:15 Committee session II
- 7:30-11:15 Committee session III
- 9:30-10:30 Faculty Advisor feedback session
- 12:30 Curfew

January 31, 2026

- 9:00-12:30 Committee session IV
- 4:00-5:00 Faculty Advisor
- 2:00-6:15 Committee session V
- 7:45-9:15 Cultural extravaganza
- 9:30-11:30 Movie night
- 9:30-11:30 Delegate dance
- 1:00 Curfew

February 1, 2026

- 9:00-11:30 Committee session VI
- 12:15-1:30 Closing ceremonies
- 1:30 Departure

Regular Board of Education Meeting

Monday, October 6, 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:	Present
Ms. Julie Thompson:	Present

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. Visiting Staff and Students from Estonia
- 3.B. Recognition of the Kenneth Joyce Foundation Donation

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 GHS.
- 4.B. Ariana Stevenson, Class of 2027, was unable to attend the meeting.
- 4.C. Taylor Balthazar, Class of 2028
Student Representative, Taylor Balthazar, Class of 2028, spoke about events happening at GHS.

5. Information Session for Public Comment

Austin Apanovitch, 15 Tannery Court, Glastonbury, shared his views on the upcoming PTSO Candidate Forum platform.
Jenn Jennings, 34 Cranesbill Drive, Glastonbury, shared her recollection of a past Curriculum Committee meeting. She also requested that the Board recommend a Trades Program course at Glastonbury High School

6. Business Requiring Action

- 6.A. Approval of Smith Middle School World Language Student Trip to Quebec City, Quebec
Board approves the Smith Middle School World Language student trip to Quebec City, Quebec reserving the right to cancel the trip if there are government advisories against travel to this destination or any other

serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

6.B. Approval of Glastonbury High School DECA Club Student Trip to Arlington, Virginia
Board approves the Glastonbury High School DECA Club student trip to Arlington, Virginia, reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

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

6.C. Approval of the September 22, 2025 Meeting Minutes
Board approves the meeting minutes of Monday, September 22, 2025. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Abstain
Mrs. Jennifer Faust: Abstain
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

7. Reports and Discussion

7.A. Science Curriculum Review Report

Christine Tedisky, Director of Science, shared an overview of the report with the Board.

7.B. Science/PACE Report

Christine Tedisky, Director of Science, presented the Board with key points from the report.

7.C. Mathematics/PACE Report

Brenda Gregorski, Director of Mathematics, highlighted areas of her report for the Board.

7.D. Glastonbury Education Foundation

Julie Thompson shared that the GEF Gala is scheduled for Friday, November 14, 2025 at Saint Clements Castle and Marina. Tickets are currently on sale.

8. Committee Chair Reports

- Alison Couture, apprised the Board of an upcoming Facilities Committee meeting scheduled for Friday, October 10, 2025 at 8:15 am
- David Peniston, Jr. reminded the Board of an upcoming Curriculum Committee meeting scheduled for Monday, October 27, 2025 at 11:00 am.
- Julie Thompson, notified the Board of an upcoming Budget Committee meeting scheduled for Wednesday, November 5, 2025 at 8:00 am.

9. Chairman's Reports

Dr. Foyle had no updates for the Board.

10. Superintendent's Report

Dr. Bookman shared information about CT State Representative Steve Weir's presentation to Glastonbury High School student. After arriving by helicopter, with Dr. Nancy Bean, Principal at Glastonbury High School, Mr. Weir held a question-and-answer period with the students from a variety of classes at the high school.

10.A. School Enrollment Report, October 2025

10.B. Dates to Remember

11. 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 8:24 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

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:

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: October 3, 2025

SUBJECT: Self Insurance Reserve Update September 2025

The attached report summarizes the Self-Insurance Reserve fund through **September**. The total reserve is **\$8,306,017**, allocated **\$5,925,105** and **\$2,380,911** between the Town and Board of Education, respectively. As of **September**, the fund is experiencing a **\$1,346,483** loss for the fiscal year.

There are **3** large loss claim which are defined as any claims that exceed 50% of the individual stop-loss limit. There are **2** large loss claim for the BOE and **1** for the Town. There is **1** claim that have exceeded the individual Stop Loss limit; **1** for the BOE and **none** 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 September 30, 2025

	Town	Education	Total
Contributions			
Employer	\$979,386	\$1,562,967	\$2,542,353
Employee	285,275	582,349	867,624
Stop Loss Reimbursement	226,884	1,152,282	1,379,166
Total Revenues	\$1,491,545	\$3,297,598	\$4,789,144
Expenditures			
Anthem			
ASO Fees	\$24,563	\$92,381	\$116,944
Claims	772,095	4,894,065	5,666,160
	\$796,658	\$4,986,446	\$5,783,104
Delta Dental			
ASO Fees	\$4,738	\$13,560	\$18,297
Claims	46,799	251,578	298,377
	\$51,536	\$265,138	\$316,674
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	\$861,001	\$5,274,626	\$6,135,627
Current Year Revenues Less Expenses	\$630,544	(\$1,977,027)	(\$1,346,483)
Reserve July 1, 2025	\$5,294,561	\$4,357,939	\$9,652,500
Reserve at end of month	\$5,925,105	\$2,380,911	\$8,306,017

	Town		BOE		Total
Reserve at end of month	\$ 5,925,105	\$	2,380,911	\$	8,306,017
Recommended Minimum Reserve ^A	\$ 971,940	\$	4,032,056	\$	5,003,996
Variance Over/(Under) Reserved	\$ 4,953,165	\$	(1,651,145)	\$	3,302,021

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

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: November 4, 2025

SUBJECT: Self Insurance Reserve Update October 2025

The attached report summarizes the Self-Insurance Reserve fund through **October**. The total reserve is **\$8,791,487**, allocated **\$5,881,756** and **\$2,909,731** between the Town and Board of Education, respectively. As of **October**, the fund is experiencing a **\$861,013** loss for the fiscal year.

There are **3** large loss claim which are defined as any claims that exceed 50% of the individual stop-loss limit. There are **2** large loss claim for the BOE and **1** for the Town. There is **1** claim that have exceeded the individual Stop Loss limit; **1** for the BOE and **none** 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 October 31, 2025

	Town	Education	Total
Contributions			
Employer	\$1,054,622	\$3,042,050	\$4,096,671
Employee	581,056	992,515	1,573,571
Stop Loss Reimbursement	249,232	1,152,282	1,401,514
Total Revenues	\$1,884,910	\$5,186,846	\$7,071,756
Expenditures			
Anthem			
ASO Fees	\$32,892	\$123,891	\$156,782
Claims	976,092	5,564,506	6,540,598
	<u>\$1,008,984</u>	<u>\$5,688,396</u>	<u>\$6,697,380</u>
Delta Dental			
ASO Fees	\$6,347	\$18,149	\$24,495
Claims	61,716	301,499	363,215
	<u>\$68,063</u>	<u>\$319,648</u>	<u>\$387,710</u>
Bank Fees/PCORI Fee/EAP Fee	\$8,307	\$5,043	\$13,349
CT Prime	203,362	585,968	\$789,330
OneDigital Consultant Fees	9,000	36,000	45,000
	<u>\$220,668</u>	<u>\$627,011</u>	<u>\$847,679</u>
Total Expenditures	\$1,297,715	\$6,635,055	\$7,932,770
Current Year Revenues Less Expenses	\$587,195	(\$1,448,208)	(\$861,013)
Reserve July 1, 2025	\$5,294,561	\$4,357,939	\$9,652,500
Reserve at end of month	<u>\$5,881,756</u>	<u>\$2,909,731</u>	<u>\$8,791,487</u>

	Town		BOE		Total
Reserve at end of month	\$ 5,881,756	\$	2,909,731	\$	8,791,487
Recommended Minimum Reserve ^A	\$ 974,300	\$	4,270,725	\$	5,245,025
Variance Over/(Under) Reserved	\$ 4,907,456	\$	(1,360,994)	\$	3,546,462

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

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT Nov 1, 2025

Elementary		Pre-K = 72	K	1	2	3	4	5	6	Total
Buttonball			68	86	72	91	74			391
Hebron Ave.			64	64	74	91	90	80		463
Hopewell			71	93	85	91	85			425
Naubuc			62	60	73	68	84	79		426
Nayaug			97	86	93	113	78	92		559
Elementary Subtotal			362	389	397	454	411	251	0	2264
Gideon Welles								186	437	623
		K-6 Totals								2887
Elementary Total			362	389	397	454	411	437	437	2887
Middle			7	8						Total
Smith Middle		Middle Subtotal	448	440						888
		Middle Total	448	440						888
Secondary			9	10	11	12				Total
Glastonbury High		Secondary Subtotal	427	410	428	425				1690
		Secondary Total	427	410	428	425				1690
									TOTAL	5465
									Pre-K	72
		OUT OF DISTRICT (27 & GHS ALTERNATIVE PROGRAM (0))								27
									GRAND TOTAL	5564

GRADE	RECAPITULATION		
	11/1/2024 Enrollment All	11/1/2025 Enrollment All	Change Over Previous Years Enrollment All
Pre-K	79	72	-7
K	380	362	-18
1	381	389	8
2	441	397	-44
3	396	454	58
4	437	411	-26
5	430	437	7
6	445	437	-8
Subtotal Elementary	2989	2959	-30
7	439	448	9
8	435	440	5
9	412	427	15
10	438	410	-28
11	428	428	0
12	458	425	-33
Subtotal Secondary	2610	2578	-32
TOTAL	5599	5537	-62
OUT OF DISTRICT & GHS ALTERNATE	29	27	-2
GRAND TOTAL	5628	5564	-64

School Enrollment by Class November 1, 2025

										GRADE K	TOTAL
Buttonball	14	14	14	13	13					=	68
Hebron	17	16	16	15						=	64
Hopewell	15	15	14	14	13					=	71
Naubuc	16	16	15	15						=	62
Nayaug	20	20	19	19	19					=	97
											<u>362</u>
										GRADE 1	
Buttonball	18	17	17	17	17					=	86
Hebron	17	16	16	15						=	64
Hopewell	19	19	19	18	18					=	93
Naubuc	15	15	15	15						=	60
Nayaug	18	18	17	17	16					=	86
											<u>389</u>
										GRADE 2	
Buttonball	18	18	18	18						=	72
Hebron	19	19	18	18						=	74
Hopewell	17	17	17	17	17					=	85
Naubuc	19	18	18	18						=	73
Nayaug	19	19	19	18	18					=	93
											<u>397</u>
										GRADE 3	
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	22	22					=	113
											<u>454</u>
										GRADE 4	
Buttonball	19	19	18	18						=	74
Hebron	23	23	22	22						=	90
Hopewell	22	22	21	20						=	85
Naubuc	22	21	21	20						=	84
Nayaug	20	20	19	19						=	78
											<u>411</u>
										GRADE 5	
Buttonball										=	0
Hebron	20	20	20	20						=	80
Naubuc	20	20	20	19						=	79
Nayaug	20	18	18	18	18					=	92
Gideon	22	22	21	21	21	20	20	20	19	=	186
											<u>437</u>

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

Revised 11.15.05

***See Reverse Side**

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

5. No student is counted more than once per month.
6. No student is counted more than once during the school year. This number is cumulative.
7. Only students who have been suspended on more than one occasion this month are included.
8. This is a cumulative number and represents the number of students suspended more than once during this school year.

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

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

5. No student is counted more than once per month.
6. No student is counted more than once during the school year. This number is cumulative.
7. Only students who have been suspended on more than one occasion this month are included.
8. This is a cumulative number and represents the number of students suspended more than once during this school year.



ACTIVITY BOOKLET

FALL SESSION

September 2025 - December 2025



Gideon Welles School – After School Activities

- Activities start at 2:50 p.m. and end at 3:50 p.m.
- Students are dismissed directly to After School Activities.
- Some activities require signing up in advance; others allow students to attend without prior notice.

Please read the descriptions carefully and keep this packet for your reference.

AFTER SCHOOL ACTIVITY GUIDELINES

- Appropriate behavior is a requirement for all activities. Students who do not meet this requirement will not be able to continue to participate in the activities.
- Students will require permission from their parents prior to coming to school on the days they plan to participate; they may not call from school to get permission to stay for After School Activities. It is not necessary to bring a note from home to stay for After School Activities.
- If the leader is unable to meet with the group on a given day, the activity will be canceled for the day. There may be occasions when the cancellation announcement will not be made prior to the day of the activity. Please check the GWS Daily Student Bulletin on our website for cancellations.
- Please arrive promptly for morning clubs so you can be let in the building by the advisor.

Transportation

- All participants must be picked up at the front of the school **no later than 3:50 p.m.** We have no provision for supervision of students after that time.
- Sixth grade participants may ride the activity bus home. Fifth grade participants are strongly encouraged to review the activity bus guidelines with their parents/guardians prior to riding the activity bus. This bus leaves Gideon Welles at 3:55 pm and goes to the high school where the students board another bus that drops students at a district stop. There is no activity bus on Thursday or on a Friday before a Monday holiday.
- The activity bus routes are on the last page of this brochure. Students should determine which activity bus is the appropriate one for them to take before they stay for an activity.
- Traffic Pattern: As after school activities begin, we ask that all families use the entrance closest to Strickland St. as the Entrance for Pickups. Pickups will be in front of the building. We reserve the driveway adjacent to the front circle of the school for Exit Only to facilitate a timely dismissal process.

Anime Club

Welcome to the ultimate anime adventure club! Get ready to dive into a world where creativity knows no bounds. We'll be unleashing our artistic skills as we sketch your favorite anime characters, binge-watching the most epic series, and exploring the vibrant tapestry of Japanese culture. Plus, we're turning up the flavor with some mouth-watering Japanese cuisine. It's going to be an exhilarating ride through art, entertainment, and taste sensations—don't miss out!

Interested students may sign up outside rm 226

Grades: 6

Leaders: Mrs. Edwards

Dates: Last Monday of each month: 9/29, 10/27, 11/24

Participation limit: 20

Board Game and Puzzles

Do you enjoy playing board games or putting together puzzles? Then Board Game & Puzzle Club is for you! This club is a place where you can build cooperation and problem-solving skills, practice your creativity, and take part in some friendly competition. So join us after school for time to play your favorite board and card games or to put a puzzle together! Bring a buddy or come on your own to make a new friend.

Interested students may sign up outside Room 104

Grades: 5 & 6

Leaders: Senora Hale

Dates: Every Tuesday except Tuesday, November 11th.

Participation limit: 25

FitKids Running Club

Lace up your sneakers and join us for fun, fitness, and friendship! The fitkids running club is open to grades 5 and 6 students who want to stay active, set personal goals, and build endurance in a supportive team environment.

Whether you're a season runner or just starting out, this club will help improve stamina, learn pacing strategies, and develop a love for running!

Each session will include warm-ups, skill-building activities, distance runs, and cool downs. Along the way, we'll celebrate effort, team work, and perseverance. Students will track their progress and challenge themselves to go a little further each time.

All students who participate will have the opportunity to run at the Hartford Marathon Foundation FITKIDS in school medal day on 10/30/25 at Walnut Hill Park in New Britain!

No experience necessary- just a positive attitude and a pair of running sneakers and clothes!

Interested students can sign up via email to [Ms. Decsy](#)

Grade: 5 & 6

Leader: Ms. Decsy, Mrs. Searles, Mrs. Kagan, Mrs. Brennan

Dates: The following days:

Mondays: 9/29, 10/27, 11/10, 11/17, 11/24

Tuesdays: 9/30, 10/7, 10/14, 10/21, 12/2

Wednesdays: 10/22, 11/19 *Remember, Wednesday's 5th grade has an early release at 12:30!

Thursdays: 10/9, 10/16, 10/21, 10/23, 10/30 (Final Mile Day), 11/6, 11/13, 11/20, 12/4, 12/11 - *Thursdays students must have their own transportation*

Place: Meet in Rm 207

Participation Limit: 40

Basketball Club

Join us Tuesday Mornings to play basketball and potentially other sports!

Interested students may sign up in the office.

Grades: 6

Leaders: Ms. Dysenchuk

Dates: Every Tuesday **Morning** 7:15- 7:45, beginning 10/7, Ending 12/16

Participation limit: 16

Books and Games

Do you enjoy reading good stories and poems together and talking about them? How about playing board games or putting together puzzles? Then this is the club for YOU! This club is a place where you can appreciate good literature and build cooperation and problem-solving skills. Let's get together after school for time to share a good story and participate in some friendly competition!

Interested students may email Mr. Hurlburt

Grades: 5

Leaders: Fifth Grade Teachers and Mr. Hurlburt/Mrs. Herwerth

Dates: Every Friday

Place: meet in Mrs. Reed's Room

Participation limit: 25

Flag Football Club

Ready to score touchdowns and have fun? Join our Flag Football club where fun meets teamwork! We will meet on Tuesdays to learn the ins and outs of the game while focusing on sportsmanship and teamwork. Whether you're a seasoned player or new to the game, all skill levels are welcome. Let's play some football!

Interested in playing? Sign up outside rm 106.

Grades: 5 & 6

Leaders: Mr. Zabroski and Mr. Islieb

Dates: Tuesdays beginning 9/29, ending 12/12 **based on weather**

Place: Meeting in rm 106.

Participation Limit: 20

Culture Quest Club

Pack your “passport” and join us on an after-school adventure around the world! Each week we'll explore a new country through fun games, crafts, music, language, and tasty traditions. From cherry blossom art in Japan, to designing carnival masks from Brazil, Culture Quest is the place to discover how exciting—and connected—our world really is. No experience needed—just curiosity and creativity!

Interested students may sign up outside rm 226

Grades: 6

Leaders: Mrs. Edwards

Dates: Every other Wednesday beginning 10/1, ending 12/10.

Participation limit: 20

Homework Hub - 5th Grade

5th Grade Homework Hub is a new after school club run by 5th grade teachers for 5th grade students! Need help with your math or reading homework? Come to the Homework Hub!

- For 5th graders only
- Get your homework done with help from your teachers
- Work in small groups and get extra support
- Ask questions and understand tough topics

Finish your homework, learn more, and work with friends!

You MUST be picked up by a parent or guardian.

No sign up is required- just come to rm 208 at dismissal!

Grades: 5

Leaders: Ms. Decsy, Ms. Reed, Mrs. Beattie

Dates: Every Tuesday and Thursday following the school calendar, beginning Tuesday 10/7.

Place: Rm. 208

Donuts and Discussion

Are you an avid reader who loves discussing books with friends? If so, this is the club for you! At our first meeting, we'll choose a 2026 Nutmeg Book to read for each upcoming session. All you need to do is read the book and come ready to chat about it with your fellow Gideon classmates. It's a fun and relaxed way to connect with others who share your love of reading — and yes, there will be donuts!

Students will need to borrow or purchase their own copies of the Nutmeg books. Students provide their own transportation and are dropped off at the front entrance of Gideon by 7:15 sharp. Mrs. Lips will meet you there!

If you are interested in joining, please email [Mrs. Lips](#) and include your name, team and homeroom teacher. Mrs. Lips will reply to let you know if there is a spot available.

Grade: 6

Leader: Mrs. Lips

Dates: The following Friday Mornings: October 10, November 7, December 5, January 9, February 6, March 6, April 10, May 8.

Place: Room 116

Participation Limit: 20

Homework Help

Get your homework done with us!

Join your teachers and support staff for help after school. Students are supported in the completion of their homework and/or learning study strategies for upcoming tests and quizzes.

No sign up required for this club. Just come to the Library Media Center after dismissal on Mondays, Tuesdays, and Wednesdays!

Grades: 5 & 6

Leaders: GW Faculty/Staff

Dates: Mondays, Tuesdays, and Wednesdays following the school calendar beginning 9/29. Last meeting **5/27**

Place: Library Media Center

Chamber Orchestra

The 6th Grade Chamber Orchestra is an auditioned ensemble for dedicated string students who are eager to take on more challenging music beyond their regular orchestra class. The group meets weekly on Wednesdays after school, with dismissal at 3:50 p.m. (students may ride the activity bus home or be picked up by a parent). Chamber Orchestra members perform at the Winter and Spring Concerts, as well as the Veterans' Day Assembly. This ensemble is a great opportunity for motivated musicians to grow their skills, collaborate closely with friends, and enjoy the challenge of additional music.

Please see Ms. Tinker in Rm 133 for more information about auditions.

Grade: 6

Leader: Ms. Tinker

Dates: Every Wednesday beginning 10/15

Place: Room 133

Participation Limit: 30 *please note this club is by audition only!*

Origami

The word origami comes from the Japanese words ori (folding) and kami (paper). Join us for some creative, mindfulness sessions to see how many different things a square paper can make! Come learn how to fold origami and then share your art talent with others! All levels of experience are welcome! *Interested students may sign up outside room 104*

Grades: 5 & 6

Leaders: Senora Hale

Dates: The following Wednesdays: 10/8, 10/29, 11/12, 12/3

Please note, if a fifth-grade student would like to participate they will need a ride back to Gideon as they have Early Release Wednesday's though November 2025

Place: 104

Participation Limit: 20

Enharmonics

If you are interested in learning to sing in a small select ensemble, singing intricate harmonies, or just cannot get enough singing, then THE ENHARMONICS is for you! Not only will we learn to sing in different languages and different styles of music, but we will also learn to sing independently and reach the full potential of our beautiful voices. Members will perform in conjunction to Gideon Welles Chorus as well as special school-wide events. We also sing in outside events several times a year.

Please note that this ensemble is open to chorus members and by audition only. We rehearse on TUESDAYS after school in the music room, from 2:45 to 3:50pm. Please also note that The Enharmonics is a year-long commitment.

Auditions are held on September 15, 18, 22, and 25. Member list and waiting list will be posted outside the music room on Friday, September 26. Rehearsals begin on Tuesday, September 30.

Grade: 6

Leader: Dr. Lily Lung-Grant

Dates: Tuesdays beginning 9/30, ending 6/2

Place: Room 130

Participation Limit: 24

Terrific Nail Design Club

Join us in exploring the art of nail design! Together we will collaborate to create and design different styles and types of nail art!

Interested students may sign up outside the Student Support Center, rm 212

Grades: 5 & 6

Leaders: Ms. Graef

Dates: Fridays beginning 10/3, ending 12/12

Place: Art Rm 133

Participation Limit: 10

French Club

Join the French Club to discover more about the French language and Francophone cultures! The French Club is open to all students interested in the French language and culture. Typical activities will include: learning about food, music, games, movies, holidays, and other cultural celebrations!

Interested students can sign up via email to Mme. Eaton Graupner

Grade: 6

Leader: Mme. Eaton Graupner and Mme. Borsotti

Dates: The following Wednesdays: 10/29, 11/19, 12/3, 2/25, 3/25, 4/29

Place: Room 111

Participation Limit: 15

No Place for Hate Committee

Students in 5th and 6th grade work together throughout the school year to plan three school-wide activities promoting a respectful and equitable community where all students can be successful. The No Place for Hate Committee is run in partnership with the Anti-Defamation League.

Our purpose will be to work towards:

- Building an inclusive and safe community in which respect and equity are the goals and where all students can thrive.
- Empowering students, faculty, administration and family members to take a stand against bias and bullying by incorporating programs under one message.
- Sending clear, unified messages that all students have a place where they belong.

Interested students will need to complete an application and submit teacher recommendations in order to be selected to participate on this committee. Please listen to the announcements for more information! There will be an information Town Hall meeting on Tuesday, September 30th .

Grades: 5 and 6

Leaders: Senora Hale and Ms. Reed

Dates: Mondays beginning 10/27, ending 12/8

Participation Limit: 20

Gideon Welles GSA

The Gay/Straight Alliance club (GSA) will meet once a month. The club creates a safe place for LGBTQ+ students, students who have family members that are part of this community and supportive straight friends who are known as 'Allies'. We gather to socialize, discuss issues, do fun activities: coloring, journaling, doodling and even snacking. All are welcome and feel free to bring a friend.

Interested students can sign up via email to [Mrs. Falcigno](#) or [Mrs. Davis](#)

Grade: 6

Leader: Mrs. Falcigno and Mrs. Davis

Dates: The following Wednesdays: 10/1, 11/5, 12/3

Place: Room 221

Participation Limit: 10

GWS Student Council

Representatives from each 6th grade homeroom as well as one executive board member from each team are elected to Student Council. STUCO will also include a representative and an alternate from each Grade 5 class. Alternates will only attend if the classroom representative is not able. Meetings will be held on a bi-monthly basis.

Students will be selected by election in Fall 2025.

Grades: 5 & 6

Leaders: Ms. Ferraiolo and Mrs. Brennan

Dates: General Council will meet Tuesdays after school twice a month. The Executive Board will **additionally** meet one Tuesday morning a month.

Place: Lower Level of LMC

Participation Limit: 33

Kids Lit Quiz

Do you LOVE to READ? Join Kids' Lit Quiz Club

Kids' Lit Quiz Members love to read, always have a book in their hand and have A LOT of knowledge about the hundreds of books they've read. If this describes you, join our Kids' Lit Quiz Club! This club is part book club and part competition...it's reading as a sport! We will spend the first few months of Kids' Lit Quiz Club reading, recommending, discussing and quizzing each other on books. In late January, we will go to a local KLQ competition to compete against KLQ teams from around the country. Up to 4 teams of four students are allowed to participate on competition day. Come check out the Kids' Lit Quiz Club to find out more. In the meantime...start reading!

Interested students may sign up in the LMC

Grades: 6

Leaders: Mrs. Brennan

Dates: Wednesdays beginning 10/8, ending 1/28

Place: Library Media Center

Participation Limit: 16

Gideon Welles Jazz Band

The Gideon Welles Jazz Band is an auditioned group of 6th grade band students who perform jazz, pop, and rock music. Rehearsals are held on Wednesdays after school throughout the school year. Open to all band students (flute, clarinet, saxophone, trumpet, French horn, trombone, and baritone), Jazz Band is a great opportunity for those seeking a musical challenge and a fun performance experience!

In addition to the band instruments, Jazz Band also includes the following instruments: Guitar, Bass Guitar, Piano, and Drum Set. The auditions for these instruments are sometimes competitive, and students generally need to take private lessons outside of school and read music to be successful in the group.

How to audition:

Band students: Speak with Mrs. Rinaudo in your lesson and take the audition music home to prepare and practice. You will have about a week to prepare the music and you can audition in your band lesson throughout the week.

Guitar/Bass Guitar/Piano/Drum Set students: If you do not have Mrs. Rinaudo for lessons, find her in the band room (room 132) to sign up for an audition time and pick up the music. You will have about a week to prepare your audition music.

Sign-ups and music hand out will start September 25.

Jazz Band will meet on Wednesdays after school for the entire school year and perform in the winter concert on January 27 and the spring concert on May 19.

Auditions will be the week of Oct. 6-10 in lessons or after school on Oct. 8.

Grade: 6

Leader: Mrs. Rinaudo & Mr. Cofrancesco

Dates: Every Wednesday beginning 10/15, Ending 5/27

Place: Band Rm. 132

Participation Limit: 30

Math Center

The Gideon Welles after school Math Center will take place on Mondays, Tuesdays and Wednesdays from 2:50 - 3:50. This math session **is for 6th grade students only**, and will give the opportunity to practice and strengthen skills while also receiving extra support and guidance with assignments. Students will gain a better understanding of how to be successful in their math classes. There is no need to sign up each day or each week. We will have an open door policy. All are welcome. We are excited to offer a time for students to ask questions, and build a love of math. **This is not a tutoring program, please only bring homework and assignments from your math classes!**

No sign up necessary!

Grade: 6

Leader: Mrs. Booth

Dates: Monday, Tuesday, Wednesday following the school calendar.
Beginning 9/29, ending 12/10

Place: Rm 112

Participation Limit: 20

Math Olympiad

JOIN THE GIDEON MATH OLYMPIADS! Our team will practice on Tuesdays to get ready for 5 competitions. You must fill out [this Google form](#) to join the team. Attendance at practice is required to participate in the competitions.

Our goals:

To stimulate enthusiasm and a love for mathematics

To introduce mathematical concepts

To teach strategies for problem solving

To develop mathematical flexibility

To strengthen mathematical intuition

To foster mathematical creativity and ingenuity

To provide the satisfaction, joy and thrill of solving challenges

To develop an appreciation of mathematics

Please fill out the [Math Olympiad Google form](#) to sign up.

Grades: 6

Leaders: Mrs. Donohue and Mrs. Searles

Dates: TUESDAYS (A schedule will be sent out to participants)

10/14, 10/21, 10/28, 11/11, 11/18, 12/2, 12/9, 12/16, 1/6, 1/13, 1/20, 2/3, 2/10, 2/24, 3/3, 3/10, 3/24, 3/31

Place: RM 215

Participation Limit: 35

Navegadores

Who are Navegadores? They are Gideon Welles students excited about exploring Spanish language and culture. We will play games, make arts and crafts, watch videos, listen to music, dance and more while discovering fun facts about Spanish speaking countries around the world! We hope to have you on board!

Interested students can sign up outside Room 104

Grades: 6

Leader: Senora Hale

Dates: We will meet on the following Wednesdays: 10/15, 11/5, 11/19, 12/10

Place: Room 104

Participation Limit: 20

SHOC - Students Helping Our Community

Students Helping Our Community, or SHOC, is a community service club that meets every other Wednesday morning before school. As a member of SHOC, you will have the opportunity to participate in several projects to help better our school, town, state, national, and world communities. Some projects we will work on this year include fabric cutting shoe parts for people in Uganda, making clay beads for children undergoing cancer treatments, and reading to kindergartners. If you are interested in making your world a better place, then SHOC is for you! Because this club meets before school, you must have a ride to school to attend. The club meets from 7:15am to 7:45am.

Interested students can sign up outside Room 214

Grades: 6

Leader: Ms. Ferraiolo

Dates: Wednesday mornings before school

Place: Room 214

Participation Limit: 25

ACTIVITY ROUTES

NORTH

R - Hubbard Street, L - New London Turnpike, to – Naubuc Avenue, R - Parker Terrace, L – Naubuc Avenue, L - Main Street, R - Griswold Street, L - Harris Street, L - Prospect Street, R - Long Hill Drive, R - Candlewood Road, L - Griswold Street, L - Addison Road, R - Great Swamp Road, R - Wesleyan Road, R - Trinity Avenue, L - Cambridge Drive, L - Oxford Drive, R - Worthington Road, L - Addison Road

SOUTH

L - Hubbard Street, L - Main Street, L – Chestnut Hill Road, L – Northview Drive, R - Chestnut Hill Road, L - Main Street (if student is on the bus for this area), R - Water Street, L - Tryon Street, as far as Dug Road & turn around, R - Water Street, R - Main Street, R - Great Pond Road(if anyone is on the bus for the area) R - Main Street, R – Glastonbury Hunt Lane & return, L – Main Street, R - Kimberly Lane, L - Dayton Road, R - Main Street, R - Foote Road, R - Matson Hill Road, L - Woodland Street, L - Hopewell Road & return to Main Street

EAST - 1

R - Hubbard Street, L - New London Turnpike, R - Oak Street, R - Hebron Avenue, R - Marlborough Road, to Arbor Acres and turn around, L - Diamond Lake Road, R - Ash Swamp Road, L - Weir Street, R - Shoddy Mill Road, R - Manchester Road, L - Brook Street to Neipsic Road

EAST - 2

R - Hubbard Street across to Neipsic Road, L - Wickham Road, R - Candlelight Drive, L - Strickland Street, R - Hebron Avenue, R - Chalker Hill Road, R - Stanley Drive, R - Hurlburt Street, R - Manchester Road, L - Forest Lane, R - Thompson Street, R - Tollgate Road, R - Wassuc Road, R - Manchester Road, R - Chimney Sweep Hill, L - John Marshall Drive, L - Eastbury Hill Road, R - Manchester Road, L - Quarry Road, R - New London Turnpike

SOUTHEAST

L - Hubbard Street, L - Buttonball Lane, L - Farmstead Lane, R - Founders Road to Coleman Road, L - Chestnut Hill Road, R - Sunset Drive, R - Hopewell Road, R - Heather Glen, R - Leighgate Road, L - Stonepost Road, R - Olde Wood Road, R - Chestnut Hill Road, R - Hopewell Road, L - Woodland Street, L - Coldbrook Road to Mott Hill Road as far as Country Lane & return, R - Country Club Road, L - Wassuc Road, L - New London Turnpike

NORTHEAST

Bell Street at Hebron Ave, R - Bush Hill Road, R - Keeney Street, L - Howe Road, R - Manchester Road, L - Shady Hill Lane, L - Knollwood Drive to end & return (if STUDENT is on bus FOR THIS AREA, R - Woodhaven Road, L - Natchaug Drive, L - Minnechaug Drive, L - Mountain Road, R - Manchester Road, L - Shallowbrook Lane, L - Pane Drive, L - Indian Hill Trail, R - Manchester Road, L - Cedar Ridge Terrace, L - Manchester Road

Gideon Welles School
1029 Neipsic Road
Glastonbury, CT 06033
Phone: 860-652-7800
Fax: 860-652-7825

Mr. Kent Hurlburt, *Principal*

Mrs. Kimberly Herwerth,

Assistant Principal/Special Education Supervisor



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CENTRAL OFFICE ADMINISTRATION

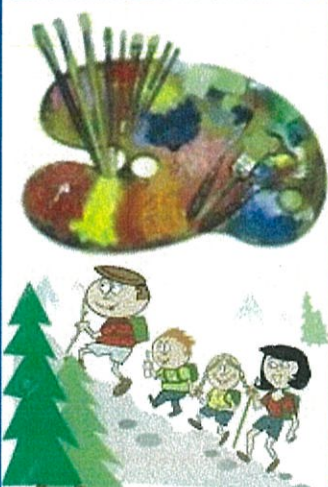
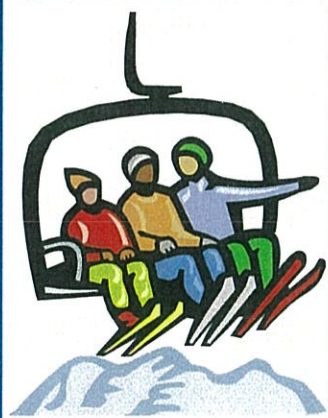
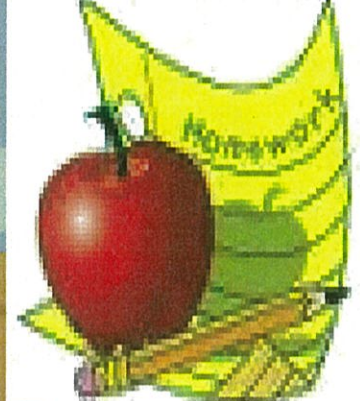
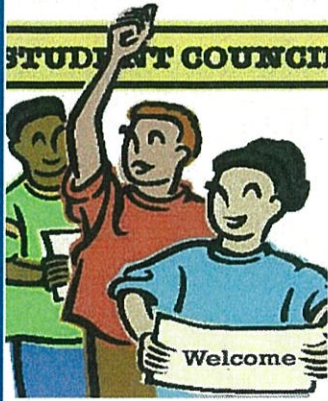
Alan B. Bookman, Ph.D., Superintendent

Dr. Scott Hurwitz, Assistant Superintendent

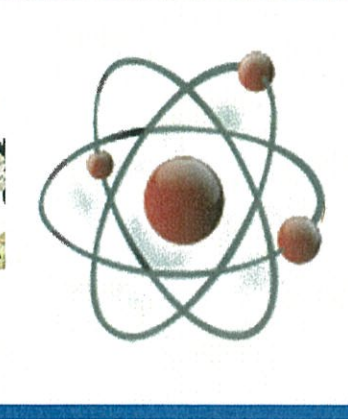
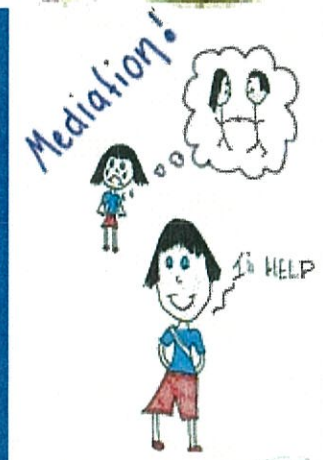
Kate Lund, Assistant Superintendent

Kimberly Brown, Administrator for Pupil Services

Karen Bonfiglio, Business Manager



SMS CLUBS 2025-2026



Smith After School Clubs 2025-2026

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
<i>AV Club</i>	<i>Gowdy</i>	<i>September</i>	<i>Only in September 6-10 hours</i>	<i>Music 3</i>
Chess Club	Barlow	Every other Tuesday	Sep. 16, 30 Oct 14, 28 Nov 11, 25 Dec 9 Jan 6, 20 Feb 3, 17 Mar 3, 17, 31 Apr 14, 28 May 5, 19	1305
Chinese Culture Club	Bursztyn	Tuesday	Sept. 30 Oct. 28 Nov. 25 Dec. 16 Jan. 27 Feb. 24 March 31 April 28	2204
<i>Cosmic Chronicle Literary Magazine</i>	<i>Rodrigues, Bloomstone & Abbotts</i>	<i>Wednesday</i>	<i>1st Wednesday of the month by invitation... November 5, December 3, January 7, February 4, March 4, April 1, May 6 May 27 (Celebration)</i>	<i>1302</i>
Costume Design Club	DelCoro	Tuesday	Every available Tuesday on school calendar, beginning 9/16 and ending 6/2	Art 3
Cross Country	Rachel Peterson, Tom Cieslowski & Robb Quiller	MWF – Some T&Th	Monday, Wednesday, Friday (with some meets on Tuesday/Thursday) Meet schedule: 9/18 (at home) 9/25 (at home) 9/27 (invite at Wickham Park) 9/30 (at home) 10/7 (at Illiing in Manchester) 10/16 (at Avon Middle School) 10/28 (at home) 11/1 (State Meet at Wickham Park)	Running trail/gym (when available if raining)
Debate Club	Rook	Tuesday	1st Informational Meeting – Tuesday, 9/9/2025 Approximately 32-35 classroom meetings /year In addition, there will be the following Saturday events at which student participants are expected to compete: Fall Novice Scrimmage/Tournament 11/2/2025 Late Fall Early Winter Tournament 12/13/2025 Late Winter Tournament 2/28/2026 Spring Championship / Tournament 4/25/2026 Final Meeting Date: 5/26/2026	1101
Drama Club	Klin & Ingram	Monday - Friday	Pre-audition meeting in November. Auditions will be announced in December. Our spring production is March 27 and 28th.	Auditorium
Drama Club -Tech Crew & Playbill	Nichols	Monday - Friday Saturday Production	Coming in March!!	Auditorium & 1105
Experience Spain	Klin	TBD	TBD...October -February	2101
Galaxy Chamber Orchestra	Saunders	Wednesday	Each and every Wednesday that school is in session for a full day until the conclusion of all SMS clubs and activities in May.	Music 1
Galaxy Jazz Band	Gowdy	Monday	Auditions will be held in class for band students on 9/9 and 9/10 (9/11-9/12 if needed). Auditions will be <i>after school</i> for drums, piano, guitar, and bass guitar on Sept 9th & 10th. 1 st rehearsal w/everyone is Monday, September 15, 2025	Band room – Music 1

Smith After School Clubs 2025-2026

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
GSA - Gay Straight Alliance	Kastner	Wednesday	2x/month – 1 st meeting 9/10	2106
<i>Guardians of The Galaxy: Peer Tutoring</i>	Natelli	Monday	<i>TBD - based on student need/schedules Starting September 29, 2025</i>	2103
Los Exploradores	Villanueva	Wednesday	September: 17 October: 8, 22 November: 5, 19 December: 3, 17 January: 14, 28 February: 11, 25 March: 11, 25 April: 8, 22 May: 6 (Final Meeting)	2310
MathCounts	Troutman	Wednesday	Sept. 17, 24; Oct. 8, 15, 22, 29 Nov. 5, 12, 19 Dec. 3, 10, 17 Jan. 7, 14, 28 Feb. 4, 11, 18, 25 March 4, 11, 18, 25 April 1, 8, 22, 29; May 6, 13 (Dates from February 25 through May 13 are pending competition outcomes.)	1304
Math: Shuttle 7	Shea-Florer Bikowski	Monday	9-15 9-22 9-29 10-6 10-27 11-3 11-10 11-17 11-24 12-1 12-8 12-15 12-22 1-5 1-12 1-26 2-2 2-9 2-23 3-2 3-9 3-16 3-23 3-30 4-6 4-20 4-27 5-4 5-11 5-18	2104
Math: Shuttle 7	Shea-Florer Griffin	Tuesdays	9-16 9-30 10-7 10-14 10-21 10-28 11-11 11-18 11-25 12-2 12-9 12-16 1-6 1-13 1-20 1-27 2-3 2-10 2-24 3-3 3-10 3-17 3-24 3-31 4-7 4-21 4-28 5-5 5-12 5-19 5-26	
Model UN Club	Rook	Wednesday	1st Meeting = Wednesday, September 10, 2025 Final Meeting = Wednesday, May 27, 2026	1101
No Place for Hate	Kinel & Garrish & Jill Bernard	Monday	We will be holding an informational meeting on Monday, September 29th after school in Mrs. Kinel's room, Tech Room 3.	Tech 3
Quebec Club	Minnick	TBD	1st meeting date in December December – Watch a Quebecois film! January – Train to be a tourist! February – Quebec Trip Reunion Party (travelers only) March – Play a trivia game!	1310
Russian Culture Club	Rook	Monday	1st Meeting – Monday, September 8, 2025 2X per month. Notice will be provided to Main Office about specific dates prior to club meeting each month. Final club meeting date: Monday, 5/25/2026	Mr. Rook's room – 1101 Also...Cafeteria, Home Economics Room (food prep), Dance room and/or Gymnasium, Outside/ Courtyard/Field
Science Bowl	Nichols/ Kastner (help w/regionals Forcucci)	Monday	October—February Sat. February 7th (competition)	1105
Science Olympiad	Kastner Nichols	Tuesday	10/14, 10/28, 11/4, 11/11, 11/18, 11/25, 12/2, 12/9, 12/16, 1/6, 1/13, 1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/3 3/7 (Competition Date TBD)	2106
Select Chorus	Ingram	Tuesday	Sept 3,10, 17, 24 Oct 7, 14, 21, 28 Nov 7, 11, 18, 25 Dec 2, 9, 16 Jan 6, 13, 20, 27 Feb 3, 10, 24 Mar 31 Apr 7, 9, 21, 28 May 5, 12, 19	Music 2

Smith After School Clubs 2025-2026

Smith Club	Advisor(s)	Day	Tentative Meeting Dates	Location
Smith Singers	Ingram	Wednesday	9/10, 9/17, 9/24, 10/1, 10/8, 10/15, 10/22, 10/29, 11/5, 11/12, 11/19, 12/3	Music 2
<i>SMS Ambassadors Club</i>	<i>Forcucci & Jacobsen</i>	<i>TBD</i>	<i>Various (depends on the season - meet more in the spring, but a few times in the fall too).</i>	<i>1108</i>
SMS Classics Club	de Koning #s low	TBD	Once a month	1201
SMS French Club	de Koning or Perraud...only 1... #s low	TBD	Once a month	2110
SMS Gaming Guild	Sakal	Wednesday	Meet 1x/week	Art 4
STEAM Club	Kinel	Tuesday	All Tuesdays, starting on September 16	Tech 3
Student Council	Coburn & Villanueva	Tuesdays	Sept 16 - officer candidates Sept 25 - officer elections Sept 30, Oct 14, 28; Nov 11; Dec 2, 16; Jan 6, 20; Feb 3, 24; Mar 10 & 24; Apr 7, 28; May 12	2306
Time Traveling Techies	McGlynn	Tuesdays	Once per week or bi-weekly from September through the end of May	1303
Unified Basketball	Macchi/Hesseltine/ Cyr	Tuesday	December 16 January 6, 13, 20, 27 February 3, 10* (*Tournament Day)	Aux Gym
Unified Theater	Klin & Ingram	Monday	1 st meeting 9/15/25!!! September 24th, 29th, Oct. 6th, 15th, 22nd, Oct 27th, Nov 3rd, Nov. 10th, Nov 11th, Nov 12th, Nov 13th.	Auditorium
Venezuelan Partnership	Villanueva	Monday	January: 5 (info meeting), 12 (applications due), 20* (prep meeting), 26 (prep meeting) February: 2, 9, 23 March: 2, 6 *Additional date for Pot Luck Gathering	2310
World Language Tutoring Club	Kisluk	Wednesday	October through May	1110
<i>Yearbook</i>	<i>Nichols & Evans</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
Activity Bus By Street Listing				

Chess

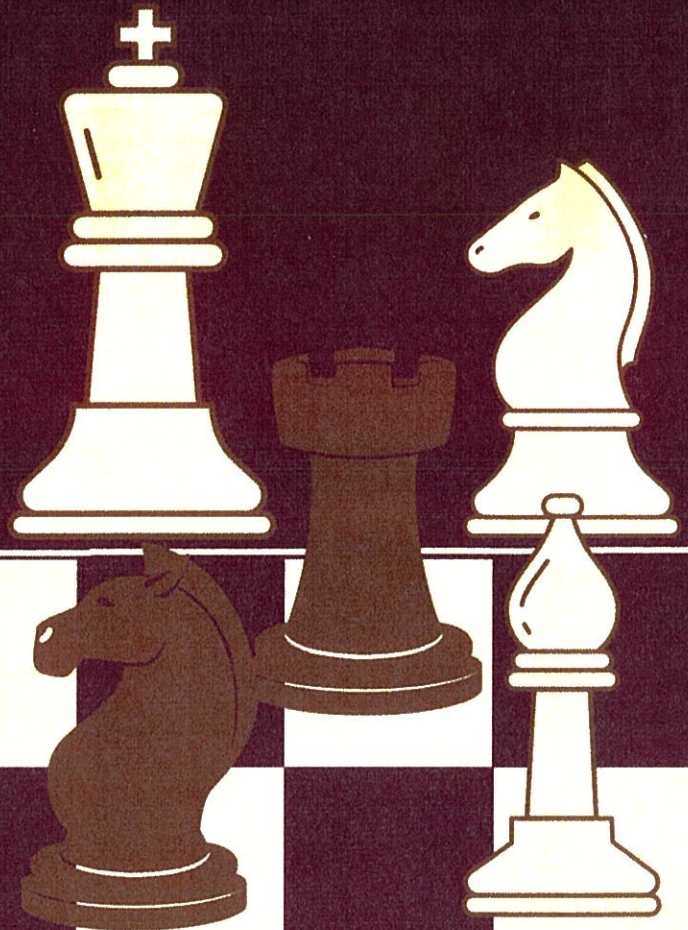
CLUB

Join us every other Tuesday in room 1305 for chess club.

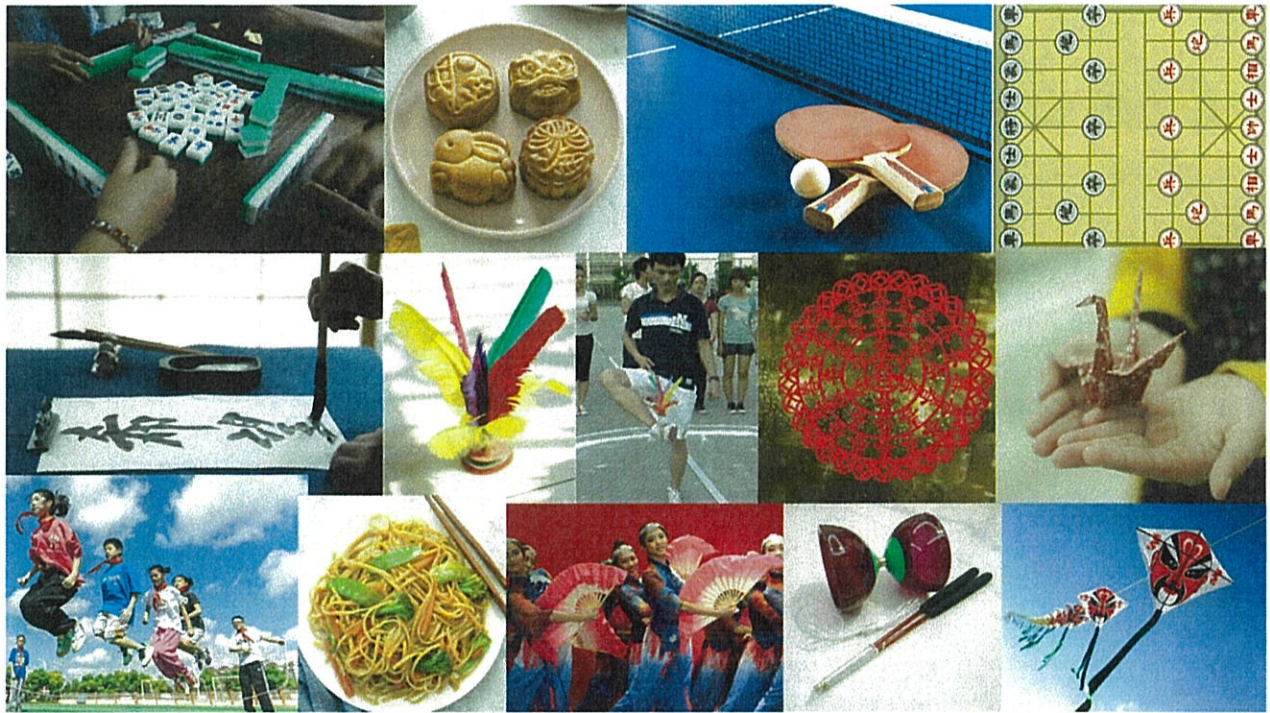
Learn how to play the game, make friends, and compete in tournaments for prizes.

**Tuesdays after
School**

**First Meeting on Tuesday,
September 16**



ROOM
1305



SMS CHINESE CULTURE CLUB

Advisor: Jessica Bursztyn, SMS Chinese and MLL Teacher, bursztynj@glastonburyus.org

Where: Room 2204, Chinese classroom (sign-up sheet is on the classroom door)

What: Students will participate in a variety of Chinese cultural activities, which can be adjusted according to student interest. Students will be invited to the Google Classroom.

Activities *may* include:

- Games (such as Mahjong, Chinese marbles, and Chinese chess);
- Arts and crafts (such as paper cutting, origami, kite-making, and calligraphy);
- Sports (such as racket sports, jianzi [Chinese game similar to hacky sack], yoyo, and jump rope);
- Music and dance (such as Chinese songs, fan dance, and dragon dance);
- Reading Chinese stories, myths, and poetry;
- Learning about Chinese holidays;
- Watching Chinese movies/shows;
- And cooking (vegetable lo mein/fried rice/dumplings/soup, mooncakes, and sampling Chinese snacks/candies).

Schedule

Tuesday (2:45 PM-3:35 PM):

Sept. 30, Oct. 28, Nov. 25, Dec. 16, Jan. 27, Feb. 24, March 31, April 28

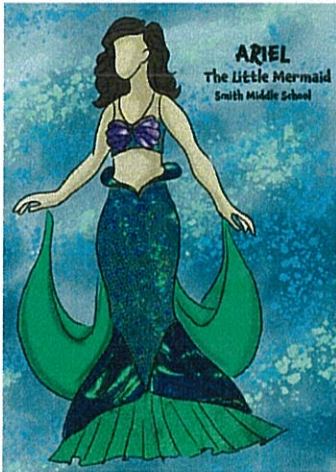
Club members will also be invited to join the SMS Chinese classes at the end-of-year field trip (usually the 1st Sat. of June) to celebrate the Dragon Boat Festival at the CT-Asia Cultural Center in Norfolk, CT, and to eat lunch at Chef Jiang Restaurant in Farmington, CT.

Costume Design Club

With Mr. DelCoro

Every Tuesday (starting 9/16)

This is a great opportunity to experience first-hand the role a Designer plays in a theatrical production!



In this club you will:

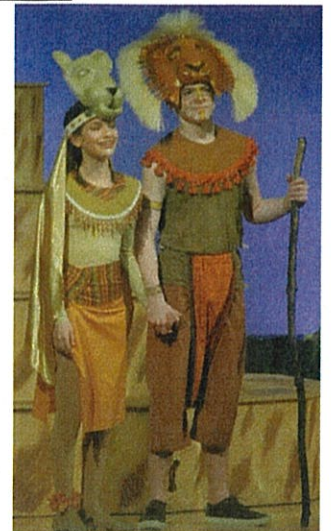
Learn about and contribute to the creative process of a Costume Designer* from start to finish, including:

- **Script reading and analysis**
- **Character and clothing research**
- **Collaborate with Director, Music and Choreography Director, Set Designer, etc**
- **Sketching your designs**
- **Costume construction and sewing, including clothing, headpieces, masks, and props.**
- **Fittings with actors**
- **(If you choose) Costume Crew for the production**

Each student who commits to the club will get to design and/or construct the costumes for at least 1 character in the Smith Middle School's Spring production!

Sign up on Mr. Del Coro's Door (Art Room 3) or contact him at: delcoroc@glastonburyus.org

* Mr. DelCoro has 20 years' experience as a Costume Designer for theater, film, television, dance, opera, and magazine work. He has worked on costumes and sets for the SMS productions THE LION KING, THE MUSIC MAN, SEUSSICAL, THE LITTLE MERMAID and ONCE UPON A MATTRESS.



SMS CROSS COUNTRY REGISTRATION IS OPEN

ALL SIGN UP INFORMATION AND LINKS ARE ON THE SMITH CROSS COUNTRY WEBSITE- THE LINK IS ON CLUBS AND ACTIVITIES PAGE. YOU CAN USE THIS DIRECT LINK IF YOU WISH: <https://sites.google.com/glastonburyus.org/sms-xc-home>



This year the club meets on Monday, Wednesday and Friday behind the school near the gym. We will travel as a group to the entrance of the trail. It is expected that when attendance is not possible that it is communicated with the coach ASAP. **1st practice will be September 8th and will run through the 1st week of November.** Late registration will be allowed to September 30.

This is a learning and participation running club for students to have fun and improve their running skills and endurance. All levels of runners are welcome from the beginner to the more advanced runner. **We hope that you will join us!**

Registration including physical must be completed before a student can practice. The school nurse is NOT ABLE to provide student physicals. Paper physicals WILL NOT be accepted. They must be submitted via email.



SMS Debate Team

with Mr. Rook (2025-2026 Season)

- Learn to *research significant & contemporary issues* facing our society, community, country and world. 😊
- Learn how to *formulate and argue a position* on any given issue or topic. 😊
- Engage in *respectful / informed debate* with your peers and improve your *argumentation and public speaking skills*. 😊
- **Compete** with other CT middle school debaters at in-person tournaments (total = 4) 😊
 - 1st event is a scrimmage/tournament on November 1, 2025 here at Smith! Actual motion/topic is still TBD.

😊 **1st DEBATE TEAM MEETING** 😊

**Tuesday, September 9, 2025 in
Room 1101.**

Drama Club



Come be a star!

**SMS Drama Club will hold a
pre-audition meeting in November.**

**Auditions will be announced in
December.**

**Tech Crew not needed until after Feb
Break.**

**Our spring production is March 27
and 28th.**

**Please see Mrs. Klin (2101), Mrs. Ingram (Music 2)
or the drama club google classroom for more
information starting in November.**

Drama Club

TECH CREW

Looking for interested students to
help behind the scenes:

Lighting

Sound

Props

Curtains

Costumes

Set designers

Artists

Coming March & April

Applications will be required since we only
have 25 positions available

Save the Date

February 13 -21, 2026



Experience Spain

See what it's like to walk the cobblestone streets, sample traditional tapas, dance the flamenco, and explore the castles and cathedrals of Salamanca, Spain!

Here's a peek at what you'll experience...

- One week in Salamanca
- Food
- Cultural Activities
- History of Salamanca
- Literature
- Homestay experience
- Spanish Immersion Classes



*Applications will be available mid-September 2025.
(Total cost \$2600)*

This immersion program will be open to 8th grade students. Make a Spanish Immersion Program at Colegio Delibes in Salamanca, Spain, February 13-21, 2026, a part of your 8th grade year.

For more information please contact Amanda Robustelli-Price (robustellipricea@glastonburyus.org)
or Kristen Klin (klink@glastonburyus.org)



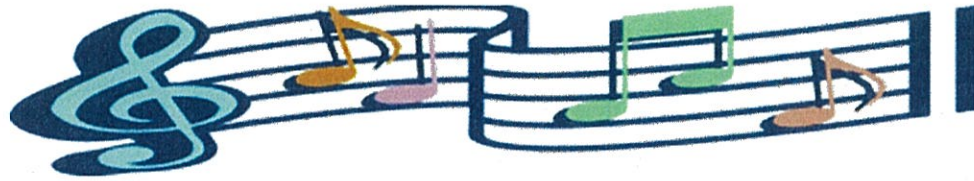
The background of the entire page is a photograph of two young women in white and orange space suits, floating in space. They are both playing violins. The woman on the left is looking towards the right, and the woman on the right is looking down at her instrument. The background is a deep blue space filled with stars.

GALAXY CHAMBER ORCHESTRA

The **Galaxy Chamber Orchestra** is for students who are enrolled in an orchestra class who would like to go above and beyond what we are learning in class. You must be enrolled in orchestra during the school day to join the chamber orchestra.

An audition is required to join. For more information, join our audition Google Classroom page using join code: gwt6wntz.

Galaxy Chamber Orchestra meets on Wednesdays after school until about 4PM. The first meeting for returning members is September 10th. New members begin attending on September 17th.



SMITH MIDDLE SCHOOL

Galaxy Fall Jazz Band

Do you love playing jazz, rock, blues, and other styles of music on your instrument? Yes?! Then come be a part of our Galaxy Jazz Band!

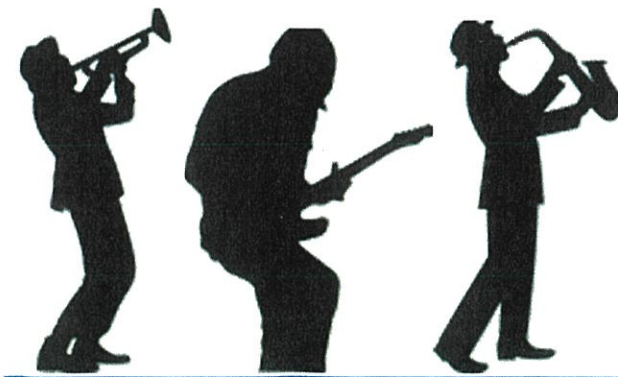
Who Can Join? Any band instrumentalist can audition...that's right, ANY instrument! We are also looking for guitar, bass guitar, drum set players, and piano players as well. Those instruments will need to sign up to stay after to audition.

When are auditions? Auditions will be held in class for band students on 9/9 and 9/10 (9/11-9/12 if needed). Auditions will be *after school* for drums, piano, guitar, and bass guitar on Sept 9th & 10th. Please sign up for an audition slot outside the band room (music can be found there as well) *Not all students who audition will make the group. If you make the group, it is also expected that you audition for Eastern Regions in December!*

Rehearsals: After school on most Mondays from 2:45-3:35pm. Our **FIRST** rehearsal with everyone is Monday, **September 15, 2025**

Performances: We will perform at the December 4th instrumental concert, Wolf Pack, Yard Goats, Jazz Day... and more, stay tuned!

Questions? Stop by the band room and ask Mr. Gowdy or email him at gowdym@glastonburyus.org





COME JOIN US! ALL ARE WELCOME!

SMITH MIDDLE SCHOOL

GSA

EVERY OTHER WEDNESDAY

The Gay-Straight Alliance will meet twice a month. Our first meeting is Wednesday, September 10th in Mr. Kastner's room (2106). All are welcome to attend and bring a friend! The Gay-Straight Alliance will play games, discuss social issues and school climate, and plan events.

Stop by for a meeting to see what we're about!





LOS EXPLORADORES



This club is open to all who would like to participate. You do not need to be a Spanish student.

Come explore different components of the Spanish-speaking world with us!!

We will experience...

- music/dance
- arts/crafts
- foods
- games
- ...and so much more!



Meetings in 2310 with Sra. Villanueva

MEETINGS ARE CURRENTLY SCHEDULED FOR THE FOLLOWING WEDNESDAYS:

September 17, October 8 & 22, November 5 & 19, December 3 & 17,
January 14 & 28, February 11 & 25, March 11 & 25, April 8 & 22, May 6

Please pay attention to morning announcements & student bulletins for updates





MATHCOUNTS[®]

COMPETITION SERIES

EST. 1983

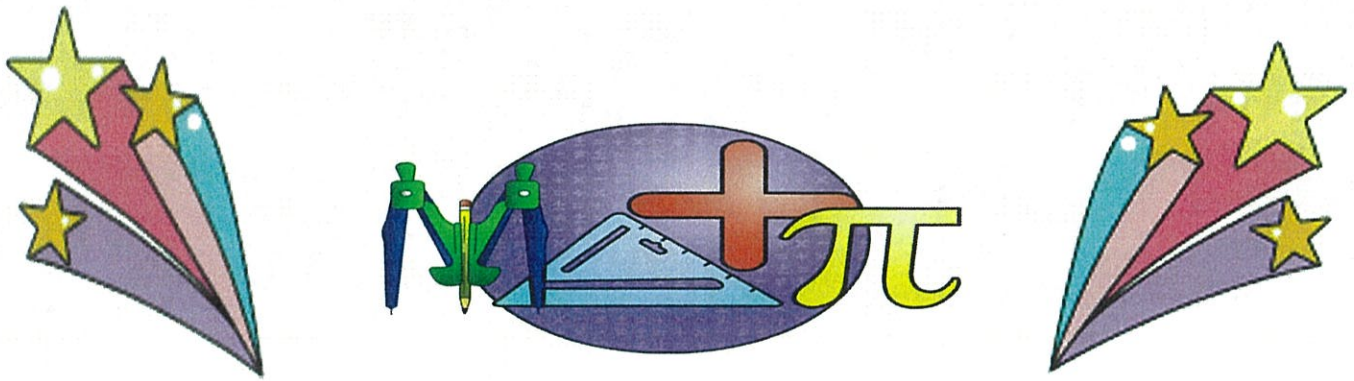
Do you enjoy math
and problem solving?
If yes, then this club is for you!

Sign up to our Google Classroom if you are
interested in joining with code:

nx64utbx

When?	Wednesdays after school starting September 17, 2025
Where?	Room 1304 (Mr. Eller's classroom)
Why?	To prepare for some competitions within SMS and against other schools
Why else?	To have fun!
What to bring?	Your calculator, your mind, and an eager attitude!

Please contact Mrs. Troutman if you have any questions:
troutmand@glastonburyus.org



MATH: SHUTTLE 7

a Grade 7 afterschool Peer Tutor club
designed to help you SOAR in your Math class

- Who?** All 7th grade students
- When?** Mondays and Tuesdays 2:40-3:40
Come every week or come as needed
No sign-up necessary
- Where?** Room 2104
- What?** Work with GHS student tutors and Grade 7 teachers
- Complete homework together
 - Practice and relearn concepts that need revisiting
 - Prepare for upcoming assessments
 - Retake formative assessments as needed
 - Pre-learn upcoming concepts and skills
 -
- Why?** Practice + Preparation = Confidence + Success

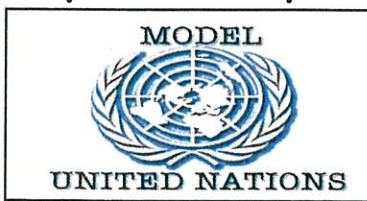


Model
United
Nations

MODEL UN CLUB

with Mr. Rook (weekly on Wednesdays after school)

- Participate in Model UN Conferences with students from CT and potentially the US and abroad!
- Learn about significant world issues and affairs!
- Learn about the United Nations, diplomacy and international relations!
- Learn how to formulate a position on an issue and argue it.
- Engage in intellectual debate and practice your public speaking skills.



FIRST MEETING

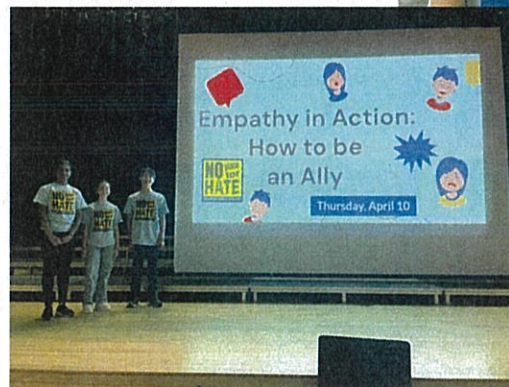
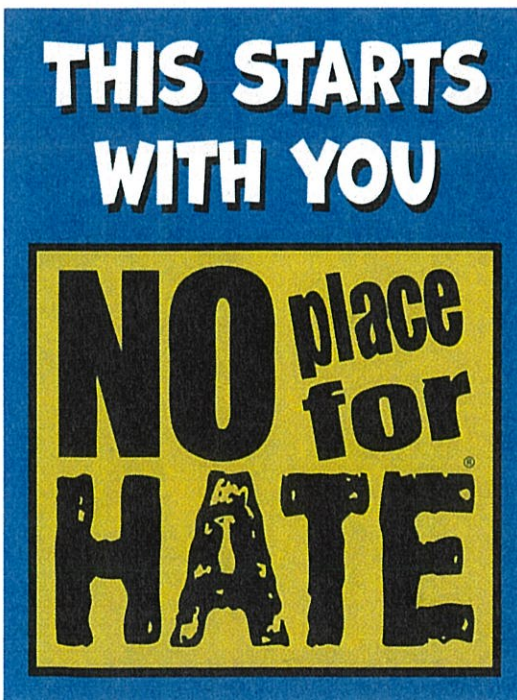


Wednesday, 9/18/2025 Room 1101

Are you interested in promoting kindness and inclusion in the Smith Middle School community?

Join the 2025–2026 *No Place for Hate* Advisory Board!

We will be holding an informational meeting on Monday, September 29th after school in Mrs. Kinel's room, Tech Room 3. All are welcome!!



Please contact Mrs. Garrish (garrishj@glastonburyus.org), Mrs. Kinel (kineld@glastonburyus.org) or Mrs. Bernard (bernardj@glastonburyus.org) if you have any questions!





Québec Club

*Learn about Quebecois culture, history, and language
with*

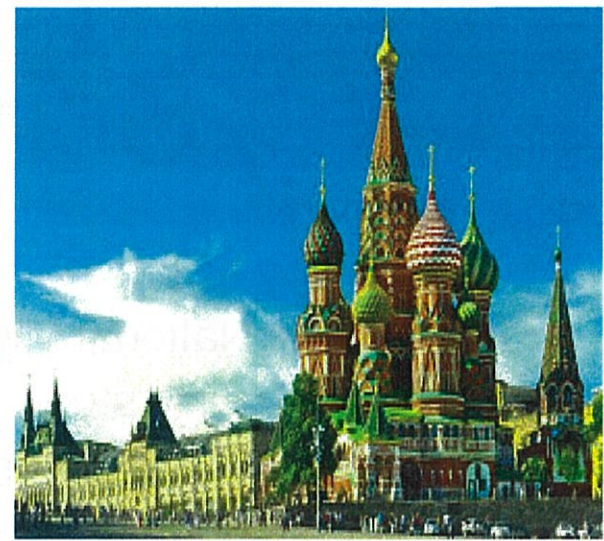
Monsieur Minnick in room 1310

(open to all students)

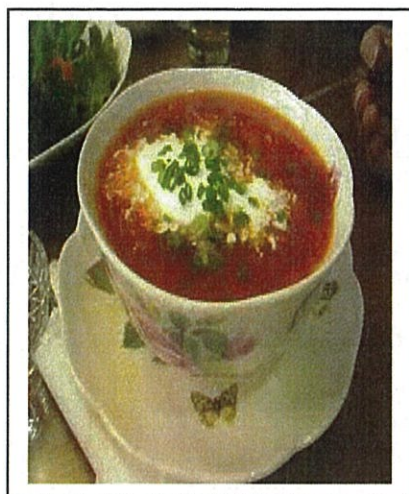
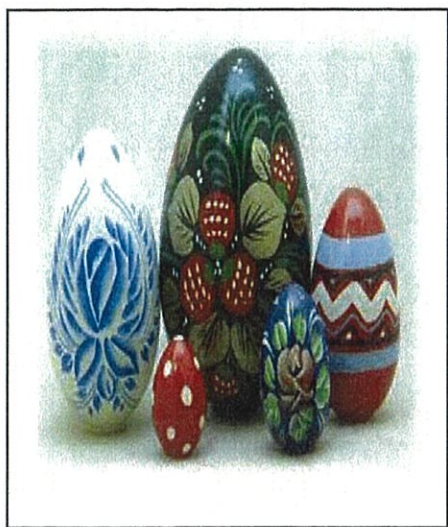
Club Meeting Dates and Activities:

- December – Watch a Quebecois film!
- January – Train to be a tourist!
- February – Quebec Trip Reunion Party (travelers only)
- March – Play a trivia game!

Russian Culture Club

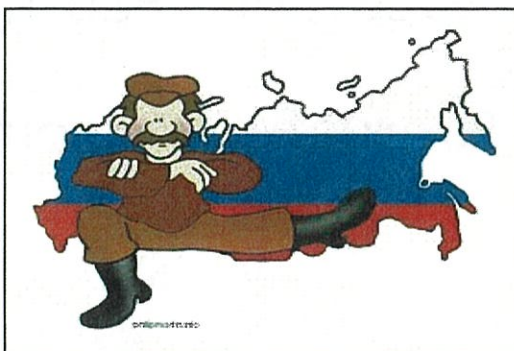


2025-2026



- Cooking
- Crafts
- Games

2X / Month - Monday after school
with Ivan Ivanovich (Mr. Rook)
1st Meeting - 9/8/2025 - Room 1101



Science Bowl

Do you enjoy science? Are you good at math? We have the club for you! The National Middle School Science Bowl is an event which encourages students to get involved in science and math activities. We will help provide enrichment in both areas so that we can compete against other middle schools in the area. The competition is academic based and each team of 4 students answer questions as fast as they can (like Jeopardy). We can only register 2 teams of 5, so you must commit to the weekly meetings. At each meeting we will review concepts, provide study material and sometimes give quizzes on selected topics. Weekly statistics will be recorded to assist with selecting team members for competition. Since the competition is in February, we will meet each Monday after school in room 1105.

Email Mrs. Nichols

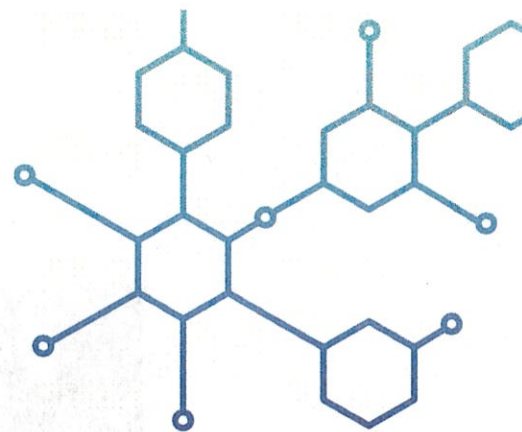
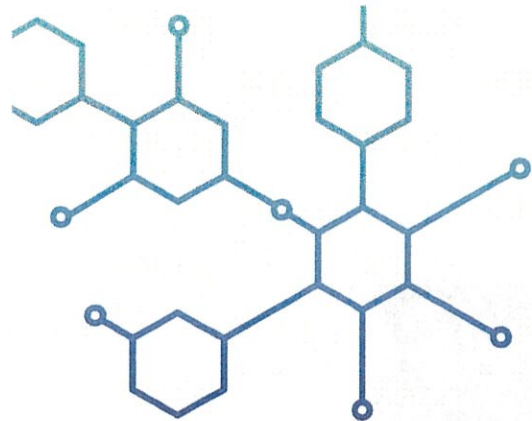
for more details

nicholss@glastonburyus.org

Mondays

October—February

Sat. February 7th (competition)



SCIENCE OLYMPIAD

A S.T.E.A.M. COMPETITION

HELLO SCIENTISTS! COME JOIN THE SCIENCE OLYMPIAD, A COMPETITIVE SCIENCE TEAM THAT SPANS MULTIPLE FIELDS AND ASPECTS OF SCIENCE!

Compete in the 4 categories of events:

Core Knowledge Events: Mastery of key Science concepts

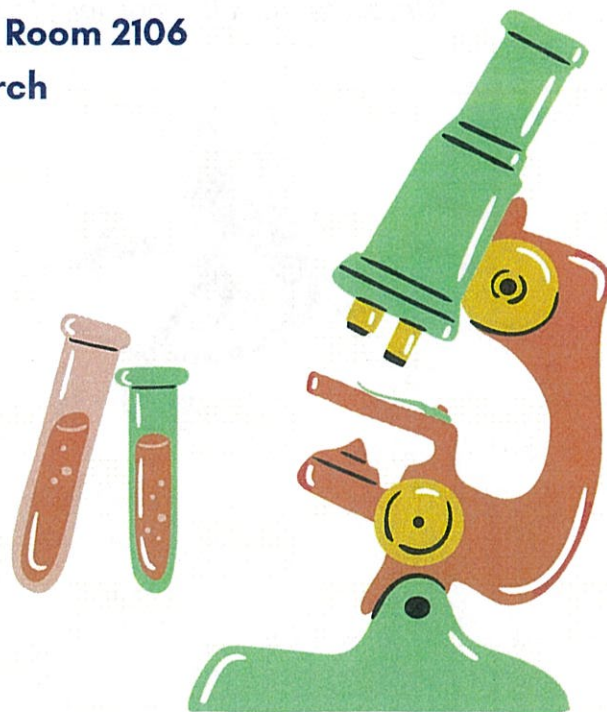
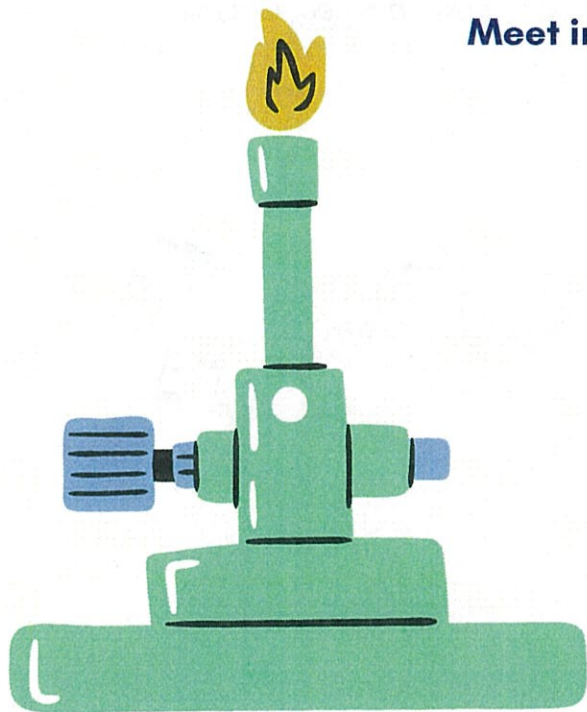
Build Events: Build devices based off given specifications

Laboratory Events: Conduct hands-on experiments

Hybrid Events: A mix of the above events!

Meet in Mr. Kastner's Room 2106

October - March



Love to sing?



Select Chorus

Select Chorus is an auditioned group that meets every Tuesday from 2:35-3:40 to rehearse advanced repertoire. Select chorus performs at several “gigs”, including the Yard Goats, a 6 Flags vocal competition, the Veteran’s Day Ceremony, and a Gideon Welles tour, to name a few.

**Students must be registered for chorus in order to participate in Select Chorus.*



SMITH SINGERS



A treble choir for advanced
Altos and Sopranos who love
to sing and want to learn
more challenging repertoire.

SEPTEMBER-DECEMBER
WEDNESDAYS

Come to SMS Classics Club!

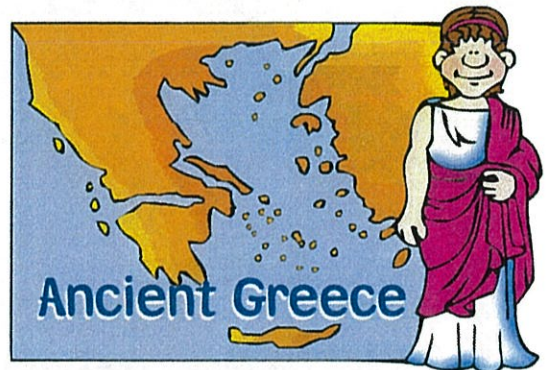
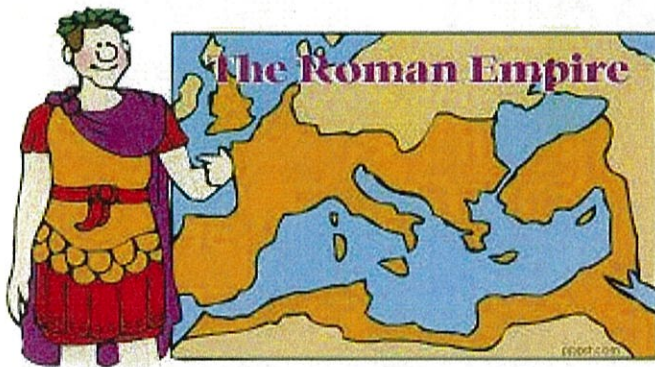
Open to all Smith students

Meetings will take place once a month

from 2:45-3:45pm in room 1201

Interested? Join our Google Classroom:[aew2qpj](#)

Questions? E-mail the advisor Mrs. de Koning:
dekoninga@glastonburyus.org



Learn about classical topics, such as:
mythology, ancient Roman and
Greek culture and history,
the Latin and Greek languages.

And how does it all relate to us?

Learn more about the
culture of the French speaking world...

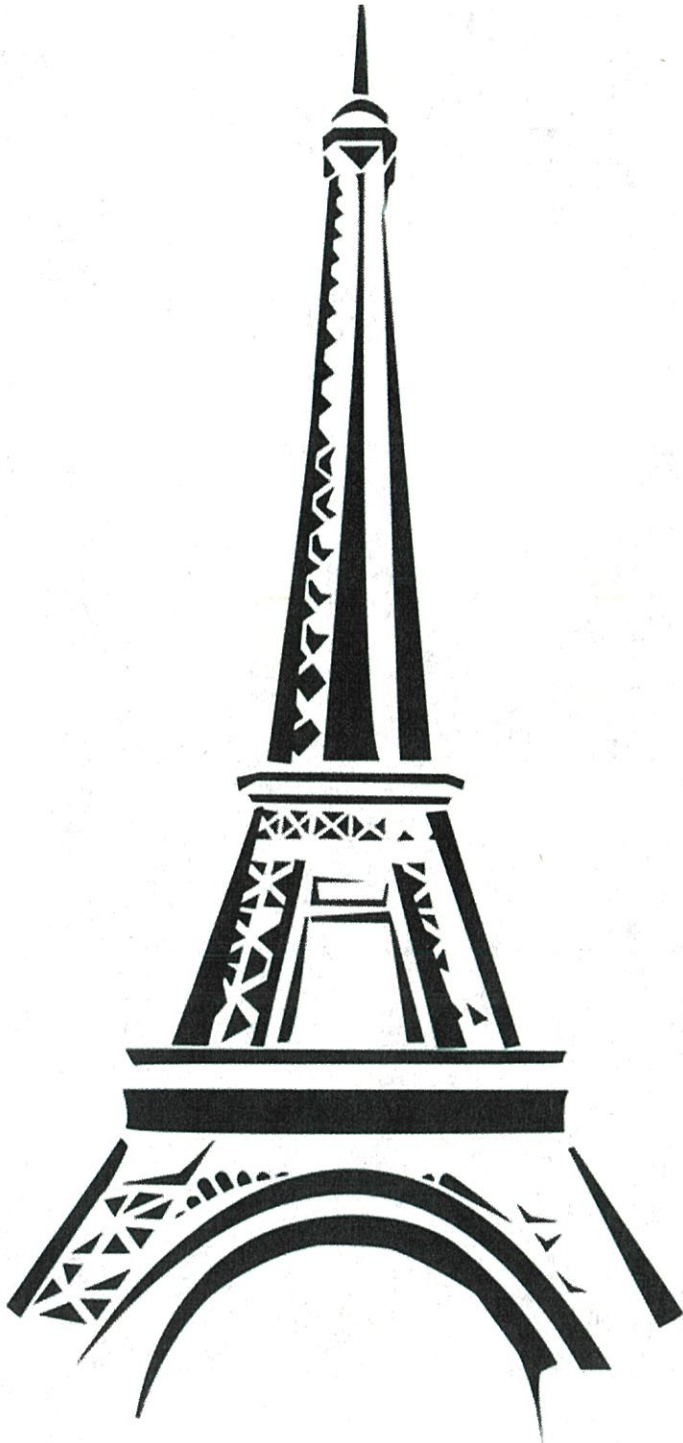
join the
FRENCH CLUB!

Interested?

E-mail Madame de Koning at
dekoninga@glastonburyus.org

or Madame Perraud at
perraudc@glastonburyus.org

The club is open to all
Smith students, even if you
do not take French!
Meetings will be held once
a month in room 2110
after school.
Meeting dates and sign-ups
will be announced on the
student bulletin



**Smith Middle School
Gaming Guild**

First Meeting



**Sept. 10,
2025**

**2:45-3:45
PM**

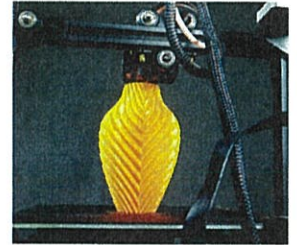
Art Rm 4

Come Join the Smith Middle School Gaming Guild to learn all about Dungeons and Dragons, Magic the Gathering, and lots of other tabletop role playing games too!

SMS STEAM CLUB



When: Tuesdays!

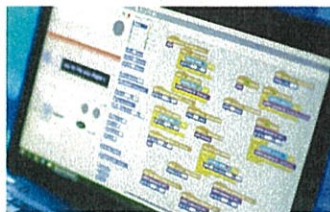


**Where?
Tech3 - Mrs. Kinel's Room**

Explore hands-on science, technology, engineering, arts & math projects!

Get to work on creative projects with friends!

Learn coding, robotics, electronics, and more with GHS students!



Contact Mrs. Kinel for more info: kineld@glastonburyus.org



Show Your School Spirit....come...join...

STUDENT COUNCIL



First Meeting: September 30th

Location 2306

2:45 PM - 3:30 PM

Who: 7th and 8th Graders

What: Develop Leadership Skills
Promote School Spirit
Work as Part of a Team

When: Sept 30, Oct 14 & 28; Nov 11; Dec 2 & 16; Jan 6 & 20; Feb 3 & 24;
Mar 10 & 24; Apr 7 & 28; May 12

Where: Room 2306

Why: It's Fun!!

Any Questions, please contact

Ms. Coburn at: coburnm@glastonburyus.org

Mrs. Villanueva at: villanuevam@glastonburyus.org





TIME TRAVELING TECHIES

Help bring the 18th century into the 21st century by joining the Time Traveling Techies!

- ◆ Receive training to become a tour guide at the Welles Shipman Ward House and the Green Cemetery.
- ◆ Participate as an assistant tour guide during the 5th grade tours at the Welles Shipman Ward House and the Green Cemetery.
- ◆ Use iPads to create interactive content showcasing life in the 18th century.
- ◆ Help create a virtual tour of the Welles Shipman Ward House.
- ◆ Participate in important events at the Welles Shipman Ward House.

The club will meet on Tuesdays in Mr. McGlynn's room 1303. If you are interested or would like more info, please stop by or email Mr. McGlynn.

Unified Basketball!

Dear Athletes and Partners,

Thank you for your interest in Unified Basketball! We are excited to kick off another great season together. We know winter can be a busy time, so we've listed the expected practice and tournament dates below to help with planning.

Our season begins **Tuesday, December 16th**, in the **SMS Main Gym** from **2:45-3:30 PM**. Please remember to wear sneakers and bring water to every practice.

We are looking for athletes and partners who can commit to practicing with the team each week. Consistent attendance is very important, so please check your calendars to be sure you're able to commit. Space on the team is limited, so be sure to return your forms as soon as possible.

We can't wait for another fun and successful season!

Once sign-ups begin in November, be sure to join our Unified Basketball Google Classroom! This is where we post all of the important information regarding our team.

Practices and Tournament dates are as follows:

Tuesday, December 16, 2025

Tuesday, January 6, 2025

Tuesday, January 13, 2026

Tuesday, January 20, 2026

Tuesday, January 27, 2026

Tuesday, February 3, 2026

Tournament - Tuesday, February 10, 2026

Please hand in the required forms to Mr. Macchi or bring them to the main office by Friday, December 5, 2025. More information to come in late fall. We look forward to seeing you on the court!

Thank you,

Mr. Macchi, Ms. Hesseltine, and Mrs. Cyr



{ spotlight on ability }



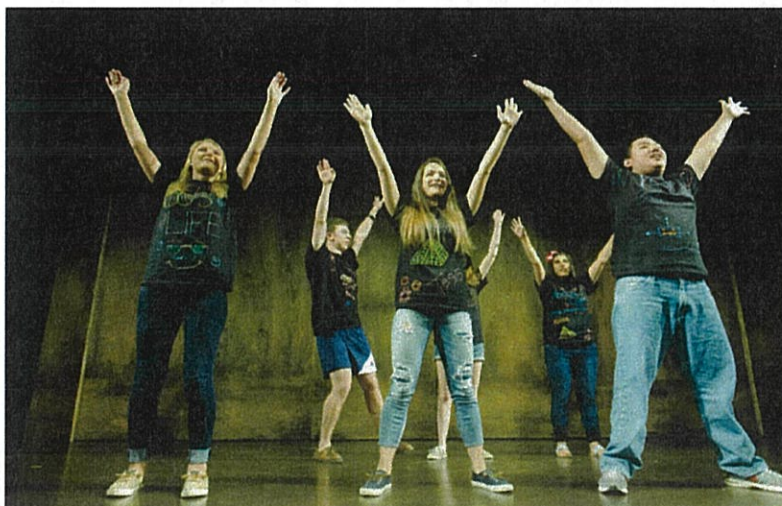
UNIFIED theater

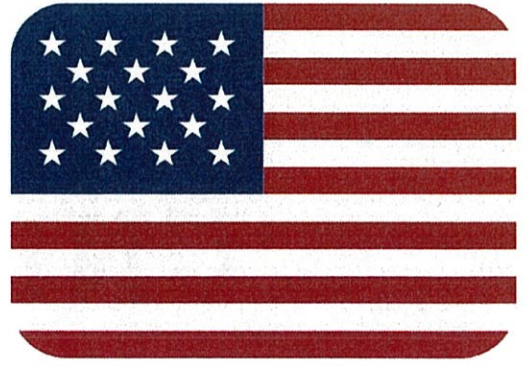
Calling all students who love to act, sing, and/or dance!!! This club is for you! In Unified Theater, young people with and without disabilities, of all backgrounds, come together as equals to put on a production. The production is entirely organized, written, and directed by the students themselves!

ALL ARE WELCOME IN THIS CLUB, regardless of experience!

Unified Theater will meet each Monday from 2:45-3:40 in the auditorium. Our first meeting will be **September 15th** and will culminate with an evening performance on Thursday, November 13th.

Any students interested in being leaders of this club should contact Mrs. Ingram (ingramk@glastonburyus.org) or Mrs. Klin (klink@glastonburyus.org).





VENEZUELAN PARTNERSHIP

This club partners students from Smith Middle School with students from Colegio Integral El Ávila (Caracas, Venezuela) for their 4-week stay in CT.

This club runs January through March.

There are several ways to be involved:
Hosts, Alternates, Greeters, and Friends!
(Participants must be 7th Grade students.)

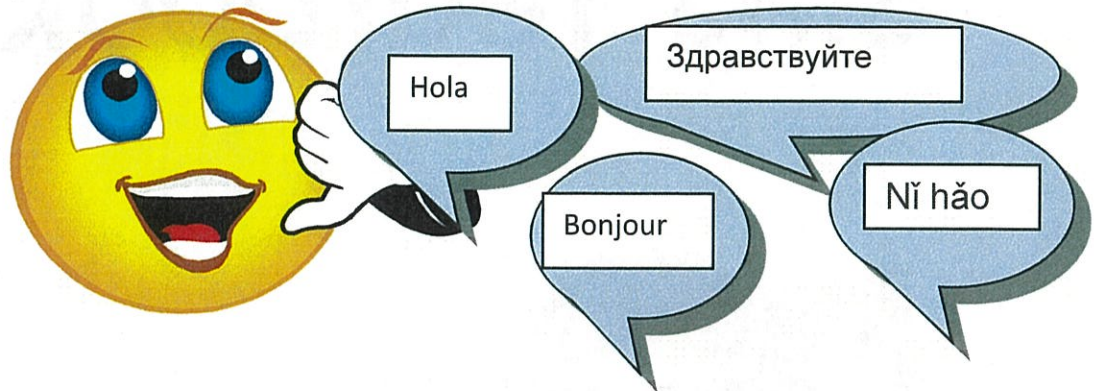


An informational meeting with all the details will be held on January 5, 2026. If you have any questions before that meeting, please feel free to reach out to: Señora Villanueva (Room 2310)



**COLEGIO INTEGRAL
EL AVILA**





**GHS WORLD LANGUAGE HONOR SOCIETY
TUTORING CLUB**



**WHO: SMS Students of Spanish, French,
Russian and Chinese**

WHAT: Extra help in the target language

WHERE: Room 1110

WHEN: Wednesdays - October through May

**WHY: To get homework help and improve your
language skills**

ADVISOR: Mrs. Kisluk

SMS Yearbook



Do you enjoy taking photos?

Come be a part of the SMS Yearbook!!

**Talk to Ms. Nichols about ongoing
collaborations via Google.**

Activity Bus by Street		
Acorn Ridge Road 6073	South	
Addison Pond Road 6033	North	
Addison Road 6033	North	
Applewood Lane 6033	Southeast	East 2
April Drive 6033	North	
Arbutus Trail 6033	East 1	
Arrowhead Drive 6033	South	
Ash Swamp Road 6033	East 1	
Aspen Drive 6073	East 2	
Augusta National 6033	Northeast	
Backland Road 6073	South	
Bader Lane 6033	Northeast	
Bailey Street 6033	East 1	
Baldwin Lane 6033	Southeast	East 2
Bantle Road 6033	North	
Barrington Way 6033	North	
Barry Lane 6033	North	
Bates Lane 6033	North	
Bayberry Road 6033	Northeast	
Beechwood Lane 6073	South	
Bell Street 6033	Northeast	
Belle Woods Drive 6033	Northeast	
Bellridge Road 6033	Northeast	
Belltown Road 6073	South	
Benton Lane 6033	East 1	
Bidwell Street 6033	East 2	
Birch Mountain Road 6033	East 1	
Birch Trail 6033	East 1	
Bittersweet Lane 6073	South	
Blue Hills Trail 6033	East 1	
Blueberry Lane 6073	South	
Bluff Point Road 6073	South	
Boulder Circle 6033	Southeast	
Boxwood Lane 6033	North	
Braeburn 6033	Northeast	
Breeds Hill Road 6033	Southeast	
Brentwood Drive 6033	East 1	
Brewster Road 6033	North	
Briarwood Drive 6033	Northeast	
Bridlepath Lane 6033	East 2	
Brittany Road 6033	Southeast	East 2
Broad Moor 6033	Northeast	
Broadleaf Circle 6033	East 2	
Brook Street 6033	East 1	

Brookfield Drive 6033	South	
Brookhaven Drive 6033	Northeast	
Brookview Drive 6033	Northeast	
Buckingham Drive 6033	East 1	
Bunker Hill Road 6033	Southeast	
Burning Tree 6033	Northeast	
Butler Drive 6033	East 1	East 2
Butternut Drive 6033	North	
Buttonball Lane 6033	Southeast	
Cambridge Drive 6033	North	
Candlelight Drive 6033	East 2	
Candlewood Road 6033	North	
Canione Road 6033	South	
Cardinal Lane 6033	Northeast	
Carini Road 6073	South	
Carriage Drive 6033	Southeast	
Carriage Drive, East 6033	Southeast	
Cart Road 6033	Southeast	
Carter Lane 6033	North	
Cattail Road 6033	North	
Cavan Lane 6033	East 1	
Cedar Ridge Drive 6033	Northeast	
Cedar Ridge Terrace 6033	Northeast	
Chalker Hill 6033	East 2	
Chamberlain Lane 6073	South	
Chapman Drive 6033	East 1	
Charlton Drive 6073	East 2	
Chase Hollow Lane 6033	East 1	
Chatham Hill Road 6073	South	
Checkerberry Drive 6033	North	
Chelsea Road 6073	East 2	
Chestnut Hill Road 226-end	Southeast	
Chestnut Hill Road 0-225	South	
Chestnut Hill Terrace 6033	Southeast	
Chimney Sweep Hill Road 6033	East 2	
Church Hill Road 6033	East 1	
Cider Mill Road 6033	East 2	Southeast
Clark Hill Road 6073	South	
Clinton Street 6033	North	
Clove Hill Road 6033	Northeast	
Coach Road 6033	Southeast	
Cobblestone Road 6033	East 2	
Coldbrook Road 6073	Southeast	
Coldspring Xing 6073	East 2	
Coleman Road 6033	Southeast	
Colony Circle 6033	East 2	
Colton Road 6033	East 2	

Coltsfoot Circle 6033	North	
Concord Street 6033	North	
Conestoga Way 6033	East 2	Southeast
Coop Road 6033	East 1	
Cooper Drive 6033	North	
Copley Road 6073	Southeast	
Coralberry Lane 6033	North	
Cortland Lane 6033	East 2	Southeast
Cotswold Close 6033	Southeast	
Cotton Hollow Road 6073	South	
Country Club Road 0-220	Southeast	
Country Club Road 221-end	South	
Country Lane 6073	Southeast	
Courtney Circle 6033	East 2	Southeast
Cranesbill Drive 6033	East 1	
Crescent Road 6033	East 2	Southeast
Crestdale Road 6033	East 1	
Cricket Lane 6033	East 1	
Crosby Road 6033	East 2	
Crossroads Lane 6033	North	
Crystal Ridge 6073	South	
Curtis Road 6033	South	
Cutter Lane 6033	Southeast	
Dayton Road 6073	South	
Dean Drive 6073	South	
Deerfield Drive 6033	North	
Delmar Road 6033	East 2	
Deming Road 6033	North	
Denslow Road 6033	North	
Di Bella Lane 6033	South	
Diamond Lake Road 6033	East 1	
Dickau Court 6033	North	
Dickinson Road 6073	Southeast	
Dogwood Lane 6033	Northeast	
Douglas Road 6033	North	
Drumlin Road 6073	South	
Duck Pond Road 6033	North	
Dug Road 6073	South	
Dutton Place Way 6033	East 1	
Duxbury Lane 6033	North	
Carriage Drive 6033	East 2	Southeast
Chimney Sweep Hill Road 6033	East 2	
E Lake Shore Trail 6033	East 1	
E Opal Drive 6033	North	
Eastbury Hill Road 6033	East 2	
Echo Lane 6073	South	
Edgewood Lane 6033	East 2	

Elm Tree Road 6033	South	
Empress Lane 6033	East 1	
Evergreen Lane 6033	Southeast	
Fairfield Lane 6033	East 1	
Fairlawn Road 6033	East 2	
Fairview Terrace 6073	South	
Fairway Xing 6033	Northeast	
Falcon Lane 6033	East 1	
Fallview Drive 6033	South	
Farmcliff Drive 6033	Southeast	
Farmstead Lane 6033	Southeast	
Fawn Run 6033	Southeast	
Feldspar Ridge 6033	East 2	Southeast
Fern Street 6033	East 1	
Ferry Lane 6073	South	
Fieldstone Drive 6073	Southeast	
Firethorn Drive 6033	North	
Fisher Hill Road 6033	East 2	
Foote Road 6073	South	
Forest Lane 6033	East 2	
Founders Road 6033	Southeast	
Fox Den Road 6033	Southeast	
Francis Drive 6033	East 1	
Franklin Lane 6033	East 2	
Freedom Way 6033	East 1	
Full Circle 6033	North	
Garland Drive 6033	North	
Gates Farm Road 6033	Southeast	
Gayfeather Lane 6033	North	
Georgetown Drive 6033	East 2	
Gideon Lane 6033	Northeast	
Glastonbury Boulevard 6033	North	
Glastonbury Hunt Lane 6073	South	
Glazier Drive 6073	South	
Glenwood Road 6033	East 1	
Goodale Hill Road 6033	East 2	
Goodrich Road 6033	East 2	
Grandview Drive 6033	East 2	
Granite Road 6033	East 2	
Great Pond Road 6073	South	
Great Swamp Road 6033	North	
Green Briar 6033	Northeast	
Greenwood Place 6073	East 2	
Greentree Drive 6033	East 2	
Gregory Hill Drive 6033	East 2	
Grey Rocks Court 6033	East 2	
Grindle Brook Road 6073	South	

Grist Mill Road 6033	East 2	
Griswold Street 6033	North	
Grouse Hill Road 6033	East 1	
Grove Street 6033	North	
Hale Road 6033	East 2	Southeast
Hampshire Drive 6033	East 2	Southeast
Hampton Court 6073	South	
Hanover Fields Road 6033	Southeast	
Hardin Lane 6033	South	
Harris Street 6033	North	
Harvest Lane 6033	East 1	
Hawthorne Mead Dr.	East 1	
Heather Glen Road 6033	Southeast	
Hebron Avenue 6033	East 1	
Hemlock Hill Drive 6033	East 1	
Heritage Drive 6033	Northeast	
Heywood Drive 6033	North	
Hi-Gate Farms Road 6073	South	
Hickory Drive 6073	South	
High Street 6073	South	
High Wood Drive 6073	East 2	
Highmead Trail 6033	Southeast	
Highridge Road 6073	South	
Hill Street 6033	East 1	
Hillcrest Road 6033	South	
Hillstown Road 6033	North	
Hilltop Trail 6033	East 1	
Hitching Post Lane 6033	East 2	Southeast
Hollis Lndg 6033	East 2	Southeast
Hollister Way N 6033	South	
Hollister Way S 6033	South	
Hollister Way W 6033	South	
Holly Lane 6033	North	
Holmes Road 6033	South	
Homestead Drive 6073	East 2	Southeast
Hope Lane 6033	Northeast	
Hopewell Hts 6073	South	
Hopewell Road 6073	South	
Horizon Lane 6033	East 1	
House Street 6033	North	
Howe Road 6033	Northeast	
Hubbard Drive 6033	South	
Hubbard Run 6033	South	
Hubbard Street 6033	South	
Hunter Lane 6033	Northeast	
Huntingridge Drive 6073	Southeast	
Hurlburt Street 6033	East 2	

Imperial Drive 6033	East 1	
Indian Hill Trail 6033	Northeast	
Island Green 6033	Northeast	
Jacques Lane 6073	Southeast	
Jamestown Court 6033	East 2	
Jasmine Rd 6033	East 1	
Jeremiah's Way 6073	Southeast	
John Marshall Drive 6033	East 2	
Johnny Cake Lane 6033	East 2	
Jonathan Trail 6033	East 1	
Juniper Lane 6033	East 2	
Juniper Lane W 6033	East 2	
Karen Lee Road 6033	East 2	
Keeney Street 6033	Northeast	
Kelsey Lane 6033	East 1	
Kenneth Drive 6033	North	
Kettle Pond Drive 6073	South	
Kimberly Lane 6073	South	
Kingsbury Lane 6033	North	
Kingswood Drive 6073	East 2	
Kinne Road 6033	East 2	Southeast
Knob Hill Road 6033	Southeast	
Knollwood Drive 6033	Northeast	
Kongscut Valley Trail 6033	East 1	
Kreiger Lane 6033	East 1	
Laddyslipper Lane 6033	Northeast	
Lake Shore Trail 6033	East 1	
Lakewood Circle 6073	South	
Lakewood Road 6073	South	
Larkspur Lane 6033	North	
Laurel Trail 6033	East 1	
Lazy Valley Road 6033	East 2	
Ledgewood Drive 6033	Southeast	
Leigh Gate Road 6033	Southeast	
Lenox Drive 6033	East 2	
Lenti Terrace 6033	Southeast	
Lexington Road 6033	North	
Liberty Drive 6073	East 2	
Lincoln Drive 6033	East 2	
Linden Street 6033	North	
Lindsay Lane 6033	North	
Line Street 6033	Northeast	
Little Acres Road 6033	South	Southeast
Long Hill Drive 6033	North	
Lookout Lndg 6033	East 1	
Macintosh Lane 6033	East 1	
Madison Road 6033	North	

Main Street 6073, 0-2099	South	
Main Street 6073, 2100-end	North	
Mallard Drive 6033	South	
Manchester Road 6033	East 2	Northeast
Maple Street 6033	South	
Margaret Lane 6033	Northeast	
Marilyn Drive 6033	Southeast	
Mark Drive 6033	Southeast	East 2
Marlborough Road 6033	East 1	
Martin Terrace 6033	East 1	
Matson Hill Road 6073	South	
Meadow Road 6033	South	
Meadowrue Drive 6033	North	
Medford Street 6033	North	
Melrose Street 6033	North	
Milestone Drive 6033	North	
Mill Street 6033	North	
Miller Road 6033	East 2	
Millstone Road 6033	East 2	
Minnechaug Drive 6033	Northeast	
Mockingbird Lane 6033	Northeast	
Monaco Lane 6033	East 2	
Montano Road 6033	Southeast	East 2
Morgan Drive 6033	South	
Moseley Terrace 6033	Southeast	
Mott Hill Road 6073	Southeast	
Mountain Road 6033	Northeast	
Mountain View Road 6033	East 2	
Murray Drive 6073	South	
Nanel Drive 6033	North	
Natchaug Drive 6033	Northeast	
Naubuc Avenue 6033	North	
Needletree Lane 6033	East 2	
Neipsic Road 6033	East 2	
New London Tpke 6033 0-999	North	
New London Tpke 6073 1000-end	Southeast	East 2
Newberry Lane 6033	North	
Newell Lane 6033	Southeast	
Newgate Drive 6033	East 2	
Nicole Drive 6073	Southeast	
Norman Drive 6033	North	
Northview Drive 6033	South	
Nuthatch Knob 6033	North	
Nutmeg Lane 6033	East 1	
Nye Road 6033	North	
Oak Street 6033	East 1	
Oakwood Drive 6033 off Neipsic	East 2	

Old Farms Road 6073	Southeast	
Old Hebron Road 6033	East 1	
Old Maids Lane 6073	South	
Old Manchester Road 6033	East 2	
Old Musket Road 6033	Southeast	
Old Reservoir Road 6033	Northeast	
Old Trail Road 6033	North	
Olde Stage Road 6033	Southeast	
Olde Village Road 6033	Southeast	
Olde Wood Road 6033	Southeast	
Opal Drive 6033	North	
Orchard Lane 6033	South	
Orchard St	East 1	
Overlook Road 6033	South	
Overshot Drive 6073	South	
Owens Lane 6033	East 1	
Oxbow Drive 6033	East 1	
Oxford Drive 6033	North	
Paddock Lane 6073	Southeast	
Palisade Terrace 6033	South	
Pane Drive 6033	Northeast	
Park Place 6073	South	
Parker Ter Exd 6033	North	
Parker Terrace 6033	North	
Partridge Lndg 6033	East 1	
Pasture Ia 6073	South	
Paxton Way 6033	Southeast	East 2
Peach Tree Lane 6033	South	
Peach Tree Road 6033	South	
Pearl Street 6033	North	
Pease Lane 6073	South	
Pebble Bch 6033	Northeast	
Pennywise Lane 6033	Southeast	
Penwood Xing 6033	East 1	
Pepperbush Lane 6033	North	
Periwinkle Lane	North	
Persimmon Lane 6033	North	
Pheasant Xing 6033	East 1	
Pilgard Lane 6033	Southeast	East 2
Pine Hurst 6033	Northeast	
Pine Tree Lane 6033	South	
Pinemeadow Drive 6033	East 2	
Pinnacle Rd 6033	East 1	
Pippin Drive E 6033	Southeast	East 2
Pippin Drive W 6033	Southeast	East 2
Plank Lane 6033	East 1	
Point Road 6033	North	

Pond Circle 6033	East 1	
Pound Foolish Lane 6033	Southeast	
Pratt Street 6033	North	
Princeton Lane 6033	North	
Prospect Street 6033	North	
Purtill Street 6073	South	Southeast
Pyquag Lane 6033	Northeast	
Quail Run 6033	East 1	
Quarry Road 6033	East 2	
Querido Drive 6033	North	
Quincy Road 6033	East 2	
Rambling Brook Lane 6033	East 1	
Rampart Drive 6033	Southeast	
Randolph Drive 6033	Southeast	
Rankin Road 6033	North	
Raymond Road 6073	South	
Red Hill Drive 6033	South	
Redbud Lane 6033	North	
Redwood Lane 6073	East 2	
Revere Lane 6033	Southeast	
Ridge Road 6033	East 1	
Ridgecrest Road 6033	Northeast	
Ridgewood Road 6033	South	
Ripley Road 6033	North	
Risley Road 6033	North	
Riverview Road 6033	South	
Robin Road 6033	Southeast	
Rolling Hills Drive 6033	East 2	
Roser Road 6033	East 2	
Rosewood Drive 6033	East 1	
Ruff Circle 6033	North	
Russet Road 6033	Southeast	East 2
Sachem Drive 6033	East 2	
Saddle Ridge Road 6033	Northeast	
Salem Court 6033	North	
Salmon Brook Drive 6033	North	
Sand Hill Lane 6033	East 2	
Saw Mill Road 6073	South	
School Street 6033	North	
Sea Is 6033	Northeast	
Shady Hill Lane 6033	Northeast	
Shagbark Road 6033	Northeast	
Shallowbrook Lane 6033	Northeast	
Shelburne Way 6033	East 1	
Shelly Lane 6033	North	
Sherman Road 6033	South	
Sherwood Drive 6033	Southeast	

Shipman Drive 6033	Southeast	
Shoddy Mill Road 6033	East 1	
Short Circle 6033	North	
Skyview Drive 6033	North	
Slater Road 6033	East 1	
Smithbrook Terrace 6033	East 2	Southeast
Snowberry Lane 6033	North	
Somerset Road 6033	Northeast	
Southgate Drive 6073	South	
Southpond Road 6073	South	
Spring Street 6033	North	
Spring Street Ext 6033	North	
Springbrook Drive 6033	North	
Springside Trail 6033	East 1	
Spruce Lane 6033	Northeast	
St Andrews 6033	Northeast	
Stancliff Road 6033	Southeast	
Stanley Drive 6033	East 2	
Staples Lane 6033	East 2	
Starview Drive 6033	East 1	
Steep Hollow Drive 6033	Southeast	
Stevens Lane 6033	South	
Stockade Road 6073	South	
Stonecress Lane 6033	North	
Stonepost Road 6033	Southeast	
Stoney Brook Drive 6033	East 1	
Stratton Road 6073	South	
Strickland 6033	East 2	
Sturgeon River Road 6033	East 1	
Sulky Lane 6033	Southeast	
Summersweet Drive 6033	North	
Summit Crest Drive 6073	East 2	
Sunny Slope Drive 6033	East 2	
Sunrise Drive 6033	East 1	
Sunset Drive 6033	Southeast	
Surrey Lane 6033	Southeast	
Sycamore Street 6033	North	
Talcott Road 6033	South	
Tall Timbers Drive 6033	Southeast	
Tall Timbers Lane 6033	Southeast	
Tall Timbers Road 6033	Southeast	
Tanglewood Drive 6033	East 2	
Tannery Court 6033	East 2	
Tara Drive 6033	East 1	
Tarrybrook Drive 6033	North	
Taylor Town Road 6073	South	
Thompson Street 6033	East 2	

Three Mile Road 6033	East 2	
Timrod Trail 6033	Northeast	
Toll Gate Road 6073	East 2	
Towhee Lane 6033	North	
Treat Road 6033	East 1	
Trifiro Circle 6033	East 2	
Trinity Avenue 6033	North	
Trymbulak Lane 6033	East 1	
Tryon Street 6073	South	
Twelve Acre Lane 6033	North	
Uconn Avenue 6033	North	
Uplands Way 6033	East 2	Southeast
Urbanec Ave	North	
Valley View Road 6033	Southeast	
Village Place 6033	East 1	
Vista Lane 6033	North	
Westledge Road 6033	Southeast	East 2
Wadsworth Street 6033	East 2	
Wagon Road 6033	Southeast	
Warner Court 6033	East 2	
Washington Street 6033	North	
Wassuc Road 6073	East 2	
Water Street 6073	South	
Webster Lane 6033	North	
Weir Street 6033	East 1	
Welles Street 6033	North	
Wesleyan Road 6033	North	
Westview Lane 6033	South	
Whapley Road 6033	South	
Whitney Lane 6033	North	
Wittles Way 6033	East 2	
Wickham Road 6033	East 2	
Wickham Road Exn 6033	East 2	
Williams Glen Way 6033	South	
Williams Street E 6033	South	
Williams Street W 6033	South	
Willieb Street 6033	South	
Willow Brook Road 6033	North	
Willow Green Lane 6033	South	
Willow Green Way 6033	South	
Windwood Drive 6033	North	
Winterberry Lane 6033	North	
Winthrop Dr.	North	
Wood Pond Road 6033	Southeast	
Woodbridge Road 6033	South	
Woodfield Xing 6033	Northeast	
Woodhaven Road 6033	Northeast	

Woodland Street 6073	South	
Worthington Road 6033	North	
Wren Hollow 6033	East 1	
Wrights Lane 6033	North	
Wyllys Street 6033	North	
Zenith Lane 6033	East 1	