REGULAR MEETING
GRISWOLD BOARD OF EDUCATION

Griswold Middle School Cafeteria, First Floor **THURSDAY,**
211 Slater Avenue **December 11th, 2025**
Griswold, Connecticut 06351 **6:00 PM**

This meeting will be live-streamed on our District Facebook Page

1. Call to Order

2. Pledge of Allegiance

3. Approval of the Minutes
   A. Regular Meeting-November 13th, 2025
   B. Special Meeting - November 19th, 2025

4. Communications
   A. Letter to First Selectwoman, Tina Falck, on First Quarter Financial Report for FY '26'
   B. Letter to First Selectwoman, Tina Falck, on Interim Appointment to the Town of Griswold Capital Committee

5. Awards/Recognitions
   A. Honoring our CAPSS (Connecticut Association of Public School Superintendents) Award Recipients - GHS Juniors - Madelyn Hopkins, Micah Hamel
   B. Honoring our NSDC (New England School Development Council) Award Recipients - GHS Seniors - Breanne Harraka and Naiya Patel
   C. Honoring and Recognizing our Griswold *Outstanding Employee of the 2nd Quarter* for the 2025-2026 School Year - Briana Neeley

6. Student Representative Reports
   A. GES Student Representatives - Ella Canestrari & Silas Chilcote
   B. GMS Student Representatives - Delilah Munoz & Olivia Henson
   C. GHS Student Representatives - Judy Lanphear & Avery Brown

7. Public Comment

8. New Business
   A. Call for Nominations for the Officers of the Board: Review, Discussion, and Possible Action to Elect Griswold Board of Education Officers
      1. Griswold BOE Chair
      2. Griswold BOE Vice Chair
      3. Griswold BOE Secretary
   B. Review, Discussion, and Possible Action to Set the New Griswold Board of Education Subcommittees
   C. Review, Discussion, and Possible Action to Approve the Draft Copy of the Proposed 2026/2027 School Calendar
   D. Review, Discussion, and Action to Approve a Griswold BOE Member to Serve on the Gerard & Wanda Brunet Scholarship Committee for the 2025/2026 School Year

E. Review, Discussion, and Possible Action to Approve the Gerard & Wanda Brunet Scholarship Committee as a Whole with the Newly Appointed Board Member
F. Review, Discussion, and Possible Action on Regular Board of Education Meeting Dates
G. Review, Discussion, and Possible Action to Appoint a Permanent Member of the Griswold Board of Education to the Town of Griswold, Capital Committee
H. Review, Discussion, and Possible Action to Appoint 2 Permanent Members of the Griswold Board of Education to the Town of Griswold, School Building Committee
I. Review and Discussion of Fixed Costs Budget for 2026/2027
J. Review and Discussion on Revised Policy 6159—Instruction—Individualized Education Program, First Reading
K. Review and Discussion on Revised Regulation 6159 - Instruction - Individualized Education Program, First Reading
L. Review and Discussion on Revised Policy 6146—Instruction—Graduation Requirements, First Reading

9. Old Business
   A. Review, Discussion, and Possible Action to Update the Board of Education Capital Committee Proposed Projects for the 2026-2027 School Year

10. Administrators' Reports
   A. Update on Financial Forecast for the 2025/2026 School Year - Erik Christensen
   B. Assistant Superintendent's Report
      1. Data Matters Web Site
      2. Social Studies Curriculum Development
      3. School Climate Improvement Plans
   C. Next Generation Accountability Report - Glenn LaBossiere, GPS Assistant Superintendent, Patricia Feeney & Jessica Gillespie, GPS Directors of TLI Department

11. Superintendent's Report
   A. Vacancies/Appointments/Resignations
   B. Insurance Broker's Report
   C. Timely Updates:
      1. Budget Development for 2026-2027 School Year
      2. Digital Incident Report
      3. Holiday Break Hours

12. Committee/Board Reports
   A. Policy Subcommittee Update --Yvonne Palasky
   B. Town of Griswold, Capital Committee Update--Cathy Waselik

13. Other Business that May Properly Come Before This Board

14. Adjournment

*The Board may go into executive session on these items per Connecticut State Statute § 1-200 (6).

GRISWOLD PUBLIC SCHOOLS
Home of the Wolverines

BOE Meeting Norms

Norm	By . . .
We adhere to clear meeting guidelines	• Focusing on students • Having high expectations • Previewing topics and ensuring the essential items are included on the agenda • Staying on topic • Participating in an orderly way • Appreciating community members' participation • Notifying the chair or superintendent if we will be absent
We are actively involved	• Participating and sharing our thoughts • Asking questions and seeking clarity • Using all available information to make informed decisions
We celebrate successes	• Sharing celebrations at each meeting • Highlighting student successes
We respect each other	• Hearing all voices • Sharing different views • Maintaining positive relationships despite differing opinions • Being courteous

Board of Education Meeting Notes

REGULAR MEETING
LIVE: GRISWOLD MIDDLE SCHOOL Cafeteria
Thursday, December 11th, 2025
6:00 PM Start Time
GOALS FOR THE 2025-2026 SCHOOL YEAR

1. *Griswold Public Schools will commit to the advancement of social and emotional competencies in inclusive and equitable learning environments so that all of our students can grow and thrive.*

2. *Griswold Public Schools will focus on promoting the implementation and expansion of Blended and Personalized Learning in all PreK (Early Childhood Program) - 12 learning environments.*

3. *Griswold Public Schools will explore and implement research-based instruction to improve outcomes for all Griswold students.*

ENCLOSED ARE THE MEETING NORMS

NOTE: The purpose of the notes is to provide more context to each agenda item, so that our meeting times are productive and offer Board members the background information to ask for clarification, to ask for additional information, and to discuss matters they deem necessary. If there are any questions or information not included in the notes or packet and you have questions ahead of time, please let us know.

NOTE: Superintendent McKenna will open and chair the meeting "pro tempore/for the time being" for agenda items 1- 7. Once a new Board Chair has been selected, the chair will continue chairing the meeting.

1. Call to Order

2. Pledge of Allegiance

3. Approval of the Minutes
   A. Regular Meeting - November 13, 2025
   B. Special Meeting - November 19, 2025
   The meeting minutes are included. In the event that minutes warrant changes, please motion to approve the minutes as amended/discussed.

4. Communications
   A. Letter to First Selectwoman, Tina Falck, on First Quarter Financial Report for FY '26' - See enclosed.
   B. Letter to First Selectwoman, Tina Falck, on Interim Appointment to the Town of Griswold Capital Committee – See enclosed.

5. Awards/Recognition
   Board members have been provided with letters to all individuals who will be recognized for this meeting. The letters are also enclosed in the packet.
   A. Honoring our CAPSS (Connecticut Association of Public School Superintendents) Award Recipients - GHS Juniors - Madelyn Hopkins, Micah Hamel
   B. Honoring our NSDC (New England School Development Council) Award Recipients - GHS Seniors - Breanne Harraka and Naiya Patel
   C. Honoring and Recognizing our Griswold *Outstanding Employee of the 2nd Quarter* for the 2025-2026 School Year - Briana Neeley

6. Student Representative Reports
   A. GES Student Representatives - Ella Canestrari & Silas Chilcote
   B. GMS Student Representatives - Delilah Munoz & Olivia Henson
   C. GHS Student Representatives - Judy Lanphear & Avery Brown
   Student representatives listed above will provide an update to the Board on student activities occurring in each school building.

7. Public Comment

8. New Business
   Mr. McKenna will call for nominations for the Chair. Once the Chair has been determined, the meeting will be turned over to the Chair. There will be "three (3) calls" for nominations for each officer of the Board.
   A. Call for Nominations for the Officers of the Board: Review, Discussion, and Possible Action to Elect Griswold Board of Education Officers
      1. Griswold BOE Chair
      2. Griswold BOE Vice Chair
      3. Griswold BOE Secretary

   B. Review, Discussion, and Possible Action to Set the New Griswold Board of Education Subcommittees
   It is recommended that the Chair review the different Standing Committees: Policy, Facilities, Negotiations, Public Relations and Transportation (albeit Transportation seldom meets). Additionally, the Board has a new Ad Hoc Committee, Teaching, Learning and Innovation. In the past, the Chair has accepted input from individual Board members about committee assignments to make final decisions. Note: This item is for the Board to discuss this matter further, if the Board decides to do so.

   C. Review, Discussion, and Possible Action to Approve the Draft Copy of the Proposed 2026/2027 School Calendar - This proposed calendar has been reviewed and approved by our PDEC committee, consisting of teachers, administrators, and union representatives.

   D. Review, Discussion, and Action to Approve a Griswold BOE Member to Serve on the Gerard & Wanda Brunet Scholarship Committee for the 2025/2026 School Year - This is the time of the year where the Board has to nominate a member to serve on the Board, and then the Board has to vote to accept the committee; these procedural steps are a part of the Wanda Burnet scholarship.

   E. Review, Discussion, and Possible Action to Approve the Gerard & Wanda Brunet Scholarship Committee as a Whole with the Newly Appointed Board Member - Once a BOE member is approved to serve on the Gerard & Wanda Brunet Scholarship committee, the Board is then asked to approve the committee as a whole.

   F. Review, Discussion, and Possible Action on Regular Board of Education Meeting Dates - Stuart Norman, Jr., at the last Board of Education meeting, asked that this agenda item be added for more discussion and possible action.

   G. Review, Discussion, and Possible Action to Appoint Permanent Member of the Griswold Board of Education to the Town of Griswold, Capital Committee - Now that we have our new Board of Education, we must

officially appoint a member of the Griswold Board of Education to serve on the Town of Griswold, Capital Committee.

H. Review, Discussion, and Possible Action to Appoint 2 Permanent Members of the Griswold Board of Education to the Town of Griswold, School Building Committee - Now that we have our new Board of Education, we must officially appoint two members of the Griswold Board of Education to serve on the Town of Griswold, School Building Committee.

I. Review and Discussion of Fixed Budget for 2026/2027 - Please see materials for the first iteration of the budget.

J. Review and Discussion on Revised Policy 6159—Instruction—Individualized Education Program, First Reading

K. Review and Discussion on Revised Regulation 6159 - Instruction - Individualized Education Program, First Reading

L. Review and Discussion on Revised Policy 6146—Instruction—Graduation Requirements, First Reading
All three policies and one regulation listed above were approved and forwarded by the Policy subcommittee.

9. Old Business
   A. Review, Discussion, and Possible Action to Approve the Board of Education Capital Committee Proposed Projects for the 2026-2027 School Year - This item will remain on the agenda until the budget development season concludes. It is common if there is no discussion or action to just table the item until a future meeting.

10. Administrators' Reports-Reports are enclosed/attached.
    A. Update on Financial Forecast for 2025/2026 School Year - Erik Christensen
    B. Assistant Superintendent's Report
       1. Data Matters Web Site
       2. Social Studies Curriculum Development
       3. School Climate Improvement Plans

    C. Next Generation Accountability Report - Glenn LaBossiere, GPS Assistant Superintendent, Patricia Feeney & Jessica Gillespie, GPS Directors of TLI Department

12. Superintendent's Report-Reports are enclosed/attached.
    A. Vacancies/Appointments/Resignations
    B. Insurance Broker's Report
    C. Timely Updates:
       1. Budget Development for 2026-207 School Year
       2. Digital Incident Report
       3. Holiday Break Hours

13. Committee/Board Reports - Committee Chairs will provide updates of subcommittee work.
    A. Policy Subcommittee Update --Yvonne Palasky

B. Town of Griswold, Capital Committee--Cathy Waselik

14. Other Business that May Properly Come Before the Board

15. Adjournment

*The Board may go into executive session on these items per Connecticut State Statute § 1-200 (6).

REGULAR MEETING
GRISWOLD BOARD OF EDUCATION

THURSDAY,
November 13th, 2025

DRAFT

1. Call to Order – A regular meeting of the Griswold Board of Education was held on Thursday, November 13th, 2025, in the Griswold Middle School Cafeteria, located on the first floor, 211 Slater Avenue, Griswold, CT. The meeting was called to order at 6:00 PM by Yvonne Palasky, Griswold Board of Education Vice-Chair.

PRESENT Yvonne Palasky, Griswold BOE Vice-Chair, Jaimee O'Neill-Eaton, Griswold BOE Secretary; Stuart Norman, Jr.; Cathy Waselik and Kimberly Neilson, Griswold BOE Members.

ALSO PRESENT Sean McKenna, GPS Superintendent of Schools; Glenn LaBossiere, GPS Assistant Superintendent of Schools; Erik Christensen, GPS Director of Fiscal & Personnel Services; Stephen Cravinho, GPS Campus-wide Activities & Athletic Director; Christopher Champlin, GPS Director of Student Services; Kathryn Sawaryn, Assistant Director of Student Services & Early Childhood; Erin Palonen, GHS Principal; Arthur Howe, GHS Associate Principal; Louis Zubek, GMS Principal; Joseph Bordeau, GES Principal; Jacqueline Love, GES Assistant Principal; Patricia Feeney & Jessica Gillespie, GPS Directors of the TLI Department.

ABSENT Mary Beth Malin, Griswold BOE Chair; and Steven Bourque, GMS Assistant Principal.

2. Pledge of Allegiance - The Board and the audience performed the Pledge of Allegiance.

MOTION
By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
To add agenda item 8C – Review, Discussion and Possible Action to appoint one interim BOE representative to the Town of Griswold, Capital Committee.
Motion unanimously carried.

MOTION
By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
To add agenda item 8D – Review, Discussion, and Possible Action to appoint two interim BOE representatives to the Town of Griswold, School Building Committee.
Motion unanimously carried.

3. Approval of the Minutes
   A. Regular Meeting – October 23rd, 2025

MOTION

By Cathy Waselik
Seconded by Jaimee O'Neill-Eaton
To approve the regular meeting minutes of October 23rd, 2025, as presented.
Ayes – Yvonne Palasky, Jaimee O'Neill-Eaton, Stuart Norman, Jr., and Cathy Waselik.
Nays –
Abstain – Kimberly Neilson.
Motion carried.

4. Communications
   A. November 4th, 2025, Testimonial to Mr. Norman Gileau
   B. November 7th, 2025, Budget Freeze Letter from Superintendent McKenna
   The Board received a copy of communications A-B above.

5. Awards/Recognitions
   A. Honoring Class M Cross Country 2025 State Champion, First Place Winner, and CIAC Boys Cross Country 2025 State Open 2nd Place Winner - Tycen LaBelle – The Board, the Superintendent, administrators and audience members were pleased to recognize and congratulate Tycen LaBelle on his extraordinary accomplishments during the cross country season this fall. Tycen won every dual meet during the regular season, he took first place at the State Class M cross country meet, breaking the course record. He came in as runner up at the ECC cross country championship. Tycen finished second in the state open cross country meet, missing first place by just .80 of one second. He placed third in the New England championships as the top Connecticut finisher. He has earned all ECC, all state, and all New England recognitions. His season is not yet over because he will be competing in the Brooks Northeast regional championships in three weeks.

   B. Honoring our Griswold Forward Recipient for November, 2025 - GMS, Teacher of English, Melanie Kuhn - The Board, the Superintendent, administrators and audience members were pleased to recognize and congratulate Melanie Kuhn, GMS teacher of English, for being chosen as the Griswold *Forward* recipient for Griswold Public Schools for the month of November 2025.

   C. Thanking Donald Desrochers, Jr., for his Service to Griswold Public Schools – The Board and the Superintendent wished to take a moment this evening to thank Donald Desrochers for his service to the Griswold Public Schools as a member of the Griswold Board of Education. His service was brief but impactful and we are grateful for his service. We extend our sincerest thanks and wish him well in his future endeavors.

6. Student Representative Reports
   A. GES Student Representatives - Ella Canestrari & Silas Chilcote
   B. GMS Student Representatives - Delilah Munoz & Olivia Henson
   C. GHS Student Representatives - Judy Lanphear & Avery Brown
   The Board received an update from student representatives at GES, GMS and GHS on student activities occurring in each building.

7. Public Comment – None.

8. New Business

A. Review, Discussion, and Possible Action to approve the 2026 Griswold Board of Education Meeting Dates to be submitted to the Griswold Town Clerk in Accordance with the Provisions of the State Statutes 1-255 – The Board approved the 2026 Griswold Board of Education meeting dates for 2026.

MOTION

By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
To approve the 2026 Griswold Board of Education meeting dates to be submitted to the Griswold Town Clerk, as presented.

Discussion: Stuart Norman, Jr. requested, for personal reasons, that the BOE consider moving the 2026 BOE meeting dates back to Mondays. Cathy Waselik asked that calendars for other Boards be reviewed when considering the change because she currently serves on another Board on Mondays. Stuart Norman, Jr. asked that this topic be added to the December meeting for further discussion and consideration.

The vote was as follows:

Ayes – Yvonne Palasky, Jaimee O'Neill-Eaton, Cathy Waselik and Kimberly Neilson.
Nays – Stuart Norman, Jr.
Abstain -
Motion carried.

B. Gifts/Donations

1. Donation of Ten (10) - $50 Walmart Gift Cards to GES to Support Families in Need from Mr. Roy Catullo, Parent of a Second Grade Student

MOTION

By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
To accept, with gratitude, the generous donation of ten, $50 Walmart gift cards to GES to support families in need from Mr. Roy Catullo, parent of a second grade student.
Motion unanimously carried.

2. Donation of $5,000 Grant from Ascend Bank/ECSB Foundation to Support Scholarships and Social/Emotional Wellness

MOTION

By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
To accept the donation, with gratitude, of a $5,000 grant from Ascend Bank/ECSB Foundation to support scholarships and social/emotional wellness.
Motion unanimously carried.

3. Donation from Mr. Corey Burroughs, a GHS 2012 Alumni, who Provided a Gift of a Brand New WEN Woodworking Lathe to our GHS Manufacturing Program

MOTION

By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
To accept the generous donation, with gratitude, of a brand new WEN woodworking lathe to our GHS manufacturing program.
Motion unanimously carried.

4. Donation from the GHS Class of 1975 of $428.93 from Leftover Funds from their 50th Class Reunion

MOTION

By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
To accept the generous donation, with gratitude, from the GHS Class of 1975 of $428.93 from leftover funds from their 50th class reunion.
Motion unanimously carried.

C. Review, Discussion and Possible Action to appoint an Interim BOE representative to the Town of Griswold, Capital Committee – The Board appointed Cathy Waselik as interim BOE representative to serve on the Town of Griswold, Capital Committee.

MOTION

By Jaimee O'Neill-Eaton
Seconded by Stuart Norman, Jr.
To appoint Cathy Waselik as interim BOE representative to serve on the Town of Griswold, Capital Committee.
Motion unanimously carried.

D. Review, Discussion, and Possible Action to appoint Two, Interim BOE Representatives to the Town of Griswold, School Building Committee – The Board appointed Kimberly Neilson and Jaimee O'Neill-Eaton to serve as interim BOE representatives to the Town of Griswold, School Building Committee, in two separate motions.

MOTION

By Cathy Waselik
Seconded by Jaimee O'Neill-Eaton
To appoint Kimberly Neilson to serve as interim BOE representative to the Town of Griswold, School Building Committee.
Motion unanimously carried.

MOTION

By Cathy Waselik
Seconded Stuart Norman, Jr.
To appoint Jaimee O'Neill-Eaton to serve as interim BOE representative to the Town of Griswold, School Building Committee.
Motion unanimously carried.

9. Old Business

A. Review, Discussion, and Possible Action to Approve the Board of Education Capital Committee Proposed Projects for the 2026-2027 School Year – The Board received a list of proposed capital improvement projects for review, discussion, and possible action and approved it this evening.

MOTION By Jaimee O'Neill-Eaton
Seconded by Stuart approve the Board of Education Capital Committee proposed projects for the 2026/2027 school year.
Motion unanimously carried.

10. Administrators' Reports

A. Food Services Semi-Annual Report - Thomas O'Connor – In the absence of Thomas O'Connor, the Griswold Food Service Director, who was not feeling well this evening, Sean McKenna, GPS Superintendent, provided an update to the Board on the semi-annual reporting from the food service department.

B. Aimsweb Testing Results & Review - Glenn LaBossiere, GPS Assistant Superintendent; Patricia Feeney & Jessica Gillespie, TLI Department Directors – Both Patricia Feeney and Jessica Gillespie provided a report to the Board on the Aimsweb testing results.

C. Chronic Absenteeism Report - Griswold Public School Administrators – Administrators from GES, GMS, and GHS provided an update to the Board on chronic absenteeism in each school building and how they are addressing these absences.

D. Update on Student Activity Internal Accounts - Erik Christensen, GPS Director of Fiscal & Personnel Services – The Board received an update from Erik Christensen, GPS Director of Fiscal & Personnel Services, on student activity accounts for all schools.

11. Superintendent's Report

A. Vacancies/Appointments/Resignations/Retirements – The Board received a list of vacancies, appointments, resignations and retirements.

B. Timely Updates

1. Recommended Special Board of Education
2. Budget Development for 2026/2027 School Year

The Board received an update from the Superintendent on items 1-2 above.

12. Committee/Board Reports

A. DPAC Committee Update—Yvonne Palasky – The Board received an update from Yvonne Palasky on the recent DPAC committee meeting that took place with the topic on how to pay for college, presented by Elaine Taylor, GHS School Counseling Director, as the presenter.

13. Other Business that May Properly Come before This Board – The Superintendent asked if next Wednesday, November 19th, 2025, at 5:15 PM would work for BOE members to attend a special meeting to present a financial update and the Board confirmed they would be available to meet.

14. Adjournment

MOTION

By Cathy Waselik
Seconded by Jaimee O'Neill-Eaton
To adjourn the regular Board of Education meeting at 7:19 PM.
Motion unanimously carried.

Minutes recorded by: Robin Drobiak

SPECIAL MEETING
GRISWOLD BOARD OF EDUCATION

WEDNESDAY,
November 19th, 2025

DRAFT

1. A special meeting of the Griswold Board of Education was held on Wednesday, November 19th, 2025, in the Griswold Middle School, Library Media Center/Learning Commons, located on the 2nd floor, 211 Slater Avenue, Griswold, Connecticut. The meeting was called to order at 5:15 PM by Yvonne Palasky, Vice-Chair of the Griswold Board of Education.

PRESENT Yvonne Palasky, BOE Vice-Chair; Jaimee O'Neill-Eaton, BOE Secretary; Stuart Norman, Jr., Terry Cholewa, Kimberly Neilson, and Eileen Ego, Griswold BOE Members.

ALSO PRESENT Mr. Sean P. McKenna, GPS Superintendent of Schools; Mr. Glenn LaBossiere, GPS Assistant Superintendent; Mr. Erik Christen, GPS Director of Fiscal & Personnel Services; and Mr. Christopher Champlin, GPS Director of Student Services.

ABSENT Cathy Waselik, Griswold BOE Member.

2. Review and Discussion on Financial Forecast for the 2025/2026 School Year – The purpose of this special BOE meeting is to review and discuss the projected 2025/2026 school year budget shortfall, specifically related to unforeseen special education expenditures arising from recent student enrollments. The Director of Fiscal & Personnel Services, Mr. Erik Christensen, presented an updated analysis of the 2025/2026 operating budget and discussed strategies to manage the shortfall, including a freeze on the budget at this time and discussion of future cost savings measures.

3. Adjourn

MOTION By Stuart Norman, Jr.
Seconded by Jaimee O'Neill-Eaton
To adjourn the special meeting at 5:45 PM.
Motion unanimously carried.

Minutes recorded by: Sean McKenna/ Robin Drobiak

GRISWOLD PUBLIC SCHOOLS

211 Slater Avenue, Griswold, CT 06351
Tel: (860) 376-7600 Fax: (860) 376-7607
griswoldpublicschools.org

Sean P. McKenna, Superintendent of Schools
Erik Christensen, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

November 25th, 2025

First Selectwoman Tina Falck
Town of Griswold
28 Main Street
Griswold, CT 06351

Re: 1st Quarter and November Financial Reports

Dear First Selectwoman Falck:

I am pleased to submit the first quarterly financial report for the 2025-2026 fiscal year, as presented to the Griswold Board of Education, along with the financial report for November 2025. In keeping with our commitment to transparency, these quarterly reports are also posted on the Office of Fiscal and Personnel Department website. As required by Connecticut Statute (P.A. 19-117, Section 290), we share these reports with the Board of Selectmen and the Board of Finance, in addition to our ongoing monthly reporting to the Griswold Board of Education.

Our current review indicates increased costs for Student Services tuition, transportation, and related areas, which may result in a projected deficit. These fluctuations are not unusual at this point in the school year, and I want to assure you that we are approaching this with careful, responsible management. To proactively address the situation, we have initiated a spending freeze and are exploring further strategies to mitigate the potential impact. Our projections reflect a cautious approach, accounting for potential, unexpected variables that may surface later in the year.

We remain committed to ongoing communication with all stakeholders. Throughout the 2025-2026 school year, you will receive regular updates regarding our financial status and any relevant adjustments to our forecasts. Our aim is to maintain collaborative and open dialogue as we manage our resources responsibly.

Thank you for your continued partnership. Please feel free to contact me if you have any questions or require additional information.

Sincerely,

Sean P. McKenna
Superintendent of Schools

cc: Griswold Board of Education
Erik Christensen, Director of Fiscal and Personnel Services

Griswold Board of Education Monthly Financial Report

Fiscal Year 2025-2026

Figures Current as of November 18, 2025

Budget				
Account	Object #s	Budget 2025-2026	Transfers 2025-2026	Adjusted Budget 2025-2026
Salaries	100	$18,948,994.41	$0.00	$18,948,994.41
Benefits	200	$6,708,050.27	$0.00	$6,708,050.27
Purchased Services	300	$862,363.24	$0.00	$862,363.24
Property Services	400	$1,423,261.81	$0.00	$1,423,261.81
Trans,Ins,Commun,Tuition	500	$4,029,376.57	$0.00	$4,029,376.57
Supplies	600	$747,076.63	$0.00	$747,076.63
Equipment	700	$138,870.00	$0.00	$138,870.00
Dues & Fees	810	$62,866.00	$0.00	$62,866.00
Grand Totals		**$32,920,858.93**	**$0.00**	**$32,920,858.93**

Expense & Revenue							
Account	Object #s	Expended 2025-2026	Encumbered 2025-2026	Total Exp/Encumb (includes pre-enc) 2025-2026	Revenue 2025-2026	Balance 2025-2026	% Exp 2025-2026
Salaries	100	$5,556,691.82	$14,514,727.15	$20,071,418.97	($479,675.00)	($642,749.56)	105.92%
Benefits	200	$1,840,921.88	$4,160,685.39	$6,001,607.27	($41,569.09)	$748,012.09	89.47%
Purchased Services	300	$292,716.19	$274,384.18	$567,100.37	($12,905.73)	$308,168.60	65.76%
Property Services	400	$613,923.32	$598,979.04	$1,212,902.36	($15,414.00)	$225,773.45	85.22%
Trans,Ins,Commun,Tuition	500	$2,824,914.85	$3,494,253.63	$6,319,168.48	($9,177.77)	($2,280,614.14)	156.83%
Supplies	600	$239,829.46	$186,952.14	$426,781.60	$0.00	$320,295.03	57.13%
Equipment	700	$22,922.72	$0.00	$22,922.72	($17,562.00)	$133,509.28	16.51%
Dues & Fees	810	$44,401.68	$7,823.84	$52,225.52	$0.00	$10,640.48	83.07%
Grand Totals		**$11,436,321.92**	**$23,237,805.37**	**$34,674,127.29**	**($576,303.59)**	**($1,176,964.77)**	**105.33%**

Projections			
Account	Object #s	Estimated Adj 2025-2026	Estimated Balance 2025-2026
Salaries	100	$474,778.19	($167,971.37)
Benefits	200	($25,212.00)	$722,800.09
Purchased Services	300	($182,452.39)	$125,716.21
Property Services	400	($225,773.45)	$0.00
Trans,Ins,Commun,Tuition	500	$1,122,552.47	($1,158,061.67)
Supplies	600	($324,455.14)	($4,160.11)
Equipment	700	($133,631.71)	($122.43)
Dues & Fees	810	($10,640.62)	($0.14)
Grand Totals		**$695,165.35**	**($481,799.42)**

- This projection assumes all monies will be fully spent down. There will likely be many adjustments over the next couple of months as we get a clearer picture of the true expenditures.
-Since last report we have received out of district invoices that were not accounted for in the original budget pushing us over for the projected spending.
-We have been working to mitigate the deficit and should be able to get within budget barring any more unforseen expenditures.
-We are currently in a spending freeze to help close the gap.

NOVEMBER REPORT

Griswold Board of Education Monthly Financial Report

Fiscal Year 2025-2026

Figures Current as of October 15, 2025

Budget				
Account	Object #s	Budget 2025-2026	Transfers 2025-2026	Adjusted Budget 2025-2026
Salaries	100	$18,948,994.41	$0.00	$18,948,994.41
Benefits	200	$6,708,050.27	$0.00	$6,708,050.27
Purchased Services	300	$862,363.24	$0.00	$862,363.24
Property Services	400	$1,423,261.81	$0.00	$1,423,261.81
Trans,Ins,Commun,Tuition	500	$4,029,376.57	$0.00	$4,029,376.57
Supplies	600	$747,076.63	$0.00	$747,076.63
Equipment	700	$138,870.00	$0.00	$138,870.00
Dues & Fees	810	$62,866.00	$0.00	$62,866.00
Grand Totals		**$32,920,858.93**	**$0.00**	**$32,920,858.93**

Expense & Revenue							
Account	Object #s	Expended 2025-2026	Encumbered 2025-2026	Total Exp/Encumb (includes pre-enc) 2025-2026	Revenue 2025-2026	Balance 2025-2026	% Exp 2025-2026
Salaries	100	$3,906,169.78	$16,166,088.80	$20,072,258.58	($87,627.00)	($1,035,637.17)	105.93%
Benefits	200	$1,320,970.14	$4,795,396.14	$6,116,366.28	($6,132.00)	$597,815.99	91.18%
Purchased Services	300	$231,106.89	$309,448.91	$540,555.80	($12,414.73)	$334,222.17	62.68%
Property Services	400	$543,899.27	$588,130.78	$1,132,030.05	($15,414.00)	$306,645.76	79.54%
Trans,Ins,Commun,Tuition	500	$2,371,742.47	$2,641,701.22	$5,013,443.69	($1,587.77)	($982,479.35)	124.42%
Supplies	600	$204,898.39	$208,842.22	$413,740.61	$0.00	$333,336.02	55.38%
Equipment	700	$22,862.78	$175.99	$23,038.77	($16,762.00)	$132,593.23	16.59%
Dues & Fees	810	$37,779.51	$5,913.96	$43,693.47	$0.00	$19,172.53	69.50%
Grand Totals		**$8,639,429.23**	**$24,715,698.02**	**$33,355,127.25**	**($139,937.50)**	**($294,330.82)**	**101.32%**

Projections			
Account	Object #s	Estimated Adj 2025-2026	Estimated Balance 2025-2026
Salaries	100	$721,592.49	($314,044.68)
Benefits	200	($25,212.00)	$572,603.99
Purchased Services	300	($310,356.56)	$23,865.61
Property Services	400	($306,645.76)	$0.00
Trans,Ins,Commun,Tuition	500	$729,885.56	($252,593.79)
Supplies	600	($336,140.02)	($2,804.00)
Equipment	700	($132,593.23)	$0.00
Dues & Fees	810	($20,004.53)	($832.00)
Grand Totals		**$320,525.95**	**$26,195.13**

- This projection assumes all monies will be fully spent down. There will likely be many adjustments over the next couple of months as we get a clearer picture of the true expenditures.
-All shared service billings have been accounted for in this projection.
-We are still waiting on a few out of district invoices which are estimated as of now.

1ST QUARTER OCTOBER REPORT

GRISWOLD PUBLIC SCHOOLS

211 Slater Avenue, Griswold, CT 06351
Tel: (860) 376-7600 Fax: (860) 376-7607
griswoldpublicschools.org

Sean P. McKenna, Superintendent of Schools
Erik Christensen, Interim Director of Fiscal & Personnel Services

Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

November 19, 2025

Unexpected Student Services Costs
SY 2025-2026

	Cost	Notes
Student 1	$77,652	SY Tuition and Transportation only
Student 2	$290,165	ESY 2025, SY Tuition, Transportation, and Related Services
Student 3	$209,247	ESY 2025, SY Tuition, Transportation, and Related Services
Student 4	$53,296	SY Tuition - Parent Placed
Student 5	$37,674	SY Tuition - Parent Placed
Student 6	$49,070	DCF Placed
	$717,482	

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Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

November 17th, 2025

First Selectwoman, Tina Falck
Town of Griswold
28 Main Street
Griswold, CT 06351

RE: Interim BOE Member on Capital Committee

Dear First Selectman Falck:

At their regular meeting on November 13th, 2025, the Griswold Board of Education (Board) appointed Cathy Waselik as an Interim Member of the Town of Griswold, Capital Committee. Given that the new Board will not officially meet until after November 18th, 2025, the Board felt that this decision made sense at this time. Once the Board officially meets, then they will appoint a permanent member at that time. Should you have any questions, please do not hesitate to contact me.

Sincerely yours,

Sean P. McKenna
Superintendent of Schools

cc: Griswold Board of Education

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Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

November 17, 2025

Miss Madelyn Hopkins
749 Voluntown Road
Griswold, CT 06351

Dear Madelyn,

It is with great pleasure that I share with you that you have been selected to receive the *Connecticut Association of Public School Superintendents (CAPSS)* Superintendent's award for outstanding leadership, citizenship, and academic prowess. This honor recognizes students who consistently demonstrate strong character, a commitment to their school community, and a dedication to personal growth.

To celebrate this achievement, you and your family are invited to attend the Griswold Board of Education meeting scheduled for **Thursday, December 11, 2025 at 6:00 PM** in the Griswold Middle School Cafeteria, located on the 1st floor of GMS, 211 Slater Avenue, Griswold, Connecticut. Please RSVP to my assistant, Mrs. Robin Drobiak, at rdrobiak@griswoldpublicschools.org.

I am incredibly proud of your accomplishments and the positive impact you have made with the Griswold Public Schools. May this award be an opportunity to reflect on your contributions and an inspiration to continue to lead and serve. Congratulations!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: Griswold BOE
GHS Administration & School Counselor
Student File

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griswoldpublicschools.org

Sean P. McKenna, Superintendent of Schools
Erik Christensen, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

November 17, 2025

Mr. Micah Hamel
15 Central Avenue
Jewett City, CT 06351

Dear Micah,

It is with great pleasure that I share with you that you have been selected to receive the *Connecticut Association of Public School Superintendents (CAPSS)* Superintendent's award for outstanding leadership, citizenship, and academic prowess. This honor recognizes students who consistently demonstrate strong character, a commitment to their school community, and a dedication to personal growth.

To celebrate this achievement, you and your family are invited to attend the Griswold Board of Education meeting scheduled for **Thursday, December 11, 2025 at 6:00 PM** in the Griswold Middle School Cafeteria, located on the 1st floor of GMS, 211 Slater Avenue, Griswold, Connecticut. Please RSVP to my assistant, Mrs. Robin Drobiak, at rdrobiak@griswoldpublicschools.org.

I am incredibly proud of your accomplishments and the positive impact you have made with the Griswold Public Schools. May this award be an opportunity to reflect on your contributions and an inspiration to continue to lead and serve. Congratulations!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: Griswold BOE
GHS Administration & School Counselor
Student File

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griswoldpublicschools.org

Sean P. McKenna, Superintendent of Schools
Erik Christensen, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

November 17, 2025

Miss Breanne Harraka
14 Bethel Road
Griswold, CT 06351

Dear Breanne,

Because Griswold is a school district affiliated with the New England School Development Council (NSDC), it is with great pleasure that I share with you that you have been selected as a recipient of the National School Development Council award for Academic Growth and Student Leadership in learning. I am proud to have you represent our community.

This award is presented to a high school senior who has consistently pursued a high level of academic effort, and who has served as a positive role model for the student body. Recipients of the award exemplify admirable character and accomplishment.

You and your family are invited to attend the Griswold Board of Education meeting, scheduled for **Thursday, December 11, 2025 at 6:00 PM** in the Griswold Middle School Cafeteria, located on the first floor of GMS, 211 Slater Avenue, Griswold, Connecticut.

May this award be an opportunity to reflect on your contributions and an inspiration to continue to lead and serve. Congratulations!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: Griswold Board of Education
GHS Administration
GHS School Counselor
Student File

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Sean P. McKenna, Superintendent of Schools
Erik Christensen, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

November 17, 2025

Miss Naiya Patel
71 Slater Avenue
Jewett City, CT 06351

Dear Naiya,

Because Griswold is a school district affiliated with the New England School Development Council (NSDC), it is with great pleasure that I share with you that you have been selected as a recipient of the National School Development Council award for Academic Growth and Student Leadership in learning. I am proud to have you represent our community.

This award is presented to a high school senior who has consistently pursued a high level of academic effort, and who has served as a positive role model for the student body. Recipients of the award exemplify admirable character and accomplishment.

You and your family are invited to attend the Griswold Board of Education meeting, scheduled for **Thursday, December 11, 2025 at 6:00 PM** in the Griswold Middle School Cafeteria, located on the first floor of GMS, 211 Slater Avenue, Griswold, Connecticut.

May this award be an opportunity to reflect on your contributions and an inspiration to continue to lead and serve. Congratulations!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: Griswold Board of Education
GHS Administration
GHS School Counselor
Student File

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Sean P. McKenna, Superintendent of Schools
Erik Christensen, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

December 4th, 2025

Ms. Briana Neeley
8 Bayberry Lane
Lisbon, CT 06351

Dear Briana,

On behalf of the Griswold Board of Education, I am pleased to invite you to the Board meeting on **Thursday, December 11, 2025, at 6:00 PM**, to be held at **Griswold Middle School** in the GMS Cafeteria, located on the first floor, 211 Slater Avenue, Griswold, Connecticut.

At this meeting, we will proudly recognize you as the **Outstanding Employee of the Second Quarter**. This honor reflects your exceptional dedication, professionalism, and positive impact on our school community. We are grateful for your contributions and look forward to celebrating your achievements.

We hope you can join us for this well-deserved recognition. Please confirm with my Executive Assistant, Robin Drobiak, whether you will be able to attend.

Congratulations once again!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
BOE
Personnel File

Bylaws of the Board

Officers and Auxiliary Personnel/Organization

The Board shall, not later than one month after the date on which the newly elected members take office, elect by roll call, from its number a Chairman, Vice Chairman, and Secretary of such Board and may prescribe their duties. If such officers are not chosen after one month because of a tie vote of the members, the Selectman of the town shall choose such officers from the membership of the Board. The Chairman of the Board of Education or, in case of his/her absence or inability to act, the Vice-Chairman or the Secretary shall call a meeting of the Board and whenever he/she deems it necessary or is requested in writing to do so by three of its members. If no meeting is called within fourteen days after such request has been made, one may be called by any three members by giving the usual written notice to the other members.

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings.

Bylaw adopted by the Board: May 28, 2013
Bylaw revised by the Board: June 10, 2019

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

DRAFT
BOARD OF EDUCATION APPROVED SUB-COMMITTEES
2025-2027

Each subcommittee will appoint a chairperson at their first meeting following elections. This list will be updated to reflect the newly elected Chair for each subcommittee once they are appointed.

BUDGET/NEGOTIATIONS	POLICY
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

TRANSPORTATION	FACILITIES
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

ACADEMIC	ATHLETIC
1. Full BOE	1. _____
2. _____	2. _____
3. _____	3. _____

PUBLIC RELATIONS

1. _____
2. _____
3. _____

Board of Education Representation Roles

EASTCONN: TBD Capital Improvements Committee: TBD

Ordinance Review Committee: TBD

Town of Griswold, School Building Committee (2): TBD TBD

Killingly Reg. Ag. Education Center Consulting Committee Liaison: Mr. Richard Campbell, Jr.

GRISWOLD PUBLIC SCHOOLS CALENDAR
2026/2027

DRAFT

AUGUST				3/3
M	T	W	T	F
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER				21/24
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER				20/44
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER				17/61
M	T	W	T	F
2	3	4	5	6
9	10	11	12/	13/
16	17	18	19	20
23	24	25/	26	27
30				

DECEMBER				17/78
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23/	24	25
28	29	30	31	

JANUARY				19/97
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY				17/114
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH				21/135
M	T	W	T	F
1	2	3/	4/	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL				17/152
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY				20/172
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28/
31				

JUNE				8/180
M	T	W	T	F
	1	2	3	4
7	8	9	10/	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Calendar Break Down:
180 Student Days/8 Staff Professional Development Days – 7 Full and 2, ½ Days = 8

School Hours:
GES = 8:40 – 3:10 PM GMS, GHS, GAHS = 7:30 – 2:19 PM

August 27	First Day of School for Students
June 10/Shortened Day for Students	Last Day of School for Students

SHORTENED DAYS

November 25	Shortened Day
December 23	Shortened Day
May 28	Shortened Day

HOLIDAYS /VACATIONS - NO SCHOOL

September 7	Labor Day
October 12	Columbus Day/Indigenous People Day
November 11	Veteran's Day
November 26, 27	Thanksgiving Break
December 24 – January 1	Holiday Recess
January 18	Martin Luther King Day
February 15, 16	President's Day Recess
March 26	Good Friday
April 12 – 16	Spring Break
May 31	Memorial Day

STAFF DEVELOPMENT DAYS

August 24, 25, 26	Staff Development Days/No Students
October 9	Staff Development Day/No Students
November 3	Staff Development Day/No Students
February 12	Staff Development Day/No Students
March 5	Staff Development Day/No Students
May 28	Staff Development Day/PM
June 10	Staff Development Day/PM

CONFERENCE DATES

November 12, 13	Shortened Days for All Students
March 3, 4	Shortened Days for All Students

Snow days will be made up in this order: June 11, June 14, June 15, 16, and 17. Should we exceed five snow days by 2/1/27, the Board may consider vacation days/staff development days to be school days.

GHS Exam Shortened Days: January 19, 20, 21, 22 and June 4, 7, 8, 9. Please keep in mind that June exam dates could change and will be based on number of snow days to be made up at the end of the school year.

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Christopher Champlin, Director of Student Services

GERARD & WANDA BRUNET SCHOLARSHIP COMMITTEE

2025/2026 SCHOOL YEAR

Erin Palonen, GHS Principal

Elaine Taylor, GHS School Counseling Director

Kiley Flynn, GHS School Counselor

Andy Meislitzer, GHS Teacher

Kelsey Tobler, GHS Teacher

BOE Representative TBD

Chapter 92. School Building Committee

[HISTORY: Adopted by the Special Town Meeting of the Town of Griswold 4-20-1977. Amendments noted where applicable.]

GENERAL REFERENCES
Meetings — See Ch. **56**.

§ 92-1. Membership; appointment.

[Amended 5-24-2006 STM]
The permanent School Building Committee shall be composed of 11 members chosen in the following manner:

A. One member chosen by the Board of Selectmen.

B. One member chosen by the Board of Finance.

C. One member chosen by the Griswold Planning and Zoning Commission.

D. Two members chosen by the Board of Education.

E. Six members at large to be appointment by the Board of Selectmen.

§ 92-2. Terms of office.

A. Members chosen by boards and commissions from among their membership shall serve at the discretion of the appointing body.

B. Members at large shall have terms concurrent with the Board of Selectmen which made the appointment.

§ 92-3. Function.

The permanent School Building Committee shall function only when charged by the Board of Education.

§ 92-4. Expenditures.

The Committee shall expend only those funds authorized by the freemen for a specific charge and shall not exceed the amount appropriated.

§ 92-5. Unexpended funds.

Unexpended funds shall be returned to the general fund immediately after all bills incurred have been paid.

§ 92-6. Salaries and compensation.

A. No member of the Committee shall be authorized a salary.

B. No nonmember shall be allowed a salary for services as Secretary.

§ 92-7. Engaging of architect.

The Building Committee shall have the authority to engage an architect for the preparation of preliminary plans and schematics upon approval by a Town Meeting.

§ 92-8. Hearings.

The Building Committee shall hold at least two public hearings on the preliminary plans and specifications prior to submission of the same to a Town Meeting.

§ 92-9. Grants from state and federal agencies.

A. The Board of Education shall be empowered to make application for a construction grant with the State Department of Education or any federal agency empowered to grant funds for education.

B. The Board of Education shall be authorized to accept or reject such grants, state or federal, in the name of the Town.

§ 92-10. Clerk.

The Committee shall employ a clerk of the works qualified to supervise the construction of the facility or facilities and protect the Town.

§ 92-11. Powers and duties.

A. The responsibility of building the necessary facility to suit the intent of the charge given by the Board of Education lies solely with the Building Committee.

B. Before the submission of the final proposal to a Town Meeting, the project shall have the approval of the State Department of Education, the Griswold Board of Education and the Building Committee as per Section 10-291 of the Revised General Statutes of the State of Connecticut.

School Building Committee

all members need to be reappointed with each new BOS elected

One member chosen by the Board of Selectmen.
One member chosen by the Board of Finance.
One member chosen by the Griswold Planning and Zoning Commission.
Two members chosen by the Board of Education.
Six members at large to be appointment by the Board of Selectmen.

Update 8/28/24 (BOS term of 11/21/23-11/18/25)

Martin McKinney 8 Totem Lane Griswold, CT 06351	secondselectman@griswold-ct.org 860-367-7038 BOS member	Appointed by BOS 11/28/23
Thomas Palasky 59 Popple Bridge Road Griswold, CT 06351	tom.palasky@rogerscorporation.com 860-376-8176 BOF member	Chosen by BOF 8/20/24
Melissa Cassidy 177 Campbell Road Griswold, CT 06351	Cassidy.melissa31@gmail.com 860-861-3805 PZC member	Chosen by PZC 9/9/24
Martin Osga 134 Colonel Brown Road Griswold, CT 06351	mosga@sbcglobal.net 860-608-3006 BOE member	Chosen by BOE 8/22/24
Mary Beth Malin 11 Pequot Trail Griswold, CT 06351	mbmalin@yahoo.com 860-608-4401 BOE member	Chosen by BOE 8/22/24
James Barnie 735 Hopeville Rd. Griswold, CT 06351	jim19carolyn@outlook.com 860-334-9241 member at large	Appointed by BOS 10/11/22
Todd Babbitt 60 Cook Hill Road Griswold, CT 06351	pwd@griswold-ct.org 860-213-1522 member at large	Appointed by BOS 8/27/24
Richard Waselik 2 Annex St. Griswold, CT 06351	richardwaselik@gmail.com 860-501-6394 member at large	Appointed by BOS 8/13/24



BUDGET DEVELOPMENT FOR THE 2026-2027 SCHOOL YEAR

THE FIXED COSTS/OBLIGATED EXPENSES BUDGET

Overview and Guide

12/11/25

Introduction

The Fixed Costs/Obligated Expenses Budget represents the baseline financial plan for the school district. It includes all mandatory expenses that the district is committed to, such as:

- Contractual obligations, employment agreements and vendors
- Anticipated increases in insurance
- Essential supply costs
- Other non-negotiable financial commitments

This version serves as the foundation for budget discussions and adjustments, highlighting areas for potential cost management and future revisions. It's important to note that **this budget version is NOT a finalized copy;** adjustments, changes, and other revisions will be integrated into the recommended budget proposal.

Budget Organization

The budget for our school district is meticulously organized into five major cost centers, each representing a key area of our educational infrastructure:

1. Griswold Elementary School
2. Griswold Middle School
3. Griswold High School
4. Special Education
5. District Wide Services

Each cost center encompasses various departments, providing a detailed, line-by-line budget breakdown. This structure allows for a granular examination of financial allocations and spending patterns. In addition to detailing the current fiscal year's budget, this document includes budgeted amounts for each cost center and department for the past four fiscal cycles. This historical data offers insights into trends and informs strategic planning. Overall, this budget is comprehensive and detailed, serving as a foundational tool for financial analysis and decision-making within the district.

Essential Considerations

As we present the Fixed Costs/Obligated Expenses Budget, there are key factors to keep in mind:

1. Supply Line Fluctuations:
    - This budget iteration reflects varied adjustments in supply lines across departments:
        - Some lines show minor increases.
        - Others have notable increases due to the need to compensate for the loss of grant funding.
        - A few lines may even have decreased.
    - While we are prepared to explain these fluctuations, this guide does not detail each individual adjustment.
2. Major Adjustments Table:
    - Below, you will find a table highlighting significant budget adjustments and increases, specifying the cost center, department, page, and budget line for easy reference.
3. **Preliminary Nature of the Budget:**
    - It's crucial to understand that this document **is not a finalized, polished version of the proposed budget.**
    - The finalized proposal will be presented in the coming months after thorough review and discussion.
    - Student class sizes/teacher numbers are from this year's budget; those numbers will change.

+ INCREASE	COST CENTER	DEPARTMENT/BUDGET LINE/PAGE	Δ Change Explanation
$59,439	GES	• General Line 101--Teacher Salaries Page 14	This salary line encompasses contractual increases for all certified staff.
$33,627	GES	• Administration Line 431--Maintenance Agreements Page 18	This line item has been historically underfunded. This is closer to the true cost.
$321,332	GMS	• General Line 101--Teacher Salaries Page 31	This salary line encompasses contractual increases for all certified staff. Prior year was underfunded, teachers are now all recorded in the proper school/line item.
$355,861	GHS	• General Line 101--Teacher Salaries Page 51	This salary line encompasses contractual increases for all certified staff. Prior year was underfunded, teachers are now all recorded in the proper school/line item.
$25,281	GHS	• Family & Consumer Science Line 690--Other Supplies & Materials Page 42	CNA Bootcamp & State Certification. This item was previously paid by the State.
$285,564	Special Education	• Instruction Line 102--Teacher Salaries Page 60	This salary line encompasses contractual increases for all certified staff. Prior year was underfunded, teachers are now all recorded in the proper school/line item.

$288,945 (Net)	Special Education	• Instruction Line 112--Instructional Assistants Page 60	The prior year was underfunded. This figure is a more accurate reflection of true cost.
$81,644	Special Education	• Reimbursable Transportation Line 510--Pupil Transportation Page 68	This increase includes the 4% contractual increase.
$800,000	Special Education	• Tuition Line 560--Tuition Page 70	This significant increase comes from the increased number of outplaced students this year and their tuition as well as the prior year being underfunded.
$20,000	District Wide Services	• Curriculum Development Line 330--Other Professional Services Page 79	Edmentum is a virtual course provided, aligned with state requirements. We once had Apex, which was free and no longer.
$73,499	District Wide Services	• Board of Education Line 230--MERF Page 81	This includes an estimated 5% increase to this retirement program for non-certified staff.
$23,169	District Wide Services	• Board of Education Line 220--FICA/Medicare Page 81	This includes an increase to the FICA/medicare line to account for salary increases.
$149,341	District Wide Services	• Board of Education Line 210--Medical Insurance Page 81	This includes a recommended 19%, as provided by our Insurance Broker.
$36,829	District Wide Services	• Maintenance Line 141--Salaries	Contractual 3% increase for custodial staff.

		Page 83	
$23,914	District Wide Services	• Maintenance Line 521--Liability Insurance Page 83	This increase comes from a recommended increase provided by our insurance provider.
$20,000	District Wide Services	• Maintenance Line 613--Maintenance Supplies Page 83	This line item has been flat funded for a few years, actual expenditures have been higher than budgeted the last couple years.
$48,374	District Wide Services	• Reimbursable Transportation Line 510--Regular Page 85	This is a 4% increase to the transportation per contract.

CURRENT POLICY

P6159(a)

Instruction

Individualized Education Program/Special Education Program

The school district shall comply with all state and federal laws concerning the provision of a free appropriate public education to students with disabilities.

Referral

The school district is responsible for identifying children with disabilities and for determining whether such children are eligible for special education services.

In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30.

A parent, physician, social worker, or other outside agency may refer a student directly for special education services. During these situations the alternative strategies process may be bypassed.

Planning and Placement Team or Individualized Education Program Team

The Planning and Placement Team (PPT) for any identified student shall consist of at least the following:

1. A representative of the District other than the individual's teacher, who is qualified to provide, or supervise, the provision of special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District;

2. Not less than one special education teacher of the child, or if appropriate, not less than one special education provider of the child;

3. Not less than one regular education teacher (if the child is, or may be, participating in the regular education environment);

4. One or both of the student's parents, a surrogate parent, and/or a representative chosen by the parent;

5. The student, where appropriate;

6. For a student who is being evaluated for the first time, a member of the assessment team shall be present, and at least one of the persons present shall be knowledgeable about the assessment procedures;

7. The school paraprofessional, if any, assigned to the student, and

Instruction

Individualized Education Program/Special Education Program continued...

8. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

A PPT team member is not required to attend all or part of a PPT meeting if the parents and District agree the team member's participation is not necessary because the member's area of curriculum or related services is not being modified or discussed at the meeting.

If the PPT meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents/guardians and the District may agree to excuse the member from attending all or part of the meeting if the member submits written input to the PPT and parent prior to the meeting. Parental consent, in writing is required in either case.

If the purpose of a PPT meeting is the consideration of transition services for a student, the District shall invite the student and a representative of any other agency that is likely to be responsible for providing or paying for transition services. In the event of a meeting to review or revise the individualized education program of a child in an out-of-district or a private placement, a representative of the out-of-district or private facility shall also be invited. In addition, a representative of the outside facility shall contribute to the development of the individual educational program.

Parental Participation

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised.

Instruction

Individualized Education Program/Special Education Program continued...

Upon parental/guardian request, a member of the PPT designated by the District will meet with the parent/guardian after their child has been assessed for possible placement in special education and before the PPT meets. The sole purpose of this meeting will be to discuss the PPT process and any concerns the parent/guardian has about the students. In addition, if requested, by the parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

The Board of Education shall take steps to ensure that one or both of the child's parents are afforded the opportunity to participate in each meeting to develop, review or revise the individualized education program for that child. Every effort shall be made to schedule meetings at a mutually agreed-upon time and place. Parents/Guardians and the District may agree to conduct IEP meetings and other meetings through alternative means, such as, including but not limited to, video conferences or conference calls. Steps to ensure parental participation shall be taken in accordance with the following:

1. The District will provide parents/guardians a procedural safeguards notice, at least annually, except that a copy also shall be given, upon initial referral or parental request for evaluation, upon the first filing of a due process complaint or upon parental request advising them in writing, in their dominant language, of their rights with respect to the provision of a free appropriate education for children with disabilities.

2. The District will place a current copy of the Procedural Safeguards notice on the District Website.

3. Written prior notice to the parents/guardian of a child for which the District is proposing or refusing to initiate or change the identification, evaluation or educational placement of the child, shall also specify the purpose, time and location of the meeting and who has been invited.

4. If neither parent can attend, reasonable efforts shall be made to secure parental participation by other means such as conference calls or home visits.

5. A meeting may be conducted without a parent in attendance if the Board of Education is unable to secure parental attendance. In this event, the Board of Education shall have a detailed record of its attempts to arrange parent participation.

6. The Board of Education shall take any and all actions necessary to ensure that the parents understand the proceedings at the meeting. This shall include, but not be limited to, providing an interpreter for the parents who are in need of such services.

7. A full written explanation of all due process procedures available to parents shall be provided upon parental request unless as specified in #1 above.

8. The parent/guardian of a child with a disability may elect to receive notices under IDEA by electronic mail, if the District makes such an option available.

Instruction

Individualized Education Program/Special Education Program continued...

Planning and Placement Team Description

The Planning and Placement Team is required to convene in the following situations:

1. to develop an evaluation plan for a student referred for eligibility determination, as well as for students already identified but requiring further evaluation;

2. to review the results of the evaluations and to identify the student as disabled, if indicated;

3. to develop an individualized educational program (IEP), based upon evaluation results and to determine the proper placement;

4. to review the special education program for a child periodically, but not less frequently than annually or more frequently if deemed necessary and to make the necessary IEP modifications, adjustments or program changes. Parent/guardians and the District may agree not to convene a PPT meeting for the purpose of making such changes and instead may develop a written document to modify the child's current I.E.P.

5. to exit a student from special education and/or related services, if evaluation results warrant.

Evaluations

Each child who has been referred and who may require special education and related services shall be evaluated in order to determine whether special education is required. Each child receiving special education and related services shall be re-evaluated in accordance with IDEA procedures if the District determines that the education or related service needs including improved academic achievement and functional performance of the child warrant a reevaluation. In addition, a re-evaluation shall be conducted upon the request of the parent or personnel working with the child. A reevaluation shall occur not more frequently than once a year unless the parent and district agrees otherwise, and at least once every three years, unless parent/guardian and District agree that a reevaluation is unnecessary.

A complete evaluation study shall be conducted for each child referred who may require special education and related services. The evaluation study shall include reports concerning the child's educational progress, structured observation, and such psychological, medical, developmental and social evaluations as may be appropriate in determining the nature and scope of the child's exceptionality. Such reports may include information concerning the child's physical condition, socio-cultural background and adaptive behavior in home and in school. All sources of information shall be documented. If the child is dominant in a language other than English, the evaluation study shall also include systematic teacher observation of the specific areas of concern. Detailed information about the child's performance at home and in the community and any prescriptive or diagnostic teaching which has taken place shall be included.

The evaluation procedures, instruments and techniques shall be non-discriminatory and be validated for the specific purpose for which they have been designed. All such evaluation procedures, instruments, and techniques shall be administered by appropriately certified and/or licensed personnel in accordance with procedures recommended by the test publisher.

Instruction

Individualized Education Program/Special Education Program continued...

1. All evaluation procedures, instruments and techniques shall be administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is not feasible to so provide or administer.

2. More than one evaluation measure or assessment shall be used as the basis for placement. The results of standardized or local tests of ability, aptitude, affect, achievement and aspiration shall not be exclusively used as the basis for placement.

3. Tests shall be selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (except where those skills are the factors which the test purports to measure.)

4. Evaluation procedures, instruments and techniques shall include those designed to assess specific areas of educational need and, where appropriate, language dominance, and shall not be limited to those which are designed to provide a general intelligence quotient.

5. In making a determination of eligibility, a child shall not be determined to be a child with a disability if the dominant factor for such determination is the lack of appropriate instruction in reading, including the essential components of reading instruction and/or math and/or limited English proficiency or a student's disciplinary actions or record. Further, the District is not required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation or mathematical reasoning.

6. In determining whether a child has a specific learning disability, the District may use a process that determines if the child responds to scientific research based intervention, as part of the evaluation procedures.

Independent Evaluation

Parents have the right to obtain an independent evaluation, conducted by an appropriately certified and/or licensed examiner who is not employed by the responsible Board of Education, of their child. The PPT shall provide to parents, on request, information about where an independent evaluation may be obtained.

Parents have the right to an independent evaluation at public expense if the parents disagree with an evaluation obtained by the Board of Education. However, the Board of Education may initiate a due process hearing, to be conducted by the State Department of Education, to show that its evaluation is appropriate. If there is a determination by the State Department of Education Hearing Officer that the evaluation of the school district was appropriate, the parents still have the right to an independent evaluation, but not at public expense. For purposes of this policy, "at public expense" means that the evaluation is provided at no cost to the parents.

Instruction

Individualized Education Program/Special Education Program continued...

If the parents obtain an independent evaluation at private expense, the results of the evaluation must be considered by the PPT in any decision concerning the provision of a free appropriate public education to the child and may be presented as evidence at a due process hearing conducted pursuant to the State Department of Education.

Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria, which the school district uses when it initiates an evaluation.

Individualized Education Program (IEP)

The individualized education program shall be based upon the diagnostic findings of the evaluation study. The Planning and Placement Team shall base recommendations for any changes in a child's individualized education program upon the child's current individualized education program and any information relating to the child's current educational performance.

Each Planning and Placement Team shall develop, or revise, whichever is appropriate, the individualized education program for each child requiring special education and related services prior to the beginning of each school year. In the case of a student enrolled after the last day of the previous school year, this process shall be completed by October first of the school year.

The individualized education program shall be a written statement developed by the PPT which shall include the following:

1. A statement of the child's present levels of academic achievement and functional performance, including, where appropriate, academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self-help skills;

2. A statement of annual educational goals for the school year "reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances," under the child's individualized educational program;

3. A statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be available on the progress the child is making toward meeting the annual goals. (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) The

child's educational program must be appropriately ambitious in light of his/her circumstances and provide the opportunity to meet challenging objectives.

4. A statement of short-term instructional objectives for students with disabilities who take alternative assessments aligned to alternative achievement standards; (Benchmarks or short term objectives in addition to annual goals are not required for all other students with disabilities.)

Instruction

Individualized Education Program/Special Education Program continued...

5. A statement of specific educational services needed by the child, including a description of special education, related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, which are needed to meet the needs of the child. Such description shall include the type of transportation necessary and a statement of the recommended instructional settings;

6. The date when those services will begin and length of time the services will be given with the length of the school day and school year needed to meet the child's special education needs, including criteria to determine when services will no longer be needed; and

7. For each student, who is at least fourteen years of age, and diagnosed with autism spectrum disorder, beginning not later than the date on which the first IEP takes effect, a statement of transition service needs which shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and where appropriate, independent living skills. In addition, the statement of transition needs shall include the transition services, including courses of study, needed to assist a child in reaching those goals. Such IEP shall be updated annually.

8. A description of the extent to which the child will be involved in and make progress in the general education curriculum defined as the same curricula for nondisabled children. This shall include a description of how the regular education program will be modified to meet the child's needs;

9. A list of the individuals who shall implement the individualized program; and

10. In the case of a residential placement, whether such placement is being recommended because of the need for services other than educational services.

11. If it is determined that the child will take an alternate assessment on a State or District assessment of student achievement, the IEP must contain in a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

12. Beginning not later than the first IEP to be in effect when the child is sixteen (16) and updated annually thereafter, a statement of appropriate, measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills and the transition services needed to assist the child in reaching those goals.

13. Beginning not later than one year before the student reaches the age of majority (18), a statement informing the student of his/her rights under IDEA.

14. For a child identified as deaf or hearing impaired, the IEP which includes a language and communications plan shall address:

(i) the child's primary language or mode of communication;

(ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;

(iii) educational options available to the child;

Instruction

Individualized Education Program/Special Education Program continued...

(iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;

(v) the accessibility of academic instruction, school services and extracurricular activities to the child;

(vi) Assistive devices and services for the child; and

(vii) Communication and physical environment accommodations for the child.

and

(viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

The school district shall use a standardized individualized education program form that shall be subject to the approval of the State Board of Education.

Timelines

Special education and related services shall be provided as soon as possible after the planning and placement team meeting held to review, revise or develop the child's individualized education program, but in any event not later than the following timelines.

In the case of a referral made during the academic year, the timelines shall be as follows:

1. The individualized education program shall be implemented within forty-five school days of referral or notice, exclusive of the time required to obtain parental consent.

2. In the case of a child whose individualized education program calls for out-of-district or private placement, the individualized education program shall be implemented within sixty school days of referral or notice, exclusive of the time required to obtain parental consent. If difficulty of placement is such as to occasion a delay beyond this period, the Board of Education shall submit to the State Board of Education written documentation of its efforts to obtain placement in a timely manner.

3. Where necessary, parental consent shall be given within ten school days of the date of notice, or, where appropriate, of the date of the Planning and Placement Team meeting in which the parents participated.

4. A full copy of the individualized education program shall be sent to the parents within five school days after the Planning and Placement Team meeting to develop, review or revise the individualized education program.

In the case of a referral made in between school years, the effective date of the referral may be deemed to be the first school day of the next school year.

Instruction

Individualized Education Program/Special Education Program continued...

Placement

Educational placements are made in accordance with the requirements set forth in the IEP of each child requiring special education and related services. The least restrictive environment is considered for each student based on the IEP. In selecting the least restrictive environment, consideration is given to any potentially harmful effect on the child or on the quality of services the child needs. To the maximum extent appropriate, students with disabilities, including children in public or private instructions or other care facilities, are educated with their peers in regular education environments.

Special classes, separate schooling, or other removal of disabled children from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Each child with disabilities shall participate to the maximum extent appropriate with non-disabled age appropriate peers in non-academic and extra-curricular services and activities, including meals and recess periods.

Interpreting evaluation date and in making placement decision, the PPT shall:

1. Draw upon information from a variety of sources, including attitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;

2. Ensure information obtained from all of these sources is documented and carefully considered;

3. Ensure that the placement decision is made by a group of persons including person's knowledge about the child, the meaning of the evaluation data, and the placement options; and

4. Make the placement decision in conformity with the least restrictive environment considerations.

When the PPT meeting makes the determination of which placement is most appropriate to deliver education in the least restrictive environment, a continuum of services shall be used to guide the placement selection. This is done at no cost to the parents of the child. This continuum shall consider programs ranging from regular education programs with students who are not disabled to special education programs with students who are the most severely disabled. The PPT shall also consider homebound placements, hospitalized instruction, diagnostic placements and private school placements where such placements are considered necessary by the PPT in order for a student to receive a free appropriate public education.

Instruction

Individualized Education Program/Special Education Program continued...

Notice

The PPT shall notify parents of students requiring special education and related services five days before proposing to, or refusing to, initiate or change the child's identification, evaluation or placement. Written notice shall be sent to the parents no later than five days after date of referral. In addition, written parental consent shall be obtained prior to pre-placement evaluation, initial placement or private placement of a child who requires or may require special education and related services. If the student is considered an emancipated minor or eighteen years of age or older, such notification shall be to the student.

The notice shall include the following information:

1. The reason of the notice. In the event of a referral, the notice shall include the source and date of the referral;

2. A description of the general evaluation procedure to be used;

3. A statement of parental rights to review and obtain copies of all records used as a basis for the referral, to be fully informed of all evaluation results, and to obtain an independent educational evaluation as part of the evaluation process; and

4. A full explanation of all due process procedures available to parents, upon initial referral or parental request for evaluation, upon the first filing of a due process complaint or upon parental request.

Where parental consent is required, notice shall include the above requirements and the following information:

1. A statement of parental rights to refuse consent and that, if consent is given, it may be revoked at any time;

2. A statement that parental failure to respond, within ten school days from the date of the notice, shall be construed as refusal of consent; and

3. A statement that, if contested, the child's current educational placement will not change until due process procedures have been completed.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child identified as requiring special education.

Legal Reference: Connecticut General Statutes

A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by June Special Session PA 15-5, Section 277, PA 19-49, PA 21-46, PA 21-144 and PA 23-137))

10-76g State aid for special education.

Instruction

Individualized Education Program/Special Education Program continued...

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76h Special education hearing and review procedure.\

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

PA 12-173 An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.

Policy adopted: January 27, 2020
Policy revised: April 5, 2021
Policy revised: October 26, 2023

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

PROPOSED NEW POLICY & REGULATION

P6159(a)

A mandated policy to consider.

Instruction

Individualized Education Program

Individualized Education Programs (IEPs) are essential foundations for providing effective, high-quality special education services. The Board requires that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family.

A parent of a child, the State Department of Education, or other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Once the district receives a written referral for special education evaluation, it has 45 school days to complete an initial evaluation. The 45-school-day timeline encompasses the entire eligibility determination process, including reviewing the referral, obtaining written parental consent for evaluation, conducting a comprehensive evaluation, determining eligibility, obtaining written parental consent for the provision of special education services, and implementing an IEP if the student is found eligible. The district will conduct a full and individual evaluation that consists of procedures to determine if the child is a child with a disability under 34 C.F.R. §300.301. Further, the evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needed, whether or not commonly linked to the disability category in which the child has been classified. Assessments for disabled children who are transfer students shall be coordinated expeditiously between the sending or receiving district.

The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) through the end of the school year during which they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.

In situations in which a student's IEP requires an out-of-district or private placement, the timeline for implementing an IEP must occur within 60 school days of the PPT referral (not including the time it takes to obtain written parental consent).

Instruction

Individualized Education Program (IEP) (continued)

Any individualized education program (IEP) developed for a student with disabilities shall specify whether the student shall achieve the District's adopted content standards or whether the student shall achieve individualized standards that would indicate the student has met the requirements of his or her IEP. When a child is identified as requiring special education, the district will provide parents/guardians with information and resources from the State Department of Education relating to IEPs.

Information Provided to Parents Regarding Special Education

At the first PPT, when a child receiving special education services reaches 14, the district shall provide information to the child and parent/guardian regarding the full range of decision-making supports, including alternatives to guardianship and conservatorship and the plain-language online resources developed by CSDE regarding decision-making options available when the student reaches 18.

In addition, information that must be provided to parents/guardians at each PPT meeting shall include plain-language resources developed by CSDE regarding the hearing and appeals process, information regarding free and low-cost legal assistance, and The Parent's Guide to Special Education in Connecticut by CSDE. The district shall annually provide the Guide and rights and resources available to children receiving special education services at the beginning of the school year.

At the beginning of each school year, the district shall provide an informational handout developed by CSDE that explains what it means to have an IEP or Section 504 plan.

Upon request from a parent/guardian, or when there is an apparent need, the district shall provide interpreters and translated documents for students and parents, including translated copies of a child's IEP and any related documents.

The interpreter may be present in person, available by phone, or through an online platform, an Internet website, or other electronic application approved by the State Board of Education.

A parent/guardian of the Board may request mediation through the Mediation Services Coordinator at any time for any matter related to the provision of special education for a child, including, but not limited to, the identification, evaluation, educational placement, or implementation of an IEP. Upon receipt of a request for mediation, the Mediation Services Coordinator shall provide notification to the parties and invite them to participate in voluntary mediation.

Instruction

Individualized Education Program (IEP) (continued)

Planning and Placement Team or Individualized Education Program Team

The term "Planning and Placement Team" means a group of individuals composed of -

(i) the parents of a child with a disability
(ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
(iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
(iv) a representative of the local educational agency who -
  (I) is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
  (II) is knowledgeable about the general education curriculum; and
  (III) is knowledgeable about the availability of resources of the local educational agency;
(v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
(vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
(vii) the school paraprofessional, if any, assigned to such child, and
(viii) whenever appropriate, the child with a disability.

NOTE: A Planning and Placement Team (PPT) member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the Planning and Placement Team (PPT) prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language, knowledgeable about the process of second-language acquisition, and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

Instruction

Individualized Education Program (IEP) (continued)

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment based on such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days' prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed, or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed, or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in determining a student's eligibility for special education at least three (3) school days before the referral PPT meeting, at which such results will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) ***General.*** The IEP for each child must include -

(1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, and state assessments and classroom-based observations, including -

(i) How the child's disability affects the child's involvement and progress in the general education curriculum; or

Instruction

Individualized Education Program (IEP) (continued)

(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

(2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to –

(i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
(ii) Meeting each of the child's other educational needs that result from the child's disability; and
(iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

(iv) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The Planning and Placement Team (PPT) may only recommend appropriate accommodation or use of alternate assessment but may not exempt students with disabilities from the state assessment.

(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child -

(i) To advance appropriately toward attaining the annual goals;
(ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
(iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.

(4) A school must offer an IEP that is "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." The child's educational program must be appropriately ambitious considering his/her circumstances, and every child should have the chance to meet challenging objectives. The Planning and Placement Team, in determining whether an IEP is reasonably calculated to enable a child to make progress, should consider the child's:

Instruction

Individualized Education Program (continued)

Alternate Assessments (continued)

- Previous rate or academic growth,
- Progress towards achieving or exceeding grade-level proficiency,
- Behaviors, if any, interfering with the child's progress, and
- Parent's input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, "Any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

(5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

(6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed for the child to participate in the assessment; and

(7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

(8) A statement of

(i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and

(ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of

(A) Their child's progress toward the annual goals; and

(B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

(9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

Instruction

Individualized Education Program(IEP) (continued)

(b) ***Transition services.***

The district shall designate a transition coordinator who is responsible for the following:

- Complete a prescribed training program within three years of when the training program commences or within one year of being appointed transition coordinator if appointed after the training program commences;
- Ensure parents receive information about transition resources, services, or public transition programs and know the eligibility requirements and application details; and
- The transition coordinator may be the director of student personnel or another school district employee.

(1) Beginning in the 2024-25 School year, the Board of Education shall distribute a notice of a link to an online listing of transitional resources, transitional services, and public transition programs provided by the Statewide Transition Services Coordinator. This shall be distributed to parents/guardians of children receiving special education services in grades six through 12 at a PPT meeting.

(2) At the first PPT meeting after the student turns 14, the Team will provide a listing to the parent/guardian of each public transition and adult education program for which the student may be eligible after graduation. Upon parent/guardian approval, an identified certified professional member of the PPT will notify the state agency that provides such a program about potential eligibility.

(3) By the PPT meeting, which occurs approximately two years prior to the student's anticipated exit from the district, upon parent/guardian approval, a certified professional member of the PPT shall notify any state agency that provides an adult program for which the student may be eligible about the potential eligibility, invite an agency representative to attend the PPT, and permit and facilitate contract and coordination between the agency and parent. An identified certified professional member of the PPT will assist the parent/guardian in completing an application to any such program.

(4) The IEP must include

(i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.

Instruction

Individualized Education Program~~/Special Education Program~~ (IEP) (continued)

(b) ***Transition services.*** (continued)

(ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.

(5) If the Planning and Placement Team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title, if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

(d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEPs for students with disabilities convicted as adults and incarcerated in adult prisons are contained in §612(a)(5)A.

(e) ***Students with disabilities identified as deaf or hearing impaired.*** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan that shall address;

(i) the child's primary language or mode of communication;

(ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;

(iii) educational options available to the child;

(iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;

(v) the accessibility of academic instruction, school services and extracurricular activities to the child;

(vi) Assistive devices and services for the child;

(vii) Communication and physical environment accommodations for the child; and

(viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Instruction

Individualized Education Program (continued)

(f) ***Students who are children of a member of the armed forces***

If, after the start of a school year, a child of a member of the armed forces:

1. enrolls in a school under the jurisdiction of a local or regional Board of Education, as a result of such member having received military orders directing such member to the state or any other documents from the armed forces indicating the transfer of such member to the state, and
2. such child enrolls with an individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 from such child's prior school.

The Board shall take necessary steps, including, but not limited to, the transfer of any records and prior evaluations, the performance of any reevaluations and, not later than thirty school days after such child's enrollment, the holding of any planning and placement team meeting or meeting to establish a plan pursuant to Section 504 of the Rehabilitation Act of 1973 for such child, to ensure a minimally disruptive transition to the provision of comparable services.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Districts receiving out-of-district students requiring special education shall:

a) hold the planning and placement team meeting for each out-of-district student who requires special education and related services and invite representatives from the sending district to participate in such meeting, and

b) ensure that such students receive the services mandated by the student's individualized education program whether such services are provided by the sending district or the receiving district.

Instruction

Individualized Education Program (IEP) (continued)

Transfers (continued)

Furthermore, in the case of a student with a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, the receiving district shall:

a) ensure that such student receives the services mandated by the student's plan, and
b) pay for the costs of providing such services to such student.

If the Board of Education receives an out-of-district placement of a student who receives special education services, through an agreement or contract with a sending local or regional board of education pursuant to subsection (d) of section 10-76d of the general statutes or section 10-91j, as amended by PA 25-67, the Board shall not transfer such student to any other school or facility unless:

1. upon initiation of the sending local or regional Board of Education or upon the request of a parent or guardian of such student, or such student if such student is eighteen years of age or older or an emancipated minor, such sending local or regional Board of Education holds a planning and placement team meeting for the purpose of determining the appropriateness of such transfer, and
2. the planning and placement team determines that such transfer is more appropriate for the educational needs of such student than the current out-of-district placement.

A representative of the Board of Education shall be invited to attend and participate in such planning and placement team meeting but may not request that such planning and placement team meeting be held.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Instruction

Individualized Education Program (IEP) (continued)

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Sec. 277 and PA 19-49 and PA 21-46 and PA 21-144 and PA 23-137)

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

10-76q Special education at technical education and career schools (as amended by PA 21-144)

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)
A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

Instruction

Individualized Education Program (continued)

Legal References: (continued)

Public Act 23-137 An Act Concerning Resources and Support Services for Persons With an Intellectual or Developmental Disability Sections 26-27, 30-31, 32-37, 39, 45, 47, 51, 52

P.A 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 10)

P.A 25-143 An Act Implementing the Recommendations of the Office of Early Childhood, Department of Education and the Technical Education and Career System and Concerning the Administration of Epinephrine and Glucagon. (Section 10)

Public Act No. 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of Veterans and Members of the Armed Forces in Connecticut (Section 7)

Policy adopted:
rev 9/23
rev 2/24
rev 7/25

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Regulation to consider.

Instruction

Individualized Education Program

The school district shall comply with all state and federal laws concerning the provision of a free appropriate public education to students with disabilities.

Referral

In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.

All students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the student turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, the school year is defined as July 1 through June 30.

Prior to referring a student for special education, the pre-referral process should be completed. This process ensures that strategies in the regular education classroom have been developed, implemented, and evaluated. If it is determined that the alternative strategies have been attempted and that significant progress towards meeting the student's identified needs has not been made, then the student shall be referred to the Planning and Placement Team to determine whether special education services are necessary.

Each child who has been suspended repeatedly or whose behavior, attendance, or progress in school is considered unsatisfactory or at a marginal level of acceptance and has reviewed academic and/or behavioral support shall be referred to the Planning and Placement Team for consideration of eligibility for special education services.

A parent, physician, social worker, or other outside agency may refer a student directly for special education services. During these situations, the alternative strategies process may be bypassed.

Planning and Placement Team or Individualized Education Program Team

The Planning and Placement Team (PPT) for any identified student shall consist of at least the following:

1. A representative of the District other than the individual's teacher, who is qualified to provide, or supervise, the provision of special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District;

2. Not less than one special education teacher of the child, or if appropriate, not less than one special education provider of the child;

Instruction

Individualized Education Program

Planning and Placement Team or Individualized Education Program Team (continued)

3. Not less than one regular education teacher (if the child is, or may be, participating in the regular education environment);

4. One or both student's parents, a surrogate parent, and/or a representative chosen by the parent;

5. The student, where appropriate;

6. For a student who is being evaluated for the first time, a member of the assessment team shall be present, and at least one of the persons present shall be knowledgeable about the assessment procedures;

7. The school paraprofessional, if any, assigned to the student, and

8. At the discretion of the parent or the agency, other individuals with knowledge or special expertise regarding the child, including related services personnel as appropriate.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement.

Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

A Planning and Placement Team member is not required to attend all or part of a PPT meeting if the parents and District agree the team member's participation is not necessary because the member's area of curriculum or related services is not being modified or discussed at the meeting.

If the PPT meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents/guardians and the District may agree to excuse the member from attending all or part of the meeting if the member submits written input to the PPT and parent prior to the meeting. Parental consent, in writing, is required in either case.

Instruction

Individualized Education Program

Planning and Placement Team (continued)

Transition Services

The district shall designate a transition coordinator who is responsible for the following:

- Complete a prescribed training program within three years of when the training program commences or within one year of being appointed transition coordinator if appointed after the training program commences.
- Ensure parents receive information about transition resources, services, or public transition programs and know the eligibility requirements and application details.
- The transition coordinator may be the director of student personnel or another school district employee.
- Beginning in the 2024-25 School year, the district will distribute a notice of a link to an online listing of transitional resources, services, and public transitional programs provided by the Statewide Transition Services Coordinator. At a PPT meeting, this shall be distributed to parents/guardians of children receiving special education services in grades six through 12.
- At the first PPT meeting after the student turns 14, the Team will provide a listing to the parents/guardians of each public transition and adult education program for which the student may be eligible after graduation. Upon parent/guardian approval, an identified certified professional member of the PPT will notify the state agency that provides such a program about the potential eligibility.
- By the PPT meeting, which occurs approximately two years prior to the student's anticipated exit from the district, upon parent/guardian approval, a certified professional member of the PPT will notify any state agency that provides an adult program for which the student may be eligible about the potential eligibility, invite an agency representative to attend the PPT, and permit and facilitate contact and coordination between the agency and parent. An identified certified professional member of the PPT will assist the parent/guardian in completing an application to any such program.

(Certified professional refers to "certified teacher," which includes a teacher, school psychologist, social worker, or other members of the support staff holding CSDE certification.)

In the event of a meeting to review or revise the individualized education program of a child in an out-of-district or private placement, a representative of the out-of-district or private facility shall also be invited. In addition, a representative of the outside facility shall contribute to the development of the individual educational program.

Instruction

Individualized Education Program

Planning and Placement Team or Individualized Education Program Team (continued)

Parental Participation

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised.

Upon parental/guardian request, a member of the PPT designated by the District will meet with the parent/guardian after their child has been assessed for possible placement in special education and before the PPT meets. The sole purpose of this meeting will be to discuss the PPT process and any concerns the parent/guardian has about the students. In addition, if requested, by the parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

The Board of Education shall take steps to ensure that one or both of the child's parents are afforded the opportunity to participate in each meeting to develop, review or revise the individualized education program for that child. Every effort shall be made to schedule meetings at a mutually agreed-upon time and place. Parents/Guardians and the District may agree to conduct IEP meetings and other meetings through alternative means, such as, including but not limited to, video conferences or conference calls. Steps to ensure parental participation shall be taken in accordance with the following:

1. At the first PPT meeting after a child receiving services reaches age 14, the District will provide information to the child and parent about the full range of decision-making supports, including alternatives to guardianship and conservatorship and the plain-language online resources developed by CSDE regarding decision-making options once the student is 18 years of age.
2. The District will provide interpreters and translated documents for students and parents when necessary or upon request. This includes translated copies of a child's IEP and any related documents. The interpreter may be present in person or available by telephone or through an online technology platform, an Internet website, or other electronic application approved by the State Board of Education.

Instruction

Individualized Education Program

Parental Participation (continued)

3. The District will provide parents/guardians with plain-language resources developed by CSDE regarding the hearing and appeals process, information regarding free and low-cost legal assistance, and the Parent's Guide to Special Education in Connecticut developed by CSDE.
4. At the beginning of each year, the District will provide the student with a handout developed by CSDE explaining what it means to have an IEP or Section 504.
5. The District will provide annually, at the beginning of the school year, the Parent's Guide to Special Education and the rights and resources available to children receiving special education services.
6. The District will inform parents/guardians that the Board or the parent may request mediation through the State's Mediation Services Coordinator at any time for any matter related to the provision of special education for a child, including, but not limited to, the identification, evaluation, educational placement, or implementation of an IEP.
7. The District will provide parents/guardians a procedural safeguards notice, at least annually, except that a copy also shall be given, upon initial referral or parental request for evaluation, upon the first filing of a due process complaint or upon parental request advising them in writing, in their dominant language, of their rights with respect to the provision of a free appropriate education for children with disabilities.
8. The District will place a current copy of the Procedural Safeguards notice on the District Website.
9. Written prior notice to the parents/guardian of a child for which the District is proposing or refusing to initiate or change the identification, evaluation or educational placement of the child, shall also specify the purpose, time and location of the meeting and who has been invited.
10. If neither parent can attend, reasonable efforts shall be made to secure parental participation by other means such as conference calls or home visits.
11. A meeting may be conducted without a parent in attendance if the Board of Education is unable to secure parental attendance. In this event, the Board of Education shall have a detailed record of its attempts to arrange parent participation.
12. The parent/guardian of a child with a disability may elect to receive notices under IDEA by electronic mail, if the District makes such an option available.

Instruction

Individualized Education Program (continued)

Planning and Placement Team Description

The Planning and Placement Team is required to convene in the following situations:

1. to develop an evaluation plan for a student referred for eligibility determination, as well as for students already identified but requiring further evaluation;
2. to review the results of the evaluations and to identify the student as disabled, if indicated;
3. to develop an individualized educational program (IEP), based upon evaluation results and to determine the proper placement;
4. to review the special education program for a child periodically, but not less frequently than annually or more frequently if deemed necessary and to make the necessary IEP modifications, adjustments, or program changes. Parents/guardians and the District may agree not to convene a PPT meeting for the purpose of making such changes and instead may develop a written document to modify the child's current I.E.P.
5. to exit a student from special education and/or related services, if evaluation results warrant.

Evaluations

Each child who has been referred and who may require special education, and related services shall be evaluated in order to determine whether special education is required. Each child receiving special education and related services shall be re-evaluated in accordance with IDEA procedures if the District determines that the education or related service needs including improved academic achievement and functional performance of the child warrant a reevaluation. In addition, a re-evaluation shall be conducted upon the request of the parent or personnel working with the child. A reevaluation shall occur not more frequently than once a year unless the parent and district agrees otherwise, and at least once every three years, unless parent/guardian and District agree that a reevaluation is unnecessary.

A complete evaluation study shall be conducted for each child referred who may require special education and related services. The evaluation study shall include reports concerning the child's educational progress, structured observation, and such psychological, medical, developmental and social evaluations as may be appropriate in determining the nature and scope of the child's exceptionality. Such reports may include information concerning the child's physical condition, socio-cultural background and adaptive behavior in home and in school. All sources of information shall be documented. If the child is dominant in a language other than English, the evaluation study shall also include systematic teacher observation of the specific areas of concern. Detailed information about the child's performance at home and in the community and any prescriptive or diagnostic teaching which has taken place shall be included.

Instruction

Individualized Education Program (continued)

Evaluations (continued)

The evaluation procedures, instruments, and techniques shall be non-discriminatory and be validated for the specific purpose for which they have been designed. All such evaluation procedures, instruments, and techniques shall be administered by appropriately certified and/or licensed personnel in accordance with procedures recommended by the test publisher.

1. All evaluation procedures, instruments, and techniques shall be administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to provide or administer.
2. More than one evaluation measure or assessment shall be used as the basis for placement. The results of standardized or local tests of ability, aptitude, affect, achievement, and aspiration shall not be exclusively used as the basis for placement.
3. Tests shall be selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (except where those skills are the factors which the test purports to measure.)
4. Evaluation procedures, instruments and techniques shall include those designed to assess specific areas of educational need and, where appropriate, language dominance, and shall not be limited to those which are designed to provide a general intelligence quotient.
5. In making a determination of eligibility, a child shall not be determined to be a child with a disability if the dominant factor for such determination is the lack of appropriate instruction in reading, including the essential components of reading instruction and/or math and/or limited English proficiency or a student's disciplinary actions or record. Further, the District is not required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning.
6. In determining whether a child has a specific learning disability, the District may use a process that determines if the child responds to scientific research-based intervention, as part of the evaluation procedures.

Instruction

Individualized Education Program (continued)

Independent Evaluation

Parents have the right to obtain an independent evaluation, conducted by an appropriately certified and/or licensed examiner who is not employed by the responsible Board of Education, of their child. The PPT shall provide to parents, on request, information about where an independent evaluation may be obtained.

Parents have the right to an independent evaluation at public expense if the parents disagree with an evaluation obtained by the Board of Education. However, the Board of Education may initiate a due process hearing, to be conducted by the State Department of Education, to show that its evaluation is appropriate. If there is a determination by the State Department of Education Hearing Officer that the evaluation of the school district was appropriate, the parents still have the right to an independent evaluation, but not at public expense. For purposes of this policy, "at public expense" means that the evaluation is provided at no cost to the parents.

If the parents obtain an independent evaluation at private expense, the results of the evaluation must be considered by the PPT in any decision concerning the provision of a free appropriate public education to the child and may be presented as evidence at a due process hearing conducted pursuant to the State Department of Education.

Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria which the school district uses when it initiates an evaluation.

Individualized Education Program (IEP)

The individualized education program shall be based upon the diagnostic findings of the evaluation study. The Planning and Placement Team shall base recommendations for any changes in a child's individualized education program upon the child's current individualized education program and any information relating to the child's current educational performance.

Each Planning and Placement Team shall develop, or revise, whichever is appropriate, the individualized education program for each child requiring special education and related services prior to the beginning of each school year. In the case of a student enrolled after the last day of the previous school year, this process shall be completed by October first of the school year.

Instruction

Individualized Education Program (continued)

Individualized Education Program (IEP) (continued)

The individualized education program shall be a written statement developed by the PPT which shall include the following:

1. A statement of the child's present levels of academic achievement and functional performance, including, where appropriate, academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills, and self-help skills;
2. A statement of annual educational goals for the school year "reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances," under the child's individualized educational program;
3. A statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be available on the progress the child is making toward meeting the annual goals. (such as using quarterly or other periodic reports, concurrent with the issuance of report cards) The child's educational program must be appropriately ambitious, considering his/her circumstances, and provide the opportunity to meet challenging objectives.
4. A statement of short-term instructional objectives for students with disabilities who take alternative assessments aligned to alternative achievement standards; (Benchmarks or short-term objectives in addition to annual goals are not required for all other students with disabilities.)
5. A statement of specific educational services needed by the child, including a description of special education, related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, which are needed to meet the needs of the child. Such description shall include the type of transportation necessary and a statement of the recommended instructional settings;
6. The date when those services will begin and length of time the services will be given, with the length of the school day and school year needed to meet the child's special education needs, including criteria to determine when services will no longer be needed;
7. A description of the extent to which the child will be involved in and make progress in the general education curriculum, defined as the same curricula for nondisabled children. This shall include a description of how the regular education program will be modified to meet the child's needs;
8. A list of the individuals who shall implement the individualized program; and
9. In the case of a residential placement, whether such placement is being recommended because of the need for services other than educational services.

Instruction

Individualized Education Program (IEP)

Individualized Education Program (IEP) (continued)

10. If it is determined that the child will take an alternate assessment on a State or District assessment of student achievement, the IEP must contain a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

11. Beginning not later than one year before the student reaches the age of majority (18), a statement informing the student of his/her rights under IDEA.

12. For a child identified as hearing impaired, the IEP, which includes a language and communications plan, shall address:

    (i) the child's primary language or mode of communication;

    (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;

    (iii) educational options available to the child;

    (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;

    (v) the accessibility of academic instruction, school services and extracurricular activities to the child;

    (vi) Assistive devices and services for the child; and

    (vii) Communication and physical environment accommodations for the child.

The school district shall use a standardized individualized education program form that shall be subject to the approval of the State Board of Education.

Timelines

Special education and related services shall be provided as soon as possible after the planning and placement team meeting held to review, revise or develop the child's individualized education program, but in any event not later than the following timelines.

In the case of a referral made during the academic year, the timelines shall be as follows:

1. The individualized education program shall be implemented within forty-five school days of referral or notice, exclusive of the time required to obtain parental consent.

Instruction

Individualized Education Program

Timelines (continued)

2. In the case of a child whose individualized education program calls for out-of-district or private placement, the individualized education program shall be implemented within sixty school days of referral or notice, exclusive of the time required to obtain parental consent. If difficulty of placement is such as to occasion a delay beyond this period, the Board of Education shall submit to the State Board of Education written documentation of its efforts to obtain placement in a timely manner.

3. Where necessary, parental consent shall be given within ten school days of the date of notice, or, where appropriate, of the date of the Planning and Placement Team meeting in which the parents participated.

4. A full copy of the individualized education program shall be sent to the parents within five school days after the Planning and Placement Team meeting to develop, review or revise the individualized education program.

In the case of a referral made between school years, the effective date of the referral may be deemed to be the first school day of the next school year.

Placement

Educational placements are made in accordance with the requirements set forth in the IEP of each child requiring special education and related services. The least restrictive environment is considered for each student based on the IEP. In selecting the least restrictive environment, consideration is given to any potentially harmful effect on the child or on the quality of services the child needs. To the maximum extent appropriate, students with disabilities, including children in public or private instructions or other care facilities, are educated with their peers in regular education environments.

Special classes, separate schooling, or other removal of disabled children from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Each child with disabilities shall participate to the maximum extent appropriate with non-disabled age-appropriate peers in non-academic and extra-curricular services and activities, including meals and recess periods.

Interpreting evaluation date and in making placement decisions, the PPT shall:

1. Draw upon information from a variety of sources, including attitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;

Instruction

Individualized Education Program

Placement (continued)

2. Ensure information obtained from all these sources is documented and carefully considered;

3. Ensure that the placement decision is made by a group of persons, including the person's knowledge about the child, the meaning of the evaluation data, and the placement options; and

4. Make the placement decision conforming to the least restrictive environment considerations.

When the PPT meeting determines which placement is most appropriate to deliver education in the least restrictive environment, a continuum of services shall be used to guide the placement selection. This is done at no cost to the child's parents. This continuum shall consider programs ranging from regular education programs with students who are not disabled to special education programs with students who are the most severely disabled. The PPT shall also consider homebound placements, hospitalized instruction, diagnostic placements, and private school placements where such placements are considered necessary by the PPT for a student to receive a free appropriate public education.

Notice

The PPT shall notify parents of students requiring special education and related services five days before proposing to, or refusing to, initiate or change the child's identification, evaluation, or placement. Written notice shall be sent to the parents no later than five days after the date of referral. In addition, written parental consent shall be obtained prior to pre-placement evaluation, initial placement, or private placement of a child who requires or may require special education and related services. If the student is considered an emancipated minor or eighteen years of age or older, such notification shall be to the student.

The notice shall include the following information:

1. The reason of the notice. In the event of a referral, the notice shall include the source and date of the referral;
2. A description of the general evaluation procedure to be used;
3. A statement of parental rights to review and obtain copies of all records used as a basis for the referral, to be fully informed of all evaluation results, and to obtain an independent educational evaluation as part of the evaluation process; and
4. A full explanation of all due process procedures available to parents, upon initial referral or parental request for evaluation, upon the first filing of a due process complaint or upon parental request.

Instruction

Individualized Education Program

Notice (continued)

Where parental consent is required, notice shall include the above requirements and the following information:

1. A statement of parental rights to refuse consent and that, if consent is given, it may be revoked at any time;
2. A statement that parental failure to respond, within ten school days from the date of the notice, shall be construed as refusal of consent; and
3. A statement that, if contested, the child's current educational placement will not change until due process procedures have been completed.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by June Special Session PA 15-5, Section 277, PA 19-184, PA 21-46, PA 21-144 and PA 23-137)

10-76g State aid for special education.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76h Special education hearing and review procedure.

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

10-76q Special education at technical education and career schools (as amended by PA 21-144)

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

Instruction

Individualized Education Program

Legal Reference: Connecticut General Statutes (continued)

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

Public Act 23-137 An Act Concerning Resources and Support Services for Persons With an Intellectual or Developmental Disability Sections 26-27, 30-31, 32-37, 39, 45, 47, 51, 52

Instruction

Graduation Requirements

Definition and Broad Guidelines

Graduation from Griswold 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, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Griswold Board of Education, 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 school work are completed. The adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This may be modified after April 1 in any school year in conformity with applicable statute.~~

The Principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our district as adopted by the Griswold Board of Education. It is expected that faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward program goals and requirements to warrant graduation according to the terms of paragraph #1 above.

The Griswold Board of Education, in recognition of its responsibility for the education of all students in the district, including those who do not successfully complete the assessment criteria listed above, and those who drop out of school, shall make available to all the school district's students a course of study or alternative programming for meeting standards that will enable them to acquire a high school or vocational school diploma.

The Griswold Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

The Griswold Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

Graduation Criteria

The Griswold Board of Education adheres to the State requirement permitting any high school student to be granted a diploma upon satisfactorily completing a minimum of twenty-five credits, including no fewer than:

9.0 Humanities Credits	4.0 credits of English
	3.0 credits of History including 0.5 credit of Civics
	2.0 credits of Humanities courses of choice
9.0 Science, Technology, Engineering, & Mathematics (STEM) Credits	3.0 credits of Science
	3.0 credits of Mathematics
	0.5 credit of Personal Finance
	0.5 credit of Vision of the Graduate
	2.0 credits of STEM courses of choice
1.0 World Language Credit	1.0 credit of World Language
1.0 Physical Education and Wellness Credit	0.5 credit of Physical Education 9
	0.5 credit of Physical Education 10
1.0 Health and Safety Education Credit	0.5 credit of Health
	0.5 credit of Safety & Wellness
1.0 Community Service	40 hours (10 hours/year)
3.0 Electives	Courses of choice
Total Credits	**25.0 Credits**

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 the student's physical condition. An elective may fulfill the credit for physical education.

All students must take a minimum of 7 credits per year with the exception of junior and senior year whereby a student in good academic standing may opt to take 6 credits.

Grade Assignment and Promotion

Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10 6 credits
Grade 10 to Grade 11 11 credits
Grade 11 to Grade 12 17 credits

A student's grade classification is determined by credits earned and years in high school.

Student Support and Remedial Services

Beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements previously listed if such student is 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) allowing students to retake courses in summer school or through an approved online credit recovery course; or (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, and (3) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

The Griswold 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.~~

The fulfillment of the mandated one-credit foreign language requirement can include the successful completion of a world language course in grades six, seven, or eight, an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed by the Commissioner and such credits do not exceed four.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6, "Virtual/On-line Courses."

Student Success Plans

The Griswold Board of Education shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a student's career and academic choices in grades six through twelve. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade. The Griswold Board of Education shall utilize the Department of Education's issued and revised guidance regarding changes to such student success plans.

Student success plans shall be created, if possible, in collaboration with each student and the student's parent/guardian and shall, to the extent it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the Board's Challenging Curriculum Policy.

Eligible Credits

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any

student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

At Griswold High School, a credit is defined as a class of block time, per year, equivalent to 200 minutes per week. One-half credit is given for courses that complete work in one semester. In addition, credit toward high school graduation can be earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

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 toward meeting the high school graduation requirements upon (1) the successful demonstration of mastery of the subject matter content described in this and the Mastery-Based Learning sections, 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 (taught at the high school campus only), service learning, 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-half high school credit.

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2019, and for each graduating class thereafter, the Board of Education, utilizing 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 and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript 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 satisfy 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.

LEGAL REFERENCE

Connecticut General Statutes

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

Legal Reference: Connecticut General Statutes (continued0

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. 00-156, 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)

Policy Revised: June 24, 2019

GRISWOLD PUBLIC SCHOOLS

Griswold, Connecticut

Griswold Board of Education Monthly Financial Report

Fiscal Year 2025-2026

Figures Current as of December 5, 2025

Budget				
Account	Object #s	Budget 2025-2026	Transfers 2025-2026	Adjusted Budget 2025-2026
Salaries	100	$18,948,994.41	$0.00	$18,948,994.41
Benefits	200	$6,708,050.27	$0.00	$6,708,050.27
Purchased Services	300	$862,363.24	$0.00	$862,363.24
Property Services	400	$1,423,261.81	$0.00	$1,423,261.81
Trans,Ins,Commun,Tuition	500	$4,029,376.57	$0.00	$4,029,376.57
Supplies	600	$747,076.63	$0.00	$747,076.63
Equipment	700	$138,870.00	$0.00	$138,870.00
Dues & Fees	810	$62,866.00	$0.00	$62,866.00
Grand Totals		**$32,920,858.93**	**$0.00**	**$32,920,858.93**

Expense & Revenue							
Account	Object #s	Expended 2025-2026	Encumbered 2025-2026	Total Exp/Encumb (includes pre-enc) 2025-2026	Revenue 2025-2026	Balance 2025-2026	% Exp 2025-2026
Salaries	100	$7,136,315.92	$12,712,993.44	$19,849,309.36	($967,199.33)	$66,884.38	104.75%
Benefits	200	$2,444,733.92	$3,730,087.78	$6,174,821.70	($41,569.09)	$574,797.66	92.05%
Purchased Services	300	$368,373.09	$221,064.76	$589,437.85	($16,905.73)	$289,831.12	68.35%
Property Services	400	$724,998.84	$514,796.40	$1,239,795.24	($16,489.00)	$199,955.57	87.11%
Trans,Ins,Commun,Tuition	500	$3,018,385.27	$3,309,615.84	$6,328,001.11	($9,177.77)	($2,289,446.77)	157.05%
Supplies	600	$287,107.56	$143,122.55	$430,230.11	$0.00	$316,846.52	57.59%
Equipment	700	$22,922.72	$0.00	$22,922.72	($17,840.00)	$133,787.28	16.51%
Dues & Fees	810	$48,445.20	$3,987.86	$52,433.06	$0.00	$10,432.94	83.40%
Grand Totals		**$14,051,282.52**	**$20,635,668.63**	**$34,686,951.15**	**($1,069,180.92)**	**($696,911.30)**	**105.36%**

Projections			
Account	Object #s	Estimated Adj 2025-2026	Estimated Balance 2025-2026
Salaries	100	$38,690.41	$105,574.79
Benefits	200	($25,212.00)	$549,585.66
Purchased Services	300	($170,462.39)	$119,368.73
Property Services	400	($199,955.57)	$0.00
Trans,Ins,Commun,Tuition	500	$1,125,011.30	($1,164,435.47)
Supplies	600	($316,846.52)	$0.00
Equipment	700	($133,787.28)	$0.00
Dues & Fees	810	($10,432.94)	$0.00
Grand Totals		**$307,005.01**	**($389,906.29)**

- This projection assumes all monies will be fully spent down. There will likely be many adjustments over the next couple of months as we get a clearer picture of the true expenditures.
-We have been working to mitigate the deficit and should be able to get within budget barring any more unforseen expenditures.
-We are currently in a spending freeze to help close the gap.
-We will have a clearer picture when we find out our excess cost grant amount. The first payment is due in February, hopefully we know our amount in January.

FY 2025-2026 Financial Overview

Figures Current as of December 5, 2025

											Projections	
		Budget	Transfers	Adjusted Budget	Expended	Encumbered	Total Exp/Encumb	Revenue	Balance	% Exp	Estimated Adj	Estimated Balance
Account	Object #s	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
Administrators	120-122	$ 1,946,883.76	$0.00	$1,946,883.76	$874,137.96	$1,090,938.28	$1,965,076.24	$0.00	($18,192.48)	100.93%	$25,000.00	$6,807.52
Teachers	101-103,118,123,124	$ 12,451,577.25	$0.00	$12,451,577.25	$4,117,862.15	$8,476,032.42	$12,593,894.57	($262,406.00)	$120,088.68	101.14%	$64,541.00	$184,629.68
Non-Certified Instructional	04,105,109,111, 112, 119,12	$ 1,550,726.50	$0.00	$1,550,726.50	$932,315.64	$1,488,191.50	$2,420,507.14	($608,838.33)	($260,942.31)	156.09%	$125,510.75	($135,431.56)
Substitutes	163, 165, 170-173	$ 278,502.74	$0.00	$278,502.74	$82,648.96	$58,419.20	$141,068.16	$0.00	$137,434.58	50.65%	($137,434.58)	$0.00
Clerical, Custodial/Maint	130, 131, 141, 142	$ 1,975,433.48	$0.00	$1,975,433.48	$816,298.42	$1,166,054.47	$1,982,352.89	($12,970.00)	$6,050.59	100.35%	$0.00	$6,050.59
Overtime	143	$ 117,522.40	$0.00	$117,522.40	$34,805.64	$0.00	$34,805.64	$0.00	$82,716.76	29.62%	($49,466.76)	$33,250.00
Support Services	106, 150, 160, 162, 166	$ 473,612.00	$0.00	$473,612.00	$211,826.21	$347,398.57	$559,224.78	($82,775.00)	($2,837.78)	118.08%	$10,540.00	$7,702.22
Security/X-Guard	177, 178	$ 154,736.28	$0.00	$154,736.28	$66,420.94	$85,959.00	$152,379.94	($210.00)	$2,566.34	98.48%	$0.00	$2,566.34
Salaries	**100**	**$18,948,994.41**	**$0.00**	**$18,948,994.41**	**$7,136,315.92**	**$12,712,993.44**	**$19,849,309.36**	**($967,199.33)**	**$66,884.38**	**104.75%**	**$38,690.41**	**$105,574.79**
Health Insurance	205, 206, 209	$ 4,859,292.92	$0.00	$4,859,292.92	$1,604,111.24	$2,725,184.25	$4,329,295.49	($32,579.63)	$562,577.06	89.09%	$0.00	$562,577.06
Other (required)	202, 203, 207, 208, 211, 240	$ 1,848,757.35	$0.00	$1,848,757.35	$840,622.68	$1,004,903.53	$1,845,526.21	($8,989.46)	$12,220.60	99.83%	($25,212.00)	($12,991.40)
Benefits	**200**	**$6,708,050.27**	**$0.00**	**$6,708,050.27**	**$2,444,733.92**	**$3,730,087.78**	**$6,174,821.70**	**($41,569.09)**	**$574,797.66**	**92.05%**	**($25,212.00)**	**$549,585.66**
Instructional Improv	320, 321, 324, 327	$ 464,878.51	$0.00	$464,878.51	$154,158.33	$204,852.02	$359,010.35	($4,000.00)	$109,868.16	77.23%	$0.00	$109,868.16
Management Services	323	$ 4,962.00	$0.00	$4,962.00	$4,725.00	$0.00	$4,725.00	$0.00	$237.00	95.22%	$0.00	$237.00
Other Prof/Tech Services	329, 330	$ 392,522.73	$0.00	$392,522.73	$209,489.76	$16,212.74	$225,702.50	($12,905.73)	$179,725.96	57.50%	($170,462.39)	$9,263.57
Purchased Services	**300**	**$862,363.24**	**$0.00**	**$862,363.24**	**$368,373.09**	**$221,064.76**	**$589,437.85**	**($16,905.73)**	**$289,831.12**	**68.35%**	**($170,462.39)**	**$119,368.73**
Utilities	410	$ 589,830.64	$0.00	$589,830.64	$236,732.09	$328,130.40	$564,862.49	($2,546.00)	$27,514.15	95.77%	($27,514.15)	$0.00
Repair/Maintenance	430, 432	$ 206,549.00	$0.00	$206,549.00	$112,290.05	$13,298.37	$125,588.42	($13,943.00)	$94,903.58	60.80%	($94,903.58)	$0.00
Maintenance Agreements	431	$ 625,532.17	$0.00	$625,532.17	$375,172.70	$172,563.63	$547,736.33	$0.00	$77,795.84	87.56%	($77,795.84)	$0.00
Rentals	440, 441	$ 1,350.00	$0.00	$1,350.00	$804.00	$804.00	$1,608.00	$0.00	($258.00)	119.11%	$258.00	$0.00
Property Services	**400**	**$1,423,261.81**	**$0.00**	**$1,423,261.81**	**$724,998.84**	**$514,796.40**	**$1,239,795.24**	**($16,489.00)**	**$199,955.57**	**87.11%**	**($199,955.57)**	**$0.00**
Transportation: Schools	510, 511	$ 1,797,760.65	$0.00	$1,797,760.65	$695,926.03	$2,337,143.66	$3,033,069.69	($911.71)	($1,234,397.33)	168.71%	$1,200,000.00	($34,397.33)
Property & Liablity Ins	520, 521	$ 221,119.65	$0.00	$221,119.65	$218,862.50	$0.00	$218,862.50	$0.00	$2,257.15	98.98%	$0.00	$2,257.15
Communicaitons	530, 540, 550	$ 91,343.90	$0.00	$91,343.90	$34,539.05	$32,215.09	$66,754.14	($8,266.06)	$32,855.82	73.08%	($32,855.82)	$0.00
Tuition	560, 561	$ 1,672,455.00	$0.00	$1,672,455.00	$1,935,445.10	$869,566.92	$2,805,012.02	$0.00	($1,132,557.02)	167.72%	$0.00	($1,132,557.02)
Other Travel	580, 582	$ 108,851.84	$0.00	$108,851.84	$36,607.07	$40,269.29	$76,876.36	$0.00	$31,975.48	70.62%	($31,975.48)	$0.00
Other Purchased Services	590	$ 137,845.53	$0.00	$137,845.53	$97,005.52	$30,420.88	$127,426.40	$0.00	$10,419.13	92.44%	($10,157.40)	$261.73
Trans,Ins,Commun,Tuition	**500**	**$4,029,376.57**	**$0.00**	**$4,029,376.57**	**$3,018,385.27**	**$3,309,615.84**	**$6,328,001.11**	**($9,177.77)**	**($2,289,446.77)**	**157.05%**	**$1,125,011.30**	**($1,164,435.47)**
Instructional Supplies	611	$ 85,378.00	$0.00	$85,378.00	$48,705.65	$2,279.09	$50,984.74	$0.00	$34,393.26	59.72%	($34,393.26)	$0.00
Maintenance Supplies	613	$ 90,000.00	$0.00	$90,000.00	$57,714.90	$30,285.45	$88,000.35	$0.00	$1,999.65	97.78%	($1,999.65)	$0.00
Heating Oil	620	$ 205,000.00	$0.00	$205,000.00	$51,048.60	$35,892.85	$86,941.45	$0.00	$118,058.55	42.41%	($118,058.55)	$0.00
Textbooks	641	$ 7,035.00	$0.00	$7,035.00	$1,301.22	$0.00	$1,301.22	$0.00	$5,733.78	18.50%	($5,733.78)	$0.00
Library Books/Periodicals	642, 643	$ 28,801.00	$0.00	$28,801.00	$18,985.28	$123.79	$19,109.07	$0.00	$9,691.93	66.35%	($9,691.93)	$0.00
Other Supplies/Materials	690, 691	$ 330,862.63	$0.00	$330,862.63	$109,351.91	$74,541.37	$183,893.28	$0.00	$146,969.35	55.58%	($146,969.35)	$0.00
Supplies	**600**	**$747,076.63**	**$0.00**	**$747,076.63**	**$287,107.56**	**$143,122.55**	**$430,230.11**	**$0.00**	**$316,846.52**	**57.59%**	**($316,846.52)**	**$0.00**

FY 2025-2026 Financial Overview

Figures Current as of December 5, 2025

											Projections	
		Budget	Transfers	Adjusted Budget	Expended	Encumbered	Total Exp/Encumb	Revenue	Balance	% Exp	Estimated Adj	Estimated Balance
Account	Object #s	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
Instructional Equipment	730	$ 93,620.00	$0.00	$93,620.00	$20,976.05	$0.00	$20,976.05	($17,840.00)	$90,483.95	22.41%	($90,483.95)	$0.00
Non-Instructional Equipment	738, 739	$ 45,250.00	$0.00	$45,250.00	$1,946.67	$0.00	$1,946.67	$0.00	$43,303.33	4.30%	($43,303.33)	$0.00
Equipment	**700**	**$138,870.00**	**$0.00**	**$138,870.00**	**$22,922.72**	**$0.00**	**$22,922.72**	**($17,840.00)**	**$133,787.28**	**16.51%**	**($133,787.28)**	**$0.00**
Dues & Fees	**810**	**$ 62,866.00**	**$0.00**	**$62,866.00**	**$48,445.20**	**$3,987.86**	**$52,433.06**	**$0.00**	**$10,432.94**	**83.40%**	**($10,432.94)**	**$0.00**
Grand Totals		**$ 32,954,488.93**	**$ -**	**$32,954,488.93**	**$14,051,282.52**	**$20,635,668.63**	**$34,686,951.15**	**($1,069,180.92)**	**($663,281.30)**	**105.26%**	**$307,005.01**	**$ (389,906.29)**

FY 2025-26 Financial Detail

Figures Current as of December 5, 2025

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
Administrators	**120-122**	**$ 1,946,883.76**	**$ -**	**$ 1,946,883.76**	**$874,137.96**	**$1,090,938.28**	**$0.00**	**$1,965,076.24**	**$0.00**	**$ (18,192.48)**	**$25,000.00**	**$6,807.52**	
Central Office Admin	1010.5.00.2300.99.120	$ 743,550.76	$ -	$ 743,550.76	$335,043.40	$426,699.59	$0.00	$761,742.99		($18,192.23)	$25,000.00	**$6,807.77**	
GES Principal Salary	1010.5.03.2400.99.121	$ 305,429.00	$ -	$ 305,429.00	$140,967.24	$164,461.76	$0.00	$305,429.00		$0.00	$0.00	**$0.00**	
GMS Principal Salary	1010.5.51.2400.99.121	$ 305,429.00	$ -	$ 305,429.00	$140,967.24	$164,461.76	$0.00	$305,429.00		$0.00	$0.00	**$0.00**	
GHS Principal Salary	1010.5.62.2400.99.121	$ 319,156.00	$ -	$ 319,156.00	$147,302.76	$171,853.24	$0.00	$319,156.00		$0.00	$0.00	**$0.00**	
Special Ed Admin Salary	1010.5.30.2400.99.122	$ 273,319.00	$ -	$ 273,319.00	$109,857.32	$163,461.93	$0.00	$273,319.25		($0.25)	$0.00	($0.25)	
Teachers	**101-103,118,123,124**	**$ 12,451,577.25**	**$ -**	**$ 12,451,577.25**	**$4,117,862.15**	**$8,476,032.42**	**$0.00**	**$12,593,894.57**	**($262,406.00)**	**$ 120,088.68**	**$64,541.00**	**$184,629.68**	
GES Regular Salary	1010.5.03.1000.99.101	$ 2,878,626.49	$ -	$ 2,878,626.49	$793,320.18	$1,710,762.76	$0.00	$2,504,082.94		$374,543.55	$0.00	**$374,543.55**	
GMS Regular Salary	1010.5.51.1000.99.101	$ 2,622,678.53	$ -	$ 2,622,678.53	$864,351.62	$1,850,234.42	$0.00	$2,714,586.04		($91,907.51)	$0.00	**($91,907.51)**	
GHS Regular Salary	1010.5.62.1000.99.101	$ 3,630,362.39	$ -	$ 3,630,362.39	$1,272,223.35	$2,540,818.68	$0.00	$3,813,042.03		($182,679.64)	$0.00	**($182,679.64)**	
Spec Ed Teacher Salary	1010.5.30.1210.99.102	$ 2,129,408.78	$ -	$ 2,129,408.78	$756,422.78	$1,517,832.04	$0.00	$2,274,254.82	($85,006.00)	($59,840.04)	$7,673.00	**($52,167.04)**	Charges for Services
Special Ed Instruction- Tutors	1010.5.30.1212.99.102	$ 20,000.00	$ -	$ 20,000.00	$31,048.94	$103,028.80	$0.00	$134,077.74		($114,077.74)	$0.00	**($114,077.74)**	
Spec Ed Summer Salary	1010.5.30.1213.99.102	$ 46,000.00	$ -	$ 46,000.00	$36,180.00	$0.00	$0.00	$36,180.00	($45,605.00)	$55,425.00	$0.00	**$55,425.00**	Charges for Services
Psy Service Salaries	1010.5.30.2140.99.103	$ 367,818.00	$ -	$ 367,818.00	$118,486.48	$244,337.52	$0.00	$362,824.00	($131,795.00)	$136,789.00	$56,868.00	**$193,657.00**	Charges for Services
Support Programs - Salary	1010.5.00.1015.99.118	$ 7,725.00	$ -	$ 7,725.00	$0.00	$8,000.00	$0.00	$8,000.00		($275.00)	$0.00	**($275.00)**	
GES Librarian	1010.5.03.2220.99.123	$ 91,007.00	$ -	$ 91,007.00	$34,669.36	$56,337.64	$0.00	$91,007.00		$0.00	$0.00	**$0.00**	
GMS Librarian	1010.5.51.2220.99.123	$ 91,007.00	$ -	$ 91,007.00	$28,002.16	$63,004.84	$0.00	$91,007.00		$0.00	$0.00	**$0.00**	
GHS Librarian	1010.5.62.2220.99.123	$ 91,007.00	$ -	$ 91,007.00	$28,002.16	$63,004.84	$0.00	$91,007.00		$0.00	$0.00	**$0.00**	
GES Guidance	1010.5.03.2120.99.124	$ 62,096.28	$ -	$ 62,096.28	$23,016.40	$37,401.60	$0.00	$60,418.00		$1,678.28	$0.00	**$1,678.28**	
GMS Guidance	1010.5.51.2120.99.124	$ 157,990.01	$ -	$ 157,990.01	$47,352.96	$106,544.04	$0.00	$153,897.00		$4,093.01	$0.00	**$4,093.01**	
GHS Guidance	1010.5.62.2120.99.124	$ 255,850.77	$ -	$ 255,850.77	$84,785.76	$174,725.24	$0.00	$259,511.00		($3,660.23)	$0.00	**($3,660.23)**	Charges for Services
Non-Certified Instructional		**$ 1,550,726.50**	**$ -**	**$ 1,550,726.50**	**$932,315.64**	**$1,488,191.50**	**$0.00**	**$2,420,507.14**	**($608,838.33)**	**$ (260,942.31)**	**$125,510.75**	**($135,431.56)**	
Career Ed Coordinator	1010.5.62.1000.03.105	$ 8,964.68	$ -	$ 8,964.68	$4,203.30	$4,916.32	$0.00	$9,119.62		($154.94)	$0.00	**($154.94)**	
Ed Tech Director	1010.5.00.2230.99.109	$ 106,543.20	$ -	$ 106,543.20	$49,106.95	$59,417.85	$0.00	$108,524.80		($1,981.60)	$0.00	**($1,981.60)**	
Ed Tech Para Salary	1010.5.00.2230.99.111	$ 138,061.28	$ -	$ 138,061.28	$59,124.69	$82,574.91	$0.00	$141,699.60		($3,638.32)	$0.00	**($3,638.32)**	
Student Supervisor / ISS	1010.5.62.1000.99.112	$ 76,107.39	$ -	$ 76,107.39	$24,468.25	$47,559.71	$0.00	$72,027.96		$4,079.43	$0.00	**$4,079.43**	
SEL Interventionist	1010.5.03.1000.99.112	$ 44,150.95	$ -	$ 44,150.95	$14,645.33	$29,290.76	$0.00	$43,936.09		$214.86	$0.00	**$214.86**	
Special Ed IA Salary	1010.5.30.1210.99.112	$ 1,092,899.00	$ -	$ 1,092,899.00	$683,124.28	$1,264,431.95	$0.00	$1,947,556.23	($589,798.33)	($264,858.90)	$134,617.00	**($130,241.90)**	Charges for Services *
Special Ed Summer	1010.5.30.1213.99.112	$ 72,000.00	$ -	$ 72,000.00	$94,749.09	$0.00	$0.00	$94,749.09	($19,040.00)	($3,709.09)	$0.00	**($3,709.09)**	
Work Study Students	1010.5.30.1210.99.119	$ 12,000.00	$ -	$ 12,000.00	$2,893.75	$0.00	$0.00	$2,893.75		$9,106.25	($9,106.25)	**$0.00**	
Substitutes		**$ 278,502.74**	**$ -**	**$ 278,502.74**	**$82,648.96**	**$58,419.20**	**$0.00**	**$141,068.16**	**$0.00**	**$ 137,434.58**	**($137,434.58)**	**$0.00**	
Nurse Sub	1010.5.00.2130.99.163	$ 8,800.00	$ -	$ 8,800.00	$1,825.30	$0.00	$0.00	$1,825.30		$6,974.70	($6,974.70)	**$0.00**	
Nurse Aide Sub	1010.5.00.2130.99.165	$ 2,500.00	$ -	$ 2,500.00	$825.68	$0.00	$0.00	$825.68		$1,674.32	($1,674.32)	**$0.00**	
Teacher Subs	1010.5.00.1000.99.170	$ 204,927.74	$ -	$ 204,927.74	$61,084.10	$58,419.20	$0.00	$119,503.30		$85,424.44	($85,424.44)	**$0.00**	
Special Ed Teacher Subs	1010.5.30.1210.99.171	$ 10,000.00	$ -	$ 10,000.00	$0.00	$0.00	$0.00	$0.00		$10,000.00	($10,000.00)	**$0.00**	
Special Ed Para Subs	1010.5.00.1000.99.171	$ 52,275.00	$ -	$ 52,275.00	$18,913.88	$0.00	$0.00	$18,913.88		$33,361.12	($33,361.12)	**$0.00**	
Clerical, Custodial/Maint		**$ 1,975,433.48**	**$ -**	**$ 1,975,433.48**	**$816,298.42**	**$1,166,054.47**	**$0.00**	**$1,982,352.89**	**($12,970.00)**	**$ 6,050.59**	**$0.00**	**$6,050.59**	
Special Ed Secretary Salary	1010.5.30.2400.99.130	$ 103,714.61	$ -	$ 103,714.61	$45,068.33	$64,159.20	$0.00	$109,227.53		($5,512.92)	$0.00	**($5,512.92)**	
Central Office Secretary Salary	1010.5.00.2300.99.130	$ 168,260.51	$ -	$ 168,260.51	$75,907.72	$94,335.67	$0.00	$170,243.39		($1,982.88)	$0.00	**($1,982.88)**	
GES Secretary Salary	1010.5.03.2400.99.131	$ 144,667.62	$ -	$ 144,667.62	$55,569.44	$90,215.33	$0.00	$145,784.77		($1,117.15)	$0.00	**($1,117.15)**	
GMS Secretary Salary	1010.5.51.2400.99.131	$ 133,434.00	$ -	$ 133,434.00	$54,977.48	$77,306.70	$0.00	$132,284.18		$1,149.82	$0.00	**$1,149.82**	
GHS Secretary Salary	1010.5.62.2400.99.131	$ 201,018.00	$ -	$ 201,018.00	$81,700.41	$122,005.93	$0.00	$203,706.34		($2,688.34)	$0.00	**($2,688.34)**	
Tech Secretary Salary	1010.5.00.2230.99.131	$ 60,890.00	$ -	$ 60,890.00	$26,432.43	$35,465.40	$0.00	$61,897.83		($1,007.83)	$0.00	**($1,007.83)**	
Custodian Salary	1010.5.00.2600.99.141	$ 1,111,891.09	$ -	$ 1,111,891.09	$440,620.29	$648,963.17	$0.00	$1,089,583.46	($12,970.00)	$35,277.63	$0.00	**$35,277.63**	
Part-time Maintenance Salary	1010.5.00.2600.99.142	$ 51,557.65	$ -	$ 51,557.65	$36,022.32	$33,603.07	$0.00	$69,625.39		($18,067.74)	$0.00	**($18,067.74)**	
Overtime		**$ 117,522.40**	**$ -**	**$ 117,522.40**	**$34,805.64**	**$0.00**	**$0.00**	**$34,805.64**	**$0.00**	**$ 82,716.76**	**($49,466.76)**	**$33,250.00**	
Special Ed IA OT	1010.5.30.1210.99.143	$ 30,000.00	$ -	$ 30,000.00	$0.00	$0.00	$0.00	$0.00		$30,000.00	$0.00	**$30,000.00**	
Secretary OT	1010.5.00.2300.99.143	$ 750.00	$ -	$ 750.00	$0.00	$0.00	$0.00	$0.00		$750.00	$0.00	**$750.00**	

FY 2025-26 Financial Detail

Figures Current as of December 5, 2025

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GES Secretary OT	1010.5.03.2400.99.143	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	$0.00	$1,000.00	
GMS Secretary OT	1010.5.51.2400.99.143	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	$0.00	$500.00	
GHS Secretary OT	1010.5.62.2400.99.143	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	$0.00	$1,000.00	
Custodian OT	1010.5.00.2600.99.143	$ 84,272.40	$ -	$ 84,272.40	$34,805.64	$0.00	$0.00	$34,805.64		$49,466.76	($49,466.76)	$0.00	
Support Services		**$ 473,612.00**	**$ -**	**$ 473,612.00**	**$211,826.21**	**$347,398.57**	**$0.00**	**$559,224.78**	**($82,775.00)**	**$ (2,837.78)**	**$10,540.00**	**$7,702.22**	
OT/PT Salary	1010.5.30.2170.99.106	$ 203,071.60	$ -	$ 203,071.60	$103,380.36	$181,897.50	$0.00	$285,277.86	($78,715.00)	($3,491.26)	$10,540.00	$7,048.74	Charges for Services
Special Ed Summer OT/PT	1010.5.30.1213.99.106	$ 8,000.00	$ -	$ 8,000.00	$19,740.00	$0.00	$0.00	$19,740.00	($4,060.00)	($7,680.00)	$0.00	($7,680.00)	
Special Ed Summer Nurse	1010.5.30.1213.99.160	$ 4,800.00	$ -	$ 4,800.00	$4,788.07	$0.00	$0.00	$4,788.07		$11.93	$0.00	$11.93	
Nurse Salary	1010.5.00.2130.99.160	$ 168,548.17	$ -	$ 168,548.17	$54,613.04	$111,177.20	$0.00	$165,790.24		$2,757.93	$0.00	$2,757.93	
Nurses' Aide Salary	1010.5.00.2130.99.162	$ 79,192.23	$ -	$ 79,192.23	$25,073.97	$48,554.64	$0.00	$73,628.61		$5,563.62	$0.00	$5,563.62	
Print Shop Salary	1010.5.00.1013.99.166	$ 10,000.00	$ -	$ 10,000.00	$4,230.77	$5,769.23	$0.00	$10,000.00		$0.00	$0.00	$0.00	
Security/X-Guard	**177, 178**	**$ 154,736.28**	**$ -**	**$ 154,736.28**	**$66,420.94**	**$85,959.00**	**$0.00**	**$152,379.94**	**($210.00)**	**$ 2,566.34**	**$0.00**	**$2,566.34**	
Security Salary	1010.5.00.2600.99.177	$ 140,403.60	$ -	$ 140,403.60	$62,874.04	$76,973.52	$0.00	$139,847.56	($210.00)	$766.04	$0.00	$766.04	
X-Guard Salary	1010.5.00.2600.99.178	$ 14,332.68	$ -	$ 14,332.68	$3,546.90	$8,985.48	$0.00	$12,532.38		$1,800.30	$0.00	$1,800.30	
Employee Insurance	**210, 211, 290, 295**	**$ 4,859,292.92**	**$ -**	**$ 4,859,292.92**	**$1,604,111.24**	**$2,725,184.25**	**$0.00**	**$4,329,295.49**	**($32,579.63)**	**$ 562,577.06**	**$0.00**	**$562,577.06**	
Medical Insurance	1010.5.00.2310.99.210	$ 4,634,108.41	$ -	$ 4,634,108.41	$1,537,562.25	$2,619,433.96	$0.00	$4,156,996.21	($32,395.98)	$ 509,508.18	$0.00	$509,508.18	
Long-Term Disability	1010.5.00.2310.99.295	$ 1,974.51	$ -	$ 1,974.51	$941.88	$941.88	$0.00	$1,883.76		$ 90.75	$0.00	$90.75	
Dental Insurance	1010.5.00.2310.99.211	$ 201,100.00	$ -	$ 201,100.00	$54,400.32	$99,630.24	$0.00	$154,030.56	($155.14)	$ 47,224.58	$0.00	$47,224.58	
Life Insurance	1010.5.00.2310.99.290	$ 22,110.00	$ -	$ 22,110.00	$11,206.79	$5,178.17	$0.00	$16,384.96	($28.51)	$5,753.55	$0.00	$5,753.55	
Other (required)	**202, 220, 208, 260, 240**	**$ 1,848,757.35**	**$ -**	**$ 1,848,757.35**	**$840,622.68**	**$1,004,903.53**	**$0.00**	**$1,845,526.21**	**($8,989.46)**	**$ 12,220.60**	**($25,212.00)**	**($12,991.40)**	
MERF	1010.5.00.2310.99.230	$ 940,111.28	$ -	$ 940,111.28	$376,054.97	$571,495.58	$0.00	$947,550.55	($5,823.44)	($1,615.83)	$0.00	($1,615.83)	
FICA	1010.5.00.2310.99.220	$ 657,707.47	$ -	$ 657,707.47	$264,397.15	$413,895.51	$0.00	$678,292.66	($2,666.02)	($17,919.17)	$0.00	($17,919.17)	
Workmen's Comp	1010.5.00.2310.99.208	$ 181,738.60	$ -	$ 181,738.60	$181,093.00	$0.00	$0.00	$181,093.00		$645.60	$0.00	$645.60	
Unemployment Comp	1010.5.00.2310.99.260	$ 30,000.00	$ -	$ 30,000.00	$3,508.00	$1,280.00	$0.00	$4,788.00		$25,212.00	($25,212.00)	$0.00	
Annuity	1010.5.00.2230.99.240	$ -	$ -	$ -	$461.52	$538.44	$0.00	$999.96		($999.96)	$0.00	($999.96)	
Admin Annuity	1010.5.00.2300.99.240	$ 39,200.00	$ -	$ 39,200.00	$9,454.00	$11,098.04	$0.00	$20,552.04	($500.00)	$19,147.96	$0.00	$19,147.96	
Annuity	1010.5.03.2400.99.240	$ -	$ -	$ -	$1,615.44	$1,884.56	$0.00	$3,500.00		($3,500.00)	$0.00	($3,500.00)	
Annuity	1010.5.30.2400.99.240	$ -	$ -	$ -	$807.72	$942.28	$0.00	$1,750.00		($1,750.00)	$0.00	($1,750.00)	
Annuity	1010.5.51.2400.99.240	$ -	$ -	$ -	$1,615.44	$1,884.56	$0.00	$3,500.00		($3,500.00)	$0.00	($3,500.00)	
Annuity	1010.5.62.2400.99.240	$ -	$ -	$ -	$1,615.44	$1,884.56	$0.00	$3,500.00		($3,500.00)	$0.00	($3,500.00)	
Instructional Improv	**320, 321, 324, 327**	**$ 464,878.51**	**$ -**	**$ 464,878.51**	**$154,158.33**	**$204,852.02**	**$0.00**	**$359,010.35**	**($4,000.00)**	**$ 109,868.16**	**$0.00**	**$109,868.16**	
GES Team Leader	1010.5.03.1000.99.320	$ 24,494.06	$ -	$ 24,494.06	$13,086.00	$13,086.00	$0.00	$26,172.00		($1,677.94)	$0.00	($1,677.94)	
GMS Team Leader	1010.5.51.1000.99.320	$ 23,813.35	$ -	$ 23,813.35	$10,636.50	$10,636.50	$0.00	$21,273.00		$2,540.35	$0.00	$2,540.35	
GHS Team Leader	1010.5.62.1000.99.320	$ 39,056.24	$ -	$ 39,056.24	$15,448.00	$15,448.00	$0.00	$30,896.00		$8,160.24	$0.00	$8,160.24	
GES Coaches	1010.5.03.3200.99.321	$ 6,518.00	$ -	$ 6,518.00	$0.00	$0.00	$0.00	$0.00		$6,518.00	$0.00	$6,518.00	
GMS Coaches	1010.5.51.3200.99.321	$ 46,032.00	$ -	$ 46,032.00	$16,125.55	$18,416.10	$0.00	$34,541.65		$11,490.35	$0.00	$11,490.35	
GHS Coaches	1010.5.62.3200.99.321	$ 290,583.45	$ -	$ 290,583.45	$84,213.28	$128,616.42	$0.00	$212,829.70		$77,753.75	$0.00	$77,753.75	
GMS Advisor Salary	1010.5.51.3200.99.324	$ 7,081.12	$ -	$ 7,081.12	$2,790.00	$2,790.00	$0.00	$5,580.00		$1,501.12	$0.00	$1,501.12	
GHS Advisor Salary	1010.5.62.3200.99.324	$ 20,615.29	$ -	$ 20,615.29	$11,859.00	$15,859.00	$0.00	$27,718.00	($4,000.00)	($3,102.71)	$0.00	($3,102.71)	
GHS Extra Music Directors	1010.5.62.3200.99.327	$ 6,685.00	$ -	$ 6,685.00	$0.00	$0.00	$0.00	$0.00		$6,685.00	$0.00	$6,685.00	
Management Services		**$ 4,962.00**	**$ -**	**$ 4,962.00**	**$4,725.00**	**$0.00**	**$0.00**	**$4,725.00**	**$0.00**	**$ 237.00**	**$0.00**	**$237.00**	
District Wide Medical Advisor	1010.5.00.2130.99.323	$ 4,962.00	$ -	$ 4,962.00	$4,725.00	$0.00	$0.00	$4,725.00		$237.00	$0.00	$237.00	
Other Prof/Tech Services		**$ 392,522.73**	**$ -**	**$ 392,522.73**	**$209,489.76**	**$16,212.74**	**$0.00**	**$225,702.50**	**($12,905.73)**	**$ 179,725.96**	**($170,462.39)**	**$ 9,263.57**	
GMS Athletics Specialists	1010.5.51.3200.99.329	$ 7,500.00	$ -	$ 7,500.00	$0.00	$0.00	$0.00	$0.00		$7,500.00	($7,500.00)	$0.00	
GHS Athletics Specialists	1010.5.62.3200.99.329	$ 56,027.73	$ -	$ 56,027.73	$29,479.00	$0.00	$0.00	$29,479.00		$26,548.73	($26,548.73)	$0.00	
GES Office OPS	1010.5.03.2400.99.330	$ 1,200.00	$ -	$ 1,200.00	$75.20	$75.20	$0.00	$150.40		$1,049.60	($1,049.60)	$0.00	

FY 2025-26 Financial Detail

Figures Current as of December 5, 2025

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GMS Office, other Prof. Serv	1010.5.51.2400.99.330	$ 1,500.00	$ -	$ 1,500.00	$111.39	$112.80	$0.00	$224.19		$1,275.81	($1,275.81)	$0.00	
GHS Music, other prof serv	1010.5.62.1000.11.330	$ 1,200.00	$ -	$ 1,200.00	$0.00	$0.00	$0.00	$0.00		$1,200.00	($1,200.00)	$0.00	
GHS Business, other prof serv	1010.5.62.1000.17.330	$ 230.00	$ -	$ 230.00	$0.00	$155.00	$0.00	$155.00		$75.00	($75.00)	$0.00	
GHS Guidance, other prof serv	1010.5.62.2120.99.330	$ 270.00	$ -	$ 270.00	$270.00	$0.00	$0.00	$270.00		$0.00	$0.00	$0.00	
GHS Office, other prof serv	1010.5.62.2400.99.330	$ 7,575.00	$ -	$ 7,575.00	$2,129.80	$112.80	$0.00	$2,242.60		$5,332.40	($5,332.40)	$0.00	
Special Ed, other prof serv	1010.5.30.1210.99.330	$ 25,000.00	$ -	$ 25,000.00	$54,811.36	$14,675.58	$0.00	$69,486.94	($12,905.73)	($31,581.21)	$45,000.00	$13,418.79	
Special Ed Sys Wide, OPS	1010.5.30.1214.99.330	$ 20,000.00	$ -	$ 20,000.00	$0.00	$0.00	$0.00	$0.00		$20,000.00	($20,000.00)	$0.00	
Special Ed, other prof serv GAHS	1010.5.30.1220.99.330	$ 10,000.00	$ -	$ 10,000.00	$0.00	$0.00	$0.00	$0.00		$10,000.00	($10,000.00)	$0.00	
Special Ed Office, OPS	1010.5.30.2400.99.330	$ 600.00	$ -	$ 600.00	$670.71	$6.50	$0.00	$677.21		($77.21)	$0.00	($77.21)	
Support Services, Interns	1010.5.00.1015.99.330	$ 17,500.00	$ -	$ 17,500.00	$0.00	$0.00	$0.00	$0.00		$17,500.00	($17,500.00)	$0.00	
System Wide, Prof. Devel.	1010.5.00.2130.99.330	$ 3,170.00	$ -	$ 3,170.00	$3,136.10	$0.00	$0.00	$3,136.10		$33.90	($33.90)	$0.00	
Curriculum Othr Prof Serv	1010.5.00.2212.99.330	$ 50,000.00	$ -	$ 50,000.00	$54,078.01	$0.00	$0.00	$54,078.01		($4,078.01)	$0.00	($4,078.01)	
Other Professional Services	1010.5.00.2300.99.330	$ 5,750.00	$ -	$ 5,750.00	$0.00	$0.00	$0.00	$0.00		$5,750.00	($5,750.00)	$0.00	
System Wide, other prof serv	1010.5.00.2510.99.330	$ 185,000.00	$ -	$ 185,000.00	$64,728.19	$1,074.86	$0.00	$65,803.05		$119,196.95	($119,196.95)	$0.00	Legal
Utilities		**$ 589,830.64**	**$ -**	**$ 589,830.64**	**$236,732.09**	**$328,130.40**	**$0.00**	**$564,862.49**	**($2,546.00)**	**$ 27,514.15**	**($27,514.15)**	**$0.00**	
Alt School, public utilities	1010.5.30.1220.99.410	$ 6,009.84	$ -	$ 6,009.84	$0.00	$3,500.00	$0.00	$3,500.00		$2,509.84	($2,509.84)	$0.00	
System wide, public utilities	1010.5.00.2600.99.410	$ 583,820.80	$ -	$ 583,820.80	$212,921.54	$307,041.85	$0.00	$519,963.39	($2,546.00)	$66,403.41	($66,403.41)	$0.00	
System wide, public utilities GES	1010.5.03.2600.99.410	$ -	$ -	$ -	$5,153.36	$4,934.46	$0.00	$10,087.82		($10,087.82)	$10,087.82	$0.00	
System wide, public utilities Soule	1010.5.13.2600.99.410	$ -	$ -	$ -	$413.65	$425.43	$0.00	$839.08		($839.08)	$839.08	$0.00	
System wide, public utilities GMS	1010.5.51.2600.99.410	$ -	$ -	$ -	$6,210.64	$5,127.16	$0.00	$11,337.80		($11,337.80)	$11,337.80	$0.00	
System wide, public utilities GHS	1010.5.62.2600.99.410	$ -	$ -	$ -	$12,032.90	$7,101.50	$0.00	$19,134.40		($19,134.40)	$19,134.40	$0.00	
Repair/Maintenance		**$ 206,549.00**	**$ -**	**$ 206,549.00**	**$112,290.05**	**$13,298.37**	**$0.00**	**$125,588.42**	**($13,943.00)**	**$ 94,903.58**	**($94,903.58)**	**$0.00**	
GES Music Repairs	1010.5.03.1000.11.430	$ 150.00	$ -	$ 150.00	$0.00	$0.00	$0.00	$0.00		$150.00	($150.00)	$0.00	
GMS Music Repairs	1010.5.51.1000.11.430	$ 1,000.00	$ -	$ 1,000.00	$0.00	$700.00	$0.00	$700.00		$300.00	($300.00)	$0.00	
GMS System Wide Repairs	1010.5.51.1000.99.430	$ 500.00	$ -	$ 500.00	$425.00	$0.00	$0.00	$425.00		$75.00	($75.00)	$0.00	
GHS Art Repairs	1010.5.62.1000.01.430	$ 700.00	$ -	$ 700.00	$950.50	$0.00	$0.00	$950.50		($250.50)	$250.50	$0.00	
GHS FCS Repairs	1010.5.62.1000.07.430	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	($1,000.00)	$0.00	
GHS Tech Ed Repairs	1010.5.62.1000.08.430	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	($1,000.00)	$0.00	
GHS Music Repairs	1010.5.62.1000.11.430	$ 4,500.00	$ -	$ 4,500.00	$2,910.92	$0.00	$0.00	$2,910.92		$1,589.08	($1,589.08)	$0.00	
GHS Science Repairs	1010.5.62.1000.15.430	$ 1,200.00	$ -	$ 1,200.00	$0.00	$1,200.00	$0.00	$1,200.00		$0.00	$0.00	$0.00	
GHS System Wide Repairs	1010.5.62.1000.99.430	$ 3,000.00	$ -	$ 3,000.00	$0.00	$0.00	$0.00	$0.00		$3,000.00	($3,000.00)	$0.00	
GHS Ed Media Repairs	1010.5.62.2220.99.430	$ 84.00	$ -	$ 84.00	$0.00	$0.00	$0.00	$0.00		$84.00	($84.00)	$0.00	
GHS Athletics Repairs/Maint.	1010.5.62.3200.99.430	$ 18,000.00	$ -	$ 18,000.00	$3,401.20	$0.00	$0.00	$3,401.20		$14,598.80	($14,598.80)	$0.00	
Alt School Repairs / Maint.	1010.5.30.1220.99.430	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	$0.00	
System Wide Repairs/Maint.	1010.5.00.2130.99.430	$ 415.00	$ -	$ 415.00	$0.00	$0.00	$0.00	$0.00		$415.00	($415.00)	$0.00	
Maintenance Dept Repairs/Main.	1010.5.00.2600.99.430	$ 145,000.00	$ -	$ 145,000.00	$18,179.18	$9,078.37	$0.00	$27,257.55	($2,438.00)	$120,180.45	($120,180.45)	$0.00	
Maintenance Dept Repairs/Main. GES	1010.5.03.2600.99.430	$ -	$ -	$ -	$36,179.64	$0.00	$0.00	$36,179.64		($36,179.64)	$36,179.64	$0.00	
Maintenance Dept Repairs/Main. Soule	1010.5.13.2600.99.430	$ -	$ -	$ -	$321.00	$0.00	$0.00	$321.00		($321.00)	$321.00	$0.00	
Maintenance Dept Repairs/Main. GMS	1010.5.51.2600.99.430	$ -	$ -	$ -	$5,356.00	$0.00	$0.00	$5,356.00		($5,356.00)	$5,356.00	$0.00	
Maintenance Dept Repairs/Main. GHS	1010.5.62.2600.99.430	$ -	$ -	$ -	$38,351.47	$2,320.00	$0.00	$40,671.47	($11,505.00)	($29,166.47)	$29,166.47	$0.00	
Technology Repairs/Maint.	1010.5.00.2230.99.430	$ 29,500.00	$ -	$ 29,500.00	$6,215.14	$0.00	$0.00	$6,215.14		$23,284.86	($23,284.86)	$0.00	
Maintenance Agreements		**$ 625,532.17**	**$ -**	**$ 625,532.17**	**$375,172.70**	**$172,563.63**	**$0.00**	**$547,736.33**	**$0.00**	**$ 77,795.84**	**($77,795.84)**	**$ -**	
GES Library Main. Agreement	1010.5.03.2220.99.431	$ 1,957.00	$ -	$ 1,957.00	$1,595.05	$0.00	$0.00	$1,595.05		$361.95	($361.95)	$0.00	
GES System Wide Main. Agree	1010.5.03.2400.99.431	$ 48,400.00	$ -	$ 48,400.00	$29,421.89	$35,886.36	$0.00	$65,308.25		($16,908.25)	$16,908.25	$0.00	
GMS Library Maintenance Agree.	1010.5.51.2220.99.431	$ 1,850.00	$ -	$ 1,850.00	$999.00	$0.00	$0.00	$999.00		$851.00	($851.00)	$0.00	
GMS System Wide Main. Agree.	1010.5.51.2400.99.431	$ 40,129.83	$ -	$ 40,129.83	$13,647.71	$17,990.30	$0.00	$31,638.01		$8,491.82	($8,491.82)	$0.00	
GHS System Wide Main. Agree	1010.5.62.1000.99.431	$ 16,750.00	$ -	$ 16,750.00	$0.00	$0.00	$0.00	$0.00		$16,750.00	($16,750.00)	$0.00	
GHS Library Maintenance Agree	1010.5.62.2220.99.431	$ 1,985.00	$ -	$ 1,985.00	$1,984.41	$0.00	$0.00	$1,984.41		$0.59	($0.59)	$0.00	
GHS System Wide Main. Agree	1010.5.62.2400.99.431	$ 54,100.00	$ -	$ 54,100.00	$14,759.24	$24,233.61	$0.00	$38,992.85		$15,107.15	($15,107.15)	$0.00	

FY 2025-26 Financial Detail

Figures Current as of December 5, 2025

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
Alt School Maintenance Agree	1010.5.30.1220.99.431	$ 7,157.34	$ -	$ 7,157.34	$38.33	$461.67	$0.00	$500.00		$6,657.34	($6,657.34)	$0.00	
Central Office Maint. Agree	1010.5.00.2300.99.431	$ 16,300.00	$ -	$ 16,300.00	$7,083.81	$11,325.25	$0.00	$18,409.06		($2,109.06)	$2,109.06	$0.00	
Maintenance Dept Agreements	1010.5.00.2600.99.431	$ 161,600.00	$ -	$ 161,600.00	$24,233.83	$4,530.00	$0.00	$28,763.83		$132,836.17	($132,836.17)	$0.00	
Maintenance Dept Agreements GES	1010.5.03.2600.99.431	$ -	$ -	$ -	$17,316.31	$0.00	$0.00	$17,316.31		($17,316.31)	$17,316.31	$0.00	
Maintenance Dept Agreements Soule	1010.5.13.2600.99.431	$ -	$ -	$ -	$1,850.00	$0.00	$0.00	$1,850.00		($1,850.00)	$1,850.00	$0.00	
Maintenance Dept Agreements GMS	1010.5.51.2600.99.431	$ -	$ -	$ -	$18,485.00	$0.00	$0.00	$18,485.00		($18,485.00)	$18,485.00	$0.00	
Maintenance Dept Agreements GHS	1010.5.62.2600.99.431	$ -	$ -	$ -	$39,266.26	$0.00	$0.00	$39,266.26		($39,266.26)	$39,266.26	$0.00	
Technology Maint Agree	1010.5.00.2230.99.431	$ 275,303.00	$ -	$ 275,303.00	$204,491.86	$78,136.44	$0.00	$282,628.30		$ (7,325.30)	$7,325.30	$0.00	
Rentals		**$ 1,350.00**	**$ -**	**$ 1,350.00**	**$ 804.00**	**$ 804.00**	**$ -**	**$ 1,608.00**	**$ -**	**$ (258.00)**	**$258.00**	**$0.00**	
Maintenance Dept Lease Agree	1010.5.00.2600.99.441	$ 1,350.00	$ -	$ 1,350.00	$804.00	$804.00	$0.00	$ 1,608.00		($258.00)	$258.00	$0.00	
Transportation: Schools		**$ 1,797,760.65**	**$ -**	**$ 1,797,760.65**	**$ 695,926.03**	**$ 2,337,143.66**	**$ -**	**$ 3,033,069.69**	**$ (911.71)**	**$ (1,234,397.33)**	**$1,200,000.00**	**($34,397.33)**	
Spec Ed Summer Enrich Trans	1010.5.30.1213.99.510	$ 35,438.00	$ -	$ 35,438.00	$44,142.52	$0.00	$0.00	$ 44,142.52		($8,704.52)	$0.00	**($8,704.52)**	
Spec Ed Transportation	1010.5.30.2700.99.510	$ 258,356.00	$ -	$ 258,356.00	$288,035.91	$1,209,065.66	$0.00	$ 1,497,101.57		($1,238,745.57)	$1,200,000.00	**($38,745.57)**	Excess Costs *
System Wide Pupil Transport	1010.5.00.2700.99.510	$ 1,244,547.63	$ -	$ 1,244,547.63	$345,330.00	$918,577.80	$0.00	$ 1,263,907.80	($911.71)	($18,448.46)	$0.00	**($18,448.46)**	*
System Wide Pupil Transport Out	1010.5.00.2700.99.511	$ 259,419.02	$ -	$ 259,419.02	$18,417.60	$209,500.20	$0.00	$ 227,917.80		$31,501.22	$0.00	**$31,501.22**	
Property & Liablity Ins		**$ 221,119.65**	**$ -**	**$ 221,119.65**	**$ 218,862.50**	**$ -**	**$ -**	**$ 218,862.50**	**$ -**	**$ 2,257.15**	**$0.00**	**$2,257.15**	
Property Insurance	1010.5.00.2600.99.520	$ 86,643.47	$ -	$ 86,643.47	$81,740.00	$0.00	$0.00	$ 81,740.00		$4,903.47	$0.00	**$4,903.47**	
Athletics Liability Insurance	1010.5.62.3200.99.521	$ 16,320.00	$ -	$ 16,320.00	$7,969.00	$0.00	$0.00	$ 7,969.00		$8,351.00	$0.00	**$8,351.00**	
System Wide Gen Liab. Insur.	1010.5.00.2600.99.521	$ 118,156.18	$ -	$ 118,156.18	$129,153.50	$0.00	$0.00	$ 129,153.50		($10,997.32)	$0.00	**($10,997.32)**	
Communications		**$ 91,343.90**	**$ -**	**$ 91,343.90**	**$34,539.05**	**$32,215.09**	**$0.00**	**$66,754.14**	**($8,266.06)**	**$ 32,855.82**	**($32,855.82)**	**$0.00**	
GES Postage	1010.5.03.2400.99.530	$ 2,000.00	$ -	$ 2,000.00	$2,000.00	$0.00	$0.00	$2,000.00		$0.00	$0.00	**$0.00**	
GMS Postage	1010.5.51.2400.99.530	$ 4,500.00	$ -	$ 4,500.00	$4,150.03	$0.00	$0.00	$4,150.03		$349.97	($349.97)	**$0.00**	
GHS Business Postage	1010.5.62.1000.17.530	$ 93.00	$ -	$ 93.00	$0.00	$0.00	$0.00	$0.00		$93.00	($93.00)	**$0.00**	
GHS System Wide Postage	1010.5.62.2400.99.530	$ 3,000.00	$ -	$ 3,000.00	$1,750.00	$0.00	$0.00	$1,750.00		$1,250.00	($1,250.00)	**$0.00**	
Central Office Postage	1010.5.00.2300.99.530	$ 3,000.00	$ -	$ 3,000.00	$0.00	$0.00	$0.00	$0.00		$3,000.00	($3,000.00)	**$0.00**	
System Wide Telephone	1010.5.00.2600.99.530	$ 61,400.00	$ -	$ 61,400.00	$23,523.99	$30,853.44	$0.00	$54,377.43	($8,214.24)	$15,236.81	($15,236.81)	**$0.00**	
System Wide Advertising	1010.5.00.2310.99.540	$ 2,250.00	$ -	$ 2,250.00	$504.00	$0.00	$0.00	$504.00		$1,746.00	($1,746.00)	**$0.00**	
GES System Wide P&B	1010.5.03.1000.99.550	$ 1,575.90	$ -	$ 1,575.90	$0.00	$0.00	$0.00	$0.00		$1,575.90	($1,575.90)	**$0.00**	
GMS System Wide P&B	1010.5.51.1000.99.550	$ 1,600.00	$ -	$ 1,600.00	$1,328.25	$0.00	$0.00	$1,328.25		$271.75	($271.75)	**$0.00**	
GHS Business Printing & Binding	1010.5.62.1000.17.550	$ 75.00	$ -	$ 75.00	$0.00	$0.00	$0.00	$0.00		$75.00	($75.00)	**$0.00**	
GHS System Wide P&B	1010.5.62.1000.99.550	$ 10,300.00	$ -	$ 10,300.00	$102.80	$0.00	$0.00	$102.80		$10,197.20	($10,197.20)	**$0.00**	
GHS Guidance Printing & Binding	1010.5.62.2120.99.550	$ 600.00	$ -	$ 600.00	$0.00	$0.00	$0.00	$0.00		$600.00	($600.00)	**$0.00**	
GHS Music Printing & Binding	1010.5.62.1000.11.550	$ 450.00	$ -	$ 450.00	$0.00	$0.00	$0.00	$0.00		$450.00	($450.00)	**$0.00**	
GHS Principals Office P&B	1010.5.62.2400.99.550	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	**$0.00**	
System Wide Print Shop	6012.5.00.3201.00.750	$ -	$ -	$ -	$1,179.98	$1,361.65	$0.00	$2,541.63	($51.82)	($2,489.81)	$2,489.81	**$0.00**	
Tuition		**$ 1,672,455.00**	**$ -**	**$ 1,672,455.00**	**$1,935,445.10**	**$869,566.92**	**$0.00**	**$2,805,012.02**	**$0.00**	**$ (1,132,557.02)**	**$0.00**	**$ (1,132,557.02)**	
System Wide Public Tuition	1010.5.62.6110.99.560	$ 172,455.00	$ -	$ 172,455.00	$76,786.00	$0.00	$0.00	$76,786.00		$95,669.00	$0.00	**$95,669.00**	
Special Ed Public Tuition	1010.5.30.6110.99.560	$ 1,500,000.00	$ -	$ 1,500,000.00	$1,858,659.10	$869,566.92	$0.00	$2,728,226.02		($1,228,226.02)	$0.00	**($1,228,226.02)**	EASTCONN reimb.
Other Travel		**$ 108,851.84**	**$ -**	**$ 108,851.84**	**$36,607.07**	**$40,269.29**	**$0.00**	**$76,876.36**	**$0.00**	**$ 31,975.48**	**($31,975.48)**	**$ -**	
GMS Music Travel	1010.5.51.1000.11.580	$ 1,500.00	$ -	$ 1,500.00	$405.24	$0.00	$0.00	$405.24		$1,094.76	($1,094.76)	**$0.00**	
GMS Athletics Transportation	1010.5.51.3200.99.580	$ 9,204.00	$ -	$ 9,204.00	$4,228.75	$4,975.25	$0.00	$9,204.00		$0.00	$0.00	**$0.00**	
GHS Music Travel	1010.5.62.1000.11.580	$ 3,000.00	$ -	$ 3,000.00	$863.57	$292.58	$0.00	$1,156.15		$1,843.85	($1,843.85)	**$0.00**	
GHS Science Travel	1010.5.62.1000.15.580	$ 300.00	$ -	$ 300.00	$0.00	$0.00	$0.00	$0.00		$300.00	($300.00)	**$0.00**	
GHS Guidance Travel	1010.5.62.2120.99.580	$ 2,900.00	$ -	$ 2,900.00	$437.64	$0.00	$0.00	$437.64		$2,462.36	($2,462.36)	**$0.00**	
GHS Principals Office Travel	1010.5.62.2400.99.580	$ 1,200.00	$ -	$ 1,200.00	$0.00	$0.00	$0.00	$0.00		$1,200.00	($1,200.00)	**$0.00**	
GHS System Wide Travel	1010.5.62.2790.99.580	$ 6,000.00	$ -	$ 6,000.00	$602.57	$200.00	$0.00	$802.57		$5,197.43	($5,197.43)	**$0.00**	

FY 2025-26 Financial Detail

Figures Current as of December 5, 2025

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GHS Athletics Transportation	1010.5.62.3200.99.580	$ 71,547.84	$ -	$ 71,547.84	$26,662.90	$33,337.10	$0.00	$60,000.00		$11,547.84	($11,547.84)	$0.00	
Special Ed Office Travel	1010.5.30.2400.99.580	$ 1,500.00	$ -	$ 1,500.00	$134.60	$0.00	$0.00	$134.60		$1,365.40	($1,365.40)	$0.00	
Special Ed System Wide Travel	1010.5.30.2790.99.580	$ 5,300.00	$ -	$ 5,300.00	$1,126.16	$647.46	$0.00	$1,773.62		$3,526.38	($3,526.38)	$0.00	
Central Office Travel	1010.5.00.2300.99.580	$ 2,900.00	$ -	$ 2,900.00	$1,531.31	$0.00	$0.00	$1,531.31		$1,368.69	($1,368.69)	$0.00	
System Wide Other Travel	1010.5.00.2790.99.580	$ 3,500.00	$ -	$ 3,500.00	$614.33	$816.90	$0.00	$1,431.23		$2,068.77	($2,068.77)	$0.00	
Other Purchased Services		**$ 137,845.53**	**$ -**	**$ 137,845.53**	**$97,005.52**	**$30,420.88**	**$0.00**	**$127,426.40**	**$0.00**	**$ 10,419.13**	**($10,157.40)**	**$261.73**	
GMS System Wide OPS	1010.5.51.1000.99.590	$ 6,600.00	$ -	$ 6,600.00	$1,529.80	$0.00	$0.00	$1,529.80		$5,070.20	($5,070.20)	$0.00	
GMS Music Other Purch Serv	1010.5.51.1000.11.590	$ 1,050.00	$ -	$ 1,050.00	$0.00	$0.00	$0.00	$0.00		$1,050.00	($1,050.00)	$0.00	
GHS Business Other Purch Serv	1010.5.62.1000.17.590	$ 1,000.00	$ -	$ 1,000.00	$336.00	$0.00	$0.00	$336.00		$664.00	($664.00)	$0.00	
GHS Guidance Other Purch Serv	1010.5.62.2120.99.590	$ 9,135.00	$ -	$ 9,135.00	$9,135.00	$0.00	$0.00	$9,135.00		$0.00	$0.00	$0.00	
GHS Principals Office OPS	1010.5.62.2400.99.590	$ 500.00	$ -	$ 500.00	$130.00	$0.00	$0.00	$130.00		$370.00	($370.00)	$0.00	
Alt School Other Purch Serv	1010.5.30.1220.99.590	$ 1,150.00	$ -	$ 1,150.00	$0.00	$0.00	$0.00	$0.00		$1,150.00	($1,150.00)	$0.00	
Adult Ed (Other Purch Serv)	1010.5.00.1310.99.590	$ 25,978.73	$ -	$ 25,978.73	$52,906.00	$0.00	$0.00	$52,906.00		($26,927.27)	$27,189.00	$261.73	
Maintenance Dept OPS	1010.5.00.2600.99.590	$ 61,800.00	$ -	$ 61,800.00	$8,353.87	$9,678.66	$0.00	$18,032.53		$43,767.47	($43,767.47)	$0.00	
Maintenance Dept OPS GES	1010.5.03.2600.99.590	$ -	$ -	$ -	$4,330.96	$4,554.96	$0.00	$8,885.92		($8,885.92)	$8,885.92	$0.00	
Maintenance Dept OPS Soule	1010.5.13.2600.99.590	$ -	$ -	$ -	$915.84	$1,180.48	$0.00	$2,096.32		($2,096.32)	$2,096.32	$0.00	
Maintenance Dept OPS GMS	1010.5.51.2600.99.590	$ -	$ -	$ -	$4,366.96	$4,608.96	$0.00	$8,975.92		($8,975.92)	$8,975.92	$0.00	
Maintenance Dept OPS GHS	1010.5.62.2600.99.590	$ -	$ -	$ -	$10,105.82	$10,397.82	$0.00	$20,503.64		($20,503.64)	$20,503.64	$0.00	
Technology Other Purch Serv	1010.5.00.2230.99.590	$ 25,000.00	$ -	$ 25,000.00	$1,355.27	$0.00	$0.00	$1,355.27		$23,644.73	($23,644.73)	$0.00	
Health & Safety Other Purch Serv	1010.5.00.2670.99.590	$ 3,650.00	$ -	$ 3,650.00	$3,540.00	$0.00	$0.00	$3,540.00		$110.00	($110.00)	$0.00	
System Wide Other Purch Serv	1010.5.00.2700.99.590	$ 1,981.80	$ -	$ 1,981.80	$0.00	$0.00	$0.00	$0.00		$1,981.80	($1,981.80)	$0.00	
Instructional Supplies		**$ 85,378.00**	**$ -**	**$ 85,378.00**	**$48,705.65**	**$2,279.09**	**$0.00**	**$50,984.74**	**$0.00**	**$ 34,393.26**	**($34,393.26)**	**$0.00**	
GES Art Instructional Supplies	1010.5.03.1000.01.611	$ 1,500.00	$ -	$ 1,500.00	$863.95	$596.28	$0.00	$1,460.23		$39.77	($39.77)	$0.00	
GES LA Instr. Supplies	1010.5.03.1000.09.611	$ 6,694.00	$ -	$ 6,694.00	$6,242.40	$0.00	$0.00	$6,242.40		$451.60	($451.60)	$0.00	
GES Math Instructional Supplies	1010.5.03.1000.10.611	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	$0.00	
GES P.E. Instr. Supplies	1010.5.03.1000.13.611	$ 700.00	$ -	$ 700.00	$761.35	$0.00	$0.00	$761.35		($61.35)	$0.00	($61.35)	
GES Science Instr. Supplies	1010.5.03.1000.15.611	$ 500.00	$ -	$ 500.00	$230.83	$0.00	$0.00	$230.83		$269.17	($269.17)	$0.00	
GES Instru. Supplies	1010.5.03.1000.99.611	$ 6,624.00	$ -	$ 6,624.00	$7,286.04	$0.00	$0.00	$7,286.04		($662.04)	$0.00	($662.04)	
GES Guidance Instr. Supplies	1010.5.03.2120.99.611	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	($276.61)	$723.39	
GMS Health Instructional Supplies	1010.5.51.1000.06.611	$ 600.00	$ -	$ 600.00	$558.76	$0.00	$0.00	$558.76		$41.24	($41.24)	$0.00	
GMS Tech Ed Instr. Supplies	1010.5.51.1000.08.611	$ 1,050.00	$ -	$ 1,050.00	$480.00	$0.00	$0.00	$480.00		$570.00	($570.00)	$0.00	
GMS Math Instructional Supplies	1010.5.51.1000.10.611	$ 1,300.00	$ -	$ 1,300.00	$1,286.54	$0.00	$0.00	$1,286.54		$13.46	($13.46)	$0.00	
GMS Science Instr. Supplies	1010.5.51.1000.15.611	$ 700.00	$ -	$ 700.00	$52.74	$0.00	$0.00	$52.74		$647.26	($647.26)	$0.00	
GMS Music Instructional Supplies	1010.5.51.1000.11.611	$ 800.00	$ -	$ 800.00	$675.99	$0.00	$0.00	$675.99		$124.01	($124.01)	$0.00	
GMS System Wide Instr. Supplies	1010.5.51.1000.99.611	$ 9,800.00	$ -	$ 9,800.00	$5,174.57	$0.00	$0.00	$5,174.57		$4,625.43	($4,625.43)	$0.00	
GMS Ed Media Instr. Supplies	1010.5.51.2220.99.611	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	$0.00	
GMS Art Instructional Supplies	1010.5.51.1000.01.611	$ 3,500.00	$ -	$ 3,500.00	$2,381.12	$236.46	$0.00	$2,617.58		$882.42	($882.42)	$0.00	
GMS LA Instructional Supplies	1010.5.51.1000.09.611	$ 240.00	$ -	$ 240.00	$0.00	$0.00	$0.00	$0.00		$240.00	($240.00)	$0.00	
GMS P.E. Instructional Supplies	1010.5.51.1000.13.611	$ 100.00	$ -	$ 100.00	$45.99	$0.00	$0.00	$45.99		$54.01	($54.01)	$0.00	
GHS Art Instructional Supplies	1010.5.62.1000.01.611	$ 2,836.00	$ -	$ 2,836.00	$2,625.23	$0.00	$0.00	$2,625.23		$210.77	($210.77)	$0.00	
GHS Career Ed Instructional Supplies	1010.5.62.1000.03.611	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	($1,000.00)	$0.00	
GHS Foreign Lang. Instr. Supplies	1010.5.62.1000.05.611	$ 665.00	$ -	$ 665.00	$514.00	$60.00	$0.00	$574.00		$91.00	($91.00)	$0.00	
GHS Health Instructional Supplies	1010.5.62.1000.06.611	$ 197.00	$ -	$ 197.00	$189.88	$0.00	$0.00	$189.88		$7.12	($7.12)	$0.00	
GHS FCS Instructional Supplies	1010.5.62.1000.07.611	$ 7,685.00	$ -	$ 7,685.00	$2,082.54	$519.15	$0.00	$2,601.69		$5,083.31	($5,083.31)	$0.00	
GHS Tech Ed Instr. Supplies	1010.5.62.1000.08.611	$ 1,346.00	$ -	$ 1,346.00	$1,083.31	$0.00	$0.00	$1,083.31		$262.69	($262.69)	$0.00	
GHS LA Instructional Supplies	1010.5.62.1000.09.611	$ -	$ -	$ -	$394.83	$0.00	$0.00	$394.83		($394.83)	$0.00	($394.83)	
GHS Math Instructional Supplies	1010.5.62.1000.10.611	$ 1,545.00	$ -	$ 1,545.00	$143.66	$0.00	$0.00	$143.66		$1,401.34	($1,401.34)	$0.00	
GHS Music Instructional Supplies	1010.5.62.1000.11.611	$ 4,200.00	$ -	$ 4,200.00	$3,298.42	$867.20	$0.00	$4,165.62		$34.38	($34.38)	$0.00	
GHS P.E. Instructional Supplies	1010.5.62.1000.13.611	$ 2,000.00	$ -	$ 2,000.00	$1,639.90	$0.00	$0.00	$1,639.90		$360.10	($360.10)	$0.00	
GHS Science Instr. Supplies	1010.5.62.1000.15.611	$ 3,293.00	$ -	$ 3,293.00	$2,765.02	$0.00	$0.00	$2,765.02		$527.98	($527.98)	$0.00	

FY 2025-26 Financial Detail

Figures Current as of December 5, 2025

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GHS Business Instr. Supplies	1010.5.62.1000.17.611	$ 678.00	$ -	$ 678.00	$0.00	$0.00	$0.00	$0.00		$678.00	($678.00)	$0.00	
GHS System Wide Instr. Supplies	1010.5.62.1000.99.611	$ 10,000.00	$ -	$ 10,000.00	$3,515.88	$0.00	$0.00	$3,515.88		$6,484.12	($6,089.29)	$394.83	
GHS Library Instructional Supplies	1010.5.62.2220.99.611	$ 725.00	$ -	$ 725.00	$475.03	$0.00	$0.00	$475.03		$249.97	($249.97)	$0.00	
Special Ed Instructional Supplies	1010.5.30.1210.99.611	$ 8,100.00	$ -	$ 8,100.00	$1,365.02	$0.00	$0.00	$1,365.02		$6,734.98	($6,734.98)	$0.00	
Special Ed Instructional Supplies GES	1010.5.31.1210.99.611	$ -	$ -	$ -	$542.00	$0.00	$0.00	$542.00		($542.00)	$542.00	$0.00	
Special Ed Instructional Supplies GMS	1010.5.32.1210.99.611	$ -	$ -	$ -	$307.69	$0.00	$0.00	$307.69		($307.69)	$307.69	$0.00	
Special Ed Instructional Supplies GHS	1010.5.33.1210.99.611	$ -	$ -	$ -	$174.16	$0.00	$0.00	$174.16		($174.16)	$174.16	$0.00	
Alt School Instructional Supplies	1010.5.30.1220.99.611	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	($1,000.00)	$0.00	
Speech Instructional Supplies	1010.5.30.2150.99.611	$ 4,000.00	$ -	$ 4,000.00	$1,548.80	$0.00	$0.00	$1,548.80		$2,451.20	($2,451.20)	$0.00	
Maintenance Supplies		**$ 90,000.00**	**$ -**	**$ 90,000.00**	**$57,714.90**	**$30,285.45**	**$0.00**	**$88,000.35**	**$0.00**	**$ 1,999.65**	**($1,999.65)**	**$ -**	
GES Maintenance Supplies	1010.5.03.2600.99.613	$ -	$ -	$ -	$2,463.00	$0.00	$0.00	$2,463.00		($2,463.00)	$2,463.00	$0.00	
GMS Maintenance Supplies	1010.5.51.2600.99.613	$ -	$ -	$ -	$341.00	$0.00	$0.00	$341.00		($341.00)	$341.00	$0.00	
GHS Maintenance Supplies	1010.5.62.2600.99.613	$ -	$ -	$ -	$0.00	$0.00	$0.00	$0.00		$0.00	$0.00	$0.00	
Maintenance Supplies	1010.5.00.2600.99.613	$ 90,000.00	$ -	$ 90,000.00	$54,910.90	$30,285.45	$0.00	$85,196.35		$4,803.65	($4,803.65)	$0.00	
Heating Oil		**$ 205,000.00**	**$ -**	**$ 205,000.00**	**$51,048.60**	**$ 35,892.85**	**$ -**	**$86,941.45**	**$ -**	**$ 118,058.55**	**($118,058.55)**	**$0.00**	
Heating Oil	1010.5.00.2600.99.620	$ 205,000.00	$ -	$ 205,000.00	$51,048.60	$35,892.85	$0.00	$86,941.45		$118,058.55	($118,058.55)	$0.00	
Textbooks		**$ 7,035.00**	**$ -**	**$ 7,035.00**	**$1,301.22**	**$0.00**	**$0.00**	**$1,301.22**	**$0.00**	**$ 5,733.78**	**($5,733.78)**	**$0.00**	
GMS LA Textbooks	1010.5.51.1000.09.641	$ 535.00	$ -	$ 535.00	$129.80	$0.00	$0.00	$129.80		$405.20	($405.20)	$0.00	
GMS Music Textbooks	1010.5.51.1000.11.641	$ 1,500.00	$ -	$ 1,500.00	$582.07	$0.00	$0.00	$582.07		$917.93	($917.93)	$0.00	
Curriculum Develop. Textbooks	1010.5.00.2212.99.641	$ 5,000.00	$ -	$ 5,000.00	$589.35	$0.00	$0.00	$589.35		$4,410.65	($4,410.65)	$0.00	
Library Books/Periodicals		**$ 28,801.00**	**$ -**	**$ 28,801.00**	**$18,985.28**	**$123.79**	**$0.00**	**$19,109.07**	**$0.00**	**$ 9,691.93**	**($9,691.93)**	**$0.00**	
GES Library B/P	1010.5.03.2220.99.642	$ 2,500.00	$ -	$ 2,500.00	$2,371.33	$123.79	$0.00	$2,495.12		$4.88	($4.88)	$0.00	
GMS Foreign Language B/P	1010.5.51.1000.05.642	$ 400.00	$ -	$ 400.00	$198.01	$0.00	$0.00	$198.01		$201.99	($201.99)	$0.00	
GMS LA B/P	1010.5.51.1000.09.642	$ 900.00	$ -	$ 900.00	$189.80	$0.00	$0.00	$189.80		$710.20	($710.20)	$0.00	
GMS Science Resource B/P	1010.5.51.1000.15.642	$ 544.00	$ -	$ 544.00	$0.00	$0.00	$0.00	$0.00		$544.00	($544.00)	$0.00	
GMS System Wide B/P	1010.5.51.1000.99.642	$ 400.00	$ -	$ 400.00	$0.00	$0.00	$0.00	$0.00		$400.00	($400.00)	$0.00	
GMS Library B/P	1010.5.51.2220.99.642	$ 1,300.00	$ -	$ 1,300.00	$0.00	$0.00	$0.00	$0.00		$1,300.00	($1,300.00)	$0.00	
GMS System Wide B/P	1010.5.51.2400.99.642	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	$0.00	
GHS LA B/P	1010.5.62.1000.09.642	$ 2,000.00	$ -	$ 2,000.00	$710.23	$0.00	$0.00	$710.23		$1,289.77	($1,287.98)	$1.79	
GHS Library B/P	1010.5.62.2220.99.642	$ 977.00	$ -	$ 977.00	$978.79	$0.00	$0.00	$978.79		($1.79)	$0.00	($1.79)	
GHS Principals Office B/P	1010.5.62.2400.99.642	$ 200.00	$ -	$ 200.00	$0.00	$0.00	$0.00	$0.00		$200.00	($200.00)	$0.00	
Curriculum Development B/P	1010.5.00.2212.99.642	$ 5,000.00	$ -	$ 5,000.00	$2,222.45	$0.00	$0.00	$2,222.45		$2,777.55	($2,777.55)	$0.00	
Central Office B/P	1010.5.00.2300.99.642	$ 750.00	$ -	$ 750.00	$0.00	$0.00	$0.00	$0.00		$750.00	($750.00)	$0.00	
System Wide Resource B/P	1010.5.00.2310.99.642	$ 550.00	$ -	$ 550.00	$0.00	$0.00	$0.00	$0.00		$550.00	($550.00)	$0.00	
GES Library Online Services	1010.5.03.2220.99.643	$ 2,900.00	$ -	$ 2,900.00	$2,448.18	$0.00	$0.00	$2,448.18		$451.82	($451.82)	$0.00	
GMS Library Online Services	1010.5.51.2220.99.643	$ 3,133.00	$ -	$ 3,133.00	$3,120.25	$0.00	$0.00	$3,120.25		$12.75	($12.75)	$0.00	
GHS Library Online Services	1010.5.62.2220.99.643	$ 6,747.00	$ -	$ 6,747.00	$6,746.24	$0.00	$0.00	$6,746.24		$0.76	($0.76)	$0.00	
Other Supplies/Materials		**$ 330,862.63**	**$ -**	**$ 330,862.63**	**$109,351.91**	**$74,541.37**	**$0.00**	**$183,893.28**	**$0.00**	**$ 146,969.35**	**($146,969.35)**	**$0.00**	
GES LA Software	1010.5.03.1000.09.735	$ 450.00	$ -	$ 450.00	$0.00	$0.00	$0.00	$0.00		$450.00	($450.00)	$0.00	
GES Social Studies Other Supplies	1010.5.03.1000.16.690	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	$0.00	
GES System Wide Other Supp	1010.5.03.1000.99.690	$ 9,146.00	$ -	$ 9,146.00	$7,964.43	$0.00	$0.00	$7,964.43		$1,181.57	($1,181.57)	$0.00	
GMS Music Other Supplies	1010.5.51.1000.11.690	$ 1,280.00	$ -	$ 1,280.00	$807.05	$0.00	$0.00	$807.05		$472.95	($472.95)	$0.00	
GMS Science Other Supplies	1010.5.51.1000.15.690	$ 385.00	$ -	$ 385.00	$0.00	$0.00	$0.00	$0.00		$385.00	($385.00)	$0.00	
GMS Social Science Other Supp	1010.5.51.1000.16.690	$ 180.00	$ -	$ 180.00	$416.10	$0.00	$0.00	$416.10		($236.10)	$0.00	($236.10)	
GMS System Wide Other Supp	1010.5.51.1000.99.690	$ 2,500.00	$ -	$ 2,500.00	$463.12	$0.00	$0.00	$463.12		$2,036.88	($1,800.78)	$236.10	
GMS Guidance Other Supplies	1010.5.51.2120.99.690	$ 3,400.00	$ -	$ 3,400.00	$3,349.50	$0.00	$0.00	$3,349.50		$50.50	($50.50)	$0.00	
GMS Office Other Supplies	1010.5.51.2400.99.690	$ 2,100.00	$ -	$ 2,100.00	$683.01	$0.00	$0.00	$683.01		$1,416.99	($1,416.99)	$0.00	

FY 2025-26 Financial Detail

Figures Current as of December 5, 2025

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GMS Athletics Other Supplies	1010.5.51.3200.99.690	$ 2,500.00	$ -	$ 2,500.00	$0.00	$0.00	$0.00	$0.00		$2,500.00	($2,500.00)	$0.00	
GHS Tech Ed Other Supplies	1010.5.62.1000.08.690	$ 3,163.00	$ -	$ 3,163.00	$3,120.46	$0.00	$0.00	$3,120.46		$42.54	($42.54)	$0.00	
GHS Music Other Supplies	1010.5.62.1000.11.690	$ 1,000.00	$ -	$ 1,000.00	$964.37	$0.00	$0.00	$964.37		$35.63	($35.63)	$0.00	
GHS Science Other Supplies	1010.5.62.1000.15.690	$ 1,200.00	$ -	$ 1,200.00	$1,186.11	$0.00	$0.00	$1,186.11		$13.89	($13.89)	$0.00	
GHS Social Studies Other Supplies	1010.5.62.1000.16.690	$ 106.00	$ -	$ 106.00	$12.44	$0.00	$0.00	$12.44		$93.56	($93.56)	$0.00	
GHS Business Other Supplies	1010.5.62.1000.17.690	$ 450.00	$ -	$ 450.00	$0.00	$0.00	$0.00	$0.00		$450.00	($450.00)	$0.00	
GHS System Wide Other Supp	1010.5.62.1000.99.690	$ 1,000.00	$ -	$ 1,000.00	$23.97	$0.00	$0.00	$23.97		$976.03	($976.03)	$0.00	
GHS Guidance Other Supplies	1010.5.62.2120.99.690	$ 350.00	$ -	$ 350.00	$0.00	$0.00	$0.00	$0.00		$350.00	($350.00)	$0.00	
GHS Library Other Supplies	1010.5.62.2220.99.690	$ 659.00	$ -	$ 659.00	$561.45	$79.22	$0.00	$640.67		$18.33	($18.33)	$0.00	
GHS Principals Office Other	1010.5.62.2400.99.690	$ 9,000.00	$ -	$ 9,000.00	$4,835.80	$0.00	$0.00	$4,835.80		$4,164.20	($4,164.20)	$0.00	
GHS Athletics Other Supplies	1010.5.62.3200.99.690	$ 20,000.00	$ -	$ 20,000.00	$16,243.96	$3,185.00	$0.00	$19,428.96		$571.04	($571.04)	$0.00	
Special Ed Other Supplies	1010.5.30.1210.99.690	$ 13,600.00	$ -	$ 13,600.00	$1,804.58	$2,267.21	$0.00	$4,071.79		$9,528.21	($9,528.21)	$0.00	
Special Ed Other Supplies GES	1010.5.31.1210.99.690	$ -	$ -	$ -	$518.51	$0.00	$0.00	$518.51		($518.51)	$518.51	$0.00	
Special Ed Other Supplies GHS	1010.5.33.1210.99.690	$ -	$ -	$ -	$705.21	$0.00	$0.00	$705.21		($705.21)	$705.21	$0.00	
Special Ed Summer Enrich Other Supplies	1010.5.30.1213.99.690	$ 2,000.00	$ -	$ 2,000.00	$1,489.09	$0.00	$0.00	$1,489.09		$510.91	($510.91)	$0.00	
Alt School Other Supplies	1010.5.30.1220.99.690	$ 1,500.00	$ -	$ 1,500.00	$119.32	$0.00	$0.00	$119.32		$1,380.68	($1,380.68)	$0.00	
Psy Services Other Supplies	1010.5.30.2140.99.690	$ 6,500.00	$ -	$ 6,500.00	$2,594.77	$0.00	$0.00	$2,594.77		$3,905.23	($3,905.23)	$0.00	
Special Ed Prinicpals Office	1010.5.30.2400.99.690	$ 2,000.00	$ -	$ 2,000.00	$0.00	$179.85	$0.00	$179.85		$1,820.15	($1,820.15)	$0.00	
Print Shop Supplies	1010.5.00.1013.99.690	$ -	$ -	$ -	$0.00	$0.00	$0.00	$0.00		$0.00	$0.00	$0.00	
System Wide Other Supplies	1010.5.00.2130.99.690	$ 5,800.00	$ -	$ 5,800.00	$1,623.96	$0.00	$0.00	$1,623.96		$4,176.04	($4,176.04)	$0.00	
Curriculum Development	1010.5.00.2212.99.690	$ 13,000.00	$ -	$ 13,000.00	$5,441.27	$0.00	$0.00	$5,441.27		$7,558.73	($7,558.73)	$0.00	
Central Office Other Supplies	1010.5.00.2300.99.690	$ 5,500.00	$ -	$ 5,500.00	$2,006.26	$0.00	$0.00	$2,006.26		$3,493.74	($3,493.74)	$0.00	
System Wide Other Supplies	1010.5.00.2310.99.690	$ 5,000.00	$ -	$ 5,000.00	$2,895.47	$20.00	$0.00	$2,915.47		$2,084.53	($2,084.53)	$0.00	
Maintenance Other Supplies	1010.5.00.2600.99.690	$ 4,000.00	$ -	$ 4,000.00	$148.49	$252.47	$0.00	$400.96		$3,599.04	($3,599.04)	$0.00	
Technology Other Supplies	1010.5.00.2230.99.690	$ 16,590.00	$ -	$ 16,590.00	$3,930.83	$0.00	$0.00	$3,930.83		$12,659.17	($12,659.17)	$0.00	
System Wide Other Supplies	1010.5.00.2700.99.690	$ 196,003.63	$ -	$ 196,003.63	$45,442.38	$68,557.62	$0.00	$114,000.00		$82,003.63	($82,003.63)	$0.00	
Instructional Equipment		**$ 93,620.00**	**$ -**	**$ 93,620.00**	**$20,976.05**	**$0.00**	**$0.00**	**$20,976.05**	**($17,840.00)**	**$ 90,483.95**	**($90,483.95)**	**$0.00**	
GES Instructional Technology Equipment	1010.5.03.1000.17.730	$ 421.00	$ -	$ 421.00	$237.67	$0.00	$0.00	$237.67		$183.33	($183.33)	$0.00	
GMS PE Instructional Equipment	1010.5.51.1000.13.730	$ 580.00	$ -	$ 580.00	$352.67	$0.00	$0.00	$352.67		$227.33	($227.33)	$0.00	
GMS Science Equipment	1010.5.51.1000.15.730	$ 960.00	$ -	$ 960.00	$0.00	$0.00	$0.00	$0.00		$960.00	($960.00)	$0.00	
GMS SS Equipment	1010.5.51.1000.16.730	$ 700.00	$ -	$ 700.00	$0.00	$0.00	$0.00	$0.00		$700.00	($700.00)	$0.00	
GHS FCS Instructional Equip	1010.5.62.1000.07.730	$ 970.00	$ -	$ 970.00	$554.74	$0.00	$0.00	$554.74		$415.26	($415.26)	$0.00	
GHS Tech Ed Instructional Equip	1010.5.62.1000.08.730	$ 14,770.00	$ -	$ 14,770.00	$14,892.43	$0.00	$0.00	$14,892.43		($122.43)	$0.00	($122.43)	
GHS Music Instructional Equip	1010.5.62.1000.11.730	$ 1,500.00	$ -	$ 1,500.00	$0.00	$0.00	$0.00	$0.00		$1,500.00	($1,500.00)	$0.00	
GHS Science Instructional Equip	1010.5.62.1000.15.730	$ 1,733.00	$ -	$ 1,733.00	$1,489.71	$0.00	$0.00	$1,489.71		$243.29	($243.29)	$0.00	
GHS Library Instructional Equip	1010.5.62.2220.99.730	$ 236.00	$ -	$ 236.00	$234.65	$0.00	$0.00	$234.65		$1.35	($1.35)	$0.00	
Special Ed Instructional Equip	1010.5.30.1210.99.730	$ 4,000.00	$ -	$ 4,000.00	$446.18	$0.00	$0.00	$446.18		$3,553.82	($3,553.82)	$0.00	
Speech Instructional Equip	1010.5.30.2150.99.730	$ 10,000.00	$ -	$ 10,000.00	$2,468.00	$0.00	$0.00	$2,468.00		$7,532.00	($7,532.00)	$0.00	
Tech Instr. Equip	1010.5.00.2230.99.730	$ 57,750.00	$ -	$ 57,750.00	$300.00	$0.00	$0.00	$300.00	($17,840.00)	$75,290.00	($75,167.57)	$122.43	
Non-Instructional Equipment		**$ 45,250.00**	**$ -**	**$ 45,250.00**	**$1,946.67**	**$0.00**	**$0.00**	**$1,946.67**	**$0.00**	**$ 43,303.33**	**($43,303.33)**	**$0.00**	
Central Office Other Equipment	1010.5.00.2300.99.739	$ 350.00	$ -	$ 350.00	$0.00	$0.00	$0.00	$0.00		$350.00	($350.00)	$0.00	
System Wide Other Equipment	1010.5.00.2600.99.739	$ 750.00	$ -	$ 750.00	$0.00	$0.00	$0.00	$0.00		$750.00	($750.00)	$0.00	
Technology Other Equipment	1010.5.00.2230.99.739	$ 44,150.00	$ -	$ 44,150.00	$1,946.67	$0.00	$0.00	$1,946.67		$42,203.33	($42,203.33)	$0.00	
Dues & Fees		**$ 62,866.00**	**$ -**	**$ 62,866.00**	**$48,445.20**	**$3,987.86**	**$0.00**	**$52,433.06**	**$0.00**	**$ 10,432.94**	**($10,432.94)**	**$0.00**	
GES System Wide Dues & Fees	1010.5.03.1000.99.810	$ 1,510.00	$ -	$ 1,510.00	$1,040.88	$244.86	$0.00	$1,285.74		$224.26	($224.26)	$0.00	
GMS Music Dues & Fees	1010.5.51.1000.11.810	$ 300.00	$ -	$ 300.00	$165.00	$0.00	$0.00	$165.00		$135.00	($135.00)	$0.00	
GMS Science Dues & Fees	1010.5.51.1000.15.810	$ 150.00	$ -	$ 150.00	$0.00	$0.00	$0.00	$0.00		$150.00	($150.00)	$0.00	
GMS Dues & Fees	1010.5.51.1000.99.810	$ 1,100.00	$ -	$ 1,100.00	$1,060.00	$0.00	$0.00	$1,060.00		$40.00	($40.00)	$0.00	
GMS Guidance Dues & Fees	1010.5.51.2120.99.810	$ 60.00	$ -	$ 60.00	$0.00	$0.00	$0.00	$0.00		$60.00	($60.00)	$0.00	

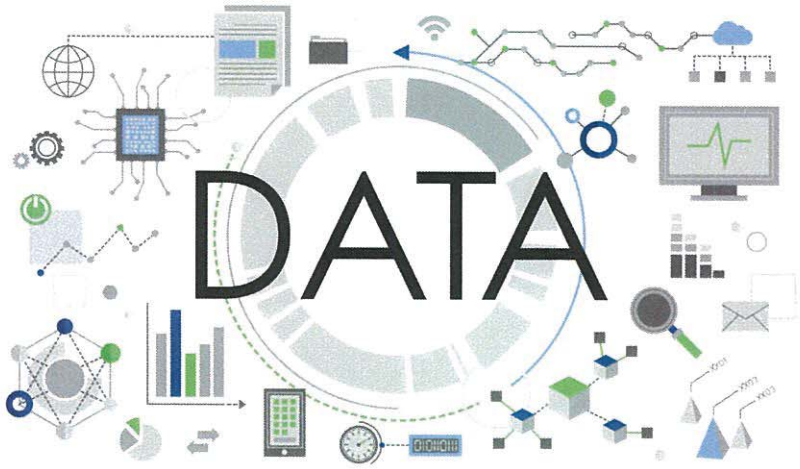
FY 2025-26 Financial Detail

Figures Current as of December 5, 2025

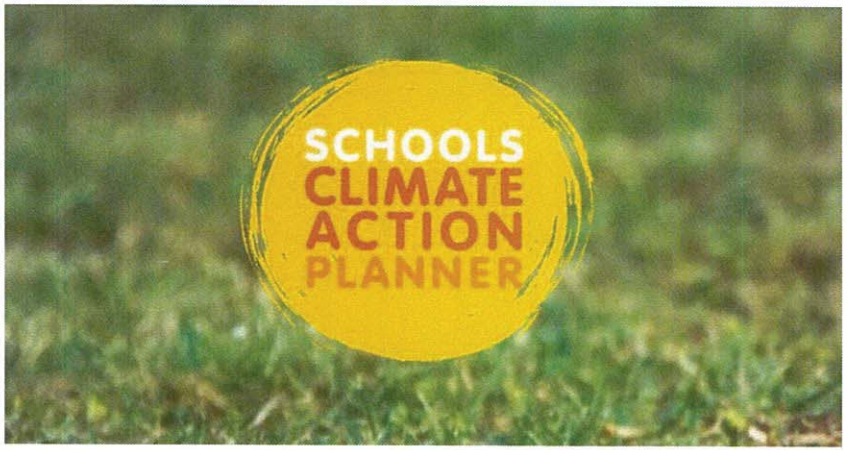
Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GMS Office Dues & Fees	1010.5.51.2400.99.810	$ 100.00	$ -	$ 100.00	$0.00	$0.00	$0.00	$0.00		$100.00	($100.00)	$0.00	
GMS Athletics Dues & Fees	1010.5.51.3200.99.810	$ 750.00	$ -	$ 750.00	$590.00	$0.00	$0.00	$590.00		$160.00	($160.00)	$0.00	
GHS Music Dues & Fees	1010.5.62.1000.11.810	$ 2,100.00	$ -	$ 2,100.00	$465.00	$125.00	$0.00	$590.00		$1,510.00	($1,510.00)	$0.00	
GHS Business Dues & Fees	1010.5.62.1000.17.810	$ 435.00	$ -	$ 435.00	$298.00	$0.00	$0.00	$298.00		$137.00	($137.00)	$0.00	
GHS System Wide Dues & Fees	1010.5.62.1000.99.810	$ 10,500.00	$ -	$ 10,500.00	$10,390.00	$0.00	$0.00	$10,390.00		$110.00	($110.00)	$0.00	
GHS Guidance Dues & Fees	1010.5.62.2120.99.810	$ 463.00	$ -	$ 463.00	$60.00	$0.00	$0.00	$60.00		$403.00	($403.00)	$0.00	
GHS Library Dues & Fees	1010.5.62.2220.99.810	$ 298.00	$ -	$ 298.00	$298.14	$0.00	$0.00	$298.14		($0.14)	$0.00	($0.14)	
GHS Principals Dues & Fees	1010.5.62.2400.99.810	$ 1,000.00	$ -	$ 1,000.00	$0.00	$120.00	$0.00	$120.00		$880.00	($880.00)	$0.00	
GHS Athletics Dues & Fees	1010.5.62.3200.99.810	$ 12,000.00	$ -	$ 12,000.00	$6,432.00	$2,500.00	$0.00	$8,932.00		$3,068.00	($3,068.00)	$0.00	
Central Office Dues & Fees	1010.5.00.2300.99.810	$ 14,750.00	$ -	$ 14,750.00	$15,862.00	$0.00	$0.00	$15,862.00		($1,112.00)	$0.00	($1,112.00)	
System Wide Dues & Fees	1010.5.00.2310.99.810	$ 15,750.00	$ -	$ 15,750.00	$11,784.18	$998.00	$0.00	$12,782.18		$2,967.82	($1,855.68)	$1,112.14	
Health Services Dues & Fees	1010.5.00.2130.99.810	$ 850.00	$ -	$ 850.00	$0.00	$0.00	$0.00	$0.00		$850.00	($850.00)	$0.00	
Maintenance Dues & Fees	1010.5.00.2600.99.810	$ 750.00	$ -	$ 750.00	$0.00	$0.00	$0.00	$0.00		$750.00	($750.00)	$0.00	
Grand Totals		**$ 32,920,858.93**	**$ -**	**$ 32,920,858.93**	**$14,051,282.52**	**$20,635,668.63**	**$ -**	**$34,686,951.15**	**$ (1,069,180.92)**	**$ (696,911.30)**	**$307,005.01**	**$ (389,906.29)**	

ASSISTANT SUPERINTENDENT'S UPDATES

Regular Meeting, December 11th, 2025

PROJECT/AREA	UPDATE
DATA MATTERS WEB SITE 	• Under the Teaching, Learning, and Innovation Department, we have added a "Data Matters" web site. • Data Matters is a one-stop web site where visitors can access information on student performance. • On this web site, we have linked reports we have provided to the Board. There are also links to state sites where visitors can access different reports related to student performance. • We will be updating the web site with new resources throughout the school year.
SOCIAL STUDIES CURRICULUM DEVELOPMENT 	• We continue to work on, revise, and develop our social studies curriculum. • The TLI department is working with teams of teachers on the curriculum. • The progress has been steady, and we continue to hit milestones. • Our goal is to have the curriculum presented to the Board before the end of the 2025-2026 school year, with full implementation next school year.

SCHOOL CLIMATE IMPROVEMENT PLANS



- In compliance with the State of Connecticut, we have implemented new approaches to School Climate.
- In addition to revising our policies, we have established a district school climate point person, Katy Sawaryn, Assistant Director of Student Services.
- Each building has a school climate specialist, and the specialist for each building is the Assistant Principal/Associate Principal.
- All school climate improvement plans have been posted to our school climate page, which can be accessed from our district page.



Griswold *Forward*
RESET, RENEW, REIMAGINE

ACCOUNTABILITY INDEX OVERVIEW DECEMBER 11, 2025

The purpose of this presentation is to:

- Explain what the Accountability Index is

- Share the GPS Accountability Index as it relates to those of surrounding districts and compare 23-24 data to our previous 22-23 data

What is the Accountability Index?

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It provides a holistic, multifactor perspective of district and school performance.



Indicators used to determine the Accountability Index

- Student Achievement
- Student Growth
- Chronic absenteeism
- Assessment participation
- On track for high school graduation
- 4 year graduation
- 6 year graduation for high needs students
- Postsecondary preparation
- Postsecondary readiness
- Postsecondary entrance rate
- Physical fitness
- The arts

The percentage of total possible points earned on all indicators determines the Accountability Index

Next Generation Accountability System: Indicator Overview

Connecticut's Next Generation Accountability System, first implemented in 2014-15, is a broad set of 12 indicators that help tell the story of how well a district or school is preparing its students for success in college, careers, and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

The table below provides a brief summary of the indicators comprising the system. The maximum possible points at the district-level for each of the indicators is included. At the school-level, available indicators and maximum possible points can vary based on grades served. For a thorough examination of every indicator including targets, data sources, and calculation rules, please see *Using Accountability Results to Guide Improvement*.

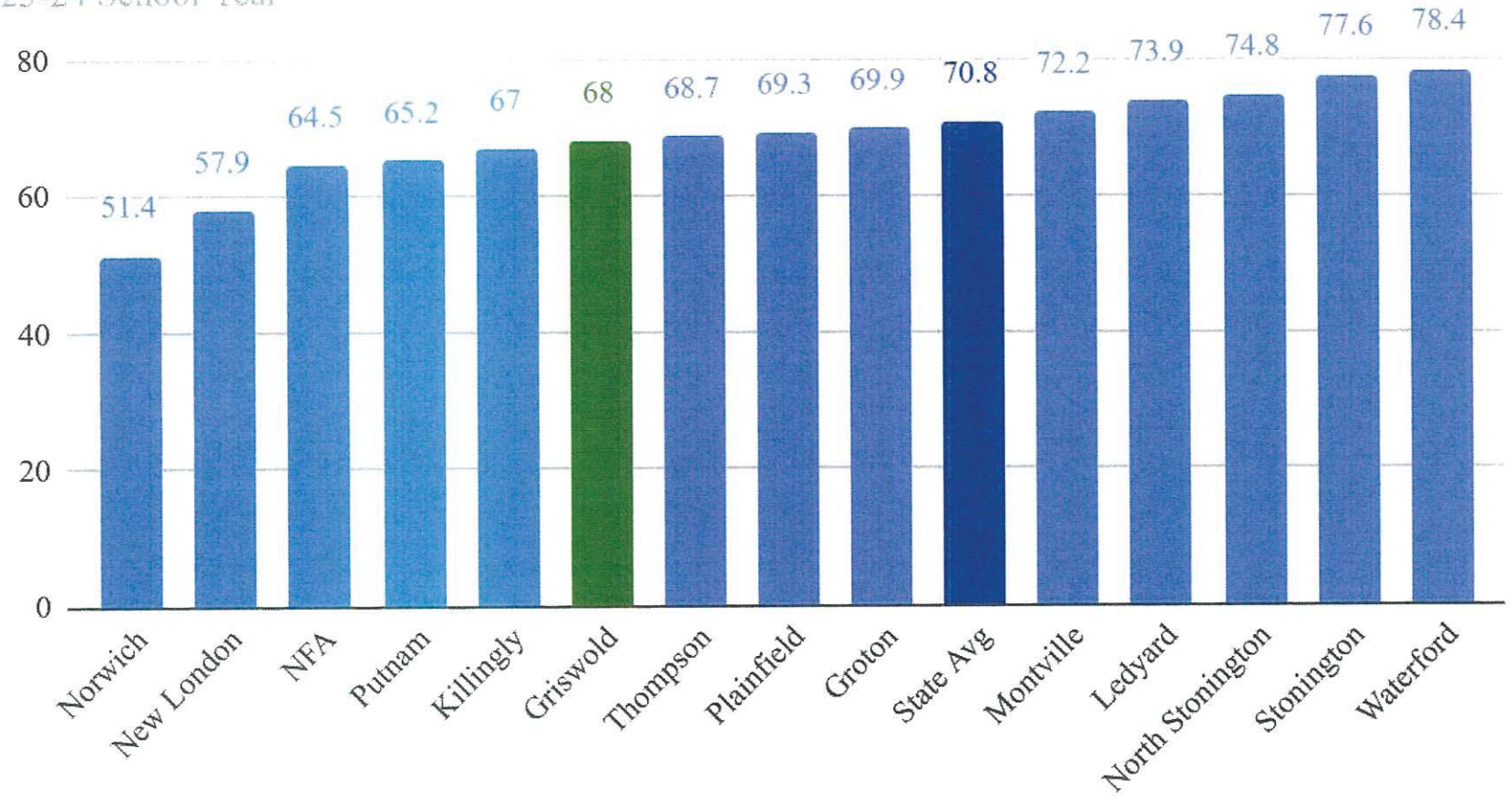
Next Generation Accountability Indicators	Brief Explanation	Max Points for a District
Indicator 1: Academic Achievement – ELA, Math, and Science (All Students, Students with High Needs)	A subject-specific index (0-100) is calculated based on the scale scores earned by every student in every tested area on standard and alternate assessments. Think of the index as an average measure of overall performance in a content area.	300
Indicator 2 (a-d): Academic Growth – ELA and Math (All Students, Students with High Needs)	Every student in Grades 4-8 have Smarter Balanced growth targets in ELA and Math. This indicator is the average percentage of target achieved across all students.	400
Indicator 2 (e, f): Growth Toward English Language Proficiency	Similar to academic growth measured by Smarter Balanced, this indicator is the average percentage of growth target achieved based on LAS Links for all English learners. There are growth scores calculated for literacy and oral.	100
Indicator 4: Attendance / Chronic Absence (All Students, Students with High Needs)	Chronic absenteeism is the percentage of students missing at least 10% of the total number of days enrolled in the school year for any reason. Schools/districts earn all available points if the rate is less than or equal to 5%. No points awarded if rate is 30% or greater.	100

Next Generation Indicators	Brief Explanation	Max Points for a District
Indicator 5 : Preparation for Postsecondary	Percentage of Grade 11 & 12 students participating in 2 AP/IB/dual credit courses; ***or*** 2 courses in a CTE cluster; ***or*** 2 workplace experience courses.	50
Indicator 6: Postsecondary Readiness	Percentage of students in grades 11 & 12 achieving either CCR benchmark on at least one of the following: SAT or ACT or AP or IB; or earning three or more college credits through dual credit coursework (i.e. dual enrollment, concurrent enrollment).	50
Indicator 7: Graduation - On Track in 9thGrade	Percentage of Grade 9 students earning at least six credits in the year.	50
Indicator 8: 4-year Graduation Rate for *All Students*	Percentage of first time ninth graders who graduate with a regular high school diploma in four years or less.	100
Indicator 9: 6- year Graduation Rate for *Students with High Needs*	Percentage of first time ninth graders who graduate with a regular high school diploma in six years or less.	100
Indicator 10: Postsecondary Entrance	Percentage of graduating class enrolled in a 2- or 4-year institution any time during the first year after graduation.	100
Indicator 11: Physical Fitness	Percentage of students meeting/exceeding the "Health Fitness Zone Standard" in all four areas of CT Physical Fitness Assessment.	50
Indicator 12: Arts Access	Percentage of students in Grades 9-12 participating in at least one dance, music, theatre, visual arts, or media arts course in the school year.	50
Accountability Index	The Accountability Index is the percentage of possible points earned.	1450

Note: Indicator 3 is the assessment participation rate for all students and students with high needs in ELA, mathematics, and science. While there are not assigned points for participation rates, the standard is at least 95 percent participation in every subject for all students and students with high needs. A participation rate less than 95 percent impacts a school's category assignment (i.e. Categories 1-3) in the accountability system.

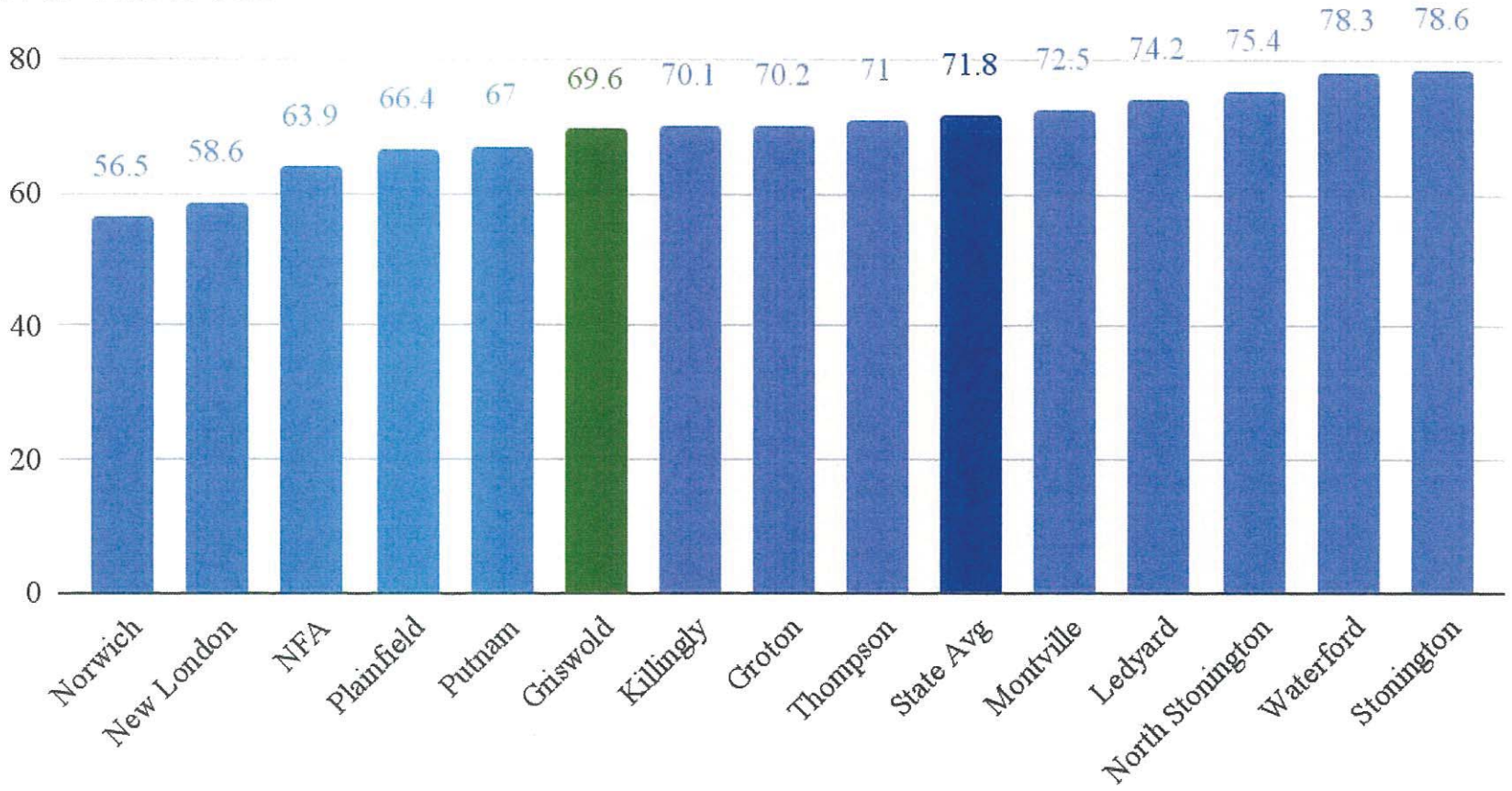
District Accountability Index Comparison

23-24 School Year



District Accountability Index Comparison

24-25 School Year



Questions?



VACANCIES

Certified Positions	Location	Closing Date
Psychologist, 1.0 FTE	GMS	Until Filled
Teacher, Grade 2	GES	Until Filled
Teacher, Special Education	GMS	Until Filled
Elementary Technology Teacher	GES	2026/27 SY

Non-Certified Positions	Location	Closing Date
Pareducators, Full-Time	GPS	Until Filled
Custodians, Full-Time	GPS	Until Filled

Extra-Curricular Positions	Location	Closing Date
Baseball Assistant Coach	GHS	Until Filled
Softball Assistant Coach	GHS	Until Filled

RESIGNATIONS

Name	Location	Position	Effective Last Day
Dickinson, Nina	GMS	Teacher, Special Education	December 19, 2025
Falco, Dustin	GMS	Custodian, Full-Time	November 14, 2025
Griffin, Johnathan	GMS	Custodian, Full-Time	December 5, 2025
Tobler, Kelsey	GHS	Coach – Indoor Track	November 24, 2025

APPOINTMENTS

Name	Location	Position	Effective Date	Salary/Rate
Odom, Cadan	GHS	Coach/JVWrestling Volunteer	Winter 25/26 Season	Stipend
LaBossiere, Melina	GHS	Coach/Indoor Girls Track	Winter 25/26 Season	Stipend
Lavin, Julia	GHS	Coach/JV Girls Basketball	Winter 25/26 Season	Stipend
Crosby, Shae	GHS	Coach/Head Softball	Spring 2026 Season	Stipend

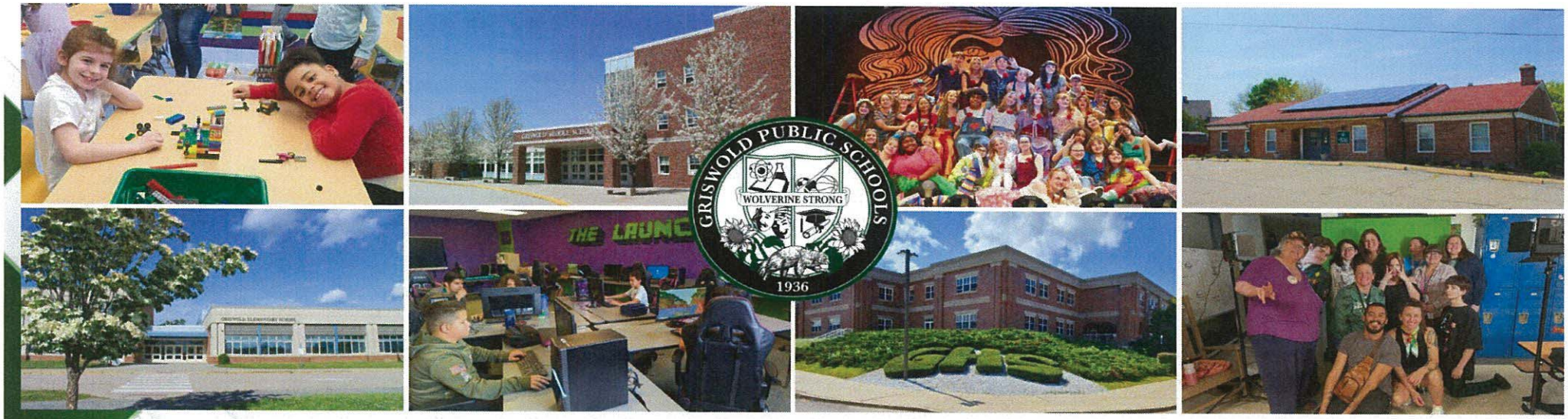
Note:
We will not be filling the school psychologist vacancy at Griswold Middle School for the remainder of the 2025/2026 school year.

The vacancy in grade 2 will be filled by a current teacher, Catherine Howley, who will move from Reading Intervention to Grade 2 teacher on January 5, 2026.

We will not be filling the vacany for special education teacher at Griswold Middle School for the remainder of the 2025/2026 school year.

All openings will remain under vacancies at this time.

December 11, 2025

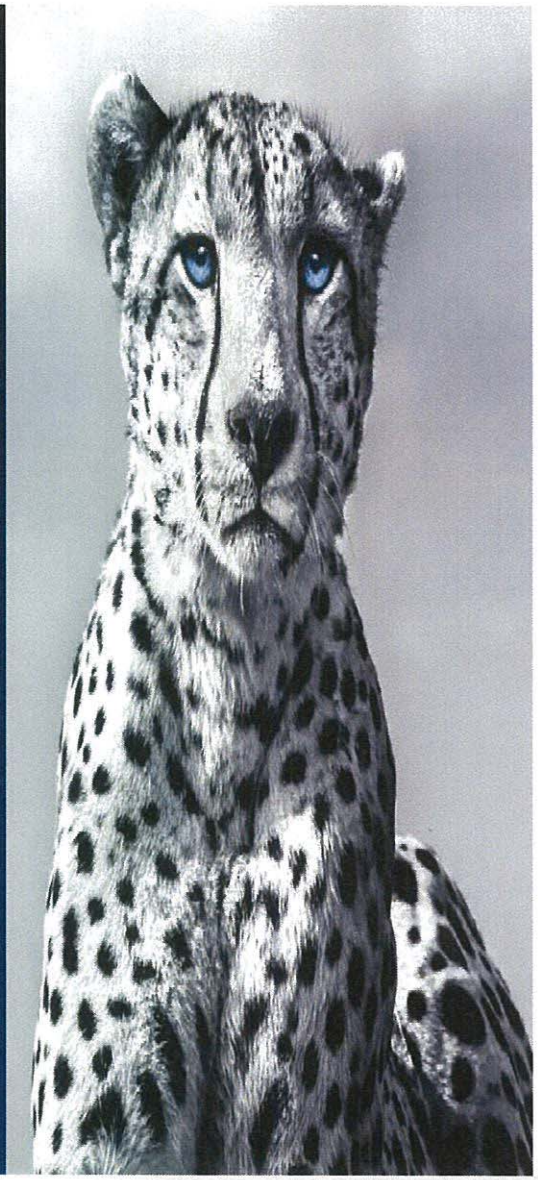


Insurance Broker's Report
Griswold Board of Education
December 11th, 2025

Brown & Brown

GRISWOLD BOARD OF EDUCATION

Claim and Budget Reporting Package



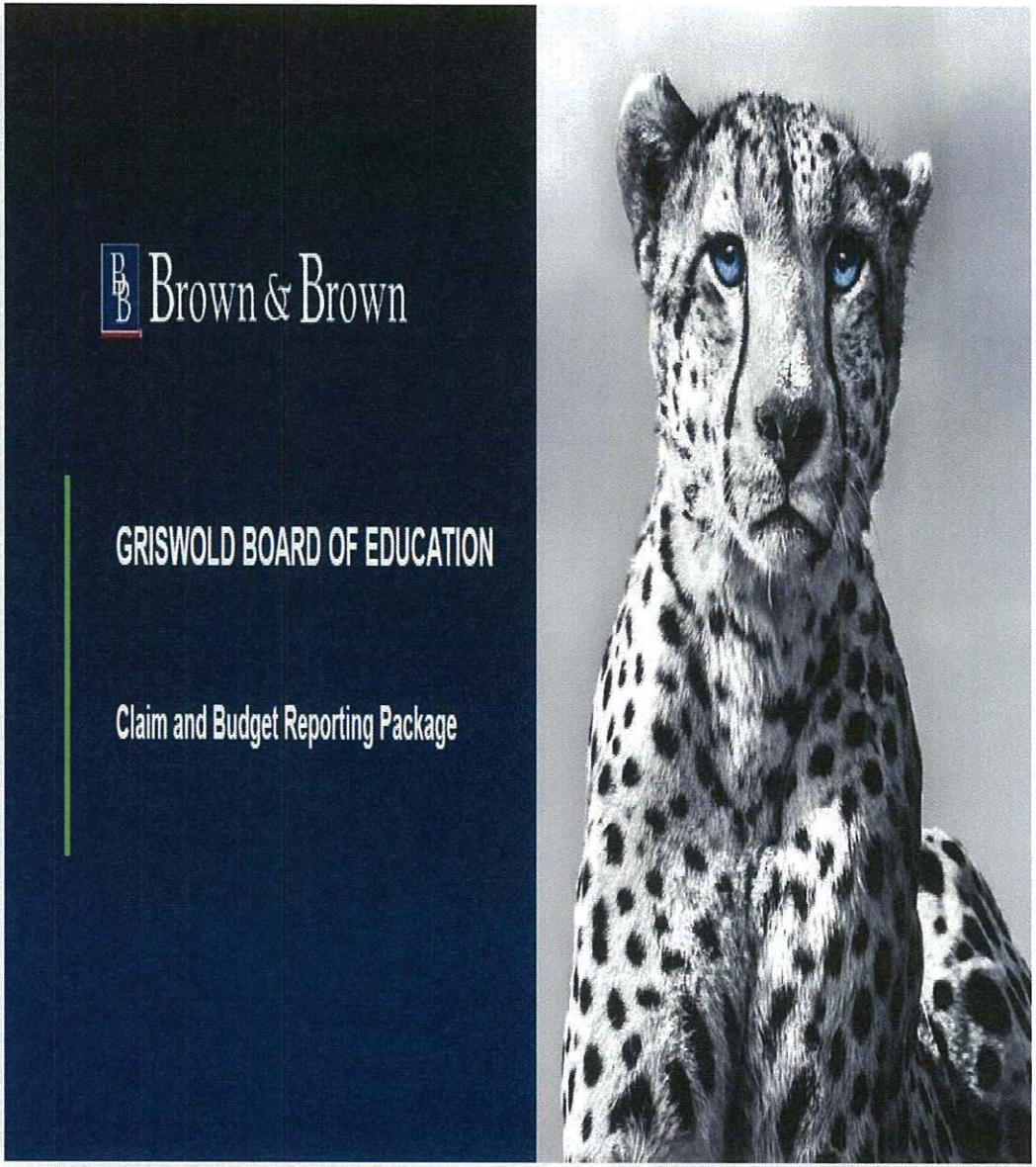
Insurance Broker's Report

- Highlights updates from Brown & Brown, Our Insurance Broker.
- Anticipates budgetary implications for the 2026-2027 school year.
- Previews challenges with group health insurance and escalating costs.

Griswold *Forward*

Loss Ratio

In group health insurance, the "loss ratio" (specifically Medical Loss Ratio or MLR) shows how much of the premium money goes to actual medical care and quality improvement versus administrative costs like marketing, salaries, and profit.



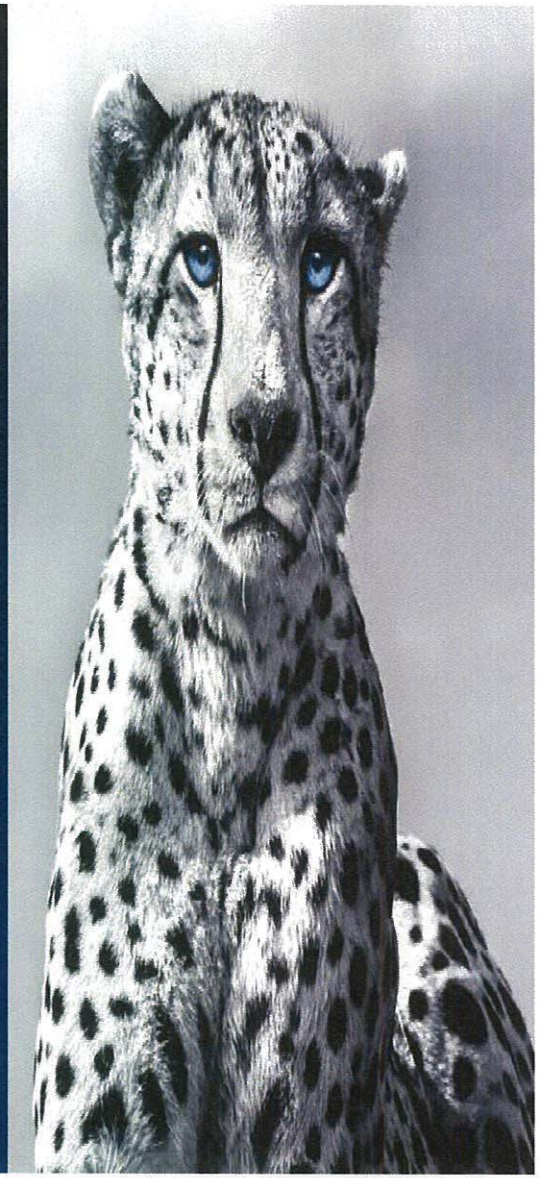
COMPARATIVE CHART
GPS Loss Ratio

MONTH/YEAR	LOSS RATIO
July 2023	87.50%
July 2024	82.47%
July 2025	153.11%
September 2025	201.63 %

Brown & Brown

GRISWOLD BOARD OF EDUCATION

Claim and Budget Reporting Package



Implications

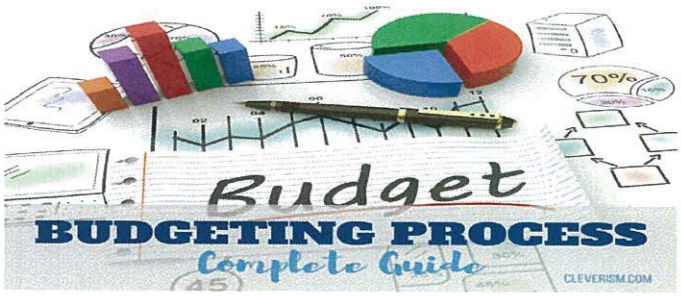
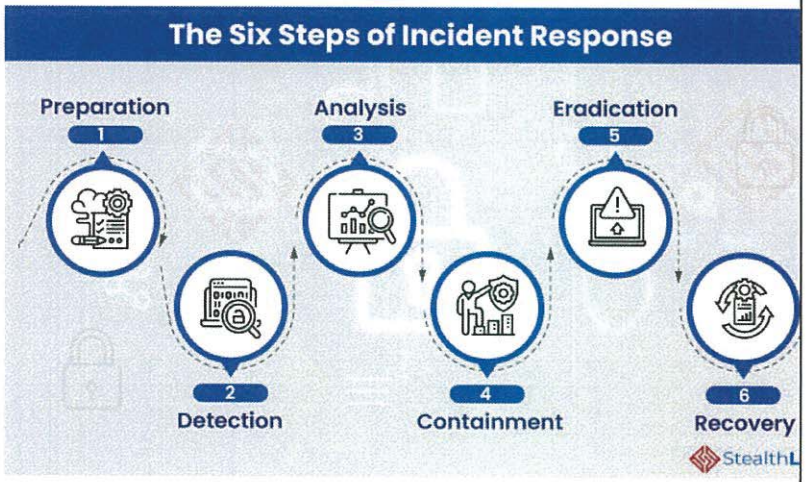
- More likely than not, we may have to "shop" for a new plan or new provider.
- This will have a major impact on the budget in terms of premium increase.
- We will continue to work with Sonia and Chuck from Brown & Brown.
- We may have to involve counsel for potential MOAs to contracts.
- We will keep the Board updated.

QUESTIONS AND ANSWERS



SUPERINTENDENT'S UPDATES

December 11th, 2025

PROJECT/AREA	UPDATE
Budget Development, 2026-2027 School year 	<table><tr><td>Thursday,December 11th, 2025</td><td>BOE Budget Workshop: Fixed Costs Budget</td></tr><tr><td>Thursday, January 8th, 2026</td><td>Regular Meeting/BOE Budget Workshop: Improvement Requests</td></tr><tr><td>Thursday, January 22nd, 2026</td><td>BOE Budget Workshop: The Initial Budget Proposal</td></tr><tr><td>Monday, January 26th, 2026*</td><td>*Potential date for Special Meeting, if warranted</td></tr><tr><td>Thursday, February 2nd, 2026*</td><td>*5:30 pm, Public Hearing *6:00 pm, Special Board Meeting: Budget Deliberations</td></tr><tr><td>Thursday, February 12th ,2026</td><td>Regular Meeting Initial Budget Proposal (ideally) should be adopted to forward to Board of Finance</td></tr></table>
Information Security Incident Response Plan 	• We have updated our plan to respond to cyber attacks. • This plan was started in 2023 by the former Director of Technology. • This year's revisions include aligning to the template provided by the insurance company that provides us with the cyber security insurance. • The revised plan was shared with our administration. • The revised plan has also been shared with our risk management provided at Acrisure. • We will continue to revise the plan annually.

Holiday Break Office Hours



- As we have done in the past, we will have abbreviated holiday break office hours given that many of our 12-month employees take much needed vacation time during this period.
- We will post the schedule to our web site, and we will also send out a copy to the community so that visitors know when the offices are open.