

**GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
NOVEMBER 24, 2025 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11/HYBRID**

MEMBERS PRESENT: Beverly Washington – Chairperson, Adrian Johnson Vice Chairperson, Andrea Ackerman, Dean Antipas, Sean Corcoran, Ian Thomas, Jay Weitlauf, Jennifer White, Michael Whitney

ALSO PRESENT: Susan Austin, Anne Marie Mancini, Rita Parciak, Clint Kennedy

I. CALL TO ORDER – Mrs. Beverly Washington - Chairperson, called the meeting to order at 6:01 p.m.

A. Pledge of Allegiance

The first order of business was the Pledge of Allegiance to the flag.

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

Mrs. Washington acknowledged the departure of Dean Antipas as a Board member.

III. COMMENTS FROM CITIZENS

- Mrs. Vanessa Ghantous shared comments on establishing a backpack program in the Groton Public Schools.
- Ms. Monica White, Noank Baptist Church, shared a request to work with the Food Service Department in providing meals to students.

IV. RESPONSE TO COMMENTS FROM CITIZENS

- Superintendent Austin gave an overview of the backpack program and the efforts of the administration in the implementation of this program.
- Mr. Thomas thanked everyone for fulfilling this need.
- Mr. Johnson voiced support for this effort.
- Dr. Ackerman expressed support for this program.
- Mr. Weitlauf thanked everyone for their efforts.
- Mrs. White asked if anyone has contacted the United Way.

V. STUDENT REPRESENTATIVE REPORT

NONE

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent and Assistant Superintendent Reports

- Review Math Plan (Attachment #1) – Dr. Anne Marie Mancini gave an overview of the PowerPoint presentation of the Math Enhancement Plan dated November 24, 2025.
- Special Education District-wide Committee Report. – This item was put on hold.

B. Reports and Information from the Staff

1. Director of Finance –

2. Mrs. Parciak gave an overview of the General Fund Narrative dated November 19, 2025, that shows a balance of \$20,990,354.33 and the General Fund Summary. (Attachment #2)
3. Budget Transfers (Attachment #3) - Mrs. Parciak gave an overview of the proposed budget transfers.
4. Healthcare Report (Attachment #4) – Mrs. Parciak gave an overview of the Healthcare report.

5. Director of Buildings and Grounds – Superintendent Austin noted that everything has been moved out of PV.

VII. COMMITTEE REPORTS

1. Policy – Mr. Thomas noted that the Policy Committee met on November 20, 2025, and discussed the policies on the agenda for first and second readings. They also discussed future referrals, i.e. Operational Review.
2. Curriculum – Mr. Johnson noted that the Curriculum Committee met on November 3, 2025, and discussed World Language offerings at the middle and high school levels, the questionnaire sent out a few years ago, ASL, AP & IB results over the last 3 years, and ECE results.
3. Finance – Mr. Antipas stated that the Finance/Facilities Committee met on November 5, 2025, and that they discussed a lot of what Mrs. Parciak discussed regarding budget transfers, Operational review, budget calendar, unpaid meal debt, reviewed the Solar Panel projects at FHS, CB roof, Robotics moved at the time, and the MOU for use of the Mary Morrisson field.
4. AGSA/GEA/BOE Liaison – Mrs. Washington noted that they discussed SE hours per week, Data Dashboard, class size, Standardized Test, the number of courses at the high school, and teachers having input on Grants.
5. Athletic Fields – Mr. Thomas noted that the Athletic Fields committee met on November 20, 2025, and had a debrief of the election re: referendum and how they will move forward in the future, and a collaborative approach with Public Works.
6. LEARN – Mrs. Washington noted that the LEARN Board met on November 13, 2025, and had a Legislative update, Executive Director Patrice McCarthy approved some grants, accepted the Air Quality report, and had a report from Melinda Dorsey.

VIII. ACTION ITEMS

A. Consent Agenda

MOTION: Antipas, Corcoran: To approve the consent agenda.
PASSED – UNANIMOUSLY

B. Old Business

1. Discussion and possible action regarding approval of policy P 5113 Attendance as a second reading (Attachment #5)

MOTION: Corcoran, Ackerman: To approve policy P 5113 Attendance as a second reading.
PASSED – UNANIMOUSLY

2. Discussion and possible action regarding approval of policy P 6131.3273/4118.53 Generative Artificial Intelligence as a second reading (Attachment #6)

MOTION: Ackerman, Thomas: To approve policy P 6131.3273/4118.53 Generative Artificial Intelligence as a second reading.

MOTION: Johnson, Thomas: To amend the motion by adding back the second sentence, “. The Board of Education (Board) suggests the committee be comprised of administrators, teaching staff, parents, and Board members that (who) will seek guidance from District counsel as necessary.”
YES – Thomas, Johnson, Antipas, Corcoran, Whitney
NO – White, Ackerman, Weitlauf, Washington
PASSED

VOTE ON MAIN MOTION AS AMENDED:

YES – Johnson, Washington, Antipas, Thomas, Whitney, Corcoran, Weitlauf
NO – Johnson, White
PASSED

C. New Business

1. Discussion and possible action regarding FY26 budget transfers between functions in the amount of \$636,402.00.

MOTION: Thomas, Corcoran: To approve the FY26 budget transfers between functions in the amount of \$636,402.00.
PASSED – UNANIMOUSLY

C. New Business – cont.

2. Discussion and possible action regarding approval of policy P 6141 Curriculum Design/Development as a first reading (Attachment #7).

MOTION: Johnson, Thomas: To approve policy P 6141 Curriculum Design/Development as a first reading.
YES – Johnson, Ackerman, White, Corcoran, Antipas, Weitlauf, Washington
NO – Whitney
ABSTAINED - Thomas
PASSED

3. Discussion and possible action regarding approval of policy P 6146 Graduation Requirements as a first reading (Attachment #8).

MOTION: Corcoran, Ackerman: To approve policy P 6146 Graduation Requirements as a first reading.
YES – White, Corcoran, Antipas, Thomas, Washington, Johnson, Ackerman, Whitney
NO – Weitlauf
PASSED

IX. INFORMATION AND PROPOSALS

Letters, communications, and comments by Board members on meeting items and any other items in their jurisdiction.

- Mr. Thomas noted correspondence from the Noank Baptist Church and the Robotics Team.
- Mr. Johnson stated that the Board should support the food programs as much as we can.
- Mrs. White noted that she attended the CABE conference this past weekend.
- Mr. Whitney noted that he attended the CABE conference this past weekend.
- Mr. Antipas stated that he was ending his time on the Board as he started – fully remote.
- Mr. Corcoran noted that he attended the CABE conference this past weekend.
- Mrs. Washington noted that she attended the CABE conference this past weekend, attended the Policy Committee meeting, and asked Board members how Washington is going to impact school districts.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items

As noted in the agenda.

Mrs. Washington stated that there will be a Special Meeting on December 1, 2025, to discuss the MOU re: Mary Morrisson.

B. Suggested Agenda Items

➤ NONE

XI. ADJOURNMENT

MOTION: Ackerman, Antipas: To adjourn at 9:49 p.m.
PASSED UNANIMOUSLY



Math Enhancement Plan

November 24, 2025

GPS Strategic Plan Pillars

1



Accelerate Academic Achievement



2

Cultivate a Rich and Vibrant Learning Community



3

Strengthen Pathways that Develop Post Secondary Readiness



4

Attract and Grow A Skilled and Supported Workforce





5

Improve Operational Efforts and Increase Fiscal Responsibility



Key Performance Indicators

Academics	Attendance	Behavior	College and Career Readiness	Communications & Climate
Accountability Index 	Average Daily Attendance	# of Incidents of In-School Suspensions	% On-track for Graduation	% of K-5 Students Who Can Identify a Trusted Adult
DPI- ELA	% of Students Chronically Absent	# of Incidents of Out of School Suspensions	% Taking CCR Courses	% of 6-12 Students Who Can Identify a Trusted Adult
DPI- Math 	Average # of Staff Absences		Postsecondary Entrance	% of Staff Reporting PD is Connected to Position
DPI- Science			4-Year Graduation Rate	% of Parents Who Believe there are Opportunities for Caregiver Involvement

AGENDA




- Vision and Plan for Math Enhancement
 - Resources to Support Math Enhancement
 - The BTC Instructional Approach
 - Q&A
-

VISION AND PLAN FOR MATH ENHANCEMENT

Vision and Approach to Math Instruction

Groton Public Schools will ensure equitable access to rigorous and dynamic mathematics so that students will make sense of math in creative, interactive, and authentic ways.

				
Aligned to Standards	Promotes Active Learning	Encourages Real World Connections	Emphasizes Conceptual Understanding	Builds K-12 Coherence

Math Enhancement Plan: Phases of Implementation

SY 2024-2025
PLAN

- Create and share a district vision statement for math
- Introduce BTC approach; support through PD and book study
- Review materials for Illustrative Math (IM) and select an approved program distributor
- Provide PD, *Instructional Routines: Five Practices* to Elem. Coaches and MS Math teachers (March 2025)
- Train admin. and selected staff to pilot the i-Ready platform

SY 2025-2026
PILOT

- Train K-8 teachers to implement i-Ready for assessment (Fall, Winter, Spring) and instructional support
- Strengthen approach to math instruction by emphasizing problem-solving
- Pilot IM using Dependency Diagram (EOY)
- Provide training for Math Specialists to support IM implementation; model IM lessons in classrooms
- Purchase whiteboards; continue to provide BTC training for interested staff (all levels)
- Collect feedback from teachers on IM resource
- Make adjustments to curricula and assessment (Summer 2026)

CFLM will remain a supplemental resource for K-5.
IM will replace *Investigations* (K-5).

Math Enhancement Plan: Phases of Implementation

SY 2026-2027
MONITOR

- Provide IM's Implementation Training to staff (August, Oct. [TLI], November, and March)
- Implement remaining IM units; use IM's Implementation Tool to identify strengths and areas of need
- Continue to provide planning and implementation support for IM and BTC (e.g., Math Specialists, PD)
- Use i-Ready diagnostics to set growth targets, inform instructional decisions, monitor student progress
- Collect teacher feedback and make adjustments to curricula and assessment as needed (Summer 2027)

SY 2027-2028
REFINE

- Continue to support vision and approach for math by prioritizing discourse and problem-solving
- Provide training on how to use i-Ready reports to support small group and student-centered instruction
- Monitor IM implementation through the implementation of math walkthroughs
- Host family math night(s) to build understanding of curriculum and instructional approach; provide resources to parents to support math learning at home
- Finalize refined math curriculum and pacing guide, Grades K-8

Math Enhancement Plan: Phases of Implementation

SY 2028-2029
IMPROVE

- Explore cross-curricular connections with IM lessons
- Use multi-year i-Ready data to inform instructional decisions
- Identify teacher leaders to model instructional approach
- Continue to conduct math walkthroughs at all K-8 schools and provide written feedback

SY 2029-2030
EVALUATE

- Establish model classrooms for peer observations, Grades K-5 and 6-8
- Ensure ongoing PD and coaching support for new teachers
- Make additional adjustments to curricula and assessment as needed
- Evaluate the effectiveness of the GPS Math Enhancement Plan in increasing student performance

RESOURCES TO SUPPORT MATH ENHANCEMENT

i-Ready: Two Instructional Tools in One!

Diagnostic Assessment

- Assesses students using adaptive technology
- Is administered 3x/year to students
- Identifies what students “can do” based on grade level expectations and sets targets for growth
- Is proven to be a valid and reliable predictor of SB performance

Personalized Instruction Tool

- Uses assessment data to identify individual student needs
- Creates a pathway of digital lessons of each student
- Provides teachers with specific lesson resources based on needs of students
- Monitors students as they progress toward doing grade-level work

Summary of i-Ready Resources

The screenshot shows the i-Ready Management interface. At the top, there is a navigation bar with the i-Ready logo and four dropdown menus: Management, Assess & Teach, Reports, and Help. Below this is a main menu with five items: Diagnostic Status, Diagnostic Results, Instruction (which is highlighted with a white background and a downward arrow), Standards Mastery, and an unlabeled item. The main content area is divided into two columns. The left column is titled 'Monitor Personalized Instruction' and features a computer monitor icon with three lines representing text. Below the icon, it says 'Track whether time on task and lessons passed in personalized instruction is within a healthy range and meeting goals.' At the bottom of this column is the word 'Math'. The right column contains a list of four resources, each with an icon and a brief description: 'Grade Level Planning' (report icon) with the description 'Reports to address unfinished learning'; 'Teacher Toolbox' (briefcase icon) with 'Instructional material and resources'; 'Online Educator Learning' (lightbulb icon) with 'Self-paced Professional Learning courses'; and 'Success Central' (sun icon) with 'Tips, tools, and guidance to support your program'.

i-Ready Management Assess & Teach Reports Help

Diagnostic Status Diagnostic Results **Instruction** Standards Mastery

Monitor Personalized Instruction

Track whether time on task and lessons passed in personalized instruction is within a healthy range and meeting goals.

Math

- Grade Level Planning**
Reports to address unfinished learning
- Teacher Toolbox**
Instructional material and resources
- Online Educator Learning**
Self-paced Professional Learning courses
- Success Central**
Tips, tools, and guidance to support your program

Teachers use this link to find out what their students need.

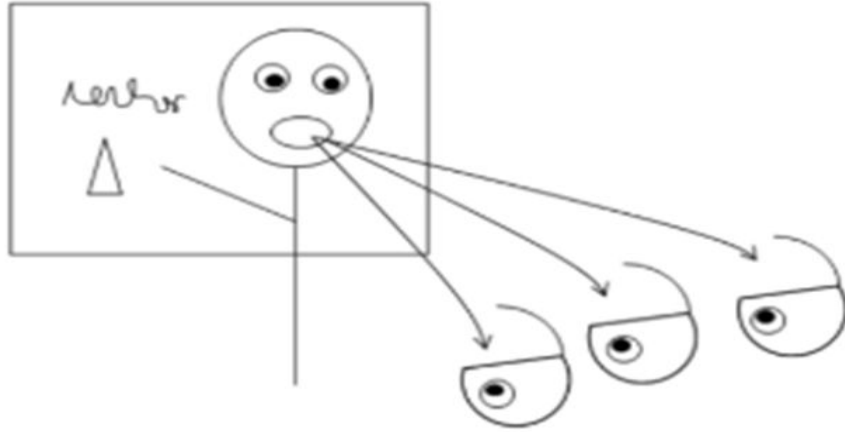
Teachers use this link to access the complete library of resources, including fluency practice and quizzes.

Illustrative Math (Pilot Resource)

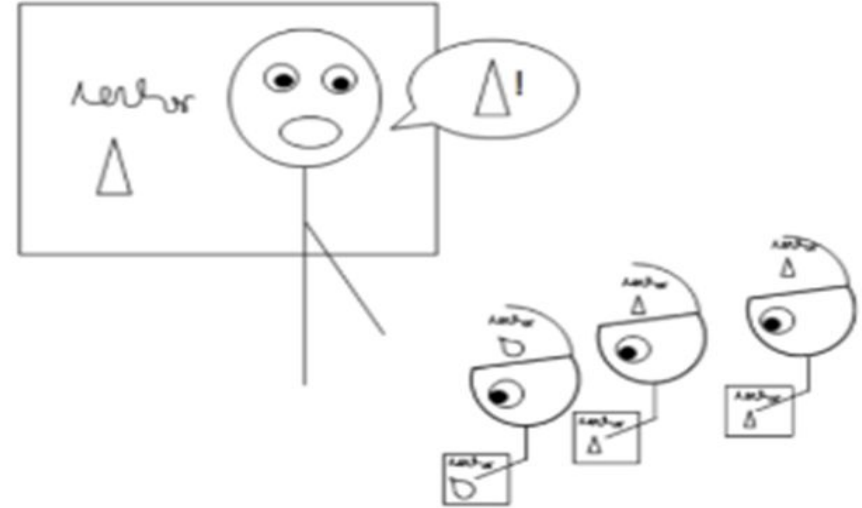
Key Characteristics

Is Problem-based and Student-Centered

A Traditional Math Lesson



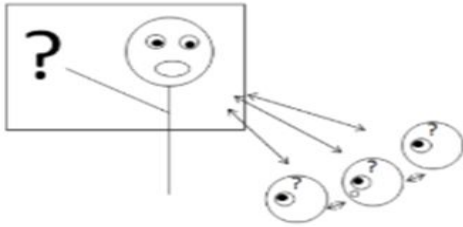
Teacher tells
Students listen



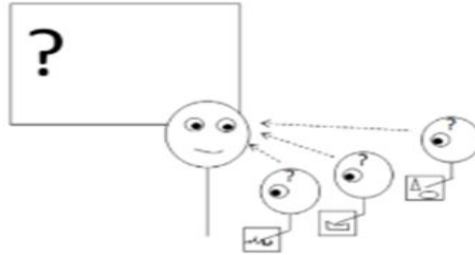
Students practice
Teacher corrects

Is Problem-based and Student-Centered

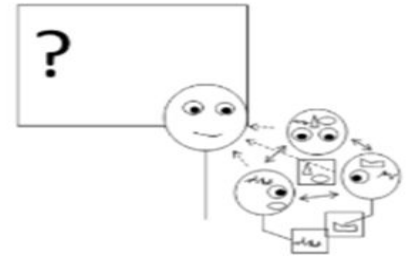
A Problem-based, Student-Centered Math Lesson



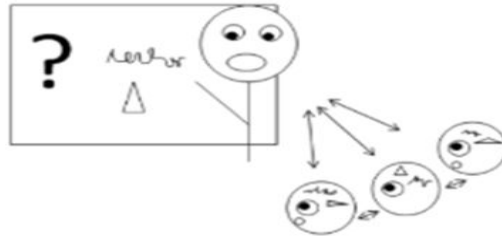
1. Teacher ensures students understand the question



2. Students work individually
Teacher monitors, listens, questions

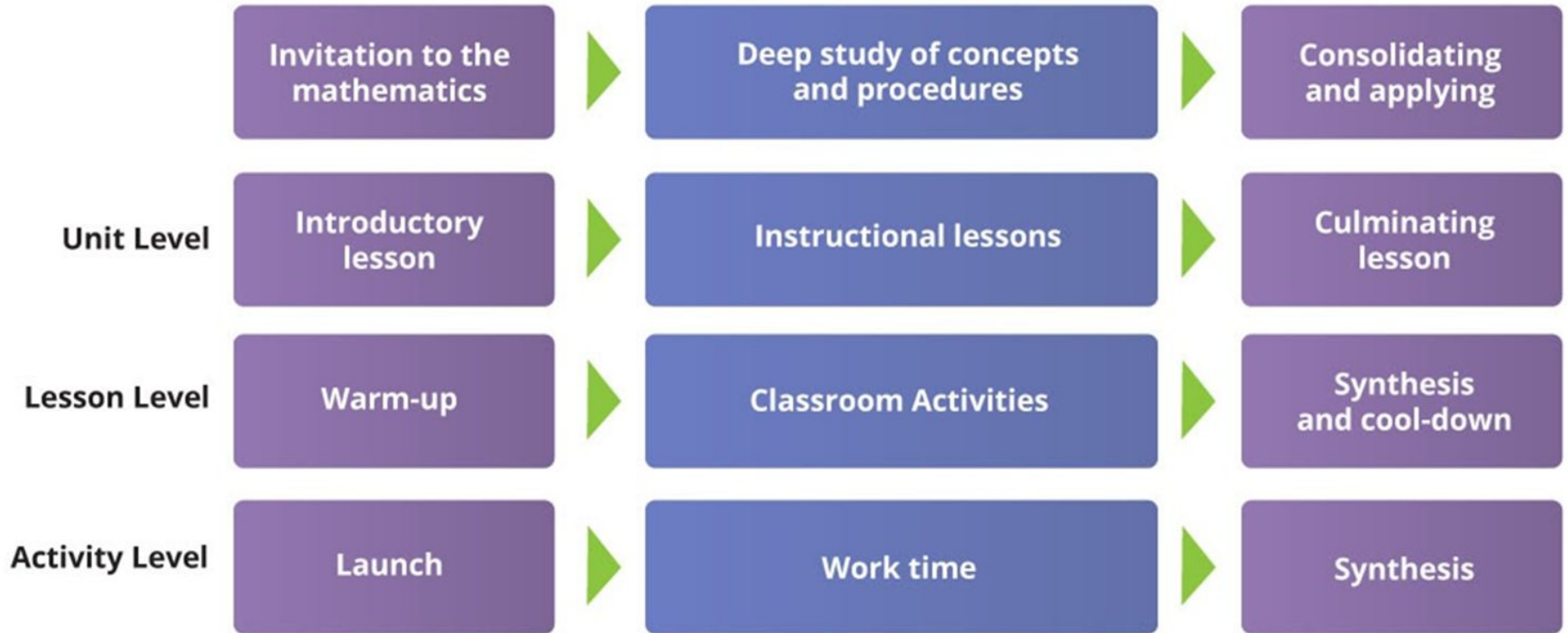


3. Students work in groups
Teacher monitors, listens, and asks questions to understand students' thinking



4. Teacher helps students synthesize their learning

Has an Accessible, Yet Rigorous Design



Includes Supports and Extensions

Access for English Learners

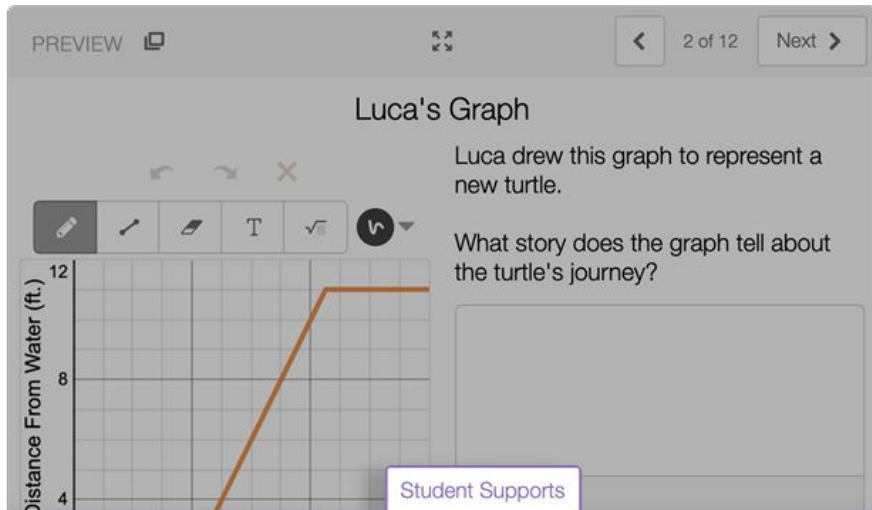
MLR8 Discussion Supports. Make connections between representations visible. Think aloud, use gestures and a labeled display to show connections between parts of the equation and the cubes that are visible and those that are hidden.

Advances: Listening, Representing

Access for Students with Disabilities

Action and Expression: Develop Expression and Communication. Give students access to a ten frame and connecting cubes or counters to recreate the equations.

Supports accessibility for: Organization, Conceptual Processing



Students With Disabilities

- *Conceptual Processing: Processing Time*

For students who benefit from extra processing time, provide them with the graph to review prior to discussing. Students can also sketch directly on the graph.

English Language Learners

- *Expressive Language: Eliminate Barriers*

Provide sentence frames to help students explain their reasoning (e.g., The story of the turtle's journey is _____ because _____).

Aligns to the Common Core



William G. McCallum

*CEO & Co-Founder
of Illustrative Math*

*Lead writer of the Common
Core State Standards for Math*



Illustrative Mathematics® v.360

GATEWAY 1

● Meets Expectations

GRADES

K-8

GATEWAY 2

● Meets Expectations

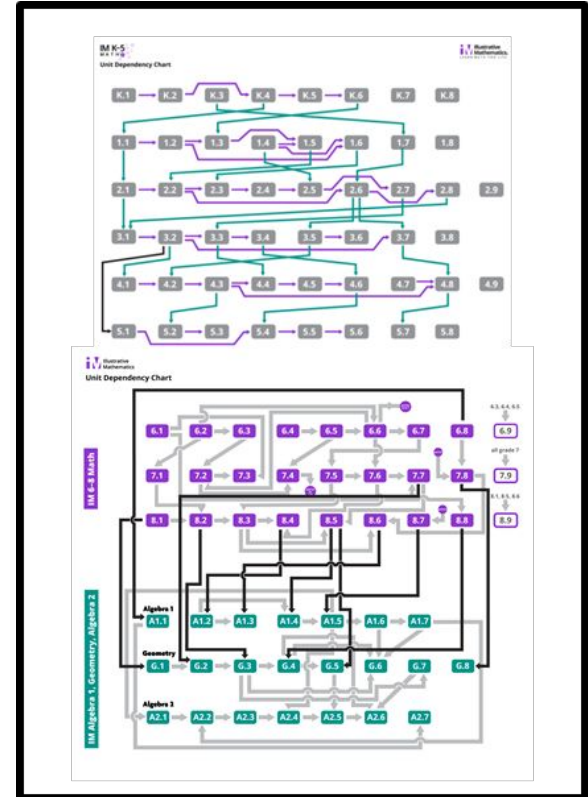
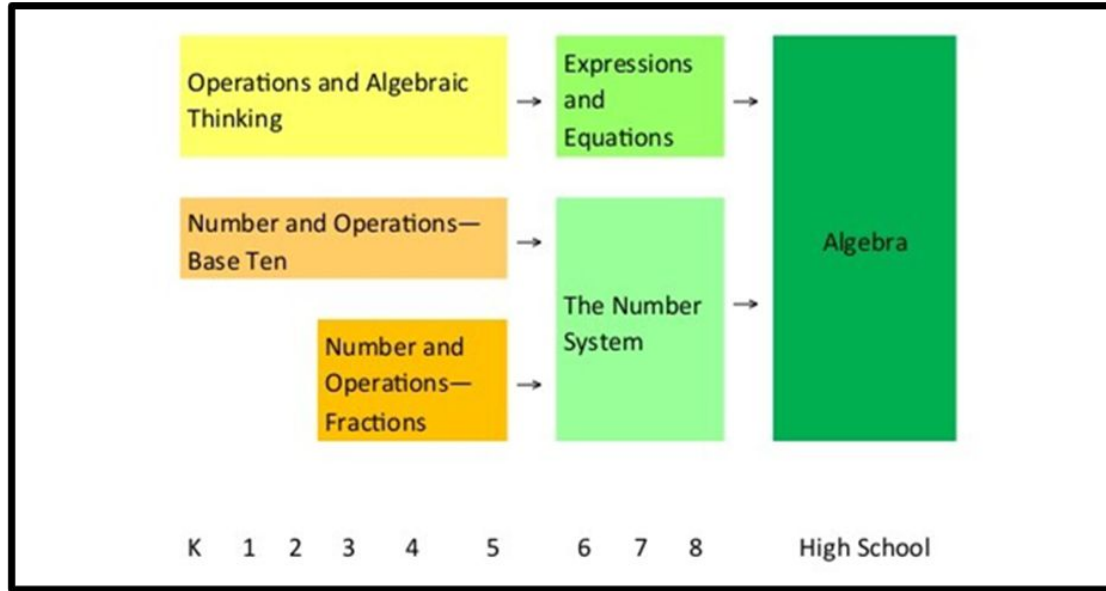
REPORT RELEASED

7/31/2025

GATEWAY 3

● Meets Expectations

Builds a Coherent Learning Progression





Sample Video

Q: What does IM
really look like in a
classroom?

Illustrative Math: Typical Lesson Structure

- **Invitation to Learning:** Makes clear to students what the learning goal is for the day
- **Warm Up:** Launches the lesson or focuses on number sense and fluency
- **Instructional Activities (1-3):** Allow for experience with new context; introduce new concepts and language; introduce new representations; formalize definition of a term, and work toward mastery of a concept or procedure
- **Lesson Synthesis:** Guides students through their big picture understanding through large group discussion, a response to a prompt, or adding on to a concept map
 - Makes connections to what students already know
 - Situates their new understanding; gives it words
- **Cool Down Task:** Checks for understanding; determines if the students understood the lesson and informs instruction for the next day

Initial Feedback: IM Pilot

- Surveys shared with K-5 teachers, 6-8 math teachers, Building and Curriculum Leaders
 - 20 total questions (multiple-choice and open-ended)
 - Comparison to current resource
 - Conceptual understanding, rigor, alignment to standards
 - Engagement and quality of assessments
 - Teacher materials
- Responses to Date:
 - K-5 Classroom Teachers: 29 total
 - 6-8 Math Teachers: 10 total
 - Building and Curriculum Leaders: 10 total

Initial Feedback: IM Pilot (Multiple Choice)

Q: The lessons are well-aligned to the Common Core.

- K-5 Classroom Teachers= 90%
- 6-8 Math Teachers= 40%
- Building and Curriculum Leaders= 100%

Q: Students are actively engaged during the lesson.

- K-5 Classroom Teachers= 62%
- 6-8 Math Teachers= 30%
- Building and Curriculum Leaders= 100%

Q: Students demonstrate a deeper conceptual understanding using this program compared to past district resources.

- K-5 Classroom Teachers= 62%
- 6-8 Math Teachers= 30%
- Building and Curriculum Leaders = 100%

Q: Would you recommend the district adopt the IM resource in SY 2026-2027?

- K-5 Classroom Teachers= 59%
- 6-8 Math Teachers= 50%
- Building and Curriculum Leaders= 90%

Initial Feedback: IM Pilot (Open-Ended)

Q: What aspects of the Illustrative Math curriculum design have been most effective in supporting student learning?

- K-5 Response: IM has been an outstanding vehicle for instruction and it definitely challenges our students' mathematical thinking/reasoning. Personally, I think the program is really going to help our students to better prepare for the SBAC.

Q: How have your students responded to the Illustrative Math approach (e.g., engagement, discussion, persistence, confidence), and how does their response compare to the approach the district has used previously?

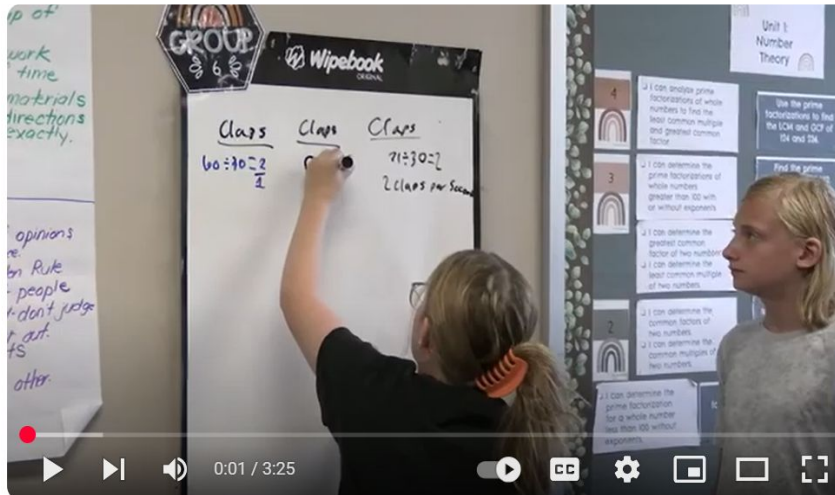
- 6-8 Response: I think they are taking to it well enough. However, I also account that the way I assemble it to present to them plays a large part in it.

Q: What are the most significant strengths of the Illustrative Math resource?

- Leader Response: The increase in student rigor and expectations. As an example, standards that were previously introduced at the end of grade one have already been introduced and students are able to access and develop understandings. This has been very eye opening for teachers and is leading to higher expectations for students. The cool downs at the end of most lessons forces teachers to have a real-time understanding of where students are. The check points and end of unit assessments (along with teacher rubrics) are helping teachers to better understand the standards being taught.

THE BUILDING THINKING CLASSROOMS APPROACH TO INSTRUCTION

Building Thinking Classrooms (BTC) Approach



Developed by mathematics professor Peter Liljedahl based on 15-years of classroom research

Emphasizes the importance of *doing the math* over being told what to do

Uses 14 instructional practices that promote student thinking, collaboration, and perseverance including the following:

- Types of Tasks
- Where, When and Tasks Are Given
- How Groups are Formed
- Where Students Work
- How to Address Student Questions
- How to Use Formative Assessment

Math Enhancement Plan Summary

Three-Pronged Approach:

- Involves a new vision and approach to mathematics instruction
- Includes updated curriculum and resources for teachers
- Provides support to staff through professional development (e.g., district and school sessions, coaching, and classroom modeling).

Our Roadmap to Success



District
Improvement
Plan



School
Improvement
Plan

Key Performance Indicators and State Data Measure Progress

MAJOR OBJ	DESCRIPTION	ORIGINAL BUDGET	CURRENT BUDGET	YEAR TO DATE EXP	ENCUMBRANCES	AVAILABLE BALANCE	% Available
100	Salaries	\$ 56,695,768.43	\$ 56,695,768.43	\$ 15,621,139.11	\$ 31,524,227.60	\$ 9,550,401.72	16.84%
200	Benefits	\$ 13,530,257.14	\$ 13,530,394.14	\$ 3,397,948.28	\$ 3,552,080.82	\$ 6,580,365.04	48.63%
300	Other Professional Services	\$ 2,470,676.67	\$ 2,514,991.67	\$ 654,355.06	\$ 492,982.78	\$ 1,367,653.83	54.38%
400	Purchased property services	\$ 1,046,887.00	\$ 1,211,321.00	\$ 607,247.63	\$ 315,323.57	\$ 288,749.80	23.84%
500	Other Purchased Services	\$ 12,879,608.65	\$ 12,977,725.65	\$ 3,055,918.45	\$ 7,549,092.39	\$ 2,372,714.81	18.28%
600	Supplies	\$ 5,015,137.30	\$ 4,710,625.30	\$ 2,167,221.24	\$ 1,795,418.47	\$ 747,985.59	15.88%
700	Equipment/Property	\$ 268,142.00	\$ 260,923.00	\$ 192,162.63	\$ 3,530.52	\$ 65,229.85	25.00%
800	Dues & Fees	\$ 98,097.81	\$ 102,825.81	\$ 85,472.12	\$ 100.00	\$ 17,253.69	16.78%
Grand Total		\$ 92,004,575.00	\$ 92,004,575.00	\$ 25,781,464.52	\$ 45,232,756.15	\$ 20,990,354.33	22.81%

Major

OBJ Narrative

- 100** Salaries are encumbered via documentation received in the Finance Office by November 14, 2025.
Positions not filled are not encumbered in eFinance. Hourly staff, stipends, substitutes and overtime may not be encumbered.
Unpaid leave of absences and workers comp can have an impact on encumbrances/expenses.
- 200** *Please note* : Accounts 203 and 228 have been utilized to track life insurance and fringe benefits previously charged to 201 Group insurance. Employee Fringe Benefits are not fully encumbered, e.g., Employer H SA contributions, Workers' Compensation contribution, and Other Postemployment Benefits (OPEB).
- 300** Contracted professional services have not been encumbered for full year.
- 400** All service contracts have not been encumbered for full year.
- 500** *Please note* : Account 555 was created to track expenditures for copies previously charged to account 430, Repairs of Equipment.
All tuition, transportation and field trips have not been encumbered and awaiting contracts.
- 600** Supplies including computer software, instructional and non-instructional are not fully encumbered.
- 700** Equipment and property.
- 800** Memberships, fees and dues.

ACCT	MAJOR OBJ	TITLE	ORIGINAL BUDGET	CURRENT BUDGET	YEAR TO DATE EXP	ENCUMBRANCE	AVAILABLE BALANCE	YTD/ BUD	NOTES
101	100	CLASSROOM TEACHERS	\$ 25,720,348.97	\$ 25,720,348.97	\$ 5,926,656.58	\$ 19,663,991.71	\$ 129,700.68	99.50%	
102	100	SPECIAL EDUCATION C	\$ 8,684,463.82	\$ 8,684,463.82	\$ 1,972,227.32	\$ 6,402,639.73	\$ 309,596.77	96.44%	
103	100	MEDIA SPECIALIST	\$ 618,633.00	\$ 618,633.00	\$ 173,805.79	\$ 498,738.54	\$ (53,911.33)	108.71%	
104	100	GUIDANCE	\$ 1,266,387.93	\$ 1,266,387.93	\$ 340,633.09	\$ 977,609.52	\$ (51,854.68)	104.09%	
105	100	ADMINISTRATION	\$ 1,351,005.83	\$ 1,351,005.83	\$ 531,044.74	\$ 795,160.62	\$ 24,800.47	98.16%	
106	100	PRINCIPALS	\$ 1,213,199.00	\$ 1,213,199.00	\$ 507,382.13	\$ 715,989.87	\$ (10,173.00)	100.84%	
107	100	ASST PRINCIPALS/SCH	\$ 2,475,465.68	\$ 2,475,465.68	\$ 1,049,232.47	\$ 1,430,770.53	\$ (4,537.32)	100.18%	
108	100	DEAN/COORDINATOR	\$ 66,000.00	\$ 66,000.00	\$ 31,753.59	\$ 43,300.41	\$ (9,054.00)	113.72%	
109	100	ATHLETIC DIRECTOR/O	\$ 157,894.98	\$ 157,894.98	\$ 67,129.15	\$ 91,539.85	\$ (774.02)	100.49%	
111	100	SPEC EDUCATION AID	\$ 1,038,042.14	\$ 1,038,042.14	\$ 51,946.27	\$ -	\$ 986,095.87	5.00%	
112	100	CLERICAL, SPECIAL E	\$ 174,930.50	\$ 174,930.50	\$ 69,916.72	\$ -	\$ 105,013.78	39.97%	
113	100	CLERICAL, SCHOOL	\$ 778,746.58	\$ 778,746.58	\$ 280,713.55	\$ -	\$ 498,033.03	36.05%	
114	100	CLERICAL, ADMINISTR	\$ 1,250,498.15	\$ 1,250,498.15	\$ 453,829.37	\$ 53,714.62	\$ 742,954.16	40.59%	
117	100	CUSTODIAL	\$ 1,721,094.15	\$ 1,721,094.15	\$ 665,347.41	\$ 45,017.35	\$ 1,010,729.39	41.27%	
118	100	MAINTENANCE	\$ 790,227.08	\$ 790,227.08	\$ 260,283.42	\$ 45,917.62	\$ 484,026.04	38.75%	
119	100	OTHER	\$ 155,723.40	\$ 155,723.40	\$ 58,348.99	\$ 97,212.09	\$ 162.32	99.90%	
120	100	REGULAR SUBSTITUTE	\$ 900,000.00	\$ 900,000.00	\$ 506,063.47	\$ -	\$ 393,936.53	56.23%	
123	100	SUMMER SCHOOL	\$ 145,000.00	\$ 145,000.00	\$ 45,570.21	\$ -	\$ 99,429.79	31.43%	
124	100	ADULT EDUC/H. S. CO	\$ 42,520.00	\$ 42,520.00	\$ 7,510.52	\$ -	\$ 35,009.48	17.66%	
125	100	HOMEBOUND	\$ 1,363,856.54	\$ 1,363,856.54	\$ 324,979.05	\$ -	\$ 1,038,877.49	23.83%	
126	100	COACHING STIPENDS	\$ 350,092.93	\$ 350,092.93	\$ 8,900.00	\$ -	\$ 341,192.93	2.54%	
127	100	OTHER STUDENT ACTIV	\$ 141,797.00	\$ 141,797.00	\$ -	\$ -	\$ 141,797.00	0.00%	
128	100	SCHOOL SECURITY	\$ 198,821.46	\$ 198,821.46	\$ 78,873.55	\$ -	\$ 119,947.91	39.67%	
129	100	OTHER (TUTORS, ETC.	\$ 814,377.87	\$ 814,377.87	\$ 302,371.76	\$ 140,301.98	\$ 371,704.13	54.36%	
130	100	TEMP REGULAR TEACHE	\$ 507,569.13	\$ 507,569.13	\$ 101,197.41	\$ -	\$ 406,371.72	19.94%	
131	100	TEMP SPEC ED TEACHE	\$ 2,721,603.33	\$ 2,721,603.33	\$ 998,111.45	\$ -	\$ 1,723,491.88	36.67%	
133	100	TEMP CLERICAL, SCHO	\$ 15,000.00	\$ 15,000.00	\$ 3,820.00	\$ -	\$ 11,180.00	25.47%	
134	100	TEMP CLERICAL, ADMI	\$ 24,123.58	\$ 24,123.58	\$ 44,494.08	\$ -	\$ (20,370.50)	184.44%	
136	100	TEMP SCHOOL BUS AID	\$ 355,103.93	\$ 355,103.93	\$ 175,046.04	\$ -	\$ 180,057.89	49.29%	
137	100	TEMP CUSTODIAL PART	\$ 239,891.83	\$ 239,891.83	\$ 85,544.87	\$ -	\$ 154,346.96	35.66%	
139	100	TEMP SALARIES OTHER	\$ 62,842.10	\$ 62,842.10	\$ 18,716.71	\$ -	\$ 44,125.39	29.78%	
144	100	CLERICAL,ADMINISTRA	\$ 80,151.46	\$ 80,151.46	\$ 42,759.00	\$ -	\$ 37,392.46	53.35%	
147	100	CUSTODIAL OVERTIME	\$ 28,962.25	\$ 28,962.25	\$ 14,454.15	\$ -	\$ 14,508.10	49.91%	
148	100	MAINTENANCE OVERTIM	\$ 51,037.75	\$ 51,037.75	\$ 11,754.23	\$ -	\$ 39,283.52	23.03%	
149	100	OTHER	\$ 12,360.00	\$ 12,360.00	\$ 18,572.84	\$ -	\$ (6,212.84)	150.27%	
151	100	RESIDENT TEACHER	\$ 71,180.06	\$ 71,180.06	\$ 27,104.11	\$ -	\$ 44,075.95	38.08%	
153	100	NURSES	\$ 785,190.00	\$ 785,190.00	\$ 299,670.85	\$ 522,323.16	\$ (36,804.01)	104.69%	
154	100	HEALTH AIDES	\$ 221,626.00	\$ 221,626.00	\$ 65,374.22	\$ -	\$ 156,251.78	29.50%	
201	200	GROUP INSURANCE, PR	\$ 8,850,028.00	\$ 8,850,028.00	\$ 2,516,602.01	\$ 3,500,000.00	\$ 2,833,425.99	67.98%	
202	200	GROUP INSURANCE, OT	\$ 1,004,697.98	\$ 1,004,697.98	\$ -	\$ -	\$ 1,004,697.98	0.00%	

ACCT	MAJOR OBJ	TITLE	ORIGINAL BUDGET	CURRENT BUDGET	YEAR TO DATE EXP	ENCUMBRANCE	AVAILABLE BALANCE	YTD/ BUD	NOTES
203	200	LIFE INSURANCE	\$ -	\$ -	\$ 11,212.41	\$ 39,667.04	\$ (50,879.45)	508794600.00%	Transfer needed from Group Ins
211	200	WORKMAN'S COMPENSAT	\$ 615,240.00	\$ 615,240.00	\$ -	\$ -	\$ 615,240.00	0.00%	
212	200	SOCIAL SECURITY	\$ 948,851.15	\$ 948,851.15	\$ 342,985.25	\$ -	\$ 605,865.90	36.15%	
213	200	TOWN RETIREMENT	\$ 920,900.00	\$ 920,900.00	\$ -	\$ -	\$ 920,900.00	0.00%	
214	200	MEDICARE	\$ 874,040.01	\$ 874,040.01	\$ 222,899.87	\$ -	\$ 651,140.14	25.50%	
222	200	RETIREMENT AWARD	\$ 155,000.00	\$ 155,000.00	\$ 240,407.12	\$ -	\$ (85,407.12)	155.10%	Per contract
223	200	UNEMPLOYMENT COMPEN	\$ 35,000.00	\$ 35,000.00	\$ 15,874.00	\$ -	\$ 19,126.00	45.35%	
224	200	GRADUATE CREDIT COU	\$ 125,000.00	\$ 125,000.00	\$ 37,924.50	\$ 10,750.00	\$ 76,325.50	38.94%	
227	200	MENTOR STIPEND	\$ 1,500.00	\$ 1,500.00	\$ -	\$ -	\$ 1,500.00	0.00%	
228	200	FRINGE BENEFITS	\$ -	\$ 137.00	\$ 10,043.12	\$ 1,663.78	\$ (11,569.90)	8545.18%	Transfer needed from Group Ins
321	300	INSTRUCTIONAL SERVI	\$ 119,896.00	\$ 120,666.00	\$ 62,020.00	\$ 950.00	\$ 57,696.00	52.19%	
322	300	INSTR. IMPROVEMENT	\$ 71,100.00	\$ 70,048.00	\$ 24,791.02	\$ 2,072.95	\$ 43,184.03	38.35%	
325	300	STUDENT INTERN	\$ 12,240.00	\$ 12,240.00	\$ -	\$ -	\$ 12,240.00	0.00%	
331	300	PROFESSIONAL SERVIC	\$ 396,687.62	\$ 389,308.62	\$ 217,771.03	\$ 29,315.47	\$ 142,222.12	63.47%	
332	300	OTHER PROFESSIONAL	\$ 673,871.17	\$ 681,371.17	\$ 150,430.14	\$ 335,395.18	\$ 195,545.85	71.30%	
333	300	OT AND PT SERVICES	\$ 768,402.98	\$ 768,402.98	\$ 2,064.38	\$ 8,304.37	\$ 758,034.23	1.35%	
334	300	LEGAL SERVICES	\$ 70,000.00	\$ 120,000.00	\$ 40,542.00	\$ 44,458.00	\$ 35,000.00	70.83%	
341	300	ATHLETICS OFFICIALS	\$ 76,300.00	\$ 77,225.00	\$ 25,388.48	\$ (0.00)	\$ 51,836.52	32.88%	
342	300	OTHER SERVICES/ATHL	\$ 18,000.00	\$ 18,051.00	\$ 3,590.00	\$ 909.90	\$ 13,551.10	24.93%	
343	300	COMPUTER NETWORK SE	\$ 264,178.90	\$ 257,678.90	\$ 127,758.01	\$ 71,576.91	\$ 58,343.98	77.36%	
410	400	WATER	\$ 73,353.74	\$ 69,520.74	\$ 21,944.99	\$ 45,986.29	\$ 1,589.46	97.71%	
411	400	SEWERAGE	\$ 46,500.00	\$ 41,550.00	\$ 10,145.29	\$ 31,074.61	\$ 330.10	99.21%	
421	400	GARBAGE REMOVAL	\$ 94,772.46	\$ 107,572.46	\$ 43,538.09	\$ 63,494.80	\$ 539.57	99.50%	
422	400	SNOW REMOVAL	\$ 50,000.00	\$ 40,000.00	\$ -	\$ -	\$ 40,000.00	0.00%	
430	400	REPAIR OF EQUIPMENT	\$ 114,699.87	\$ 92,656.87	\$ 45,542.95	\$ 7,559.37	\$ 39,554.55	57.31%	
431	400	REPAIRS TO GROUNDS	\$ 270,000.01	\$ 270,000.01	\$ 210,416.11	\$ (0.00)	\$ 59,583.90	77.93%	
432	400	GENERAL BUILDING RE	\$ 27,135.00	\$ 41,094.00	\$ 33,453.12	\$ 7,638.18	\$ 2.70	99.99%	
433	400	PAINTING	\$ 4,950.00	\$ -	\$ -	\$ -	\$ -	0.00%	
434	400	HEAT & PLUMBING REP	\$ 79,865.00	\$ 264,028.00	\$ 113,079.04	\$ 30,319.25	\$ 120,629.71	54.31%	
435	400	ELECTRICAL REPAIRS	\$ 15,000.00	\$ 5,643.00	\$ 3,117.23	\$ (0.00)	\$ 2,525.77	55.24%	
441	400	RENTALS, OTHER	\$ 140,617.67	\$ 161,272.67	\$ 56,402.95	\$ 106,973.50	\$ (2,103.78)	101.30%	
452	400	IMPROVEMENT TO SITE	\$ -	\$ 7,000.00	\$ 7,000.00	\$ -	\$ -	100.00%	
490	400	EXTERMINATING SERVI	\$ 17,784.77	\$ 17,784.77	\$ 7,880.00	\$ -	\$ 9,904.77	44.31%	
491	400	BUILDING PROTECTION	\$ 62,211.22	\$ 64,475.22	\$ 27,491.37	\$ 20,797.57	\$ 16,186.28	74.90%	
499	400	OTHER PURCHASED SER	\$ 49,997.26	\$ 28,723.26	\$ 27,236.49	\$ 1,480.00	\$ 6.77	99.98%	
510	500	REGULAR PUPIL TRANS	\$ 3,959,917.52	\$ 3,959,917.52	\$ 600,382.92	\$ 3,553,276.08	\$ (193,741.48)	104.89%	Transportation transfers needed
511	500	SPEC ED TRANSPORT C	\$ 1,611,167.47	\$ 1,611,167.47	\$ 383,072.98	\$ 1,508,285.10	\$ (280,190.61)	117.39%	
512	500	SPECIAL EDUCATION O	\$ 1,266,000.00	\$ 1,266,000.00	\$ 336,753.00	\$ 733,035.00	\$ 196,212.00	84.50%	

ACCT	MAJOR OBJ	TITLE	ORIGINAL BUDGET	CURRENT BUDGET	YEAR TO DATE EXP	ENCUMBRANCE	AVAILABLE BALANCE	YTD/ BUD	NOTES
522	500	LIABILITY INSURANCE	\$ 604,898.00	\$ 694,365.00	\$ 694,364.25	\$ -	\$ 0.75	100.00%	
525	500	STUDENT ACCIDENT IN	\$ 14,500.00	\$ 14,500.00	\$ 13,410.00	\$ -	\$ 1,090.00	92.48%	
530	500	TELEPHONE	\$ 257,545.11	\$ 283,027.11	\$ 81,535.81	\$ 201,232.74	\$ 258.56	99.91%	
531	500	POSTAGE	\$ 13,295.00	\$ 12,295.00	\$ 2,177.85	\$ -	\$ 10,117.15	17.71%	
540	500	ADVERTISING	\$ 9,400.00	\$ 9,640.00	\$ 2,540.16	\$ 0.00	\$ 7,099.84	26.35%	
550	500	PRINTING, ADMINISTR	\$ 5,000.00	\$ 5,000.00	\$ 3,039.68	\$ 0.00	\$ 1,960.32	60.79%	
551	500	SCHOOL PUBLICATIONS	\$ 4,000.00	\$ 4,000.00	\$ 500.00	\$ -	\$ 3,500.00	12.50%	
555	500	COPIES	\$ -	\$ -	\$ 13,277.06	\$ 59,722.94	\$ (73,000.00)	73000000.00%	Transfer needed due to budget reduction
561	500	SPED VOCATIONAL/VOA	\$ 426,756.00	\$ 426,756.00	\$ 41,432.00	\$ 303,502.00	\$ 81,822.00	80.83%	
562	500	SPED BOARD PLACEMEN	\$ 2,563,446.00	\$ 2,563,446.00	\$ 597,543.74	\$ 1,074,877.49	\$ 891,024.77	65.24%	
563	500	SPED, STATE AGENCY	\$ 390,497.00	\$ 390,497.00	\$ 32,433.90	\$ -	\$ 358,063.10	8.31%	
564	500	ADULT EDUCATION	\$ 210,000.00	\$ 210,000.00	\$ 207,000.00	\$ -	\$ 3,000.00	98.57%	
566	500	MAGNET SCHOOL TUITI	\$ 505,726.20	\$ 505,726.20	\$ 4,080.00	\$ -	\$ 501,646.20	0.81%	
567	500	VOAG REG ED TUITION	\$ 75,000.00	\$ 75,000.00	\$ -	\$ -	\$ 75,000.00	0.00%	
568	500	SPED MEGNET CHOICE	\$ 650,000.00	\$ 650,000.00	\$ -	\$ 99,732.71	\$ 550,267.29	15.34%	
580	500	TRAVEL FOR REG INST	\$ -	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00	0.00%	
581	500	TRAVEL FOR SPEC EDU	\$ 5,985.00	\$ 5,985.00	\$ 772.12	\$ -	\$ 5,212.88	12.90%	
582	500	TRAVEL FOR ADMN SCH	\$ 16,800.35	\$ 11,050.35	\$ (1,764.15)	\$ -	\$ 12,814.50	-15.96%	
583	500	TRAVEL FOR MAINTENA	\$ 100.00	\$ 100.00	\$ -	\$ -	\$ 100.00	0.00%	
584	500	TRAVEL FOR WORKSH &	\$ 44,100.00	\$ 39,548.00	\$ 4,873.36	\$ -	\$ 34,674.64	12.32%	
587	500	TRAVEL FOR ATHLETIC	\$ 128,400.00	\$ 130,065.00	\$ 29,329.37	\$ 9,876.61	\$ 90,859.02	30.14%	
588	500	FIELD TRIPS	\$ 94,900.00	\$ 87,000.00	\$ 5,949.40	\$ 5,551.72	\$ 75,498.88	13.22%	
591	500	ENTRY FEES	\$ 13,725.00	\$ 13,190.00	\$ 3,215.00	\$ -	\$ 9,975.00	24.37%	
592	500	GREEN FEES	\$ 1,200.00	\$ 1,200.00	\$ -	\$ -	\$ 1,200.00	0.00%	
595	500	ADMISSION FEES	\$ 7,250.00	\$ 7,250.00	\$ -	\$ -	\$ 7,250.00	0.00%	
601	600	GENERAL CLASSROOM U	\$ 209,887.00	\$ 147,814.50	\$ 82,891.67	\$ 8,642.03	\$ 56,280.80	61.92%	
602	600	SCIENCE	\$ 28,700.00	\$ 27,700.00	\$ 5,767.91	\$ 319.28	\$ 21,612.81	21.98%	
603	600	ARTS & CRAFTS	\$ 28,600.00	\$ 30,838.00	\$ 14,542.82	\$ 6,141.20	\$ 10,153.98	67.07%	
604	600	PHYSICAL EDUCATION	\$ 12,450.00	\$ 13,202.00	\$ 5,438.72	\$ 643.17	\$ 7,120.11	46.07%	
605	600	MUSIC	\$ 13,850.00	\$ 13,850.00	\$ 4,664.24	\$ 4,055.28	\$ 5,130.48	62.96%	
606	600	KINDERGARTEN	\$ 2,700.00	\$ 2,700.00	\$ -	\$ -	\$ 2,700.00	0.00%	
607	600	PUPIL TESTS	\$ 120,460.00	\$ 126,522.00	\$ 22,107.43	\$ 12,350.28	\$ 92,064.29	27.23%	
609	600	TECHNOLOGY EDUCATIO	\$ 7,500.00	\$ 7,500.00	\$ 3,919.31	\$ -	\$ 3,580.69	52.26%	
610	600	COMPUTER SUPPLIES	\$ 73,088.54	\$ 73,288.54	\$ 15,974.08	\$ 322.43	\$ 56,992.03	22.24%	
612	600	COMPUTER SOFTWARE	\$ 866,185.41	\$ 778,629.41	\$ 692,289.80	\$ 4,215.29	\$ 82,124.32	89.45%	
613	600	HOME ECONOMICS	\$ 15,000.00	\$ 18,122.50	\$ 5,052.18	\$ 1,874.56	\$ 11,195.76	38.22%	
615	600	SPECIAL EDUCATION	\$ 36,000.00	\$ 28,686.00	\$ 9,481.83	\$ 3,382.40	\$ 15,821.77	44.84%	
616	600	ATHLETIC SUPPLIES	\$ 58,400.00	\$ 55,844.00	\$ 1,399.35	\$ 12,965.43	\$ 41,479.22	25.72%	
617	600	MATHEMATIC SUPPLIES	\$ 6,600.00	\$ 7,800.00	\$ 993.08	\$ 47.97	\$ 6,758.95	13.35%	
618	600	HEALTH SUPPLIES	\$ 1,000.00	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00	0.00%	

ACCT	MAJOR OBJ	TITLE	ORIGINAL BUDGET	CURRENT BUDGET	YEAR TO DATE EXP	ENCUMBRANCE	AVAILABLE BALANCE	YTD/ BUD	NOTES
619	600	OTHER SUPPLIES	\$ 25,725.00	\$ 24,525.00	\$ 5,760.92	\$ 516.00	\$ 18,248.08	25.59%	
621	600	SUPPORT SERV GUID I	\$ 24,000.00	\$ 22,532.00	\$ 2,858.68	\$ 3,239.73	\$ 16,433.59	27.07%	
622	600	HEALTH SERVICES PAT	\$ 6,937.74	\$ 6,700.74	\$ 159.44	\$ -	\$ 6,541.30	2.38%	
623	600	SCHOOL LIBRARY SUPP	\$ 3,975.00	\$ 3,975.00	\$ 361.51	\$ -	\$ 3,613.49	9.09%	
624	600	AUDIO VISUAL	\$ 4,500.00	\$ 4,500.00	\$ 1,597.60	\$ -	\$ 2,902.40	35.50%	
626	600	GENERAL ADMINISTRATI	\$ 11,411.00	\$ 11,398.00	\$ 3,554.12	\$ 2,628.01	\$ 5,215.87	54.24%	
627	600	SCHOOL ADMINISTRATI	\$ 13,000.00	\$ 10,656.00	\$ 638.54	\$ 52.94	\$ 9,964.52	6.49%	
628	600	FOOD, DRINK, SNACKS	\$ 11,599.50	\$ 12,538.50	\$ 5,580.35	\$ 600.00	\$ 6,358.15	49.29%	
631	600	ELECTRICITY	\$ 1,775,726.73	\$ 1,780,245.73	\$ 533,476.42	\$ 1,232,515.39	\$ 14,253.92	99.20%	
632	600	GAS	\$ 469,062.67	\$ 483,319.67	\$ 62,272.97	\$ 414,786.95	\$ 6,259.75	98.70%	
633	600	FUEL OIL	\$ 188,342.00	\$ 201,821.00	\$ 201,819.08	\$ 0.00	\$ 1.92	100.00%	
634	600	GASOLINE FOR SCH BU	\$ 254,163.00	\$ 254,163.00	\$ 294,906.94	\$ 68,926.02	\$ (109,669.96)	143.15%	Transportation transfers needed
640	600	TEXTBOOKS	\$ 34,200.00	\$ 27,955.00	\$ 3,537.79	\$ 0.00	\$ 24,417.21	12.66%	
641	600	WORKBOOKS	\$ 15,750.00	\$ 17,550.00	\$ 9,078.23	\$ 377.30	\$ 8,094.47	53.88%	
645	600	LIBRARY BOOKS	\$ 21,700.00	\$ 21,700.00	\$ 1,024.69	\$ 63.26	\$ 20,612.05	5.01%	
647	600	PERIODICALS FOR PUP	\$ 3,700.00	\$ 3,700.00	\$ 949.00	\$ -	\$ 2,751.00	25.65%	
650	600	REPAIR OF EQUIPMENT	\$ 45,235.00	\$ 25,945.00	\$ 17,025.97	\$ (0.00)	\$ 8,919.03	65.62%	
651	600	GROUNDS	\$ 34,534.59	\$ 34,534.59	\$ 2,498.42	\$ -	\$ 32,036.17	7.23%	
652	600	GENERAL BUILDING RE	\$ 67,797.00	\$ 82,112.00	\$ 6,935.18	\$ 98.89	\$ 75,077.93	8.57%	
653	600	PAINTING	\$ 18,661.03	\$ 1,805.03	\$ 1,803.30	\$ 0.00	\$ 1.73	99.90%	
654	600	HEAT & PLUMBING	\$ 194,929.52	\$ 57,379.52	\$ 52,958.08	\$ 4,416.00	\$ 5.44	99.99%	
655	600	ELECTRICAL	\$ 35,554.81	\$ 10,303.81	\$ 10,302.10	\$ 0.00	\$ 1.71	99.98%	
656	600	GASOLINE FOR MAINT	\$ 57,340.80	\$ 57,340.80	\$ 8,704.64	\$ -	\$ 48,636.16	15.18%	
657	600	CLOTHING ALLOWANCE	\$ 4,400.00	\$ 5,000.00	\$ 4,700.00	\$ -	\$ 300.00	94.00%	
658	600	CUSTODIAL SUPPLIES	\$ 174,485.00	\$ 178,605.00	\$ 62,934.71	\$ 11,915.66	\$ 103,754.63	41.91%	
659	600	SAFETY SUPPLIES	\$ 7,420.00	\$ 8,857.00	\$ 6,275.59	\$ 0.00	\$ 2,581.41	70.85%	
690	600	PROFESSIONAL MATERI	\$ 30,565.96	\$ 27,965.96	\$ 984.55	\$ 323.00	\$ 26,658.41	4.68%	
730	700	REPL INSTRUCTNL EQU	\$ 156,019.00	\$ 153,669.00	\$ 112,000.00	\$ -	\$ 41,669.00	72.88%	
731	700	REPL NON-INST EQUIP	\$ 72,491.00	\$ 68,392.00	\$ 68,626.69	\$ (0.00)	\$ (234.69)	100.34%	
735	700	ADD INSTRUCTIONAL E	\$ 24,483.00	\$ 26,063.00	\$ 445.79	\$ 3,530.52	\$ 22,086.69	15.26%	
736	700	ADD NON-INSTRUCTNL EQUIP	\$ 15,149.00	\$ 12,799.00	\$ 11,090.15	\$ -	\$ 1,708.85	86.65%	
810	800	DUES/BOARD OF EDUCA	\$ 24,000.00	\$ 24,000.00	\$ 23,520.00	\$ -	\$ 480.00	98.00%	
811	800	DUES/GENERAL ADMINI	\$ 24,692.81	\$ 28,692.81	\$ 20,213.12	\$ 0.00	\$ 8,479.69	70.45%	
812	800	DUES/SCHOOL ADMINIS	\$ 39,700.00	\$ 40,118.00	\$ 37,049.00	\$ -	\$ 3,069.00	92.35%	
819	800	OTHER DUES	\$ 9,705.00	\$ 10,015.00	\$ 4,690.00	\$ 100.00	\$ 5,225.00	47.83%	
900	100	CONTINGENCY	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -	\$ 100,000.00	0.00%	
		GRAND TOTAL	\$ 92,004,575.00	\$ 92,004,575.00	\$ 25,781,464.52	\$ 45,232,756.15	\$ 20,990,354.33	77.19%	

PENTAMATION ENTERPRISES INC.
 DATE: 11/19/2025
 TIME: 18:36:14

GROTON PUBLIC SCHOOLS
 SUMMARY EXPENDITURE STATUS REPORT

PAGE NUMBER: 1
 EXPSTALL

SELECTION CRITERIA: orgn.fund='1'
 ACCOUNTING PERIOD: 5/26

FUND - 1 - GENERAL TOWN FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/BUD
1091	MILITARY SCIENCE	20,000.00	278.20	.00	5,408.92	14,591.08	27.04
1101	ELEMENTARY	13,469,904.29	1,016,399.44	8,654,384.59	3,061,698.49	1,753,821.21	86.98
1102	ART	541,385.51	45,845.34	404,722.58	135,553.74	1,109.19	99.80
1103	COMPUTER EDUCATION	66,639.35	5,291.80	50,463.86	15,875.41	300.08	99.55
1104	LANGUAGE ARTS	2,177,890.60	157,165.04	1,506,763.16	481,446.57	189,680.87	91.29
1105	WORLD LANGUAGES	1,165,250.54	92,780.63	843,568.83	271,183.86	50,497.85	95.67
1106	CONSUMER SCIENCE	154,000.38	13,566.71	103,319.12	37,292.30	13,388.96	91.31
1107	TECHNOLOGY EDUCATION	636,689.29	44,465.56	391,661.75	140,922.13	104,105.41	83.65
1108	MATHEMATICS	1,686,260.28	138,650.12	1,339,547.08	418,416.46	-71,703.26	104.25
1109	MUSIC	642,908.65	51,082.61	469,932.24	150,803.54	22,172.87	96.55
1110	PHYSICAL EDUCATION	829,802.76	65,775.17	618,980.43	198,574.06	12,248.27	98.52
1111	SCIENCE	1,911,672.61	137,743.63	1,326,576.12	480,941.67	104,154.82	94.55
1112	SOCIAL STUDIES	1,740,557.45	135,265.50	1,313,905.65	406,463.71	20,188.09	98.84
1113	MYP	21,700.00	.00	.00	11,581.00	10,119.00	53.37
1114	HEALTH EDUCATION	358,994.96	29,467.08	269,720.51	85,078.28	4,196.17	98.83
1115	MAGNET SCHOOLS	.00	.00	.00	.00	.00	.00
1116	CO-OPERATIVE WORK EXPERI	.00	.00	.00	.00	.00	.00
1117	INTERN. BACCALAUREATE	45,588.00	.00	.00	15,767.15	29,820.85	34.59
1118	IB CAREER PROGRAM	4,500.00	550.00	.00	2,180.00	2,320.00	48.44
1119	UNCLASSIFIED	145,231.92	74,788.34	96.96	236,701.76	-91,566.80	163.05
1121	BUSINESS EDUCATION	158,414.96	12,668.25	124,205.44	38,798.15	-4,588.63	102.90
1123	DISTRIBUTIVE EDUCATION	.00	.00	.00	.00	.00	.00
1124	HEALTH OCCUPATION	80,297.02	5,919.14	58,345.38	17,843.54	4,108.10	94.88
1126	FOOD SERVICES	.00	.00	.00	.00	.00	.00
1205	PRESCHOOL 3-5	922,572.43	59,758.13	533,538.89	175,881.84	213,151.70	76.90
1210	SPED SUMMER SCHOOL	134,870.96	.00	.00	127,088.00	7,782.96	94.23

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SELECTION CRITERIA: orgn.fund='1'
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FUND - 1 - GENERAL TOWN FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/BUD
1220	OTHER SPECIAL INSTRUCTIO	1,903,112.29	141,807.16	231,749.30	430,324.42	1,241,038.57	34.79
1230	SPECIAL EDUCATION	9,131,794.93	742,043.40	3,888,254.04	2,236,430.47	3,007,110.42	67.07
1240	LEARNING SKILLS	.00	.00	.00	.00	.00	.00
1250	BLIND	.00	.00	.00	.00	.00	.00
1260	AFTER SCHOOL ENRICHMENT	39,882.66	.00	.00	.00	39,882.66	.00
1270	REMEDIAL INSTRUCTION	2,824,873.21	227,323.27	2,220,706.14	679,590.35	-75,423.28	102.67
1280	HEARING IMPAIRED	110,920.22	8,721.99	81,750.68	25,993.40	3,176.14	97.14
1310	HIGH SCHOOL COMPLETION	50,528.48	5,126.15	13,000.04	15,499.66	22,028.78	56.40
1320	ADULT EDUCATION	210,000.00	.00	.00	207,000.00	3,000.00	98.57
1411	REGULAR SUMMER SCHOOL	.00	.00	.00	.00	.00	.00
1412	SUMMER SCH HIGH SC CREDI	42,800.33	.00	.00	31,062.27	11,738.06	72.57
1413	MIDDLE SCHOOL SUMMER SCH	20,490.39	.00	.00	19,102.47	1,387.92	93.23
1501	BASEBALL	29,161.15	.00	.00	.00	29,161.15	.00
1503	BASKETBALL,MEN	45,329.83	.00	.00	.00	45,329.83	.00
1504	BASKETBALL,WOMEN	44,990.00	.00	.00	7,502.13	37,487.87	16.68
1505	CROSS COUNTRY, MEN	16,963.31	273.09	496.99	3,965.90	12,500.42	26.31
1506	CROSS COUNTRY, WOMEN	16,432.13	2,359.42	.00	4,984.49	11,447.64	30.33
1507	FOOTBALL	64,151.81	2,361.34	6,183.35	12,817.02	45,151.44	29.62
1508	GOLF	12,360.58	.00	.00	.00	12,360.58	.00
1509	FIELD HOCKEY, GIRLS	18,441.90	826.68	3,235.70	5,864.19	9,342.01	49.34
1510	GYMNASTICS	5,013.51	.00	.00	.00	5,013.51	.00
1511	SOCCER, MEN	33,012.69	2,868.75	2,454.88	11,501.32	19,056.49	42.28
1512	SOCCER, WOMEN	32,935.29	2,342.68	1,811.47	12,314.18	18,809.64	42.89
1513	SOFTBALL, WOMEN	35,945.09	.00	656.93	2,078.72	33,209.44	7.61
1514	SWIMMING	32,650.81	.00	.00	.00	32,650.81	.00

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FUND - 1 - GENERAL TOWN FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
1515	TENNIS,MEN	8,181.25	.00	.00	.00	8,181.25	.00
1516	TENNIS,WOMEN	8,073.89	.00	.00	.00	8,073.89	.00
1517	TRACK,OUTDOOR,MEN	34,134.30	.00	.00	.00	34,134.30	.00
1518	TRACK,OUTDOOR,WOMEN	33,773.55	.00	.00	.00	33,773.55	.00
1519	WRESTLING	26,755.86	.00	909.90	.00	25,845.96	3.40
1520	INTRAMURAL SPORTS, MEN	15,671.74	.00	.00	.00	15,671.74	.00
1522	CHEERLEADING	16,620.07	289.42	384.88	748.38	15,486.81	6.82
1524	VOLLEYBALL	24,165.16	2,996.28	2,827.87	9,396.26	11,941.03	50.59
1525	TRACK, INDOOR	24,556.58	.00	.00	.00	24,556.58	.00
1526	LACROSSE-MEN	20,198.53	.00	.00	.00	20,198.53	.00
1527	LACROSSE - WOMEN	20,075.37	.00	.00	.00	20,075.37	.00
1528	SWIMMING, WOMEN	31,137.99	1,342.43	3,569.50	6,803.43	20,765.06	33.31
1529	FENCING	17,723.57	.00	.00	.00	17,723.57	.00
1530	UNIFIED SPORTS	12,014.52	262.03	.00	262.03	11,752.49	2.18
1549	OTHER EXPENSES, SPORTS	271,992.83	18,306.98	133,144.91	118,392.37	20,455.55	92.48
1550	SCHOOL NEWSPAPERS	3,300.30	.00	.00	500.00	2,800.30	15.15
1551	AMPHORA	6,755.33	.00	.00	.00	6,755.33	.00
1552	YEARBOOKS	3,482.49	.00	.00	.00	3,482.49	.00
1555	OTHER ACTIVITIES	108,943.86	.00	.00	2,487.60	106,456.26	2.28
1700	DISTRICT WIDE SERVICE	.00	.00	.00	.00	.00	.00
2101	SUPPORT SERVICES	1,009,226.06	72,397.32	425,059.63	388,337.44	195,828.99	80.60
2110	SOCIAL WORK SERVICES	395,291.34	33,628.81	328,699.98	101,103.74	-34,512.38	108.73
2120	GUIDANCE SERVICES	1,339,969.18	108,763.72	986,497.73	392,449.51	-38,978.06	102.91
2130	HEALTH SERVICES	2,423,521.17	131,433.07	866,022.71	536,696.21	1,020,802.25	57.88
2140	PSYCHOLOGICAL SERVICES	1,136,582.96	84,425.19	834,665.35	261,424.16	40,493.45	96.44
2150	SPEECH & HEARING SERVICE	1,210,668.43	89,465.57	817,323.06	273,508.90	119,836.47	90.10

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FUND - 1 - GENERAL TOWN FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/BUD
2201	SUPPORTING SERVICES	411,513.61	31,465.36	179,490.22	156,105.68	75,917.71	81.55
2202	DIVERSITY,EQUITY,INCLUSI	15,000.00	.00	.00	46.14	14,953.86	.31
2210	IMPROVEMENT OF INSTRUCTI	266,569.89	19,385.83	11,793.00	116,579.40	138,197.49	48.16
2220	EDUCATIONAL MEDIA SERVIC	865,051.63	72,000.47	499,545.69	274,190.51	91,315.43	89.44
2311	BOARD OF EDUCATION SERVI	128,000.00	.00	2,827.00	23,520.00	101,653.00	20.58
2312	SUPERINTENDENT OFFICE SE	731,600.86	65,077.42	245,978.29	367,517.61	118,104.96	83.86
2313	BUSINESS OFFICE	654,047.19	47,946.76	114,670.72	253,027.70	286,348.77	56.22
2314	HUMAN RESOURCES	461,991.21	38,952.65	95,744.99	151,765.93	214,480.29	53.57
2399	DISTRICTWIDE SERVICES	11,680,702.98	1,262,413.74	3,585,788.82	2,781,315.86	5,313,598.30	54.51
2410	SCHOOL ADMINSTRATION	4,495,788.26	354,565.60	1,883,499.72	1,919,388.61	692,899.93	84.59
2510	OPERATION AND MAINTENANC	8,065,957.80	553,434.96	2,045,754.96	3,486,644.75	2,533,558.09	68.59
2520	PUPIL TRANSPORTATION	7,492,599.00	195,444.38	5,863,522.20	1,864,214.44	-235,137.64	103.14
2530	FOOD SERVICES	.00	.00	.00	.00	.00	.00
2540	COMPUTER SUPPORT SERVICE	2,570,925.01	196,426.98	670,392.71	1,435,150.50	465,381.80	81.90
2560	HEALTH SERVICES STAFF	117.74	.00	.00	4,298.15	-4,180.41	3650.54
3310	CIVIC ACTIVITIES	.00	.00	.00	.00	.00	.00
3710	NONPUB PUPIL TRANSPORT.	140,301.72	.00	.00	.00	140,301.72	.00
4110	TUITION - VOAG SCHOOL	75,000.00	.00	.00	.00	75,000.00	.00
4111	TUITION - PUBLIC SCHOOL	505,726.20	4,080.00	.00	4,080.00	501,646.20	.81
4121	TUITION SE PUBLIC SCHOOL	1,643,010.00	.00	99,733.51	308,606.20	1,234,670.29	24.85
4122	TUITION SE NONPUB SCHOOL	1,960,933.00	119,579.08	1,074,876.69	321,371.44	564,684.87	71.20
8888	HOLDING ACCOUNT	.00	.00	.00	.00	.00	.00
9999	EXPENDITURE TRANSFER ACC	.00	.00	.00	.00	.00	.00
TOTAL	GENERAL TOWN FUND	92,004,575.00	6,727,598.67	45,232,756.15	25,781,464.52	20,990,354.33	77.19

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FUND - 1 - GENERAL TOWN FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
TOTAL REPORT		92,004,575.00	6,727,598.67	45,232,756.15	25,781,464.52	20,990,354.33	77.19

DEPT	TRANS DATE	ACCTG PERIOD	FUNCTION	Account	TITLE	Description	Amount
FINANCE	07/08/2025	1	1700	201	GROUP INSURANCE, PROF.	TRNSFER 2 PROPER FUNCTION	\$ (8,850,028.00)
FINANCE	07/08/2025	1	1700	202	GROUP INSURANCE, OTHER	TRNSFER 2 PROPER FUNCTION	\$ (1,004,697.98)
FINANCE	07/08/2025	1	1700	211	WORKMAN'S COMPENSATION	TRNSFER 2 PROPER FUNCTION	\$ (615,240.00)
FINANCE	07/08/2025	1	1700	213	TOWN RETIREMENT	TRNSFER 2 PROPER FUNCTION	\$ (920,900.00)
FINANCE	07/08/2025	1	1700	222	RETIREMENT AWARD	TRNSFER 2 PROPER FUNCTION	\$ (155,000.00)
FINANCE	07/08/2025	1	1700	334	LEGAL SERVICES	TRNSFER 2 PROPER FUNCTION	\$ (70,000.00)
FINANCE	07/08/2025	1	1700	430	REPAIR OF EQUIPMENT	TRNSFER 2 PROPER FUNCTION	\$ (4,000.00)
FINANCE	07/08/2025	1	1700	531	POSTAGE	TRNSFER 2 PROPER FUNCTION	\$ (1,000.00)
FINANCE	07/08/2025	1	1700	540	ADVERTISING	TRNSFER 2 PROPER FUNCTION	\$ (4,400.00)
FINANCE	07/08/2025	1	1700	550	PRINTING, ADMINISTRATION	TRNSFER 2 PROPER FUNCTION	\$ (3,000.00)
FINANCE	07/08/2025	1	1700	610	COMPUTER SUPPLIES	TRNSFER 2 PROPER FUNCTION	\$ (300.00)
FINANCE	07/08/2025	1	1700	626	GENRAL ADMINISTRATION	TRNSFER 2 PROPER FUNCTION	\$ (2,000.00)
FINANCE	07/08/2025	1	2399	201	DISTRICTWIDE SERVICES GROUP INSURANCE, PROF.	TRNSFER 2 PROPER FUNCTION	\$ 8,850,028.00
FINANCE	07/08/2025	1	2399	202	DISTRICTWIDE SERVICES GROUP INSURANCE, OTHER	TRNSFER 2 PROPER FUNCTION	\$ 1,004,697.98
FINANCE	07/08/2025	1	2399	211	DISTRICTWIDE SERVICES WORKMAN'S COMPENSATION	TRNSFER 2 PROPER FUNCTION	\$ 615,240.00
FINANCE	07/08/2025	1	2399	213	DISTRICTWIDE SERVICES TOWN RETIREMENT	TRNSFER 2 PROPER FUNCTION	\$ 920,900.00
FINANCE	07/08/2025	1	2399	222	DISTRICTWIDE SERVICES RETIREMENT AWARD	TRNSFER 2 PROPER FUNCTION	\$ 155,000.00
FINANCE	07/08/2025	1	2399	334	DISTRICTWIDE SERVICES LEGAL SERVICES	TRNSFER 2 PROPER FUNCTION	\$ 70,000.00
FINANCE	07/08/2025	1	2399	430	DISTRICTWIDE SERVICES REPAIR OF EQUIPMENT	TRNSFER 2 PROPER FUNCTION	\$ 4,000.00
FINANCE	07/08/2025	1	2399	531	DISTRICTWIDE SERVICES POSTAGE	TRNSFER 2 PROPER FUNCTION	\$ 1,000.00
FINANCE	07/08/2025	1	2399	540	DISTRICTWIDE SERVICES ADVERTISING	TRNSFER 2 PROPER FUNCTION	\$ 4,400.00
FINANCE	07/08/2025	1	2399	550	DISTRICTWIDE SERVICES PRINTING, ADMINISTRATION	TRNSFER 2 PROPER FUNCTION	\$ 3,000.00
FINANCE	07/08/2025	1	2399	610	DISTRICTWIDE SERVICES COMPUTER SUPPLIES	TRNSFER 2 PROPER FUNCTION	\$ 300.00
FINANCE	07/08/2025	1	2399	626	DISTRICTWIDE SERVICES GENRAL ADMINISTRATION	TRNSFER 2 PROPER FUNCTION	\$ 2,000.00
						TOTAL	\$ 11,630,565.98
MR	07/16/2025	1	1101	612	ELEMENTARY COMPUTER SOFTWARE	SOFTWARE NEEDED	\$ 796.00
MR	07/16/2025	1	2410	612	SCHOOL ADMINISTRATION COMPUTER SOFTWARE	SOFTWARE NEEDED	\$ 798.00
MR	07/16/2025	1	2410	627	SCHOOL ADMINISTRATION SCHOOL ADMINISTRATION	SOFTWARE NEEDED	\$ (1,594.00)
						TOTAL	\$ 1,594.00
All SCHOOLS	07/23/2025	1	1101	601	ELEMENTARY GENERAL CLASSROOM USE	REALLOCATE SUP REDUCTION	\$ 2,900.00
All SCHOOLS	07/23/2025	1	1101	601	ELEMENTARY GENERAL CLASSROOM USE	REALLOCATE SUP REDUCTION	\$ 3,900.00
All SCHOOLS	07/23/2025	1	1101	601	ELEMENTARY GENERAL CLASSROOM USE	REALLOCATE SUP REDUCTION	\$ (95.00)
All SCHOOLS	07/23/2025	1	1101	601	ELEMENTARY GENERAL CLASSROOM USE	REALLOCATE SUP REDUCTION	\$ 6,052.00
All SCHOOLS	07/23/2025	1	1101	601	ELEMENTARY GENERAL CLASSROOM USE	REALLOCATE SUP REDUCTION	\$ 630.00
All SCHOOLS	07/23/2025	1	1119	601	UNCLASSIFIED GENERAL CLASSROOM USE	REALLOCATE SUP REDUCTION	\$ (10,000.00)
All SCHOOLS	07/23/2025	1	1119	601	UNCLASSIFIED GENERAL CLASSROOM USE	REALLOCATE SUP REDUCTION	\$ 2,490.50
All SCHOOLS	07/23/2025	1	1106	613	CONSUMER SCIENCE HOME ECONOMICS	REALLOCATE SUP REDUCTION	\$ (5,877.50)
						TOTAL	\$ 15,972.50
FHS	09/05/2025	2	1109	588	MUSIC FIELD TRIPS	REALLOCATE SUP REDUCTION	\$ (2,000.00)

FY26 Budget Transfers Between Functions BOE 112425

DEPT	TRANS DATE	ACCTG PERIOD	FUNCTION	Account	TITLE	Description	Amount
FHS	09/05/2025	2	1109	331	MUSIC PROFESSIONAL SERVICES	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1109	591	MUSIC ENTRY FEES	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1109	605	MUSIC MUSIC	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1110	588	PHYSICAL EDUCATION FIELD TRIPS	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1110	321	PHYSICAL EDUCATION INSTRUCTIONAL SERVICES	REALLOCATE SUP REDUCTION	\$ (500.00)
FHS	09/05/2025	2	1111	602	SCIENCE SCIENCE	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1113	584	MYP TRAVEL FOR WORKSH & CONV	REALLOCATE SUP REDUCTION	\$ (3,000.00)
FHS	09/05/2025	2	1113	690	MYP PROFESSIONAL MATERIALS	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1114	321	HEALTH EDUCATION INSTRUCTIONAL SERVICES	REALLOCATE SUP REDUCTION	\$ (500.00)
FHS	09/05/2025	2	1114	588	HEALTH EDUCATION FIELD TRIPS	REALLOCATE SUP REDUCTION	\$ (500.00)
FHS	09/05/2025	2	1114	641	HEALTH EDUCATION WORKBOOKS	REALLOCATE SUP REDUCTION	\$ (500.00)
FHS	09/05/2025	2	1117	322	INTERN. BACCALAUREATE INSTR. IMPROVEMENT SERV.	REALLOCATE SUP REDUCTION	\$ (2,000.00)
FHS	09/05/2025	2	1117	584	INTERN. BACCALAUREATE TRAVEL FOR WORKSH & CONV	REALLOCATE SUP REDUCTION	\$ (2,000.00)
FHS	09/05/2025	2	1117	588	INTERN. BACCALAUREATE FIELD TRIPS	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1117	531	INTERN. BACCALAUREATE POSTAGE	REALLOCATE SUP REDUCTION	\$ (500.00)
FHS	09/05/2025	2	1117	640	INTERN. BACCALAUREATE TEXTBOOKS	REALLOCATE SUP REDUCTION	\$ (2,000.00)
FHS	09/05/2025	2	1117	690	INTERN. BACCALAUREATE PROFESSIONAL MATERIALS	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1118	322	IB CAREER PROGRAM INSTR. IMPROVEMENT SERV.	REALLOCATE SUP REDUCTION	\$ (1,500.00)
FHS	09/05/2025	2	1119	430	UNCLASSIFIED REPAIR OF EQUIPMENT	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1124	588	HEALTH OCCUPATION FIELD TRIPS	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	2120	531	GUIDANCE SERVICES POSTAGE	REALLOCATE SUP REDUCTION	\$ (500.00)
FHS	09/05/2025	2	2120	584	GUIDANCE SERVICES TRAVEL FOR WORKSH & CONV	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	2120	588	GUIDANCE SERVICES FIELD TRIPS	REALLOCATE SUP REDUCTION	\$ (2,000.00)
FHS	09/05/2025	2	2120	621	GUIDANCE SERVICES SUPPORT SERV GUID IMP INS	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	2410	430	SCHOOL ADMINISTRATION REPAIR OF EQUIPMENT	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1119	601	UNCLASSIFIED GENERAL CLASSROOM USE	REALLOCATE SUP REDUCTION	\$ 33,500.00
FHS	09/05/2025	2	1104	640	LANGUAGE ARTS TEXTBOOKS	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1105	588	WORLD LANGUAGES FIELD TRIPS	REALLOCATE SUP REDUCTION	\$ (1,000.00)
FHS	09/05/2025	2	1108	588	MATHEMATICS FIELD TRIPS	REALLOCATE SUP REDUCTION	\$ (1,000.00)
						TOTAL	\$ 33,500.00
DISTRICT	09/07/2025	3	1509	587	FIELD HOCKEY, GIRLS TRAVEL FOR ATHLETICS	REALLOCATE REDUCT/OVER	\$ 110.00
DISTRICT	09/07/2025	3	1528	587	SWIMMING, WOMEN TRAVEL FOR ATHLETICS	REALLOCATE REDUCT/OVER	\$ 1,555.00
DISTRICT	09/07/2025	3	1549	612	OTHER EXPENSES, SPORTS COMPUTER SOFTWARE	REALLOCATE REDUCT/OVER	\$ 1,252.00
DISTRICT	09/07/2025	3	1119	601	UNCLASSIFIED GENERAL CLASSROOM USE	REALLOCATE REDUCT/OVER	\$ 12,000.00
DISTRICT	09/07/2025	3	2120	607	GUIDANCE SERVICES PUPIL TESTS	REALLOCATE REDUCT/OVER	\$ 6,624.00
DISTRICT	09/07/2025	3	1117	812	INTERN. BACCALAUREATE DUES/SCHOOL ADMINISTRATIO	REALLOCATE REDUCT/OVER	\$ 238.00
DISTRICT	09/07/2025	3	1555	499	OTHER ACTIVITIES OTHER PURCHASED SERVICES	REALLOCATE REDUCT/OVER	\$ 988.00
FHS	09/07/2025	3	2410	331	SCHOOL ADMINISTRATION PROFESSIONAL SERVICES	REALLOCATE REDUCT/OVER	\$ 7,367.00
GMS	09/07/2025	3	2410	331	SCHOOL ADMINISTRATION PROFESSIONAL SERVICES	REALLOCATE REDUCT/OVER	\$ 7,399.00

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DISTRICT	09/07/2025	3	2510	522	OPERATION AND MAINTENANCE LIABILITY INSURANCE	REALLOCATE REDUCT/OVER	\$ 79,467.00
DISTRICT	09/07/2025	3	1101	601	ELEMENTARY GENERAL CLASSROOM USE	REALLOCATE REDUCT/OVER	\$ (117,000.00)
						TOTAL	\$ 117,000.00
FINANCE	09/12/2025	3	1119	201	UNCLASSIFIED GROUP INSURANCE, PROF.	TRNSFER 2 PROPER FUNCTION	\$ 480.00
FINANCE	09/12/2025	3	2399	201	DISTRICTWIDE SERVICES GROUP INSURANCE, PROF.	TRNSFER 2 PROPER FUNCTION	\$ (480.00)
						TOTAL	\$ 480.00
FHS	09/24/2025	3	1106	613	CONSUMER SCIENCE HOME ECONOMICS	RE-ALLOCATE DUE TO BUDGET	\$ 9,000.00
FHS	09/24/2025	3	1117	640	INTERN. BACCALAUREATE TEXTBOOKS	RE-ALLOCATE DUE TO BUDGET	\$ (1,663.00)
FHS	09/24/2025	3	2410	612	SCHOOL ADMINISTRATION COMPUTER SOFTWARE	RE-ALLOCATE DUE TO BUDGET	\$ 3,548.00
FHS	09/24/2025	3	1117	612	INTERN. BACCALAUREATE COMPUTER SOFTWARE	RE-ALLOCATE DUE TO BUDGET	\$ 1,425.00
FHS	09/24/2025	3	1110	604	PHYSICAL EDUCATION PHYSICAL EDUCATION	RE-ALLOCATE DUE TO BUDGET	\$ 1,752.00
FHS	09/24/2025	3	1119	601	UNCLASSIFIED GENERAL CLASSROOM USE	RE-ALLOCATE DUE TO BUDGET	\$ (13,500.00)
FHS	09/24/2025	3	1108	640	MATHEMATICS TEXTBOOKS	RE-ALLOCATE DUE TO BUDGET	\$ (100.00)
FHS	09/24/2025	3	1108	819	MATHEMATICS OTHER DUES	RE-ALLOCATE DUE TO BUDGET	\$ 100.00
FHS	09/24/2025	3	1117	607	INTERN. BACCALAUREATE PUPIL TESTS	RE-ALLOCATE DUE TO BUDGET	\$ (562.00)
						TOTAL	\$ 15,825.00
ASSTSUPT	09/29/2025	3	2210	612	IMPROVEMENT OF INSTRUCTIO COMPUTER SOFTWARE	RE-ALLOCATE FUNDS	\$ (2,310.00)
ASSTSUPT	09/29/2025	3	1111	321	SCIENCE INSTRUCTIONAL SERVICES	RE-ALLOCATE FUNDS	\$ 2,310.00
						TOTAL	\$ 2,310.00
Approved October 27, 2025					F&F 10/07/2025 TOTAL TRANSFERS BETWEEN FUNCTIONS		\$ 11,817,247.48
FACILITIES	10/31/2025	4	2510	582	OPERATION AND MAINTENANCE TRAVEL FOR ADMN SCH & GEN	TRUE UP NEGATIVE BALANCES	\$ (5,850.00)
FACILITIES	10/31/2025	4	2510	628	OPERATION AND MAINTENANCE FOOD, DRINK, SNACKS	TRUE UP NEGATIVE BALANCES	\$ 189.00
FACILITIES	10/31/2025	4	2510	631	OPERATION AND MAINTENANCE ELECTRICITY	TRUE UP NEGATIVE BALANCES	\$ 23,213.00
FACILITIES	10/31/2025	4	2510	631	OPERATION AND MAINTENANCE ELECTRICITY	TRUE UP NEGATIVE BALANCES	\$ 6.00
FACILITIES	10/31/2025	4	2510	633	OPERATION AND MAINTENANCE FUEL OIL	TRUE UP NEGATIVE BALANCES	\$ 175,682.00
FACILITIES	10/31/2025	4	2510	633	OPERATION AND MAINTENANCE FUEL OIL	TRUE UP NEGATIVE BALANCES	\$ 6,863.00
FACILITIES	10/31/2025	4	2510	633	OPERATION AND MAINTENANCE FUEL OIL	TRUE UP NEGATIVE BALANCES	\$ 11,987.00
FACILITIES	10/31/2025	4	2510	633	OPERATION AND MAINTENANCE FUEL OIL	TRUE UP NEGATIVE BALANCES	\$ 7,289.00
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	TRUE UP NEGATIVE BALANCES	\$ (16,100.00)
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	TRUE UP NEGATIVE BALANCES	\$ 968.00
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	TRUE UP NEGATIVE BALANCES	\$ 478.00
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	TRUE UP NEGATIVE BALANCES	\$ 21.00
FACILITIES	10/31/2025	4	2510	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	TRUE UP NEGATIVE BALANCES	\$ (95,000.00)
FACILITIES	10/31/2025	4	2510	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	TRUE UP NEGATIVE BALANCES	\$ 1,689.00
FACILITIES	10/31/2025	4	2510	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	TRUE UP NEGATIVE BALANCES	\$ 1,634.00
FACILITIES	10/31/2025	4	2510	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	TRUE UP NEGATIVE BALANCES	\$ 3,714.00
FACILITIES	10/31/2025	4	2510	655	OPERATION AND MAINTENANCE ELECTRICAL	TRUE UP NEGATIVE BALANCES	\$ 2,783.00
FACILITIES	10/31/2025	4	2510	657	OPERATION AND MAINTENANCE CLOTHING ALLOWANCE	TRUE UP NEGATIVE BALANCES	\$ 400.00
FACILITIES	10/31/2025	4	2510	657	OPERATION AND MAINTENANCE CLOTHING ALLOWANCE	TRUE UP NEGATIVE BALANCES	\$ 200.00

FY26 Budget Transfers Between Functions BOE 112425

DEPT	TRANS DATE	ACCTG PERIOD	FUNCTION	Account	TITLE	Description	Amount
FACILITIES	10/31/2025	4	2510	658	OPERATION AND MAINTENANCE CUSTODIAL SUPPLIES	TRUE UP NEGATIVE BALANCES	\$ 5,713.00
FACILITIES	10/31/2025	4	2510	658	OPERATION AND MAINTENANCE CUSTODIAL SUPPLIES	TRUE UP NEGATIVE BALANCES	\$ (1,610.00)
FACILITIES	10/31/2025	4	2510	659	OPERATION AND MAINTENANCE SAFETY SUPPLIES	TRUE UP NEGATIVE BALANCES	\$ 220.00
FACILITIES	10/31/2025	4	2510	659	OPERATION AND MAINTENANCE SAFETY SUPPLIES	TRUE UP NEGATIVE BALANCES	\$ 2,234.00
FACILITIES	10/31/2025	4	2510	659	OPERATION AND MAINTENANCE SAFETY SUPPLIES	TRUE UP NEGATIVE BALANCES	\$ (4,000.00)
FACILITIES	10/31/2025	4	2510	331	OPERATION AND MAINTENANCE PROFESSIONAL SERVICES	TRUE UP NEGATIVE BALANCES	\$ (5,155.00)
FACILITIES	10/31/2025	4	2510	331	OPERATION AND MAINTENANCE PROFESSIONAL SERVICES	TRUE UP NEGATIVE BALANCES	\$ (17,145.00)
FACILITIES	10/31/2025	4	2510	331	OPERATION AND MAINTENANCE PROFESSIONAL SERVICES	TRUE UP NEGATIVE BALANCES	\$ 220.00
FACILITIES	10/31/2025	4	2510	331	OPERATION AND MAINTENANCE PROFESSIONAL SERVICES	TRUE UP NEGATIVE BALANCES	\$ 4,935.00
FACILITIES	10/31/2025	4	2510	332	OPERATION AND MAINTENANCE OTHER PROFESSIONAL SERV.	TRUE UP NEGATIVE BALANCES	\$ 7,500.00
FACILITIES	10/31/2025	4	2510	410	OPERATION AND MAINTENANCE WATER	TRUE UP NEGATIVE BALANCES	\$ (1,216.00)
FACILITIES	10/31/2025	4	2510	410	OPERATION AND MAINTENANCE WATER	TRUE UP NEGATIVE BALANCES	\$ 1,042.00
FACILITIES	10/31/2025	4	2510	410	OPERATION AND MAINTENANCE WATER	TRUE UP NEGATIVE BALANCES	\$ 620.00
FACILITIES	10/31/2025	4	2510	410	OPERATION AND MAINTENANCE WATER	TRUE UP NEGATIVE BALANCES	\$ 708.00
FACILITIES	10/31/2025	4	2510	411	OPERATION AND MAINTENANCE SEWERAGE	TRUE UP NEGATIVE BALANCES	\$ 600.00
FACILITIES	10/31/2025	4	2510	422	OPERATION AND MAINTENANCE SNOW REMOVAL	TRUE UP NEGATIVE BALANCES	\$ (10,000.00)
FACILITIES	10/31/2025	4	2510	430	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	TRUE UP NEGATIVE BALANCES	\$ (25,000.00)
FACILITIES	10/31/2025	4	2510	430	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	TRUE UP NEGATIVE BALANCES	\$ 3,817.00
FACILITIES	10/31/2025	4	2510	431	OPERATION AND MAINTENANCE REPAIRS TO GROUNDS	TRUE UP NEGATIVE BALANCES	\$ (20,750.00)
FACILITIES	10/31/2025	4	2510	431	OPERATION AND MAINTENANCE REPAIRS TO GROUNDS	TRUE UP NEGATIVE BALANCES	\$ 20,750.00
FACILITIES	10/31/2025	4	2510	432	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 215.00
FACILITIES	10/31/2025	4	2510	432	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 200.00
FACILITIES	10/31/2025	4	2510	432	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 2,885.00
FACILITIES	10/31/2025	4	2510	432	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 4,853.00
FACILITIES	10/31/2025	4	2510	432	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 3,580.00
FACILITIES	10/31/2025	4	2510	432	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 7,639.00
FACILITIES	10/31/2025	4	2510	432	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ (3,110.00)
FACILITIES	10/31/2025	4	2510	432	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ (2,303.00)
FACILITIES	10/31/2025	4	2510	433	OPERATION AND MAINTENANCE PAINTING	TRUE UP NEGATIVE BALANCES	\$ (750.00)
FACILITIES	10/31/2025	4	2510	433	OPERATION AND MAINTENANCE PAINTING	TRUE UP NEGATIVE BALANCES	\$ (4,200.00)
FACILITIES	10/31/2025	4	2510	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 14,059.00
FACILITIES	10/31/2025	4	2510	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ (3,000.00)
FACILITIES	10/31/2025	4	2510	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 9,789.00
FACILITIES	10/31/2025	4	2510	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 15,194.00
FACILITIES	10/31/2025	4	2510	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 4,360.00
FACILITIES	10/31/2025	4	2510	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 8,003.00
FACILITIES	10/31/2025	4	2510	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 70.00
FACILITIES	10/31/2025	4	2510	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 18,522.00
FACILITIES	10/31/2025	4	2510	435	OPERATION AND MAINTENANCE ELECTRICAL REPAIRS	TRUE UP NEGATIVE BALANCES	\$ (1,330.00)

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DEPT	TRANS DATE	ACCTG PERIOD	FUNCTION	Account	TITLE	Description	Amount
FACILITIES	10/31/2025	4	2510	435	OPERATION AND MAINTENANCE ELECTRICAL REPAIRS	TRUE UP NEGATIVE BALANCES	\$ (3,000.00)
FACILITIES	10/31/2025	4	2510	435	OPERATION AND MAINTENANCE ELECTRICAL REPAIRS	TRUE UP NEGATIVE BALANCES	\$ (4,000.00)
FACILITIES	10/31/2025	4	2510	435	OPERATION AND MAINTENANCE ELECTRICAL REPAIRS	TRUE UP NEGATIVE BALANCES	\$ (2,450.00)
FACILITIES	10/31/2025	4	2510	435	OPERATION AND MAINTENANCE ELECTRICAL REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 1,310.00
FACILITIES	10/31/2025	4	2510	435	OPERATION AND MAINTENANCE ELECTRICAL REPAIRS	TRUE UP NEGATIVE BALANCES	\$ 113.00
FACILITIES	10/31/2025	4	2510	452	OPERATION AND MAINTENANCE IMPROVEMENT TO SITE	TRUE UP NEGATIVE BALANCES	\$ 7,000.00
FACILITIES	10/31/2025	4	2510	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	TRUE UP NEGATIVE BALANCES	\$ 541.00
FACILITIES	10/31/2025	4	2510	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	TRUE UP NEGATIVE BALANCES	\$ 523.00
FACILITIES	10/31/2025	4	2510	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	TRUE UP NEGATIVE BALANCES	\$ (1,481.00)
FACILITIES	10/31/2025	4	2510	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	TRUE UP NEGATIVE BALANCES	\$ (7,106.00)
FACILITIES	10/31/2025	4	2510	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	TRUE UP NEGATIVE BALANCES	\$ (1,543.00)
FACILITIES	10/31/2025	4	2510	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	TRUE UP NEGATIVE BALANCES	\$ (1,893.00)
FACILITIES	10/31/2025	4	2510	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	TRUE UP NEGATIVE BALANCES	\$ (2,307.00)
FACILITIES	10/31/2025	4	2510	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	TRUE UP NEGATIVE BALANCES	\$ (985.00)
FACILITIES	10/31/2025	4	2510	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	TRUE UP NEGATIVE BALANCES	\$ (3,658.00)
FACILITIES	10/31/2025	4	2510	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	TRUE UP NEGATIVE BALANCES	\$ (1,160.00)
FACILITIES	10/31/2025	4	2510	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	TRUE UP NEGATIVE BALANCES	\$ (2,185.00)
FACILITIES	10/31/2025	4	2510	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	TRUE UP NEGATIVE BALANCES	\$ 56.00
FACILITIES	10/31/2025	4	2510	522	OPERATION AND MAINTENANCE LIABILITY INSURANCE	TRUE UP NEGATIVE BALANCES	\$ 10,000.00
FACILITIES	10/31/2025	4	2510	530	OPERATION AND MAINTENANCE TELEPHONE	TRUE UP NEGATIVE BALANCES	\$ 582.00
FACILITIES	10/31/2025	4	2510	540	OPERATION AND MAINTENANCE ADVERTISING	TRUE UP NEGATIVE BALANCES	\$ 120.00
FACILITIES	10/31/2025	4	2510	540	OPERATION AND MAINTENANCE ADVERTISING	TRUE UP NEGATIVE BALANCES	\$ 120.00
FACILITIES	10/31/2025	4	2510	632	OPERATION AND MAINTENANCE GAS	TRUE UP NEGATIVE BALANCES	\$ 474.00
FACILITIES	10/31/2025	4	2510	632	OPERATION AND MAINTENANCE GAS	TRUE UP NEGATIVE BALANCES	\$ 33.00
FACILITIES	10/31/2025	4	2510	633	OPERATION AND MAINTENANCE FUEL OIL	TRUE UP NEGATIVE BALANCES	\$ (188,342.00)
FACILITIES	10/31/2025	4	2510	659	OPERATION AND MAINTENANCE SAFETY SUPPLIES	TRUE UP NEGATIVE BALANCES	\$ 352.00
FACILITIES	10/31/2025	4	2510	659	OPERATION AND MAINTENANCE SAFETY SUPPLIES	TRUE UP NEGATIVE BALANCES	\$ 352.00
FACILITIES	10/31/2025	4	2510	659	OPERATION AND MAINTENANCE SAFETY SUPPLIES	TRUE UP NEGATIVE BALANCES	\$ 2,234.00
FACILITIES	10/31/2025	4	2510	659	OPERATION AND MAINTENANCE SAFETY SUPPLIES	TRUE UP NEGATIVE BALANCES	\$ 45.00
FACILITIES	10/31/2025	4	2510	731	OPERATION AND MAINTENANCE REPL NON-INST EQUIPMENT	TRUE UP NEGATIVE BALANCES	\$ 40,280.00
FACILITIES	10/31/2025	4	2510	736	OPERATION AND MAINTENANCE ADD NON-INSTRUCTNL EQUIP	TRUE UP NEGATIVE BALANCES	\$ (3,600.00)
FACILITIES	10/31/2025	4	2510	736	OPERATION AND MAINTENANCE ADD NON-INSTRUCTNL EQUIP	TRUE UP NEGATIVE BALANCES	\$ 1,250.00
						TOTAL	\$ 440,229.00
FACILITIES	10/31/2025	4	2510	410	OPERATION AND MAINTENANCE WATER	FACILITIES ADJUSTMENT	\$ 163.00
FACILITIES	10/31/2025	4	2510	430	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	FACILITIES ADJUSTMENT	\$ 1,140.00
FACILITIES	10/31/2025	4	2510	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	FACILITIES ADJUSTMENT	\$ 7,086.00
FACILITIES	10/31/2025	4	2510	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	FACILITIES ADJUSTMENT	\$ 86,400.00
FACILITIES	10/31/2025	4	2510	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	FACILITIES ADJUSTMENT	\$ 23,680.00
FACILITIES	10/31/2025	4	2510	441	OPERATION AND MAINTENANCE RENTALS, OTHER	FACILITIES ADJUSTMENT	\$ 4,818.00

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DEPT	TRANS DATE	ACCTG PERIOD	FUNCTION	Account	TITLE	Description	Amount
FACILITIES	10/31/2025	4	2510	658	OPERATION AND MAINTENANCE CUSTODIAL SUPPLIES	FACILITIES ADJUSTMENT	\$ 17.00
FACILITIES	10/31/2025	4	2510	441	OPERATION AND MAINTENANCE RENTALS, OTHER	FACILITIES ADJUSTMENT	\$ (5,575.00)
FACILITIES	10/31/2025	4	2510	441	OPERATION AND MAINTENANCE RENTALS, OTHER	FACILITIES ADJUSTMENT	\$ (1,530.00)
FACILITIES	10/31/2025	4	2510	441	OPERATION AND MAINTENANCE RENTALS, OTHER	FACILITIES ADJUSTMENT	\$ (4,700.00)
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	FACILITIES ADJUSTMENT	\$ (1,640.00)
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	FACILITIES ADJUSTMENT	\$ (740.00)
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	FACILITIES ADJUSTMENT	\$ (375.00)
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	FACILITIES ADJUSTMENT	\$ (75.00)
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	FACILITIES ADJUSTMENT	\$ (170.00)
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	FACILITIES ADJUSTMENT	\$ (1,100.00)
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	FACILITIES ADJUSTMENT	\$ (460.00)
FACILITIES	10/31/2025	4	2510	650	OPERATION AND MAINTENANCE REPAIR OF EQUIPMENT	FACILITIES ADJUSTMENT	\$ (97.00)
FACILITIES	10/31/2025	4	2510	653	OPERATION AND MAINTENANCE PAINTING	FACILITIES ADJUSTMENT	\$ (7,711.00)
FACILITIES	10/31/2025	4	2510	653	OPERATION AND MAINTENANCE PAINTING	FACILITIES ADJUSTMENT	\$ (7,572.00)
FACILITIES	10/31/2025	4	2510	653	OPERATION AND MAINTENANCE PAINTING	FACILITIES ADJUSTMENT	\$ (500.00)
FACILITIES	10/31/2025	4	2510	653	OPERATION AND MAINTENANCE PAINTING	FACILITIES ADJUSTMENT	\$ (126.00)
FACILITIES	10/31/2025	4	2510	653	OPERATION AND MAINTENANCE PAINTING	FACILITIES ADJUSTMENT	\$ (95.00)
FACILITIES	10/31/2025	4	2510	653	OPERATION AND MAINTENANCE PAINTING	FACILITIES ADJUSTMENT	\$ (600.00)
FACILITIES	10/31/2025	4	2510	653	OPERATION AND MAINTENANCE PAINTING	FACILITIES ADJUSTMENT	\$ (252.00)
FACILITIES	10/31/2025	4	2510	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	FACILITIES ADJUSTMENT	\$ (4,194.00)
FACILITIES	10/31/2025	4	2510	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	FACILITIES ADJUSTMENT	\$ (9,809.00)
FACILITIES	10/31/2025	4	2510	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	FACILITIES ADJUSTMENT	\$ (806.00)
FACILITIES	10/31/2025	4	2510	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	FACILITIES ADJUSTMENT	\$ (5,610.00)
FACILITIES	10/31/2025	4	2510	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	FACILITIES ADJUSTMENT	\$ (1,861.00)
FACILITIES	10/31/2025	4	2510	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	FACILITIES ADJUSTMENT	\$ (19,010.00)
FACILITIES	10/31/2025	4	2510	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	FACILITIES ADJUSTMENT	\$ (8,297.00)
FACILITIES	10/31/2025	4	2510	655	OPERATION AND MAINTENANCE ELECTRICAL	FACILITIES ADJUSTMENT	\$ (7.00)
FACILITIES	10/31/2025	4	2510	655	OPERATION AND MAINTENANCE ELECTRICAL	FACILITIES ADJUSTMENT	\$ (9,997.00)
FACILITIES	10/31/2025	4	2510	655	OPERATION AND MAINTENANCE ELECTRICAL	FACILITIES ADJUSTMENT	\$ (489.00)
FACILITIES	10/31/2025	4	2510	655	OPERATION AND MAINTENANCE ELECTRICAL	FACILITIES ADJUSTMENT	\$ (4,180.00)
FACILITIES	10/31/2025	4	2510	655	OPERATION AND MAINTENANCE ELECTRICAL	FACILITIES ADJUSTMENT	\$ (6,553.00)
FACILITIES	10/31/2025	4	2510	655	OPERATION AND MAINTENANCE ELECTRICAL	FACILITIES ADJUSTMENT	\$ (790.00)
FACILITIES	10/31/2025	4	2510	655	OPERATION AND MAINTENANCE ELECTRICAL	FACILITIES ADJUSTMENT	\$ (2,912.00)
FACILITIES	10/31/2025	4	2510	655	OPERATION AND MAINTENANCE ELECTRICAL	FACILITIES ADJUSTMENT	\$ (50.00)
FACILITIES	10/31/2025	4	2510	655	OPERATION AND MAINTENANCE ELECTRICAL	FACILITIES ADJUSTMENT	\$ (1,583.00)
FACILITIES	10/31/2025	4	2510	655	OPERATION AND MAINTENANCE ELECTRICAL	FACILITIES ADJUSTMENT	\$ (1,473.00)
FACILITIES	10/31/2025	4	1107	612	TECHNOLOGY EDUCATION COMPUTER SOFTWARE	FACILITIES ADJUSTMENT	\$ (26,680.00)
FACILITIES	10/31/2025	4	2510	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	FACILITIES ADJUSTMENT	\$ 7,158.00
FACILITIES	10/31/2025	4	2510	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	FACILITIES ADJUSTMENT	\$ 7,157.00

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DEPT	TRANS DATE	ACCTG PERIOD	FUNCTION	Account	TITLE	Description	Amount
						TOTAL	\$ 137,619.00
FINANCE	10/31/2025	4	1107	612	TECHNOLOGY EDUCATION COMPUTER SOFTWARE	INST-GRANT FUNDED	\$ (58,504.00)
FINANCE	10/31/2025	4	2399	334	DISTRICTWIDE SERVICES LEGAL SERVICES	LEGAL COSTS	\$ 50,000.00
FINANCE	10/31/2025	4	1310	322	HIGH SCHOOL COMPLETION INSTR. IMPROVEMENT SERV.	INSTR IMPROVEMENT	\$ 645.00
FINANCE	10/31/2025	4	1310	584	HIGH SCHOOL COMPLETION TRAVEL FOR WORKSH & CONV	WORKSHOPS & CONFERENCES	\$ 3,721.00
FINANCE	10/31/2025	4	1101	603	ELEMENTARY ARTS & CRAFTS	BID LIST ITEMS IN LATE	\$ 2,238.00
FINANCE	10/31/2025	4	1310	601	HIGH SCHOOL COMPLETION GENERAL CLASSROOM USE	GENERAL CLASSROOM USE	\$ 900.00
FINANCE	10/31/2025	4	1101	580	ELEMENTARY TRAVEL FOR REG INSTR	REG INSTRUCTION	\$ 1,000.00
						TOTAL	\$ 58,504.00
FINANCE	11/10/2025	5	2312	811	SUPERINTENDENT OFFICE SER DUES/GENERAL ADMINISTRATI	RE-ALLOCATE FUNDS	\$ (50.00)
FINANCE	11/10/2025	5	2313	811	BUSINESS OFFICE DUES/GENERAL ADMINISTRATI	RE-ALLOCATE FUNDS	\$ 50.00
						TOTAL	\$ 50.00
						BOE 11/24/2025 TOTAL TRANSFERS BETWEEN FUNCTIONS	\$ 636,402.00
						YTD TOTAL TRANSFERS BETWEEN FUNCTIONS	\$ 12,453,649.48



Groton Town and Board of Education

MDG Underwriting Monthly Update – Data through September 2025

Total cost for the month for the Town ran at 68.4% of budget and BOE ran at 103.7% of Anthem's expected. Overall, the combined group ran at 91.4% of total expected costs in September. Here are some trends for the current 12-month period versus the prior 12-month period:

- Total enrollment has decreased -2% from the prior period
- Day to day claims under \$50,000 increased 9% for the Town and decreased -2% for the BOE
- Claims between \$50,000-\$200,000 decreased by -13% for the Town and decreased by -6% for the BOE
- Total Medical and RX claims per employee per month excluding claims over \$200,000 decreased by -4% for the Town and decreased by -1% for the BOE
- The Town has 3 large claims over \$200,000 and BOE has 4 large claims over \$200,000

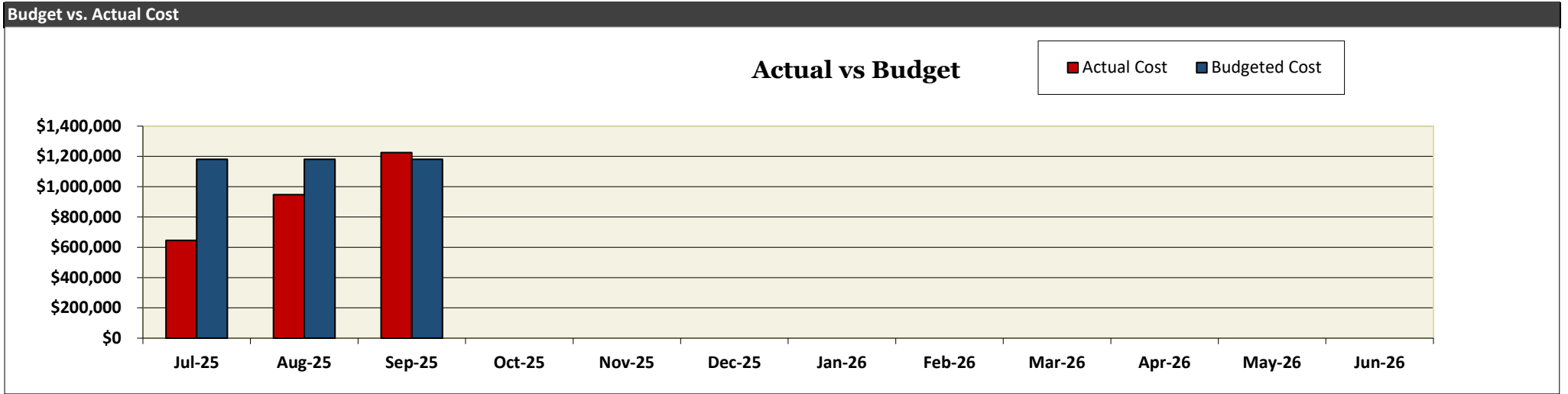
There are 7 large claimants over \$200,000 in the most recent 12 months compared to 12 large claimants in the prior 12-month period. The amount paid for large claims has decreased -25% compared to the prior period. The amount paid for large claims over \$200,000 increased by \$65,422 between August and September. Claims paid between \$50,000 - \$200,000 decreased by -9% with 79 claims in the current period vs. 83 claims in the prior period. Net medical claims per employee per month excluding large claims have decreased by -2% over the prior period.

Total costs for the plan year paid through September are running 80.5% of expected which is favorable by \$1,057,912.

Cost vs Budget Dashboard - data through September 2025

BOE Groups Active & Retired

Self Insured - All Coverages All Enrollees										
Claim/Admin. Cost										
Date	Lives	Net Medical Paid		Dental Paid	Total Net Paid	Total Fixed Costs	Total Cost	Anthem Renewal	Variance - Total	Actual/Estimated
		Claims	Rx Paid Claims	Claims	Claims			Monthly	Cost vs BOE	BOE Anthem
									Anthem Renewal	Renewal
Jul-25	471	\$371,330	\$119,960	\$23,699	\$514,989	\$130,557	\$645,546	\$1,181,030	(\$535,484)	54.7%
Aug-25	469	\$641,378	\$150,516	\$25,998	\$817,892	\$130,069	\$947,960	\$1,181,030	(\$233,070)	80.3%
Sep-25	476	\$814,898	\$259,042	\$19,295	\$1,093,236	\$131,779	\$1,225,015	\$1,181,030	\$43,984	103.7%
Oct-25										
Nov-25										
Dec-25										
Jan-26										
Feb-26										
Mar-26										
Apr-26										
May-26										
Jun-26										
YTD	1416	\$1,827,606	\$529,518	\$68,992	\$2,426,116	\$392,405	\$2,818,521	\$3,543,091	(\$724,570)	79.5%
PEPY		\$15,488	\$4,487	\$585	\$20,560	\$3,325	\$23,886			



Total fixed costs is taken from segmented Anthem Renewal dated 3/18/25 plus Network Access Fees of \$185,718
 *BOE monthly renewal based on non-weighted Anthem segmented renewal dated 3/25/25

Students

Attendance

The Groton Board of Education (Board) believes that consistent school attendance is crucial for student success. The instructional experiences provided in school are vital components of a child's learning process.

Regular student attendance is essential to the educational process and is a key factor in the success students achieve in school. Responsibility for ensuring that students attend school rests by statute with the parent/guardian or other person having legal responsibility for the child.

The Board requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Connecticut state law requires parents to ensure their children, ages five through eighteen inclusive, attend school regularly during the hours that school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

Students are considered to be "in attendance" if present at their assigned school, or an activity sponsored by the school, for at least half of the regular school day. Students who are serving out-of-school suspensions or expulsions should be considered absent. Student not meeting the definition of "in attendance" shall be considered absent.

When children are absent from school without notification from a parent or guardian, school staff must make a reasonable effort to contact the parent or guardian by phone or electronic communication

Mental Health Day

Students enrolled in grades K-12 are permitted by state law two, non-consecutive, non-documented mental health days during the school year to attend to their emotional and psychological well-being

Excused Absences for Children of Service Members

Students, ages five to eighteen, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103 of the Connecticut General Statutes, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment. In the case of such excused absences such children and parents or legal guardians shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed.

Attendance – cont.**Dismissal**

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal or designee.

No students may be permitted to leave school other than at regular dismissal without the permission of the parents/guardians. If a court official with legal permission takes custody of a child, or if a police officer arrests a student, the parent/guardian shall be notified.

~~The Groton Board of Education recognizes that regular attendance in school is fundamental to a child's achievement. Instructional experiences that occur in school are meaningful and essential components of the learning process. Time lost from class is irretrievable. It shall be the policy of the Groton Public Schools to encourage regular, daily attendance by all students.~~

~~Connecticut State Board of Education policy states "A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., a field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent." According to this policy a student who is not "in attendance" is considered absent.~~

~~In order to identify those students who are chronically absent and at risk of becoming truant, and to provide clear guidance to school districts for complying with truancy laws and reporting student truancy statistics, the State Board of Education has adopted the following definitions and guidance regarding student absences:~~

~~**Disciplinary Absences**—Absences that are the result of school or District-level disciplinary action (e.g., out-of-school suspension and expulsion) are excluded from State-level accounting and will not be counted against the student for the purpose of this policy.~~

~~**Excused Absences**—A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten (10) school days of the student's return to school, or the absence is in accordance with section 10-210 of the Connecticut General Statutes (exclusion for medical reasons), and student's absence meets the following criteria:~~

- ~~A. For absences one through nine (1-9), a student's absences from school are considered excused when the student's parent/guardian approves such absence, regardless of the reason, and submits appropriate documentation; and~~
- ~~B. For the tenth and subsequent absences, a student's absences are considered excused for the following reasons:~~
 - ~~1. Student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional for the absence to be excused, regardless of the length of the absence);~~
 - ~~2. Student's observance of a religious holiday;~~
 - ~~3. Death in the student's family or other emergency beyond the control of the student's family;~~

- ~~4. Mandated court appearances (additional documentation required);~~
- ~~5. The lack of transportation that is normally provided by a school district other than Groton (no parental documentation is required for this reason); and~~
- ~~6. Extraordinary educational opportunities pre-approved by the Principal, or his/her designee, per the guidance in this policy.~~

~~**Unexcused Absences**—A student’s absence from school shall be considered unexcused unless it meets the definition of an excused absence (including the documentation requirements) or the absence was a disciplinary absence.~~

~~Note that the State Board of Education’s policy only considers a student absent when he/she misses half or more of the normal school day. A student missing less than half the school day will be considered tardy; student tardiness shall be dealt with at the school building level.~~

~~**Documentation of Student Absences**~~

~~The State Board of Education requires careful and thorough documentation of all student absences. Parent or guardian notes and other documentation are central to determining whether a student’s absence is excused or unexcused. While a written note from a parent or guardian will likely be the most common form of documentation, other methods of reporting a student’s absence are acceptable, such as a parent/guardian making a report in person to the designated school staff member, through an online system with controlled access, or via video chat. E-mail and texting do not meet the State’s security requirements; however, e-mail may be used to deliver a scanned image of a note.~~

~~The school staff must be certain that the student’s parent/guardian was the one providing the information regarding the student’s absence in order for it to be excused should the absence meet all the applicable criteria specified herein.~~

~~School staff must receive or generate documentation for each instance of absence, which is one or more consecutive school days absent. Schools should only accept notes covering a series of absences for non-consecutive school days if the absences share a common cause.~~

~~Once a student has accrued a total of nine (9) absences, including both excused and unexcused, additional documentation (besides the note from the student’s parent/guardian) is required in order for absences resulting from illness or mandated court appearances to be excused:~~

- ~~A. Students missing school for mandated court appearances must provide additional documentation such as a policy summons, a subpoena, a notice to appear, or a signed note from a court official.~~
- ~~B. For absences resulting from illness, students must either provide a signed note from a medical professional who has evaluated the student confirming the absence and giving an expected return date or have the school nurse verify the student’s absence with the medical professional treating the student. Families who lack health insurance and/or those with limited means may find it challenging to meet this requirement to obtain a note from a licensed medical professional. In these cases, school nurses can evaluate the ill student, either in person or over the telephone, and, where appropriate, provide the required documentation for an excused absence.~~

~~For parents/guardians who are not proficient in reading and writing English, the schools shall make efforts to help these parents report their child’s absences, including accepting notes in languages other than English. For parents who are not proficient in writing in any language, schools should verbally inform them of the attendance requirements and that they may report a student’s absence in person at the school.~~

Absences for Emergency Situations

For the purposes of the definition of excused absences, emergencies are generally significant events that are outside of the control of the student's family. They are normally short absences consisting of a few days at most. The only required documentation is a parental note clearly explaining the emergency situation that result in the student's absence. Examples of emergencies include, but are not limited to:

- Family member who is very ill and close to dying;
- Student's home is lost to fire or eviction;
- Family's home being quarantined;
- Natural disaster;
- A student who is a parent and whose child needs to go to the hospital; or
- A family member's military deployment or return from deployment.

Absences for Extraordinary Educational Opportunities

From time to time, students may be presented with an exceptional opportunity for an experience of an educational nature. While these events may not be part of the student's normal schoolwork, they can provide an excellent chance to further their education. Students and their parents/guardians must understand that approval as an excused absence is made on a case by case basis, in consideration of a number of factors, and that opportunities approved for one student may not be approved for another. Under the specific criteria outline herein, the days devoted to these opportunities can count as excused absences:

- The opportunity must be education in nature and have a learning objective related to the student's coursework or plan of study;
- It must be an opportunity not ordinarily available to the student;
- It must be grade and developmentally appropriate; and
- The content of the experiences must be highly relevant to the student.

It is important that the school administration, the student, and the student's family all have a common understanding of the extraordinary educational opportunity that is being requested and approved. To that end, building specific procedures implementing this policy shall include the following:

- All requests for approval of an exceptional educational opportunity as an excused absence must be submitted in writing prior to the event, bear the signature of the student and his/her parent or guardian, describe the learning objective of the opportunity, and detail how the objective is linked to the student's coursework or plan of study; include additional documentation as appropriate to support a full understanding of the opportunity.
- Approval of an exceptional educational opportunity as an excused absence should be in writing, detail any requirements placed upon the student as a condition of approval, include the specific days approved for the opportunity, and include the caveat that the school administration may withdraw its approval if the opportunity is canceled or the student fails to meet the mutually agreed upon requirements of the approval.

Within ten (10) days after the end of the approved period for the extraordinary educational opportunity, the student must submit all required documentation as specified during the approval process, or the time away from school will be considered an unexcused absence.

Truancy

~~Connecticut State law defines a “truant” as a child age five to eighteen years, inclusive, who is enrolled in Groton Public Schools and has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year. Studies have shown that students who are truant are in danger of having significant difficulty in making the same academic progress as their peers who regularly attend school.~~

~~Within ten (10) school days after a student’s fourth (4th) unexcused absence in a month or tenth (10th) unexcused absence in a school year, the school administration shall hold a meeting with the parent/guardian of the student who has become truant, or with such other person having control of the truant student, to review and evaluate the reasons for the child being truant.~~

~~If the truant student’s parent/guardian, or other person having control of the truant student, fails to attend the required meeting or if such parent/guardian or other person otherwise fails to cooperate with the school administration in attempting to solve the truancy problem, the school administration will refer to recommendations from the Tiered Intervention document.~~

~~(See regulations and addendum.)~~

Investigating Student Absences

~~The Superintendent is authorized by the Board to designate one or more District employees to serve as an attendance officer for the purpose of investigating student absences. The role of an attendance officer is to gather/verify information so that school personnel may better understand the factors contributing to the student’s absenteeism. This may include a visit to the student’s residence.~~

~~When a principal believes that a student’s absences, excused or not, are having a negative impact on the student’s academic performance and that more information is needed regarding the factors behind the student’s absenteeism, the principal shall recommend to the Superintendent that an attendance officer be assigned to further investigate the situation. Only the Superintendent, or her/his designee, may authorize the use of an attendance office in Groton Public Schools.~~

Implementation

~~The Superintendent is responsible for the development of District wide and building specific procedures to implement the requirements of this policy. All elementary schools shall use a common procedure regarding student tardiness, absenteeism, and truancy. These procedures shall provide for:~~

- ~~● the clear expectation among students and their parents/guardians regarding the need for regular, consistent attendance at school;~~
- ~~● a uniform understanding among staff, students, and their parents/guardians of the requirements for excused absences;~~
- ~~● the potential of consequences for unexcused absences; and~~
- ~~● the possibility that a student may be required to receive remedial assistance even when all absences are excused but potentially have negatively impacted their education.~~

~~The Board requires that District and building level procedures developed to implement this policy contain the following specific elements:~~

- ~~1. Annually at the beginning of each school year and upon enrollment during the school year, the school administration shall inform students and their parents/guardians of the school attendance~~

- ~~requirements, the building specific procedures regarding absenteeism, and obtain a phone number or other means of contacting the parents/guardians during the school day. This and all subsequent notifications regarding student absenteeism shall be made in such a manner as to be easily understood by both students and their parents/guardians (for example, using an alternative language when the primary language in the home is not English).~~
- ~~2. Each school shall monitor individual student absences; additionally, Fitch High School will track student absences for each class.~~
 - ~~3. Whenever a child enrolled in grades Kindergarten to eight fails to report to school on a regularly schedule school day and no indication has been received by school personnel that the child's parent or other person having control of the child is aware of the pupil's absence, school personnel shall make a reasonable effort to contact the student's parents/guardians by telephone in regard to the student's absence. If school personnel are unable to reach the student's parents/guardians via telephone, then a letter will be sent to the student's home address requiring the parents/guardians to contact the school.~~
 - ~~4. The District and each school shall have procedures for coordinating services with and making referrals to community agencies providing child and family services. These organizations should be used to address, where appropriate, the student's personal or family issues that may be affecting his or her ability to attend school on a regular basis.~~
 - ~~5. Student tardiness and unexcused absences may be used as factors in determining eligibility to participate in extra-curricular activities.~~
 - ~~6. In an effort to prevent absenteeism from rising to the level that it affects a student's academic performance, building-level procedures implementing this policy shall include a tiered series of interventions designed to recognize the factors uniquely affecting a student's attendance and put in place various support actions that can have a positive effect on both their future attendance and academic performance.~~

Legal References:

Connecticut General Statutes

Sec. 10-184. Duties of parents. School attendance age requirements.

[10-185 Penalty](#)

Sec. 10-198a. Policies and procedures concerning truants. (as amended by P.A. 11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)

Sec. 10-198b. State Board of Education to define "excused absence", "unexcused absence," and "disciplinary absence" (as amended by PA 21-46 Section 19) ~~for "unexcused absence" for purpose of reporting truancy.~~

[10-198d Chronic absenteeism](#) (as amended by PA 17-14 and PA 18-182)

[45a-8c Truancy clinic. Administration. Policies and procedures. Report.](#) (as amended by PA 15-25)

[10-199 through 10-202 Attendance, truancy - in general](#)

Action taken by State Board of Education on January 2, 2008, to define "attendance."

Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

[PA 17-14 An Act Implementing the Recommendations of the Department of Education](#)

[PA 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children](#)

Action taken by the State Board of Education on September 7, 2022 to amend the definition of “in attendance.”

~~Sec. 10-199. Attendance Officers. Duties.~~

~~Sec. 10-210. Notice of disease to be given parent or guardian.~~

~~Sec. 10-220. Duties of boards of education.~~

~~Connecticut State Boards of Education “Guidelines for Excused and Unexcused Absences” dated May 15, 2013~~

Policy Adopted: September 13, 1993
Revised: July 8, 1996
Revised: March 11, 2002
Revised: September 9, 2002
Revised: October 11, 2005
Revised: April 27, 2015
Revised: April 23, 2018

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Students

Attendance

Regular attendance at school contributes significantly to the academic and social growth of children. The administration, faculty, and staff shall affect a cooperative effort in each school to encourage the highest rate of student attendance. Connecticut State Law requires all parents/guardians to assure that their children attend school regularly. Administrators, faculty, and staff shall encourage and support parents/guardians in fulfilling this legal obligation. To fulfill these responsibilities, these administrative regulations shall detail the procedures to be followed in each school to implement board of education policy 5113.

Attendance Definitions

Tardy: Any student who arrives at school after the designated start time.

Absence: Any day (more than 50%) in which a student is not in attendance.

Chronically Absent Child: An enrolled student whose total number of all absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

Excused Absence: A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.
- B. Absences resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to their emotional and psychological well-being in lieu of attending school. For purposes of school year limitation, such absence shall be identified as a "mental health wellness day." A student cannot take these mental health days during consecutive school days.
- C. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
 2. Student's observance of a religious holiday;
 3. Death in the student's family or other emergency beyond the control of the student's family;
 4. Mandated court appearances (documentation required);
 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
 6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

Unexcused Absence: Any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

Attendance – cont.

Truancy: Any student who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

Attendance Procedures

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy and chronic absenteeism. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the District's attendance/truancy policies and procedures.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for PowerSchool or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Develop a [MTSS-tiered response model](#) to each school's absence plan to assist and support families.
5. Establish attendance teams at the District and school levels to review and address both truancy and chronic absenteeism issues based on the District and schools' chronic absenteeism rates.
6. Make a reasonable effort by telephone and/or electronic communication to notify parents/guardians when a child does not arrive at school, and there has been no previous approval or other communication that indicates parents are aware of the absence. ~ (Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice).
7. Identify a student as truant when the student accumulates four unexcused absences in any month or ten unexcused absences in any school year. Report this information annually to the CSDE.
8. Identify a student as chronically absent when the student has missed 10% or more of the school year. Report this information annually to the CSDE.
9. Notify parents/guardians in writing of a child identified as truant and/or chronically absent and meet with them to review and evaluate the situation within ten (10) days of such designation. Such meeting may involve representatives of the school attendance team and may provide recommendations for family services. If the parent or guardian of the child fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the child's chronic absenteeism problem, consideration can then be made to refer the family to the Department of Children and Family (DCF) for educational neglect.
10. In addition to the procedures specified above, a regular education student who is experiencing attendance problems should be referred to the building's MTSS Team to consider the need for an evaluation, interventions and/or support (e.g., 504, PPT).

Students identified as truant or chronically absent may be subject to 1) retention in the same grade to acquire necessary skills for promotion; 2) a requirement to complete a summer school program successfully before being promoted.

Attendance – cont.**Family Travel/Vacation**

Parents are discouraged from taking students on vacation when school is in session. Such absences are disruptive to schooling and should be avoided if at all possible. Making up the work missed is not the same as participating in the classes where instruction is given. If such an absence is unavoidable, the student is responsible to ascertain what work has been missed upon his/her return and ensure that the work be completed within a reasonable time. Teachers are not required to provide work in advance of the absence. If circumstances demand that students accompany their parents during the school year, the following provisions apply:

1. The parent/guardian or other person legally responsible for the student must notify the main office in advance of the extended absence.
2. Excused absence requirements apply. Any vacation days that surpass 9 total absences for the student will not be excused.
3. The number of days missed will be counted in the total number of days allowable in determining course credit for high school students.

Disciplinary Action for Class Cuts

For any absence determined to be a “class cut” (cut), the student will earn an "F" for all quizzes, tests, and other work missed in that class period. For each cut, teachers should follow the Fitch High School Student Handbook. Notification of the cut and the action taken will be made to the student's parent or guardian.

Course Credit (High school students only)

A student’s parent/guardian will be notified when course credit is at-risk of being withheld.

- Families will be notified in writing if students are at risk of receiving an Incomplete Attendance (IA) because they have currently exceeded more than five (5) absences within a semester course, and more than ten (10) in a year long course.
- Students with an Incomplete Attendance (IA), in one or more classes, may resolve it by completing additional steps outlined in a contract between the school, the student, and the family.
- If the Incomplete Attendance (IA) is not resolved by the deadline, a final grade of “F” will be entered in its place.

Policy Adopted: September 13, 1993
 Revised: July 8, 1996
 Revised: May 23, 2018

GROTON PUBLIC SCHOOLS
 Groton, Connecticut

~~Regular attendance at school contributes significantly to the academic and social growth of children. The administration, faculty, and staff shall affect a cooperative effort in each school to encourage the highest rate of student attendance. Connecticut State Law requires all parents/guardians to assure that their children attend school regularly. Administrators, faculty, and staff shall encourage and support parents/guardians in fulfilling this legal obligation. To fulfill these responsibilities, these administrative regulations shall detail the procedures to be followed in each school to implement board of education policy P5113.~~

Attendance Procedures

I. Definitions:

1. Absences

~~An absence is defined as a day, or any part of a regular school day, when a student is not in attendance at school, whether or not such non-attendance is with or without parent permission~~

R 5113

Attendance – cont.

2. Excused Absence

~~An excused absence is defined as non-attendance resulting from:~~

- ~~• Illness or injury~~
- ~~• a death in the family~~
- ~~• a religious obligation~~
- ~~• a court appearance~~
- ~~• a school sponsored activity~~
- ~~• suspension from school~~
- ~~• a personal emergency deemed legitimate by the building principal.~~

3. Unexcused Absence

~~An unexcused absence is defined as non-attendance resulting from any reason not delineated in #2 above.~~

4. Truant

~~Any student who has accumulated four (4) or more unexcused absences in a month or ten (10) or more unexcused absences in a school year shall be determined to be a truant.~~

I. Definitions (continued):

5. Habitual Truant

~~Any student who has accumulated twenty (20) or more unexcused absences in a school year shall be determined to be a habitual truant.~~

6. Tardy

~~Any elementary school student who arrives at school after the announced starting time of the school day, and any secondary student who arrives after the announced starting time for homeroom period shall be determined to be tardy.~~

~~7. “Cutting”~~

~~Any student who absents himself/herself from class without prior approval of an appropriate school official shall be determined to be “cutting” the class.~~

~~H. Principal’s Responsibility~~

~~Each building principal shall develop and publish school attendance plans that, as a minimum, shall include the following:~~

~~A) Regular Monitoring of Student Attendance—At the elementary level, attendance shall be taken both daily and at each session, a.m. and p.m. At the secondary level, attendance shall be taken daily and during each period of the school day.~~

~~B) Identification of Students with Attendance Problems—A daily monitoring of attendance logs shall be conducted to identify truant and habitual truant students.~~

~~C) Parent/Guardian Communications~~

R 5113

Attendance – cont.

~~e.1. Parent/guardians shall be advised annually in September of each year of their obligations under this attendance policy. Specifically, **parents must notify the principal of their child’s absence on the first day of such absence.**~~

~~e.2. Parent contact—Principals shall obtain from each parent/guardian a telephone number or other means of contact during school hours where they may be reached. The principal’s building plan shall detail how a reasonable effort will be made to notify parents/guardians of their child’s tardiness, “cutting” of class, or absence from school. Parents must be notified daily by either telephone or in writing of their child’s tardiness, “cutting” of class, or absence from school.~~

~~H. Principal’s Responsibility (continued):~~

~~c.3. Conferences—A meeting shall be conducted with parents/guardians of each child determined to be a truant. This meeting shall occur within ten (10) school days after the child’s fourth (4th) unexcused absence within any month or tenth (10th) unexcused absence during the school year. At this meeting, the school shall be represented by an administrator and any other school personnel designated by the principal, e.g. counselor, social worker, teacher, etc. A written record of this meeting shall be taken and filed in the student’s cumulative file. A composite record of all such conferences shall be maintained by the principal.~~

~~c.4. Coordination of Services—Principals are authorized to refer families of truant and habitual truant families to community agencies where help may be provided. These approved agencies include:~~

- ~~A. Groton Youth and Family Services~~
- ~~B. Groton Social Services~~
- ~~C. Child and Family Agency of Southeastern Connecticut~~
- ~~D. Navy Family Services~~

~~In addition, parents/guardians who are also employees of the Groton Public Schools may also be referred to the district's Employee Assistance Program at Lawrence & Memorial Hospital Health Care, Inc. Parents/guardians may be referred to other community agencies with the approval of the superintendent of schools.~~

~~c.5. Reporting—Principals shall file a monthly report of enrollment and attendance with the superintendent of schools. This report shall be file within five (5) school days of the end of each month.~~

~~Additionally, principals shall notify the superintendent of schools in writing upon the twentieth (20th) day of unexcused absence during the school year of any student.~~

~~c.6. Tiered Series of Interventions to address attendance—see Addendum A.~~

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Attendance – cont.

III. Attendance Improvement

~~Each school shall develop and implement a plan to encourage regular and timely attendance at school and to reduce the “cutting” of classes. School plans shall include both incentives to encourage good attendance and appropriate disciplinary measures to discourage poor attendance. Incentives may include, but not be limited to, awards, student privileges, activities of recognition, etc. Disciplinary measures may include, but not be limited to, detention, in-school suspension, after school suspension, exclusion from co-curricular and athletic activities. Academic grades may not be used for disciplinary purposes. No student's grade shall be reduced nor may any student be automatically dropped from a class solely for poor attendance.~~

IV. Responsibilities of the Superintendent of Schools

~~The Superintendent of Schools shall:~~

- ~~A. File a monthly report of enrollment and attendance with the Board of Education.~~
- ~~B. File an annual report with the State Department of Education in compliance with C.G.S. 10-198a.~~
- ~~C. File a written complaint with the superior court for each child determined to be a habitual truant. Such report shall allege that the acts of omissions of the child are such that his/her family is a family with service needs.~~

**Tiered Series of Interventions
To Address Attendance**

<p align="center"><u>Strategy</u></p>	<p align="center"><u>Tier 1 Universal Missing Less than 10% of School</u></p> <p align="center"><u>Recommended Action Steps</u></p>	<p align="center"><u>Tier 2 Chronic Absenteeism At Risk of Missing 10- 19% of Days Enrolled During the School Year</u></p> <p align="center"><u>Recommended Action Steps</u></p>	<p align="center"><u>Tier 3 Truancy At Risk of Missing 20% or more Days Enrolled During the School Year</u></p> <p align="center"><u>Recommended Action Steps</u></p>
<p><u>A. Monitor Data</u></p>	<p><u>Create a school team that reviews PowerSchool attendance data for trends at least once per month:</u></p> <p><u>Develop a template for recording information on students identified as approaching chronic absenteeism or truancy:</u></p> <p><u>School team will identify which students require tier 2 or 3 support:</u></p> <p><u>Establish a school-based plan for reducing absences based on an analysis of strengths and challenges (barriers to attendance) evidenced in attendance data</u></p>	<p><u>Review attendance data at least monthly or more often if necessary to identify trends:</u></p> <p><u>Use the template developed to Document students who are approaching 3 unexcused absences per month or 8-9 unexcused absences in one year and monitor their attendance and response to the interventions.:</u></p> <p><u>Identify appropriate staff members to follow up on recommended action steps</u></p> <p><u>Establish a timeline for reporting back to the committee with updates on steps recommended.</u></p> <p><u>Review attendance data to identify cause of chronic absences</u></p>	<p><u>Review attendance data frequently to identify trends and monitor the attendance of the Tier 3 students:</u></p> <p><u>Use the template developed to Document students who have 4 or more unexcused absences in one month or 10 or more in one school year and monitor their attendance and response to the interventions:</u></p> <p><u>Identify appropriate staff members to follow up on recommended action steps</u></p> <p><u>Establish a timeline for reporting back to the committee with updates on steps recommended.</u></p>

	<p><u>trends.</u></p> <p><u>Share SRBI intervention plans with new schools</u></p>	<p><u>Consider student for Tier 3 Truancy planning</u></p>	
<p><u>B. Engage Students and Parents</u> <u>School climate encourages students to attend school</u></p>	<p><u>Parent outreach before school starts to reinforce the importance of attendance.</u></p> <p><u>Attendance policy is posted in the school's parent/student handbook.</u></p> <p><u>Automatic phone calls home daily when students are absent and no indication has been received by the school.</u></p> <p><u>Attendance Information shared with families at Open House including: how to report absence, expectations of attendance, policy, Attendance Works flyers, & law</u></p> <p><u>Monthly School Newsletters include attendance information for parent education</u></p> <p><u>Recognition of students who meet their goal (quarter/ trimester/ monthly/ week) in newsletters and in morning announcements</u></p>	<p><u>Parent Letter #1: Sent to Parents of students who have 4 unexcused absences in one month within 10 school days after the 4th unexcused absence. Letter outlines attendance policy including future absences can be excused by note (see policy above) and requests meeting with parent. Copy of letter added to student cumulative file and cc'd to school Principal.</u></p> <p><u>Parent Letter #2: Sent to Parents of students who have 10 unexcused absences in a school year within 10 school days after the 10th unexcused absence. Letter outlines attendance policy including future absences can be excused by note (see policy above) and requests meeting with parent. Copy of letter added to student cumulative file and cc'd to school Principal.</u></p> <p><u>If parent fails to respond to the written request for a meeting, a school representative shall contact parent via telephone to request a meeting.</u></p> <p><u>Develop an attendance plan at the parent meeting.</u></p>	<p><u>Parent Letter #3: Sent to Parents of students who have 10 or more unexcused absences in one year at monthly intervals. Letter outlines attendance policy including future absences can be excused by note (see policy above) and requests meeting with parent. Copy of letter added to student cumulative file and cc'd to school Principal & Superintendent.</u></p> <p><u>The Superintendent is notified in writing of Students who have 20 or more Unexcused absences. Schedule a meeting with the parent, students, school staff. Consider inviting the superintendent. Also consider inviting a student support staff member to the meeting.</u></p> <p><u>Develop an attendance plan at the parent meeting. Document the plan in writing after the meeting and distribute to all parties involved. Include a copy of the plan in the student's cumulative file.</u></p>

	<p><u>Offer after school programs to engage students</u></p> <p><u>Enrichment activities: field trips, speakers, assemblies, dances, incentives, etc.</u></p> <p><u>Create visuals that reflect attendance messaging and post outside or in the foyer of the school</u></p> <p><u>Opportunities for parental engagement & involvement</u></p> <p><u>Displays visuals to promote attendance expectations for students and parents</u></p>	<p><u>Document the plan in writing after the meeting and distribute to all parties involved. Include a copy of the plan in the student's cumulative file.</u></p> <p><u>Staff document parent contact via PS entry log.</u></p> <p><u>After second parent cancellation or second failed attempt to contact the parent, notify parent that the team will be meeting to create attendance plan regardless of whether or not the parent attends. Send parent copy of attendance plan.</u></p> <p><u>Consider a Referral to the school's SRBI team for interventions</u></p> <p><u>Personal contact with parents of students who have history of absences at Open House</u></p> <p><u>Encourage teachers in helping to reach out to chronically absent students</u></p> <p><u>Identify family needs (food pantry, clothes, clean clothes, mentoring, etc.</u></p> <p><u>Identify if academic deficiencies are a cause of absences. Assist the student to make up work.</u></p> <p><u>Discuss a referral to Youth Service Bureau with parent</u></p>	<p><u>After second parent cancellation or second failed attempt to contact the parent, notify parent that the team will be meeting to create attendance plan regardless of whether or not the parent attends. Send parent copy of attendance plan.</u></p> <p><u>Assess student & family needs to identify outreach; provide list of community agencies.</u></p> <p><u>If family is connected to agency, have release signed to coordinate services.</u></p> <p><u>Share attendance data with agencies if permission is provided</u></p> <p><u>Consider an Initial Referral to the Planning and Placement Team</u></p> <p><u>Recommend a Wellness check with the SRO</u></p> <p><u>Consider a Home visit</u></p> <p><u>Consider a referral to the Juvenile Review Board</u></p> <p><u>Consider providing Homebound Instruction</u></p> <p><u>Consider a modified schedule</u></p> <p><u>Involve SRO</u></p> <p><u>For military families, consult with Military School Liaison Officer or other designated Point of Contact</u></p>
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			<p><u>Student contract</u></p> <p><u>Consider completing Youth Service Bureau Referral (parent permission required to release information)</u></p> <p><u>Consider referral to DCF</u></p>
<p><u>C. Recognize Good & Improved Attendance</u></p>	<p><u>Notation on report card for excellent attendance recognition</u></p> <p><u>Friendly competition among classrooms for meeting attendance goals</u></p> <p><u>School based rewards/ recognition of meeting student attendance goals</u></p> <p><u>Recognize students & parents at special assemblies</u></p>	<p><u>Development of student contract to establish individual student goals- recognize students as goals are met</u></p> <p><u>Engage students in tracking their daily attendance</u></p> <p><u>Identify barriers and develop strategies to address</u></p> <p><u>Provide Incentives to students who meet attendance goals. plans- include student/ parent input</u></p>	<p><u>Provide a daily incentive for attendance</u></p> <p><u>Daily parent communication to monitor attendance</u></p> <p><u>Incorporate appropriate positive reinforcements into plans for supporting the student's improved attendance</u></p>
<p><u>D. Provide Personalized Early Outreach</u></p>	<p><u>Call home each day student is absent</u></p> <p><u>Continue to communicate attendance information to parents</u></p> <p><u>Meet with new families in district to make sure they understand the attendance policies</u></p> <p><u>Integrate information about chronic absence into parent newsletters and on school websites</u></p>	<p><u>Assign student an attendance buddy to check in with the student and provide friendship</u></p> <p><u>Daily check-in & out with school staff member</u></p> <p><u>Recruit students for after school activities</u></p> <p><u>If parents do not answer, call emergency contacts</u></p> <p><u>Meet with student (secondary level)</u></p> <p><u>Work with students & families to develop strategies for improved attendance</u></p> <p><u>Contact parent to discuss a potential referral to the school's Section 504 Team.</u></p>	<p><u>Assigned personnel follows up with family</u></p> <p><u>Development of an attendance contract</u></p> <p><u>Conduct a Home Visit</u></p> <p><u>Contact School Resource Officer for Well Child Check or to verify residency</u></p> <p><u>Ensure continued positive & regular contact with family</u></p> <p><u>Accompany student and parent to intake appointment for mental health services</u></p> <p><u>Contact parent to discuss a potential referral to the school's planning and placement team.</u></p>

<p><u>E. Remove barriers to attendance</u></p>	<p><u>School breakfast program to address hunger and nutrition needs</u></p> <p><u>Clothing drive for winter clothing</u></p> <p><u>Adoption of school climate initiatives aimed at restorative practices to improve school climate</u></p> <p><u>Review your school's environment to assess the extent that it is welcoming</u></p> <p><u>Access to School Based Health Care Centers for flu shots and required vaccinations</u></p>	<p><u>Identify barriers to attendance: School bus, parent transportation, walking, health or housing...</u></p> <p><u>Involve school nurse with follow-up on medical related absences</u></p> <p><u>Connect families with school-based health care center</u></p>	<p><u>Connect students to mental health providers both in the community and in the School Based Health Care Center</u></p> <p><u>Seek parental consent for informal counseling for 6-8 weeks with school psychologist, school social worker, or school counselor</u></p>
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GROTON PUBLIC SCHOOLS

GROTON, CONNECTICUT

Tiered Series of Interventions To Address Attendance

Additional Strategies:

- [Attendance Works](#)
- [Learner and Evaluation and Attendance Program \(LEAP\)](#)
- [CSDE](#)
- [Reducing Chronic Absence in Connecticut's Schools:](#)

Family Resource Guide: [Family Resource Guide 2024 \(Attendance Tiered Interventions\)](#)

Strategy	TIER 1 UNIVERSAL: (Missing Less than 10% of School) Recommended Action Steps	TIER 2: AT RISK (Missing 10-15% School) Recommended Action Steps	TIER 3: CHRONIC (Missing 16-18% of School) Recommended Action Steps
A. Monitor Data Via School Attendance Team	<ul style="list-style-type: none"> - Create a School Attendance Team that reviews PowerSchool attendance data for trends weekly. The SAT will do the following: - Use a shared document for recording information on students identified as approaching chronic absenteeism or truancy. <i>(Template/doc will be developed by Attendance Improvement Initiative Committee); and</i> - Identify students School Attendance Team will identify which students require Tier 2 support. 	<ul style="list-style-type: none"> - Monitor attendance weekly through the School Attendance Team. - Document students who are approaching 3 absences per month or 8-9 absences in one year - Identify which students require Tier 3 support. - Review attendance data to identify the cause of chronic absences. - Document student/parent contact and action steps recommended on shared document (Contact Log) 	<ul style="list-style-type: none"> - Document students who have 4 or more unexcused absences in one month or 10 or more in one school year - Review attendance data daily of truant students and follow up on each absence each day it occurs. - Document student/parent contact and action steps recommended on Contact Log.

<p>Strategy</p>	<p>TIER 1 UNIVERSAL: (Missing Less than 10% of School)</p> <p>Recommended Action Steps</p>	<p>TIER 2: AT RISK (Missing 10-15% School)</p> <p>Recommended Action Steps</p>	<p>TIER 3: CHRONIC (Missing 16-18% of School)</p> <p>Recommended Action Steps</p>
<p>B. Engage Students and Parents School climate encourages students to attend school</p>	<ul style="list-style-type: none"> - Reach out to all caregivers before school starts to reinforce the importance of attendance. - Post the attendance policy in the school's parent/student handbook. - Send daily automated phone calls home when students are absent and no indication has been received by the school. - Ensure attendance information is shared with families at Open House including how to report absence, expectations of attendance, policy. -Send electronic communications to families about attendance throughout the year - Design schoolwide initiatives, incentives, and communications. -Offer before or after school programs to engage students. - Design enrichment activities (e.g., field trips, speakers, assemblies, dances, incentives). 	<ul style="list-style-type: none"> - Send Parent Letter #1 to Parents of students who have 4 unexcused absences in one month within 10 school days after the 4th unexcused absence. Add a copy of letter to student cumulative file and cc to school Principal. - Send Parent Letter #2 to Parents of students who have 9 unexcused absences in a school year within 10 school days after the 9th unexcused absence. Add a copy of the letter added to the student cumulative file and cc to the school Principal. -Alert families to attendance concerns through personal phone calls. - Develop an Attendance Success Plan at the parent meeting. Document the plan in writing after the meeting and distribute it to all parties. The student and parent will both sign the plan. Include a copy of the plan in the student's cumulative file. - Make personal contact with parents of students who have a history of 	<ul style="list-style-type: none"> - Send Parent Letter #3 to Parents of students who have 10 or more unexcused absences in one year. Letter sent after each absence beginning with absence # 10. Add a copy of letter to student cumulative file and cc to school Principal & Superintendent. - Notify the Superintendent in writing of students who have 20 or more Unexcused absences. Schedule a meeting with the parent, student, school staff, and superintendent. - Review and develop a "My Success Plan" at the parent meeting. Distribute to all parties. Include a copy of the plan in the student's cumulative file. - Notify the parent that an Attendance Plan will be developed after a second parent cancellation or second failed attempt to contact the parent. Send the parent copy of the Attendance Plan. - Request a mental health provider or school counselor to identify the student & family's needs and identify outreach; provide a list of community agencies.

	<ul style="list-style-type: none"> - Create visuals that reflect attendance messaging and post outside or in the foyer of the school. - Provide opportunities for parental engagement & involvement, i.e.: curriculum nights, PTO, volunteers in classroom/school, chaperone field trips. - Establish school-wide specific initiatives and incentives to develop a positive culture and climate. - Make positive phone calls home for attendance or use district cards (School is Better When You are Here). 	<ul style="list-style-type: none"> absences at the start of the year and review absences again at conferences. - Make a referral to the school's MTSS team for interventions and next step strategies (e.g., check-in/out, adult mentor, peer mentors, leadership opportunities), and if necessary, move to 504 of PPT. -Leverage school mental health staff to work with family to identify needs (e.g., food pantry, availability of school clothes, outerwear, mentoring) -Identify if academic deficiencies are a cause of absences. Assist the student to make up work. -Recommend a referral to Groton Human Service other other agencies/ community partners with parents and students. - Recommend a referral to a School Based Health Center for medical care and/or mental health support. - Establish student contact to establish individual student goals- recognize students as goals are met. - Utilize the Military Life Counselor (MLFC) support to students inside school and families outside. 	<ul style="list-style-type: none"> - Use a HIPPA compliant release, request family to sign release to coordinate services. - Share attendance data with agencies if permission is provided. - Complete an Initial Referral to the Planning and Placement Team or 504 Team. - Recommend a Wellness check. - Conduct a home visit (2 staff members). - Consider a referral to the Juvenile Review Board (secondary). -Consider creating a modified schedule for the student. -Consult with education liaison Miranda Chapman for military families and school district. - Recommend Groton Human Services (request parent permission to release information and submit). - Consider referral to DCF. - Consider retention.
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Strategy	TIER 1 UNIVERSAL: (Missing Less than 10% of School) Recommended Action Steps	TIER 2: AT RISK (Missing 10-15% School) Recommended Action Steps	TIER 3: CHRONIC (Missing 16-18% of School) Recommended Action Steps
C. Remove barriers to attendance	<ul style="list-style-type: none"> - Update parents on available resources at school; reliable transportation, free/reduced lunch, before and after school-care, translate flyers to home languages - Conduct a clothing drive for winter clothing. - Adopt school climate initiatives aimed at restorative and empathic practices to improve school climate. - Review your school's environment to assess the extent that it is welcoming. - Provide access to School Based Health Care Centers for flu shots and required vaccinations. 	<ul style="list-style-type: none"> - Refer the student to mental health providers both in the community and in the School Based Health Care Center. - Utilize a positive behavior support system and restorative practices. 	<ul style="list-style-type: none"> - Refer the student to mental health providers both in the community and in the School Based Health Care Center. - Seek parental consent for informal counseling for 6-8 weeks with a school psychologist, school social worker, or school counselor. - Modify the student's school schedule. - Leverage specialized transportation (504 or IEP).

Strategy	TIER 1 UNIVERSAL: (Missing Less than 10% of School) Recommended Action Steps	TIER 2: AT RISK (Missing 10-15% School) Recommended Action Steps	TIER 3: CHRONIC (Missing 16-18% of School) Recommended Action Steps
D. Teachers & School Staff	<ul style="list-style-type: none"> - Display visuals to promote attendance expectations for students and parents. - Involve the school nurse with follow-up on medically related absences. - Provide an engaging curriculum that draws students to school. - Provide professional development on improving school climate with a focus on improving attendance. - Review attendance at Parent/Teacher Conferences. 	<ul style="list-style-type: none"> - Encourage teachers in helping to reach out to chronically absent students. - Identify if academic deficiencies are a cause of absences. Assist the student to make up work. - Involve the school nurse with follow up on medical related absences. - Nurture teacher interest and capacity to reach out to chronically absent students and their families. 	

Instruction/Students**Electronic Resources****Generative AI (Artificial Intelligence) [hereinafter “GAI”]****I. Statement of Purpose/Need**

Artificial Intelligence is a complex and evolving technology which demands user reflection in composing effective research questions, student analysis of reliability of computer-generated responses, verification of sources to distinguish fact from opinion, higher-level critical thinking to discern the absence of unintentionally-omitted data, and the ability to evaluate the veracity of knowledge and value claims.

Groton Public Schools (GPS) is committed to providing its students with the most innovative and effective educational experiences to foster high levels of teaching and learning. To prepare students for a future that demands adaptability, critical thinking, and digital literacy, we recognize the potential and challenges of Generative Artificial Intelligence (GAI) and related technology tools.

GAI refers to any subset of AI trained to create new and unique content based on human prompts that is programmed to resemble content created by humans. This includes “large language models” (LLMs) that produce text content, ~~including ChatGPT~~, as well as GAI that create audio, images, videos, or other types of content.

While ensuring the responsible use for those interacting with and creating content from GAI technologies, Groton Public Schools underscores its commitment to fostering a dynamic and engaging learning environment that leverages advances in GAI to enhance student learning and equip students with the skills and dispositions needed for success in the digital age.

The regulations associated with this policy establish guidelines for the integration and use of GAI in the District’s teaching and administrative practices. It aims to enhance learning outcomes, support staff development, and improve operational efficiencies by fostering an environment in which students can safely explore the potential of artificial intelligence while prioritizing ethical practices.

II. Collaborative Approach

The Board requests the Superintendent or designate ~~shall~~ to establish a committee to serve in an advisory capacity ~~in relation to regarding~~ matters pertaining to GAI. ~~The Board of Education (Board) suggests the committee be comprised of administrators, teaching staff, parents, and Board members that (who) will seek guidance from District counsel as necessary. It will~~ to study GAI’s evolving opportunities and challenges as they relate to teaching and learning. This committee will also make recommendations based on current GAI practices in all schools. Administrators will meet and work ~~regularly~~ with the designated GAI Advisory Committee and will ~~regularly present updates schedule a yearly presentation at a Regular to the Board meeting.~~

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Instruction/Students

Electronic Resources

Generative Artificial Intelligence

I. Elements of Operational Concern

Elements for students include:

1. Authorized Generative Artificial Intelligence (GAI) platforms, by grade level and subject matter;
2. Age-developmentally-appropriate access and equity;
3. Age-appropriate instructional modalities aligned with teaching and learning;
4. Student GAI ethical use standards, safety considerations, and clear guidance on permission to use specific tools;
5. Student GAI resource utilization (e.g. - analytic evaluation of GAI outputs, documentation, and critical thinking skills needed to discern the technology's limitations);
6. Inclusion in the Digital Literacy curriculum.

Elements for teaching staff should include:

1. Incorporating GAI tools into the curriculum to familiarize students with the technology and its ethical use appropriate to the lesson;
2. Providing on-going professional development focused on leveraging GAI to improve student outcomes by identifying learning gaps and providing targeted interventions;
3. Creating GAI-resistant assignments and assessments;
4. Integrating GAI as a creative tool within the teaching "palette";
5. Fostering student discussion of ethical standards both within and beyond GAI use;

Elements for Administrative operational productivity and functionality will include:

The Superintendent will develop a process to assess and leverage GAI use across the District to improve the organization in its mission to meet the needs of all students. The Superintendent will share the findings at a COW.

Instruction/Students

Electronic Resources

Generative Artificial Intelligence – Cont.

Collaborative Approach:

The Superintendent will establish a District AI Advisory Committee composed of staff and administrators charged with studying the potential advantages and challenges of AI and recommend training on the tools for teachers, students, and parents. The Committee will emphasize the district’s commitment to using AI fairly and safely and solicit feedback from the community.

II. Review Process

The designated GAI Advisory Committee will regularly review District use of AI and recommend updates to the Board that address safety, privacy, staff and student needs, and other relevant areas. The Committee will provide an annual presentation to the Board to address relevant updates to State and Federal laws and guidance concerning GAI regulation.

The Board directs the Superintendent to include GAI updates at Regular Board monthly meetings on the designated GAI Advisory Committee’s work as well as other GAI-related initiatives needing potential policy update/modification.

Regulation Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Instruction

Curriculum Design/Development

The curriculum is the cornerstone of the Groton Public Schools instructional program and reflects philosophical beliefs about what children need to know and what they should be able to do. It is designed to ensure that students will succeed in the work place, be prepared for advance education, and become lifelong learners. Curricula shall include all instructional activities of the Groton Public schools and shall provide for the continuous growth and development of each student throughout his/her school experience. The curriculum reflects the philosophy and goals of the Groton Board of Education, i.e., all students can learn at higher levels than commonly recognized or expected; high but reasonable standards must be established for all students in all courses; learning is lifelong; a strong curriculum and adequate support resources are necessary conditions for academic success; and a curriculum must prepare students for life in a global society.

As outlined in the Groton Public Schools Curriculum Handbook, new courses and major course revisions which propose a major change in the objectives for a course or program or in instructional materials shall be:

1. Presented to the Superintendent or Assistant Superintendent for approval.
2. Presented to the Board of Education Curriculum Subcommittee for review and recommendations.
3. Presented to the ~~Committee of the Whole (COW)~~ full Board for approval of drafting curriculum
4. Upon approval, curriculum is written.
5. ~~Board of Education Curriculum Subcommittee will review.~~
6. Curriculum is then presented to the Board of Education for final approval.

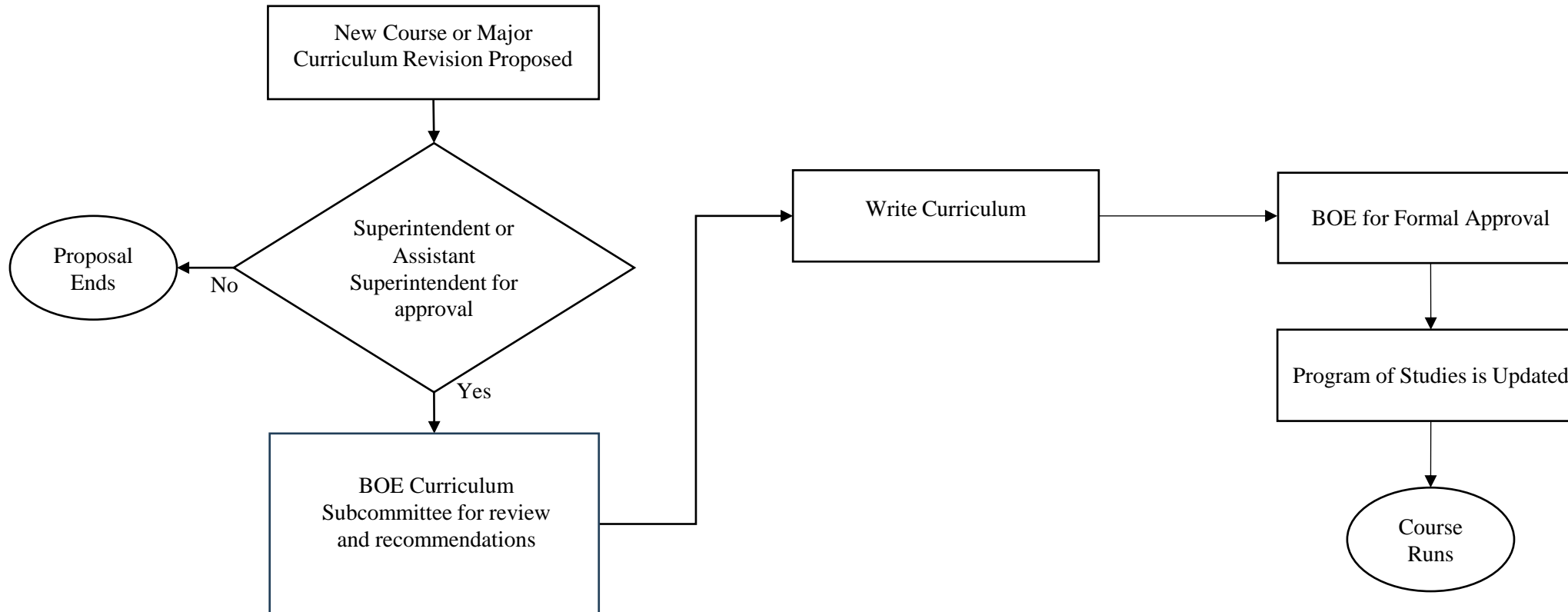
The Board of Education has responsibility and authority for the District's curriculum, subject to any limits specified by the State.

Legal Reference:	Connecticut General Statues
	10-15 Towns to maintain schools
	10-15c Discrimination in public school prohibited
	10-16b Prescribed courses of student
	10-18 Courses in United States history, government and duties and responsibilities of citizenship
	10-18a Contents of textbooks and other general instructional materials
	10-19 Effect of alcohol, nicotine, or tobacco and drugs to be taught
	10-221a High School graduation requirements

Policy Adopted: December 8, 2003
 Revised: April 26, 2010
 Revised: June 24, 2019

GROTON PUBLIC SCHOOLS
 Groton, Connecticut

How New Courses/New Curriculum or Major Revisions are Approved



Instruction

Graduation Requirements

Graduation from Groton Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the District's performance standards established by the faculty and approved by the Groton Board of Education (Board), and (3) that they have fulfilled the legally mandated number and distribution of credits. ~~Graduation shall not be held until 180 days and 900 hours of actual schoolwork are completed. The adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This date may be modified after April 1 in any school year in conformity with applicable statute.~~

Graduation Requirements/Exit Standards

To qualify for a diploma from Fitch High School, the following requirements must be met:

All students in grades nine through eleven must be enrolled in a minimum of 8 credits per year. All twelfth-grade students must be enrolled in a minimum of 6 credits per semester. All students must pass the graduation requirements listed below to receive a diploma from Fitch High School. Early graduation for seniors who have met all of their graduation requirements must be approved by the Superintendent and building Principal.

~~Class of 2023, 2024 & 2025: Total Credits Required for Graduation: 26~~

~~All students must meet the following requirements:~~

~~Humanities:~~

~~4 years of English (Language and Literature) — 4 credits~~

~~3 years of Social Studies (Individuals and Societies) * — 3 credits~~

~~(Must include Civics and US History)~~

~~1 year of World Language (Language Acquisition) — 1 credit~~

~~Other Humanities Credits — 2 credits~~

~~(Including English (Language and literature), — 10 credits~~

~~Social Studies (Individuals and Societies),~~

~~Art (Visual Arts), Music (Performing Arts),~~

~~& World Language (Language acquisition)~~

Graduation Requirements-cont.

~~Science, Technology, Engineering & Mathematics: _____~~

~~_____ 4 years of Sciences _____ 4 credits~~

~~_____ 4 years of Mathematics _____ 4 credits~~

~~_____ 1 additional STEM credits _____ 1 credit~~

~~_____ (Including Math, Science, Technology _____ 9 credits~~

~~_____ Business & Vocational Arts) _____~~

~~Physical Education & Wellness _____ 1 credit~~

~~Health & Safety Education _____ 1 credit~~

~~Mastery-based diploma assessment _____ 1 credit~~

~~_____ 3 credits~~

~~Electives _____ 4 credits~~

~~_____~~

~~_____ **TOTAL: 26 Required Credits**~~

Class of 2026: Total Credits Required for Graduation: 27

All students must meet the following requirements:

Humanities:

4 years of English (Language and Literature) 4 credits

3 years of Social Studies (Individuals and Societies) 3 credits (Must include Civics and US History)

2 year of World Language (Language Acquisition) 2 credits

Other Humanities Credits 2 credits

(Including English (Language and literature), 11 credits

Social Studies (Individuals and Societies),

Art (Visual Arts), Music (Performing Arts),

& World Language (Language acquisition)

Graduation Requirements-cont.

Science, Technology, Engineering & Mathematics:

4 years of Sciences	4 credits
4 years of Mathematics	4 credits
1 additional STEM credit	<u>1 credit</u>
(Including Math, Science, Technology Business & Vocational Arts)	9 credits

Physical Education & Wellness: 1 credit

Health & Safety Education: 1 credit

Completion of the MYP Personal Project 1 credit

3 credits

Electives 4 credits

TOTAL: 27 Required Credits

Class of 2027 & 2028 Beyond: Total Credits Required for Graduation: 27

All students must meet the following requirements:

Humanities:

4 years of English (Language and Literature)	4 credits
3 years of Social Studies (Individuals and Societies)	3 credits (Must include Civics and US History)
2 year of World Language (Language Acquisition)	2 credits
½ year of Financial Literacy	.5 credit
Other Humanities Credits	<u>1.5 credits</u>
(Including English (Language and literature), Social Studies (Individuals and Societies), Art (Visual Arts), Music (Performing Arts), & World Language (Language acquisition)	11 credits

Graduation Requirements-cont.

Science, Technology, Engineering & Mathematics:

4 years of Sciences	4 credits
4 years of Mathematics	4 credits
1 additional STEM credit	<u>1 credit</u>
(Including Math, Science, Technology Business & Vocational Arts)	9 credits

Physical Education & Wellness: 1 credit

Health & Safety Education: 1 credit

Completion of the MYP Personal Project 1 credit

3 credits

Electives 4 credits

TOTAL: 27 Required Credits

Class of 2029 & Beyond: Total Credits Required for Graduation: 25

All students must meet the following requirements:

Humanities:

4 years of English (Language and Literature)	4 credits
3 years of Social Studies (Individuals and Societies)	3 credits (Must include Civics and US History)
1 year of World Language (Language Acquisition)	1 credits
½ year of Financial Literacy	.5 credit
Other Humanities Credits	<u>1.5 credits</u>
(Including English (Language and literature), Social Studies (Individuals and Societies), Art (Visual Arts), Music (Performing Arts), & World Language (Language acquisition)	10 credits

Graduation Requirements-cont.

Science, Technology, Engineering & Mathematics:

4 years of Sciences	4 credits
4 years of Mathematics	4 credits
1 additional STEM credit	<u>1 credit</u>
(Including Math, Science, Technology Business & Vocational Arts)	9 credits

Physical Education & Wellness: 1 credit

Health & Safety Education: 1 credit

Completion of the MYP Personal Project 1 credit

3 credits

Electives 3 credits

TOTAL: 25 Required Credits

Credit by high school grade

Class of 2023, 2024, 2025:

~~Twenty-six (26) credits are required for graduation. Students are promoted to the next grade according to the following accumulation of credits:~~

~~Grade 9 to Grade 10 6 credits~~

~~Grade 10 to Grade 11 12 credits~~

~~Grade 11 to Grade 12 18 credits~~

Class of 2026 and 2027 beyond:

Twenty-seven (27) credits are required for graduation. Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10 7 credits

Grade 10 to Grade 11 13 credits

Grade 11 to Grade 12 19 credits

Graduation Requirements-cont.

Class of 2029 & Beyond:

Twenty-five (25) credits are required for graduation. Students are promoted to the next grade according to the following accumulation of credits:

Grade 9 to Grade 10 7 credits

Grade 10 to Grade 11 13 credits

Grade 11 to Grade 12 19 credits

Students' grade classification depends upon their actual earned credit status, not on the number of years they have been in high school.

The Board will provide adequate student support and remedial services for all students. These services include, but are not limited to, alternate means for students to complete any of the high school graduation requirements previously listed if such students are unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) retaking courses in summer school or in an approved online credit recovery course; or (2) enrolling in a class offered at a constituent unit of the state system of higher education.

Groton Public School's graduation requirements apply to all students, including students requiring Special Education Services except when the Planning and Placement Team exercises the right to adjust the standards of performance on an individual basis. Performance standards for students participating in a functional, life skills curriculum will be based on the student's IEP goals and objectives.

Credits

At Fitch High School, a credit is defined as a class of block time, per year, equivalent to 120 total hours ~~200 minutes~~ per week. One-half credit is given for courses that complete work in one semester. A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contraindicated because of such student's physical condition. In such case, and by determination of the building Principal, the credit for physical education may be fulfilled by an online course or elective equivalent.

Students may also be waived from the world language requirement and/or Capstone (MYP Personal Project) credit through the decision of an IEP or 504 team. The credit will then be required to be fulfilled by an equivalent elective in this case.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy this graduation requirement except that a student may be granted credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through education experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, high school courses taken during middle school (with the appropriate forms completed), dual enrollment and early college courses, internships and student designed independent studies or (2) for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent shall equal one high school credit.

Graduation Requirements-cont.

Note: Fitch High School students desiring to take for credit toward meeting the high school graduation requirements, a course at another educational institution or an on-line course must receive prior approval from the Fitch High School Principal.

Students at the middle school can receive high school credit for core courses taken at either the high school or at the middle school that have been designated by the Board for high school credit.

A credit shall consist of not less than the equivalent of 200 minutes per week during the school year **except** for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the State Board of Education or regionally accredited, or (2) through on-line course work through an approved provider (such as Edmentum APEX or Virtual High School).

Student Success Plan

Working with faculty and guidance counselors, students shall create their personal success plan, beginning in grade 6 and ending in grade 12. Student success plans shall include a students' career and academic choices in grades six to twelve, inclusive. The student success plans will include time designated during advisory periods and selected curriculum on software such as Naviance.

Assessment Plan

Students are required to take the Connecticut SAT School Day and Next Generation Science Standards Assessment, or a designated equivalent, during their junior year.

International Baccalaureate (IB) and Diploma

The District offers the opportunity for all students to participate in the International Baccalaureate Program (IB). Students can enroll either in individual IB Courses, or, in the full International Baccalaureate Diploma Program to be eligible for the IB Diploma. To earn the diploma, students must successfully complete assessments for six core subjects in addition to Theory of Knowledge. Additionally, students must write an extended essay of 3000-4000 words on a topic of their choosing. Students must also complete a Creativity, Action, and Service project and report. Students who complete all requirements will receive an additional IB diploma.

Middle Years Program (MYP) and Requirements

International Baccalaureate Middle Years Programme (MYP) offers all students in grades sixth through tenth the opportunity to share a common learning experience. MYP is an instructional framework, not a curriculum. All schools use the curriculum and state standards established by the Board. In the classroom, MYP shifts the instructional focus from the teacher to the student. Inquiry drives unit explorations, and students are required to reflect on their learning and connect teacher support and feedback to their own learning goals and growth.

MYP Personal Project Graduation Requirement (Class of 2026 and beyond)

Students are required to complete a personal project with an emphasis on personal exploration and to demonstrate their knowledge of the approaches to teaching and learning skills by the end of their tenth grade year. Students will be introduced to the Personal Project and its components in their ninth grade year.

Students entering Groton Public Schools after the second semester of their tenth-grade year must complete the Personal Project or a school assigned Reflective Project to meet the graduation requirement.

Graduation Requirements-cont.

Connecticut Seal of Biliteracy

The Board, using criteria established by the State Board of Education, may affix the “Connecticut State Seal of Biliteracy” to a diploma awarded to a student who has achieved a high level of proficiency in

English and one or more foreign languages. “Foreign language” means a world language other than English. The Board shall include on such a student’s transcript and diploma a designation that the student received the “Connecticut Seal of Biliteracy.”

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may fulfill graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable as determined by the Principal to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities and for veterans of the Vietnam Era.
3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service.
4. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941, through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years.
5. A student who is under expulsion from Fitch High School but has satisfactorily completed all of the graduation requirements shall receive a diploma. However, that student shall not attend the commencement ceremony.

LEGAL REFERENCE

Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-

Graduation Requirements-cont.

156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 135, An Act Concerning Implementation Dates for Secondary School Reform, P.A.13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation.) and PA 17-42

10-233(a) Promotion and graduation policies.

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools

P.A. 13-247 An Act Implementing Provisions of the State Budget

P.A. 15-237 An Act Concerning High School Graduation.

P.A. 16-44(SS) (Section 310)

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GROTON PUBLIC SCHOOLS
Groton, Connecticut